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The Purposes of School: An Instrumental Case Study

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This thesis is a qualitative study about the purposes of school using a combination of theoretical and empirical data. The school under study is the collection of schools and corresponding social imaginary that emerged in the 19th century in the compulsory mass education movement. This is the social imaginary of a “relatively uniform model” of compulsory mass schooling, or education for all, as a state or government responsibility. The research aims to answer the following questions:

- i) How have the purposes of school been understood by different researchers since the spread of mass schooling?
- ii) How do the purposes of school appear to be understood by different agents within an education community in Ontario?

As the research is framed as a case study of the education community in Ontario, along with a section summarizing the history of school, the first data set, a collection of literature by a diverse group of educational authors, was used in order to inform the analysis of a second data set and contribute to the case. This data set was analyzed using inductive qualitative content analysis, with themes emerging from the data.

The second data set, data from the case itself, was a selection of interviews with educators as well as one student interview and 30 student productions about the topic. These were analyzed using deductive qualitative content analysis, whereas the themes induced in the first data set were used to analyze the second data set, with space for new themes to emerge.

The findings of the study suggest that there is quite a panoply of perceptions of the purposes of school. On the theoretical side, much depends on the context and history of schools in the given context, and vary in terms of temporal purposes (preparation for adulthood and for the present moment), as well as in terms of individual or collective purposes, and finally as an oppressive or enlightening force. For the educators in Ontario, the purposes seem to be more fluid and depend on the students' and school board's initiatives. The purposes have been found to also relate to individual beliefs and values. As will be discussed below, every purpose but one found in the literature, was also mentioned in the interviews. Interestingly, new themes emerged.

There also seems to be a major issue with respect to the lack of time available and taken by educators to reflect on the purposes of school. It is possible that we are stuck in a cycle of accepting that this school under study has no viable alternative in our societies, without necessarily understanding or reflecting on the “why” behind its existence.

Keywords: schooling, purpose, mindscapes, mass education

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Ce mémoire consiste d'une étude qualitative sur la raison d'être de l'école. L'étude se base sur une combinaison de données théoriques et empiriques. L'école étudiée est celle qui a émergé au XIXe siècle durant la période qui a commencé le mouvement vers l'éducation obligatoire pour tous. Ce mouvement s'est transformé dans un imaginaire social puissant d'un «modèle relativement uniforme» de la scolarité en tant que responsabilité de l'État ou du gouvernement. La recherche vise à répondre aux questions suivantes:

- i) Comment la raison d'être de l'école a-t-elle été comprise par différents chercheurs depuis la diffusion de la scolarisation des masses?
- ii) Comment la raison d'être de l'école semble-t-elle être comprise par différents agents au sein d'une communauté scolaire en Ontario?

La recherche est présentée comme une étude de cas d'une communauté éducative en Ontario, avec une section résumant l'histoire de l'école. Le premier ensemble de données, une collection de littérature par un groupe diversifié d'auteurs pédagogiques, a été utilisé afin d'éclairer l'analyse du deuxième ensemble de données.

Le deuxième ensemble de données consistait d'entretiens avec les agents de la communauté scolaire ainsi que des contributions d'élèves. Le tout a été analysé à l'aide d'une méthode d'analyse de contenu qualitative déductive. Les thèmes induits du premier ensemble de données ont été utilisés pour analyser le deuxième ensemble de données, avec un espace pour l'émergence de nouveaux thèmes.

Les résultats de l'étude suggèrent qu'il existe une panoplie de perceptions sur la raison d'être de l'école. Sur le plan théorique, beaucoup dépend du contexte et de l'histoire des écoles dans le contexte donné, et varie en termes d'objectifs temporels, ainsi qu'en termes d'objectifs individuels ou collectifs, et enfin comme une force oppressive ou éclairante.

Pour les éducateurs de l'Ontario, les objectifs semblent plus fluides et dépendent de la réalité des élèves et des initiatives conseils scolaires. Il a été constaté que les raisons d'être qui ont émergés des données concernaient également les croyances et les valeurs individuelles. Comme nous le verrons ci-dessous, toutes les raisons d'être sauf un trouvés dans la littérature ont également été mentionnés dans les entretiens. De plus, de nouveaux thèmes ont émergé.

Il semble également avoir un problème majeur en ce qui concerne le manque de temps disponible et pris par les éducateurs pour réfléchir à la raison d'être de l'école. Il est possible que nous soyons coincés dans un cycle d'accepter que ce modèle, celui de l'école obligatoire et pour tous, n'a pas d'alternative viable dans nos sociétés, sans nécessairement comprendre ou réfléchir sur le «pourquoi» derrière son existence.

Mots clés: scolarisation, raison d'être, mindscapes, éducation en masse

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1 Introduction

This thesis will look at perceptions of the purposes of school, using both a theoretical lens, in the view of educational writers and philosophers, and through the eyes of educators currently working in the field. If we choose to see a school as a tree in the forest, then this thesis can be seen as an exploration of the place of this tree in the forest of our societies. Schools and societies are complex; as are trees and forests. In order to explore this uniqueness, it is important to provide an ontological foundation for the fact that we can see the exact same forest and trees, or societies and schools, in very different ways.

1.1 Mindscapes and Imaginaries

This research will use the concepts of Mindscapes and imaginaries as epistemological foundations. A Mindscape is a frame within which we are able to see the world, a sort of inner reality that each of us possesses. The possible scope and ability to change this frame can be unlimited and our Mindscapes can evolve over time (Maruyama et al., 1980 p.592-594). However, because each of us has had a different accumulation of experiences and a unique genetic profile, the extent to which this frame is modified throughout a lifespan is also completely unique. Mindscapes limit our imaginaries, that is, what we are able to imagine. Whatever is in our Mindscape is what we deem to be true, and thus becomes “a powerful determinant of how we behave” (West-Burnham, 2009, p.8).

The main Mindscape theory used in this research is one that was elaborated by Jacobs (2006) who discussed consciousness and experience with a focus on the way we observe landscapes differently. Although the definitions that follow were used in Jacob’s exploration of preferences of different physical landscapes, he also broadened his theory to a general ontology of reality and consciousness, which relates to its relevance for this study.

Jacob’s theory refers to 3 different spheres of reality: physical reality, social reality and inner reality (Jacobs, 2006, p.8).

i) The first sphere is Matterscapes, which is the physical environment in front of us, for example, the sea or a two story building.

ii) The second is Powerscapes, the social structures (laws, cultural rules and customs, etc.) that add meaning to what we are seeing, for example, the sea as a producer of goods or popular vacation hangout.

iii) The third, and focus of this section, Mindscapes, is the individual and overall frame of inner reality created by the combination of the Matterscape and the Powerscape and the individual themselves (Jacobs, 2006, p.8). For example, seeing the beach as a leisure area but not being able to swim could cause anxiety when looking at the sea; whereas a great swimmer with exposure to the same Powerscapes may feel calm and free.

Meanings are thus, in my opinion, entirely constructed by these three scapes.

At the present time, this constructivism and the diversity of Mindscapes is particularly influential in our globalized and “post-modern” world. Jacobs expounded as follows: “different experiences of the same phenomenon exist alongside each other, because individuals belonging to different cultural communities employ different concepts to come to meaningful experiences.” (Jacobs, 2006, p.23)

That being said, the immense diversity and contrasts between Mindscapes means that there is no universal frame of reference through which a community will perceive the purposes of school. However, there is an important social imaginary that has legitimized school and arguably, some elements of school have been so widely accepted that they encompass an important part of Mindscapes. Social imaginaries, which contribute to Powerscapes and thus Mindscapes, are the collective version of an individual imaginary. The widespread adherence to a social imaginary “can confer legitimacy on our common practices and pursuits and embed them in a normative scheme” (Gaonkar, 2002, p.10). Prevalent social imaginaries come with a specific value set and ways that meaning is created. For example, the idea of the beach as a place of leisure is a social imaginary that has been created due to the reality of the enjoyment of the beach but has been normalized to the point that many coastal areas of the world promote this imaginary and tourism has become a major industry in many of these areas. This can be seen as a social imaginary that is “true”, because, in many people’s opinion, the beach is very enjoyable and the sea is beautiful.

Nevertheless, the idea of tourism itself, the notion that holidays should be spent on vacation, and that these vacations are best spent by the beach, is also a social construction/imaginary that excludes populations with limited means to pay for this type of holiday and contributes to the

pollution problems related to air travel. Social imaginaries are powerful but does not mean they are morally correct nor without alternatives.

This thinking belongs to a constructivist paradigm. The reason I have chosen to speak about Matterscapes, Powerscapes and Mindscapes within this paradigm is that I want to emphasize that the way we view the world is not constructed from nothing. The powerful social imaginary of school is deeply embedded in our Mindscapes in such a way that no matter what reality we are constructing, the inclusion of school is assumed and present.

In other words, this inclusion of the existence of school as an essential component of society and life affects the construct of our inner reality and therefore our perceptions of its purposes. Considering the complexities and diversity of our Mindscapes, acknowledging that opinions, perceptions and language used surrounding a topic are highly constructed by Powerscapes is an essential starting point in this research. Additionally, trying to explore these perceptions is a much richer experience when at least trying to gain some sort of understanding of the Powerscapes and Matterscapes that are in symbiosis with the Mindscape. The words written and spoken by participants and authors in the data collection of this research were taken as their individual perception and contribution to the topic.

The bibliographies in the appendices are those of the authors who make up the theoretical data set. They have been provided as an attempt to allow the reader to better understand the Matterscapes and Powerscapes these actors were living in/with at the time of their publication.

“Mental maps or Mindscapes help us make sense of the world and explore alternative perceptions of it. If we share such maps, then shared social understanding and action becomes possible.” (West-Burnham, 2009, p.8)

These words encapsulate the main goal of this research. Although I cannot hope to see through the Mindscape of the interviewees nor through those of the various authors, my objective is that this research will allow a sort of sharing of these mental maps and a snapshot into different Mindscapes, specifically as it pertains to the purposes of school.

1.2 A Snapshot into the Researchers' Mindscape

As there has been an emphasis on Mindscapes as a foundation to understanding perceptions of the purpose of school, it would seem somewhat hypocritical not to provide some information about the Matterscapes and Powerscapes that I have been living in and share what I can about

my Mindscape. This is also important because as Stake (1995, p.39) puts it, “because the primary instrument in qualitative case study research is human, all observations and analyses are filtered through one’s world view, one’s values, one’s perspective.” In the following section, I have focused on my educational path as well as the evolution of my inner reality as it provides the personal motivation for this research. Evidently, many events have been excluded in this short self-reflection. I considered including important political events and others that inevitably shaped my life and those of people around me. However, this turned into an unrealistic endeavor and so I have limited myself to the following: focusing on my educational path as a student and in my career as this is the Mindscape that has shaped this thesis.

I am a Canadian from Ontario, where I grew up and spent the majority of my life before the age of 20. I was a student to whom “school came easily”. I achieved good grades while putting in minimal effort, was surrounded by people who I called friends and who today I consider family. I had an easy home life with material comforts and parents and siblings who loved me. Primary school and high school passed with the usual ups and downs and emotional roller coasters. I made decisions in order to do what I believed was the natural course for me- set myself up for higher education. I believe my parents would have supported me in any decision I made after high school, and, although I was not very keen on the subject I chose for my bachelor degree, I chose a program that I felt could be “useful” to me, without “closing any doors” on my future. After completing my bachelors program with decent grades and enjoying a very fun exchange in Sydney, Australia, I was about to graduate with no idea what I wanted to do. I had always been interested in humanitarian work, but was less interested in what I saw in the field of development. Being a good student in primary school, I admired some of my teachers, and, when I was at the point of making that decision, I knew it was a job I could be good at, and I felt it contributed sufficiently to society to satisfy my desire to do humanitarian work. I went home to a one-year teacher training program and the next year I commenced as a full time permanent teacher at a public school, spending the next 6 years working in that system.

I loved teaching and I still do. Being around children and youth has always been very enjoyable for me and the sense of community and the sharing of love and laughter that comes from the time spent together in a classroom is something extremely beautiful and unique. That being said, my frustration at the “system” was a constant reality. Many of my colleagues felt the same way. Our job was taxing; emotionally, physically and mentally. Teachers in my context are under constant administrative pressure to meet the curriculum objectives. We are required, quite literally, to have piles and files of evidence to justify grades and comments that we are obliged

to give to a child on their report card. Students in the classroom have more needs than you can ever hope to meet in the school year. Resources are plentiful in some ways but dire in others, and at the end of every year, you are lucky if you are satisfied with the work you have done.

Teachers are expected to innovate, be up to date with new initiatives from different sources, communicate well with parents, use interesting and concrete materials in your teaching, be professional but relatable, and the list goes on and on. Slowly but surely, as my years of experience went from 2, to 4, then 5, as a teacher and someone working in a school, it feels as though I was creating meanings with regards to my work that were quite unrelated to the limits of prescribed outcomes of curriculum. I felt I had mastered creating an environment and teaching in a way that kept the students attentive and interested. However, I no longer felt convinced that the content was worth it, and that I was not just an entertainer that did her best to make sure the children's day was not horrible. In addition, I had spent 4 years working part-time in a leadership role in a school. I was at times inspired by my colleagues and superiors while in that role but at the same time, I felt discouraged and disappointed with the "system" and how even the best efforts and intentions were often in vain. Differences of opinion are laudable but can lead to colleagues working at cross-purposes and creating an environment that is difficult to navigate. The world and the planet are changing fast. Deliberate action looks extremely different from one leader to the next and as a result, I cannot help but wonder where we will end up.

After 7 years in the school system and a particularly challenging last year: laughing, crying, feeling optimistic and full of life then feeling discouraged and depressed because of my work, I decided to apply to a Master's program in education. I believed I was ready and I craved some theory to complement my practice. I was drawn by the international nature of the "Education and Globalization" program, and hoped that through conversing with people from all over the world, I could bring more understanding to the meaning of my work.

I also wanted to explore other possibilities of working in education, as I no longer felt convinced that the demands of the school were suitable to my beliefs and lifestyle desire. I was hoping to explore and define my educational philosophy, so that it could shape my future work. Through my short stint in the academic world, I have realized that the confusion pertaining to the purpose and meaning of school is not an uncommon feeling.

It is indeed a daunting task to gain a significant understanding of the history/historical purposes of school, without even beginning to attempt to formulate thoughts on what its purpose is/should be too. School has been called a safe haven, an oppressor, a creativity killer, a means

to equality, to development, to growth, a liberator, and more, depending on the context and who is writing about it. There are also those who say that schools should not exist at all.

Until I commenced my Master's program, I would have never taken very seriously the idea that there is a plausible and desirable alternative to the current school system. Given my own upbringing and having worked as a teacher for 7 years, it would seem unimaginable to not have a formal school system in place. While undertaking this research, I have remained open to a different approach and seriously considered various opinions without prejudging or approaching the task with preconceived ideas and beliefs.

For the reasons explained above, I chose the purposes of school as the topic for this research. As mentioned, the existence of school has remained unchallenged for me for most of my life. When I have felt conflicted about the meaning and impact of my work in this institution, I have shifted into survival mode: that is, responding to the daily requirements of being present for the group of students before me. I settled on meanings I could live with, without allowing myself to delve too deeply into the source of these conflictual feelings. I have labelled this research exploratory, as I attempt to explore the meaning and narratives used by various people at different times and places as they discuss school as well as focusing in on practicing educators and students' perspectives.

1.3 Research Questions

How have the purposes of school been understood by different researchers since the spread of mass schooling?

How do the purposes of school appear to be understood by different agents within an education community in Canada?

- The choice of the word agents is used to emphasize the agency of this group. An important specification is for the remainder of this thesis, the agents within this education system are referred to as "educators". This is because although their positions in the school board vary, and not all work in direct contact with the students, they all hold an important role in ensuring the education of the student population.

This thesis is divided into three sections. The first section works at defining purpose and the school which this research is addressing, as well as the history that has normalized this powerful social imaginary. The second section uses an initial data set found in the literature in order to answer the first research question and inform the study of the case. Inductive content analysis is used and categories related to this purpose are discussed. This data set is a collection of writings about school during the era after the expansion of mass schooling, when this school was definitely a part of the Mindscapes of the authors. It provides the analytical framework for the second question and subsequent section. Thus, the third section seeks to answer the second research question and focuses on the case itself. A second data set, consisting of interviews with different actors and student productions prompted by questions about the purpose of school in a school board in Canada will be used. This data will also be analyzed using qualitative content analysis. However, this second analysis will be deductive: the categories of the previous section will be used to inform the data analysis. The findings will then be connected and explored.

1.4 Justification for Research

Although the topic of the purposes of school may seem broad and the literature used to discover the categories insufficient, this research is relevant for a wider audience than myself. The history and purposes of school are the foundation for the assumption I and others like me have held our whole lives. The assumption that our ancestors and people that came before us created schools and school exists because it has a purpose. Not to mention, that this purpose is worthwhile.

On a more practical level, considering the number of years a child spends in school, the amount of children enrolled in primary school and the importance of education in the Sustainable Development Goals, the purpose and meaning of this time spent, as well as gaining a better reflective understanding of this purpose, is of paramount importance. Humanity has created new challenges in terms of population and climate and it is essential, in my opinion, to explore the idea of the purpose of the institution of school in order to reflect on the place of school in what promises to be very trying times. For these reasons, among others, it is, in my opinion, essential that educators working in the field take time to reflect on this purpose and how their mandate and daily actions create meanings. It is also important that their voices and the voices of students be heard when addressing this subject.

However, as for myself, I believe that many of us are not given and do not take the time to reflect on the basis of this assumption and how it is related to our beliefs. When one of the interviewees was asked the guiding question, which was provided before the interview, “*Quelle est la raison d’être de l’école*” (What are the purposes of school?), the answer was “oh, I guess I should have thought of this before”. This is not to say this contributor has never reflected on their work: in fact, their ideas were much related to the themes found in the literature, expressed with depth and relevant on many levels. This is to illustrate that if myself and this interviewee were in similar positions, there is a good chance that we are not alone. Other excerpts from the interviews with the contributing educators confirm the fact that often, demands of the workplace take away from time for reflection and that this subject is not approached during regular workplace meetings.

This thesis provides a starting point to think through this huge and important question: what are the purposes of this pillar of modern societies? The complexity of this topic is obvious to myself as well as to educators, and the need to reflect on it is also acknowledged by those in the interviews. I believe this research is of interest to anyone who is in a similar position to me; to new educators, to working educators, to academics, policy makers: anyone who is interested in seeing a snapshot of this broad topic, interpreted by someone who has worked as a teacher in the field of formal schooling and informed by others with important perspectives on the topic.

1.5 Related Research

School has been discussed many times and in many different types of research. From what I could access, most of the publications are theoretical. Some of these publications have been analyzed in the first data set and others, like “The End of Education” by Neil Postman (2011), inspired this thesis even though it is not explicitly analyzed. Additionally, although other publications do not speak directly about the purpose of school in their titles, through discussing the mass schooling movement or through discussing childhood, school reform, school leadership, they do touch on these purposes. Some of these publications have been used in the theoretical background in the next section of this thesis.

In terms of empirical studies of this topic, the most similar research I could find was a study conducted in examining the purpose of school in New Zealand called “Why go to school? Student, parent and teacher beliefs about the purposes of schooling” by Widdowson, Dixon, Peterson, Rubie-Davies, & Irving, (2015). This study consisted of focus groups with parents and students discussing the purpose of schools. In the analysis, the researchers were specifically examining the content of the discussions as it relates to the idea that school was equated with better economic prospects, as per the rhetoric in high level education ministry discussions (Widdowson, Dixon, Peterson, Rubie-Davies, & Irving, 2015). There are also many editorials about purposes of school, such as “Why school?” by Wolk (2007).

Another study called “Five-year-olds' Perceptions of Why We Go to School ” by Sherman (1997) resembles the part of this thesis that speaks about student perspectives and also addresses the temporal aspect of the purposes of school. This study found that the perspective of children is that their attendance at school is obligatory and is a practice for adulthood, preparing for the future and with a sharp contrast between work and play.

2 Background

2.1 History of Compulsory Mass Schooling

“The exact details of who, what, where and when are interesting and important. But they don’t matter anywhere near as much as the questions of how and, of most pertinence, why. That’s what history is really about: how and why things happened. Answering these questions gives us a much better picture of how similar events will unfold in the future. Then we can take proactive action.” (Hajkowicz, 2015, p.21)

As mentioned, the idea of schooling goes quite unquestioned as an important and essential rite of passage for each human. As a result, arguments for increasing access to school also go quite unquestioned. Given the global access to schooling and the current political structures that enable and provide access to this service, it can be said that this powerful social imaginary is a part of the Mindscape of billions of people in the world. Unsurprisingly, the construction of this social imaginary has been in the works for a very long time. Non-formal and forms of formal education have existed for millennia, and have taken many different forms with many different outcomes (Benavot & Riddle, 1988, p.197; Burke, & Grosvenor, 2008, p.18, p.33; Roberts & Westad, 2013, p.33-34 ; Thomas, 1979, p.610). This, arguably, means that the importance of education and learning have been part of Mindscapes for even longer than the focus of this thesis. However, the purpose of education is not under scrutiny in this research, it is the purpose of a specific form of formal schooling.

The school under study is the collection of schools and the corresponding social imaginary that emerged in the 19th century from what will be described as the compulsory mass education movement. This is the social imaginary of a “relatively uniform model” of compulsory mass schooling, or education for all, as a state or government responsibility (Malin, Bloom & Cohen, 2006, p.125). There are some cases, of course, where the practice of education for all is actually quite decentralized, but as will be further discussed, the idea of mass schooling and the responsibility for this formal education is still perceived to rest on the nation.

How did this social imaginary become so powerful if educating had been done for millennia and in the history of humanity, the 19th century is very recent? In order to understand the emergence of the formal model of schooling under study, a historical background of the movement to compulsory mass education will be outlined.

Although the focus of the empirical part of this study is one context in Ontario, there is an interest in understanding the global history of schooling in order to be better informed on how this history contributes to the Mindscapes of the authors and interviewees in this research. Mindscapes across the globe have been intertwined for millennia and this is where this historical overview will begin. The connectivity of the world began as early as the 2nd to 7th centuries and before moving to the era of the emergence of compulsory mass schooling, this background will be given.

2.1.1 Trades Routes and Global Connectivity

The chosen historical starting point begins at the end of the ancient world, i.e. years 100-600 (Parker, 1995, p.75), where empires were established and “complex, advanced societies stretched across the southern half of the continents of Europe and Asia.” This created conditions that enabled exponential trade growth (Parker, 1995, p.75-76). For example, large scale trade routes emerged at this time, such as the Silk Road that connected Asia, Africa and Europe for the purpose of trading raw materials or manufactured goods. There were also highly trafficked sea routes (Parker, 1995, p.75). These networks allowed for flow of information and the trading of ideas and “resulted in significant cultural interactions” (Parker, 1995, p.75; Roberts & Westad, 2013, p.361).

Although communication between nations previously existed, these trade routes increased communication and are tangible proof that networks between these parts of the world date back thousands of years. Mutual influence was undoubtedly gaining momentum. Matterscapes and powerspaces changed dramatically at this time in terms of what was imaginable with regards to physical landscapes as well as culturally and socially. From here, the Silk road and other trade routes grew and extended to other areas of the world as did the network of exchanging ideas, or at the very least, conversing with someone from another culture. The conditions for connectivity that accelerated the spread of mass schooling were in place. By the time the 17th century began, there is no doubt that Mindscapes from all across the world were mutually influenceable.

2.1.2 Origins of the Spread of the Schooling Model of Today: Defining the Era under Study

The social imaginary of mass formal schooling for a nation has existed at least since the 17th century in some places, but really gained momentum as a global movement in the 19th century.

It had become an integral part of the establishment of a nation by the 20th century. I acknowledge and understand that attempts and successes in providing education for all members of a community began well before this movement. However, the history of the spread of the normalization and inculcation of state-ensured education for all in a global social imaginary began in Western Europe. At the very least, from the research consulted and as will be discussed in this section, there seems to be little doubt that the inclusion of compulsory mass schooling, as an essential part of the newly defined nation-state, originates and/or was highly impacted by this area of the world.

The history of this school includes an intersection of Powerscapes: cultural, political, religious, economic and social elements, and is extremely complex in nature. It is important to understand that there are numerous reasons why and ways that compulsory education acts were enacted (Benavot & Riddle, 1988, p.191). There was no sole reason that schools and school systems with the characteristics of this model have spread and have become a part of a global social imaginary. In fact, there seem to have been as many reasons as there were nations. These intricacies demonstrate how the purposes of school have been viewed differently from their onset by the providers resulting in a panoply of purposes across the world. These include purposes justifying the establishment of the formal model of school, not to mention how unique individual Mindscales receive or understand the purpose of this establishment.

Although numerous minor complexities and influences impacted the spread of the idea of mass schooling, I will focus on global networks, the industrial era and the emergence of the nation state.

2.1.3 Preface to General Overview: Seventeenth Century in Europe

In the 17th century, the Peace Treaty of Westphalia of 1648, signed in Germany, was a pivotal moment in the history of the sovereign nation (Hassan, 2006, p.65). The concept of territory was confirmed by this Treaty which is recognized as the first of its kind and the “original territorial basis of the modern interstate system, the first world political map.”(Hassan, 2006, p.64). In the mid-17th century, the idea of a sovereign state was one that possessed territory and ruled “over all the individuals and other things within its given territory” (Hassan, 2006, p.63). Perceptions of the definition of the progress of a nation were also shifting. The industrial revolution had begun in some places, which meant that what was required of a workforce had shifted:

“In general in the pre-industrial world there was never any sense that the average peasant or working man had a right to, or a desire for, any general education- any education other than what was necessary for his work.” (Thomas, 1979, p.609).

In this regard, by the 18th century, the states’ new role, one that diminished the power of the clergy, and the industrialization (modernization) of societies in Western Europe was well on its way (Ramirez & Boli, 1987, p.3; Kontio & Sailer, 2016). “ Explaining the rise of mass education involves analyzing the power relations of interest groups in society.” (Boli, Ramirez & Meyer, 1985, p.146), and at this point, states were attempting to establish themselves and gain a position in the global order.

2.1.4 Overview of the History of Mass Schooling: Three Major Shifts

When focusing on enrolments and establishment of compulsory education acts, the 18th, 19th and 20th centuries were significant periods that make up the three major shifts that solidified the social imaginary of the school under study.

2.1.5 Eighteenth Century

In the 18th century, there are some of the first recorded attempts in Europe, from Prussia (former German state), Austria, who was inspired by the Prussian experience, Denmark, Sweden, Italy and others to provide education for all (Boli, Ramirez & Meyer, 1985, p.153-154; Malin, Bloom & Cohen, 2006, p.128; Ramirez & Boli, 1987, p.4). The word ‘attempts’ is used because in some cases, such as Austria, Sweden, Italy and Denmark, these attempts were only truly put into practice at the same time as the rest of Europe, in the 19th century (Ramirez & Boli, 1987, p.5,6,7). From this list, Prussia alone was famously successful in establishing the model of mass schooling that has inspired many others. It is important to note that Prussia and these forerunners were not industrialized nations, like England. Industrialized and already successful nations were slower in establishing mass and compulsory schooling (Bolo, Ramirez & Meyer, 1985, p153-154). Therefore, to discuss the formation of an industrial workforce as the sole factor for mass schooling is insufficient.

2.1.6 Nineteenth Century

In the 19th century, the concept of state compulsory education was adopted by countries around the world, diverse in terms of cultural, economic and political conditions (Malin, Bloom & Cohen, 2006, p.124), including major world players such as colonial powers. For some, like Prussia and Denmark, this was a state-directed move; for others, such as in England, schools were established voluntarily before the Compulsory Education Act (Boli, Ramirez & Meyer, 1985, p.160; Burke & Grosvenor, 2008, p.33). Regardless, this was the point when compulsory mass schooling was adopted in most of Western Europe (Ramirez & Boli, 1987, p.2) and is the alleged start of mass schooling (Thomas, 1979, p.611-612).

Some of the reasons were as follows:

(i) To construct a national identity in the anticipation that national identity would promote civic participation which would increase state power (Boli, Ramirez & Meyer, 1985, p.156; Ramirez & Boli, 1987, p.3), under the premise that “an industrial society benefits from an educated population” (Thomas, 1979, p.611);

(ii) To boost the economy (Anderson-Levitt, 2005, p.992; Maynes, 1985, p.129; Tyack, James and Benavot, 1987 in Meyer, Ramirez, & Soysal, p.992).

In all cases, beliefs had shifted to the importance of the individual and their contribution to society for progress, and “because the parameters of adult life were not fixed at birth” (Malin, Bloom & Cohen, 2006, p.124). This is directly related to the idea of the nation-state. The citizen was emphasized in this territorial arrangement and therefore developing the individual became of the utmost importance.

There was already evidence at this time of the interest in mass education being political and about appearances and perceptions rather than actual effects (Ramirez & Boli, 1987, p.3). Schools were “promoted as the ‘wisdom of progress’, as ‘palaces of education’ and true monuments ‘raised in honour of national culture’ ” (Burke & Grosvenor, 2008, p.27). For example, in the case of France, it is claimed that their defeat by Prussia in the Franco-Prussian war in 1870 was spoken about in a popular expression as being “won by the Prussian schoolmaster” (Ramirez & Boli, 1987, p.8). The importance of this can be further extrapolated from the fact that France reached the extensive implementation of their Compulsory Education Act shortly thereafter, in 1881. (Furet and Ozouf, 1977 in Ramirez & Boli, 1987, p.8).

2.1.7 Twentieth Century

Mass schooling expanded rapidly between the First World War (1914-1918) and the Second World War (1939-1944) (Benavot & Riddle, 1988, p.200). In 1948, another pivotal shift happened with the inclusion of free and compulsory education in the Universal Declaration of Human Rights (United Nations, 2019). At this point, countries who had not yet adopted the system of mass schooling did so (Anderson-Levitt, 2005, p.990, Meyer, Nagel, & Snyder Jr, 1993, p.454). The reasons were as varied as they were in the 19th century, but additionally, because the social imaginary of the school as a part of the nation was quite solid by this time, this in itself was also a reason for the expansion of this model.

The perception from this time is that it was believed that the “world” agreed that school was seen as a requirement to uphold the democratic values and ensure peace and thus education must be directed at maintaining peace (Burke & Grosvenor, 2008, p.20). Another social imaginary, the one of “society, state and individual citizenship” was being further legitimized and indulged all over the world (Meyer, Nagel & Snyder Jr, 1993, p.471). Modernization and education went hand in hand as essential in all “legitimate” nations (Malin, Bloom & Cohen, 2006, p.138). The establishment of international organizations such as UNESCO in 1946 emphasized mass education. (Benavot & Riddle, 1988, p.194; Meyer, Ramirez & Soysal, 1992, p.138). It is said that the establishment of compulsory education laws in newly independent states, were, at this time, greatly aided by international organizations who were pivotal actors in the establishment of compulsory education legislation.

As mentioned, in 1948, free education was declared a universal human right by the United Nations (United Nations, 2019). When education became a universal right and therefore there was a more official responsibility to educate, given the compulsory education acts and the prior history, it logically also became a part of national responsibility (Malin, Bloom & Cohen, 2006, p.123).

In 1985, mass education was mandatory in eighty percent of the countries in the world (Ramirez, 1989 in Meyer, Ramirez & Soysal, 1992, p.128). There are cultural differences that upheld more resistance to this model, such as Muslim countries where traditional education was very different (Benavot & Riddle, 1988, p.202). However, in general, newly-independent nations established their educational system much quicker than in the past (Benavot & Resnik, 2007, p.1, p.16; Malin, Bloom & Cohen, 2006, p.136-137, p.190; Meyer et al. 1977 in Ramirez

& Boli, 1987, p.14), “regardless of economic resources or political structure” (Meyer et al. 1977 in Ramirez & Boli, 1987, p.14).

2.1.8 Twentieth Century in Post-Colonial Context

The establishment of compulsory, state-led education laws emerged at different periods. The power of this social imaginary and how mass schooling was normalized is made more evident when considering the pace at which it was established once a nation became independent. In the 20th century, nations were establishing compulsory mass schooling systems at a faster rate than ever before (Boli, Ramirez & Meyer, 1985, p.167; Ramirez, & Boli, 1987, p.14).

Since this model of mass schooling originates in Western Europe, the historical outline is also mostly told from this perspective. The reality in colonial and post-colonial settings is quite different from nations who decided to establish their mass schooling system during the first or second wave mentioned earlier. I will use the example of Botswana, a former British colony, as an example of a case in this third wave, while acknowledging that every post-colonial situation has both singularities and similarities.

It seems that pre-independence in 1966, there were some traces of a more formal type of schooling as seen in Western Europe, mostly in the form of missionary schools. The investment into schooling from British colonizers was nominal, as was mentioned as possible in the previous section. Most of the education was very traditional and did not resemble this formal schooling model in terms of structure or curriculum content (Meyer, Nagel & Snyder Jr, 1993, p.456). After gaining independence in 1966, the “European model” of mass education expanded rapidly, by 1990. The number of enrolments increased by 600%. This has been aided by much intervention of international organizations in the post-independence era, from 1973 onwards (Meyer, Nagel & Snyder Jr, 1993, p.466-467). This resonates with Ramirez & Boli’s ideas (1987, p.15):

“In less powerful countries, national commitments to mass schooling are more certainly imposed by the world model; indeed, such commitments are supported directly by transnational organizations such as the United Nations and the World Bank. No matter how impoverished or fragmented, every candidate national society must present itself to the world as one committed to establishing a system of mass schooling. It must provide formal access to mass schooling for all its citizens, and schooling must be rationalized around national development and individual growth goals. The production of the ideal citizen/worker is expected to have high priority on the national agenda, and the national state is held primarily responsible for this process of refining and channeling human capital.”

In fact, the history of Botswana is ridden with international organization collaboration and intervention (Meyer, Nagel & Snyder Jr, 1993, p.466-46).

According to a study by Meyer, Nagel & Snyder Jr (1993), although Botswanan research participants in general saw the negative effects of adopting what they refer to as “the European mass schooling model”, they still perceived it as inevitable and essential in order to be a true independent nation on the world scale. Schools are seen as a way to gain better results in socializing the young rather than leaving the task to parents and other community members (Benavot & Riddle, 1988, p.193; Meyer, Nagel & Snyder Jr, 1993, p.460) and “Ironically, schools are expected to provide solutions to public fears about the loss of cultural tradition even as they undermine it.” (Meyer, Nagel & Snyder Jr, 1993, p.462).

This does not tell the story of every former colony, however it does illustrate the complexities of this third phase of the existence of the social imaginary, the need for mass schooling to be a part of a nation and that, in 1993, it could be said that: “Nowhere are questioned the fundamental assumptions about the wisdom of educational expansion.” (Meyer, Nagel & Snyder, p.465) The way that mass schooling fits into the Mindscapes of the people differ immensely, although it is related to the same social imaginary, that of the need for a formal system of mass schooling. For Prussia, education was seen as a unifier, a necessary way for citizens to identify with state and not their individual localities (Ramirez & Boli, p.1987, p.4). “(Fichte) He claimed that universal, state-directed, compulsory education would teach all Germans to be good Germans and would prepare them to play whatever role-military, economic, political-fell to them in helping the state reassert Prussian power” (Marriott and Robertson 1915 in Ramirez & Boli, p.1987, p.5). The reasons for the establishment of mass schooling varied in each phase, but at its most basic, the end result is the same.

2.1.9 Schools of Today

The 21st century has undoubtedly brought humanity to a crossroads for many reasons, namely climate change (Hajkowicz, 2015) and the fourth industrial revolution (Pellini, Weyrauch, Malho, Carden, 2019). With regards to school and learning, it has been said that it is possible the school of the 19th and 20th centuries, with “a subject-based curriculum delivered didactically in a traditional classroom” (Burke & Grosvenor, 2008, p.21) are a thing of the past and need serious transformation. Nonetheless, schools of today, and the schools under examination in this research, for the moment and for the most part, resemble schools constructed in the 19th and 20th centuries (Burke & Grosvenor, 2008, p.160). They remain an important and essential component of society. They are seen to be an important economic investment (Breton, 2013, p.122; Malin, 2006, p.8-9) with health benefits (Malin, 2006, p.10). That being said, although their physical construction may be the same, the purposes can be assumed to have evolved from the view of the educational providers as well as the receivers.

The purpose of this section was to bring understanding to the age and power of the social imaginary that is mass schooling and education for all. Historians have explored and discussed many purposes for the initial establishment of these systems of mass schooling, that varied across the world and were already complex in their onset. The interest in this thesis lies in how the receivers of the historical legacy of school: those observing the formal school system and partaking in it, view and understand its purposes. As the next sections will show, there is no uniform way to define purposes of school, and although some people speak about the need to deschool, or take down this whole structure and social imaginary, most do not question the idea of mass schooling and education and simply speak about reforming schools within this same system.

3 Methodology

3.1 Case Study Description

This research is a case study. Particularly because case studies are hard to define (Merriam, 1988, p.5), it is understood that there is some flexibility in what constitutes a case study and how to undertake this type of research (Harwood & Garry 2003 in Elo & Kyngäs, 2008, p.108). It seems as though both Stake (1995) and Merriam (1988), two often-cited authors in case study research, emphasize the investigator or the researcher as being the most decisive factor in the research process, heavily emphasizing “interpretation as method” (Stake, 1995, p.40). This is why neither suggests a clear cut way of proceeding with data or document analysis or how one defines a case. This is one of the reasons I felt this research type suited me, because of the freedom with which I could select my analysis method while staying true to a case study. Additionally, case studies as described by these authors include a constructivist epistemology, which fits with the idea of Mindscapes as these frames are of themselves constructions.

More specifically, this research is an instrumental case study, in which the case is a school board in Ontario, an example of the school under study: state provided and organized compulsory education. Since this research seeks to understand more fully the purposes of school, the school board under study (the empirical data) thus becomes an instrument with which I can gain a better understanding of perspectives pertaining to the purposes of school.

Hence the reason I have deemed it an exploratory instrumental case study. In case studies, one element of crucial importance is that there is a bounded subject (Stake, 1994, p.4 and Merriam, 1988, p.9) and that the description and analysis revolved around this bounded subject. In the case of this research, because of the limited scope of this research and the magnitude of possible data possible to consult for this case, decisions were made in order for the research to be feasible. As Merriam (1988, p.33) states “the amount of description, analysis, or summary material is basically up to the investigator”. The theoretical framework: the history and meanings of school, and the theoretical data, the literature about the purposes of school, were chosen and considered essential in informing the analysis of the empirical data from the case: the interviews and student productions.

In instrumental case studies, according to Stake (1995, p.16), the issues are the most important elements of the study. In this thesis, the issues are the themes that emerged from the data sets

and the different purposes of school. Since “issues are not simple and clean, but intricately wired to political, social, historical and especially personal contexts” (Stake, 1995, p.17), the importance of the theoretical framework is reiterated.

“Each data source is one piece of the “puzzle”, with each piece contributing to the researcher’s understanding of the whole phenomenon. This convergence adds strength to the findings as the various strands of data are braided together to promote a greater understanding of the case.” (Baxter and Jack, 2008, p.554)

I considered whether it would be irrelevant to use one context as an instrument for such a broad and global topic. However, it would be insufficient to assume that I, or anyone, could in any way determine the literature, people or experiences which has inspired, affected and formed the people I have interviewed, regardless of how diverse or homogenous this group could seem upon first glance. It is my view that understanding the perspectives of a few individuals and seeing what that means in the broader context of ideas stemming from other places and times seemed like the most appropriate and interesting way to proceed.

3.2 Description of Data Sets

3.2.1 First Data Set: Theoretical

When embarking on this research, my goal was to select as large of a literary body as feasible and to understand how educational philosophers that have discussed school have done this throughout the years. This was more complicated than anticipated, particularly given the ambiguity of defining a philosopher, and the lack of publications that explicitly state that they will speak about the purposes of school and not education.

This difficulty was combined with the challenge of attempting to understand the context of the authors selected without understanding the history of school. Connecting it all with the ideas of the interviewees is what sparked my interest in the ontological foundation of Mindscapes. Once the idea of the ontological foundation of Mindscapes and imaginaries took form, it was logical to exclude any authors and writings that were published before the 19th century, since this was, as described above, the beginning of the spread of mass schooling. This was done to ensure that the school under study, the school model which is a result of the mass schooling movement, be a part of their Mindscape or those around them. By doing this, I hoped that the perceptions of

the purposes of school interpreted from their work could more appropriately be used in the same research as those of the interviewees in the second data set: the purposes of the school they are describing are part of the same social imaginary.

Keeping this in mind, my final choice, because of the impossibility with which I felt I could get a holistic/comprehensive view of these philosophies, was to proceed in a semi-random way. Initially, I searched for the main educational philosophers who spoke about school. Those who came up most often were Aristotle, Plato, Locke, Lao Tzu, Confucius and Dewey, among others.

Of those, only Dewey published in the post-mass schooling era and hence he was the only one to be included in the first data set. Subsequently, since I have understood that the “mainstream” or the “most searched” does not always tell the whole story, I decided to proceed in analyzing authors that were discovered somewhat randomly. Being Canadian, I knew I wanted to include Indigenous perceptions of school, and thus Marie Battiste was included. I stumbled upon a book by Jiddu Krishnamurti at a second hand store, and upon later research found out that he is an Indian philosopher who is quite well-known. I attempted to find very critical, neutral, and positive views of school and its purpose, as well as publications from the economics world. I also attempted to find publications from a variety of places in the world, since, as mentioned in the historical background, the history of the purposes from the providers of education varied depending on the geographical location.

Below is a graph that represents the chosen publications as well as the year and place of their release. In Appendix 1 of this thesis, more detailed biographical descriptions of each author are provided if the reader is interested in more contextual information.

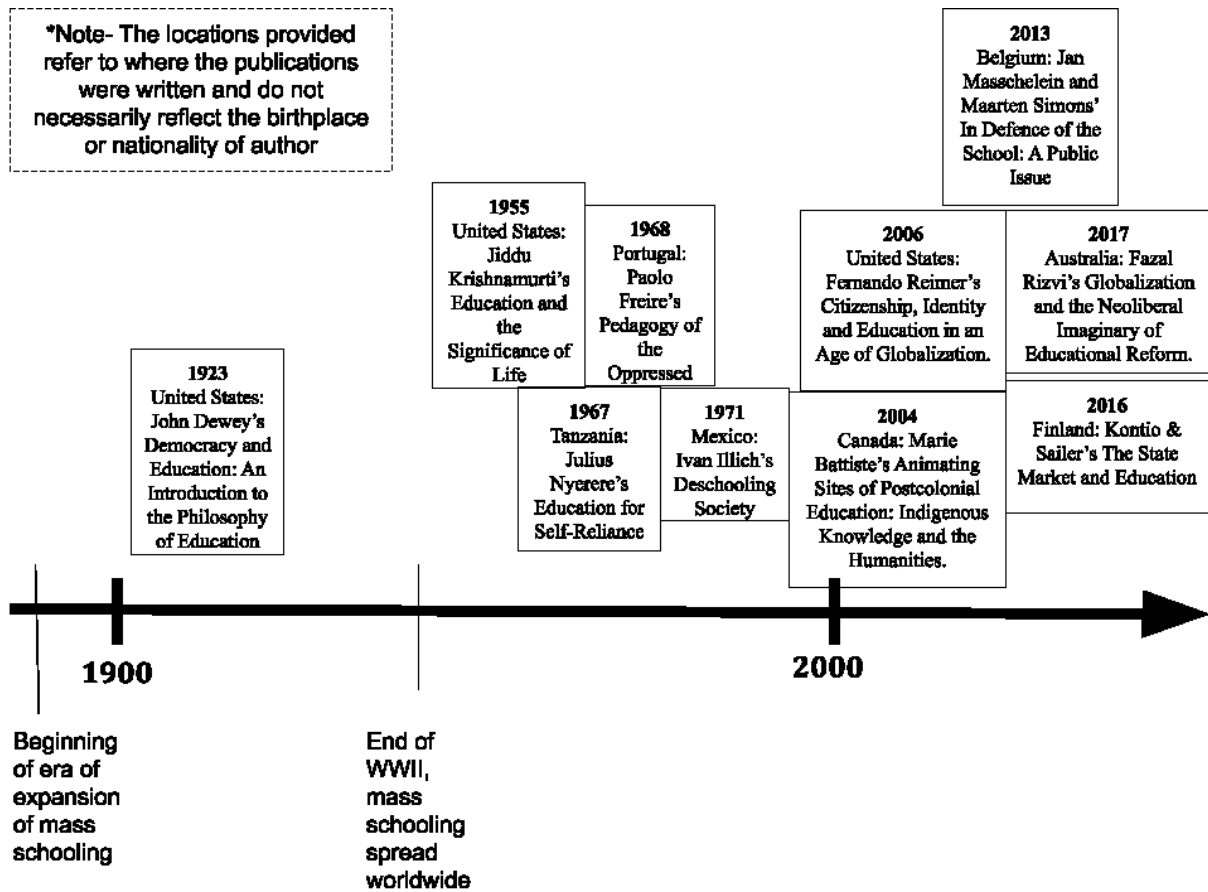


Table 1: Publications used in theoretical data set

As I have explained previously, these readings began from a personal quest to find meaning in my work as a teacher. Although every precaution has been taken to ensure, to the best of my ability, trustworthiness and consistency in my interpretations of these writings, I admit to a large selection bias as well as chance that led me to this list. This is in no way meant to be an exhaustive list, nor is there meant to be a direct relationship between these authors and the participants' interviews in the second data set.

As Dewey wrote "A book or a letter may institute a more intimate association between human beings separated thousands of miles from each other than exists between dwellers under the same roof." (Dewey, 1916, p.5). It is impossible to know where one's values and ideas originate as it is not from one source or event but from many. As will be discussed in the following contextual information about Ontario, it is home to people from many different cultural backgrounds. Many educators and students in this province lived most of their lives elsewhere than Canada. Many others, who were born and raised in Canada, surely have different literary interests. As will be discussed, there are no clearly defined purposes of school discussed and

decided on in the province, and therefore there was no obvious choice of literature to choose that would be relevant to include because who the interviewees are. Regardless, limiting the literature chosen to Ontario or even Canadian-taught or sourced would be ignoring that we are all very interconnected and that the make-up of our values and ideas can have very diverse origins.

3.2.2 Second Data Set: Empirical

Contextual Information

The selected context was Ontario, Canada. Canada was a founding member of the OECD (Organisation for Economic Co-operation and Development, 2019) and is a high income country (OECD, 2020). It is a very dynamic country in terms of population with, according to the 2016 Canadian Census almost 40% of the country being 1st or 2nd generation immigrants, which signifies that either they “came to Canada through the immigration process” (Statistics Canada, 2016) or that at least one of their parents has done so. Ontario, being the most populated province in the country is also home to the biggest proportion of these first and second generation immigrants (Statistics Canada, 2016).

Ontario is the second largest province in Canada and as mentioned, is the most populated: over one third of Canadians live there (Ontario, 2019). It has been inhabited for over 12,000 years by various Indigenous groups, namely, the Algonquin and Iroquois peoples (Ontario, 2019), and was colonized in the 18th century. Ontario saw its first compulsory education law in 1871 (Oreopoulos, 2005, p.8), and thus participated in the first shift towards mass schooling as seen in the historical background. Today, compulsory education lasts 10 years, from 6 to 15 years old. As education is provided and monitored by provinces and not the nation, the Ministry of Education of Ontario develops the curriculum and implements reforms (Ontario Ministry of Education Curriculum, 2020). A separate agency, the Education Quality and Accountability Office of Ontario, is responsible for province-wide research and standardised testing, which take place in grades 3, 6, 9 and 10 (Education and Quality Accountability Office, 2017). Within the publicly-funded schooling system, there are English language catholic schools, English language public (or secular) schools, French language catholic schools and French language public (or secular) schools. As a result, major areas of the province have four operating school boards, which manage their respective schools. In Canada, in 2017, the gross enrolment rate in primary and secondary education were 99.88% and 99.81%, respectively (UNESCO Institute

for Statistics, 2017). In Ontario, in 2017, 93.6% of students were enrolled in the public system. It is essential to note that the province does not offer funding for any alternatives to public schooling (MacLeod & Hasan, 2017, p.V), as this illustrates how present not only state-funding but also direction are in this context.

Data Collection

The empirical data was collected from one school board in Ontario. The idea was to get as many different participants as possible, diverse in terms of years of experience and positions in the schooling system, including students and adults. For the adults, my selection criteria was as follows: those invited to participate are all currently employed by the chosen school board. I engaged in what Stake (1995, p.48) calls purposive sampling, one “based on the assumption that one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn the most”. I knew all of the adult participants before contacting them for their interviews. Some were friends, others acquaintances. In my opinion and through my observations, those I have selected have served as some kind of mentors, confidantes, or leaders within their working community. I did not know beforehand what the answers of my interviewees would be nor did I have a previous and direct conversation with them about this specific topic. Yet, I knew that they were all somewhat open-minded and wholeheartedly committed to their work as they define it, something that I cannot say about all the colleagues that I have had. The teaching body is more diverse than my participant selection was: as one interviewee pointed out “There are as many opinions as there are people”.

The principal criterion in the selection of my participants was to ask “What people will help me understand the perceptions of those involved in a school system about what the purpose of school is?” For that criterion, a diversity in terms of years of experience, educational background, position held, was important. I attempted to select interviewees with a variety of years of experience, from the first year of teaching to those a few years away from retirement. I have also attempted to interview people in all different types of jobs within a school board, from high level administration work to the “front line” workers. I contacted ten potential adult interviewees and eight of them accepted. One refused and one did not respond. Out of the eight participants, there was one new teacher on contract, one teacher with under 5 years of experience, one teacher with over ten years of experience who had previously worked as an educational consultant in the school board, one teacher who also works for the organization that produces teaching resources for said school board, one teacher with over 20 years of

experience, one school principal, the director of education of the school board and one teachers' assistant. Each adult was sent an invitation by email (see Appendix 2), and following their interest in the interview, was sent the guiding question: "*Comment vois-tu la raison d'être de l'école?*" (How do you see the purposes of school?) and a time and place for the interview was determined. The interviews were semi-structured; following the guiding question (see Appendix 3), my follow-up questions were determined according to clarifications I needed or curiosity that had been piqued. The interviews varied in length, the shortest being 20 minutes and the longest lasting over an hour. On average, they were around 35-45 minutes. The range in the length of the interviews can be attributed to one of the findings, which is the idea that not all educators, particularly the teachers, have taken or have been given time to reflect and give a concise answer, whereas some have. It also can be attributed to my position as a novice researcher, and the ethical dilemma I faced in pushing an important conversation that could potentially bring someone to a point of crisis, which will be further discussed in the Ethics section of this thesis.

For the student participants, the process was different than for the adults for ethical and convenience reasons. One student was interviewed and two grade 5 classes were recruited to create productions that were collected and sent to me. For the student interviewed: I contacted the parents of a student I knew and they accepted that the student participate in the interview if they were willing. The student was then contacted, given the details, and given the choice to participate. They accepted. The choice of the student for the more in depth interview was based on a few characteristics. Convenience, knowing that the young student would likely be interested and that their parents were likely to accept. Abilities, knowing that the young student would be able to articulate their ideas in a way that was understandable and clear. My impression that this student was one who was open, opinionated and interested in this type of conversation. The student was given a series of questions and asked to produce something of their choice in reaction to those questions before meeting me for the interview (see Appendix 3). The questions were as follows: *Pourquoi vas-tu à l'école?* ("Why do you go to school?"), *Qu'est-ce que l'école représente pour toi?* (What does school represent for you?) and *Quel est l'objectif pour toi?* (What is the objective of school for you?) When we met for the interview, the student did not have their production with them, and said that anyway, their production had consisted of 2-3 written lines in an online document. As a result, instead of what was planned, an exploration of the production through questions pertaining to what was produced, the

interview resembled more the one with the adults: it was semi-structured and started from those three questions as a unit.

For the two classes of students, the school board was contacted for acceptance for participation in the research. A formal application to undergo research was submitted to the ethics committee of the school board. Once they accepted, I was able to contact a school principal to request two participating classes. I did not present myself at the school to facilitate the application, as there were some ethical concerns if I was in the class while the productions were being made. The instructions for the teachers (see Appendix 3) were to read the same questions as for the interviewed student, one after the other, and make available different materials, and after reading aloud the questions, asking the students to express what came to mind in any way they choose. I had dropped off a postage paid envelope and the productions were sent to my home address, as well as the consent forms signed by the parents of the concerned classes. In the end, I do not know how the activity actually took place or how much time was spent on it, and all of the students answered each question individually and with words or small drawings.

3.3 Description of Data Analysis Methodology: Qualitative Content Analysis

The methodology used for the data analysis is Qualitative Content Analysis inspired by Mayring's (2000) description of inductive and deductive qualitative content analysis as well as analysis methodologies suggested by Stake and Merriam for case study research.

There is some debate as to whether analysis as described in these method is wholly qualitative or a hybrid of quantitative and qualitative methods (Schreier, Stamann, Janssen, Dahl, & Whittal, 2019, p.9), but for the purpose of this research, care has been taken to ensure that the analysis be qualitative.

For the first data set, inductive category development (Mayring, 2000, p.3), was used for the analysis. In other words, the literature chosen was analyzed and categories and theories about the authors' perceptions of schools were induced, or emerged from the data (Mayring, 2000, p.4) The process through which these categories and subcategories were brought about was as follows: first, the authors' works were read and throughout the note-taking process, a more holistic understanding of the authors' messages were focused on and noted in a general table. In this table, purposes were noted and given definitions from the data. This, as a first step, ensured that a more interpretive approach be used. The process of coding parts of data into

different categories is an approach that some researchers deem to be more quantitative, as it does not allow for a holistic understanding of the data. As suggested (Kohlbacher, 2006, p.21), this first step of viewing the publications as a whole before coding the samples as an ensemble was used to remediate this issue.

Once the chosen publications were read, notes were taken and a table was filled out with categories emerging from the literature defined as they were by the author. Once each piece of literature used in the first dataset had been analyzed and considered as a whole, and notes pertaining to the purpose in the literature had been organized, the coding and organizing of the data within categories began.

It was at this point that familiarity with every piece of work used permitted the revision and reinterpretation of the samples and notes taken. This is why, as will be described in the findings, a distinction between how the authors view the current purposes of school, critiques to this purpose, and how they view the ideal purpose, are made. When speaking about purpose, the delineation between these three aspects of the purposes of school (the reality, the critique, the ideal), were quite clear and it was important not to misrepresent an idea of an ideal as a reality and vice versa. Additionally, as previously mentioned, special attention was paid in attempting to understand the context (time and space) within which the authors were writing, in order to avoid making these mistakes or attempting to generalize purposes across the group of authors. Because Mindscapes and social imaginaries are a foundational element in the way I have been understanding and interpreting these different pieces of work, these contexts are very important. Applying the idea of a feedback loop (Kohlbacher, 2006, p.19), these categories were revised and reconsidered and peer reviewed by colleagues. Overarching categories were determined and their subcategories were defined.

For the second data set, a deductive category application (Marying, 2000, p.4) was used. A deductive analysis is one in which the data is analyzed “with prior formulated, theoretical derived aspects of analysis, bringing them in connection with the text.” (Marying, 2000, p.4). These definitions, the coding rules and all the theoretical derived aspects come from the first data set. The same procedure which was applied in the first analysis was used in the second, but this time, with the categories and subcategories established: the lens which guided the coding. The interviews were read over a few times to understand them as a whole. Afterwards, every interview was coded into a table with the different categories and space for new categories to emerge (see Findings section). Although prior categories were used to analyse the data,

space was given to possible inductive analysis: the emergence of new categories and subcategories. This, in fact, was the case, as a new sub category emerged. It was thus defined and added to the categories of the first data set in the second findings section.

For the student productions, although it was requested that students be given an open space to produce whatever came to mind following the three questions asked and that the questions may not be seen as so separate, every response came in the form of three distinct answers, either with a word, a few words, or a sentence; sometimes with accompanying illustrations. For this reason, one table was sufficient to place every quote and answer under its appropriate category and all were included.

4 Findings and Discussion: Theoretical Data Set

The table below represents the summary of the findings in the theoretical data set. As this analysis was inductive, the themes and subthemes seen are those that emerged from the literature. They are organized temporally, and this will be explained and further explored in this section.

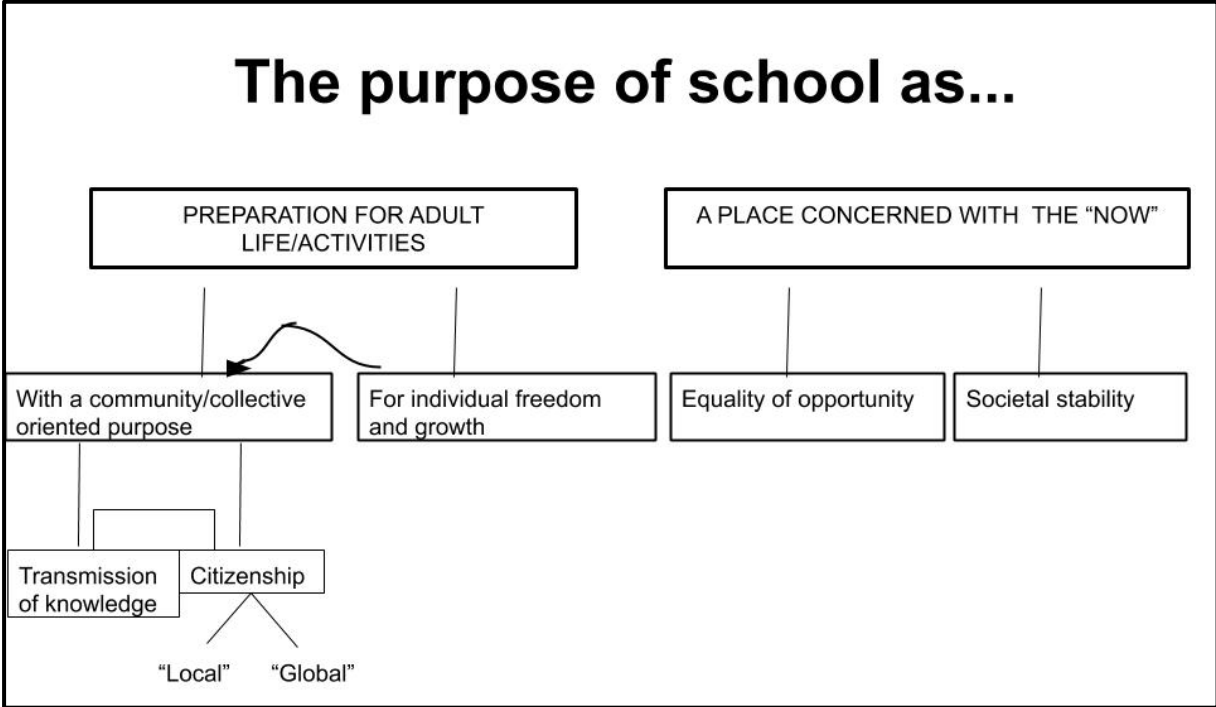


Table 2: Summary of Findings from Qualitative Analysis of Theoretical Data Set

The overarching categories of the findings found in the literature have to do with the temporal aspect of the purposes of school: school as a place of preparation for adult (or post-school) life/activities or school as a place concerned with the “now” (the present moment). Although a concern with the “now” can reap future benefits, these categories differ in that the focus of the school concerned with the “now” is the present moment and not the future. Therefore, any future benefits of this focus on the present moment are perceived as perks. In this overarching category, these benefits do not necessarily contribute to the fundamental purpose of the school. The opposite is also true of the category of school as preparation for adult life/activities in relation to the “now” overarching category. Pains can be taken to ensure that the present moment is considered, addressed, and at times, prioritized in schools, however, under this category, the fundamental purpose of school is geared toward the future.

4.1 Overarching Category: The Purposes of School as Preparation for Adult Life/Activities

As Dewey (1923, p.27) wrote, schools provide a special environment that simplifies and orders “the factors of the disposition it wishes to develop”. Although these are Dewey’s words, they resonate in all the literature mentioned under this category and reference the purpose of school as preparation for adult activities, whatever these activities may be. According to Reimers (2006, p.276), this is a general consensus among societies throughout the world: “the expectation that these institutions can help each new generation develop the skills and knowledge that will equip them to have a good life as adults.” However, defining what this “disposition it wishes to develop”, and what constitutes “a good life as adults” is an extremely difficult task, as both these previous authors acknowledge, and in itself provides a panoply of perceptions of purpose which will be explored in this section. The decisive factor on whether or not something could be considered included under this category was the idea that the future and life after school was clearly stated as a purpose of school. The table below showcases a few examples of the process of deciding on the temporal aspect of an idea. The decisions were based on key words or a holistic understanding of the quote, as can be seen in Table 3.

Quote	Decision	Key Words and Justification
“Unless its result has a proportionate relevance to the society we are trying to create” (Nyerere, 1967, p.1)	Preparation	<ul style="list-style-type: none"> “The society we are trying to create” (The relevance of school is measured in regards to a future society)
“schools should thus focus deliberately on the public purpose of educating children to be more cosmopolitan and tolerant, better prepared for citizenship and for global citizenship.” (Reimers, 2006, p.263)	Preparation	<ul style="list-style-type: none"> “...better prepared for citizenship and for global citizenship.” (Keyword prepared)
“creating a wider and better balanced environment than that by which the young would be likely, if left to themselves, to be influenced.” (Dewey, 1923, p.27)	Now	Although the last word influence may point toward the future, within the context of the whole of the literature, it is the present tense of the “wider and better balanced environment” that includes this quote in the “now”.
“The school provides the format (i.e. the particular composition of time, space and matter that makes up the scholastic) for time-made-free, and those who dwell within it literally transcend the social (eco-	Now	<ul style="list-style-type: none"> “time-made-free” (Within the context of this book, which focuses on the idea of suspended time, it is obvious that time-made-free is a keyword that refers to the now.)

<p>conomic and political) order and its associated (unequal) positions” (Masschelein & Simons, 2013, p.29)</p>		
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Table 3: Examples of categorizing criteria

Within the broad category of the purpose of school as preparation for adult life/activities, there are two subthemes, wherein the purpose of school is focused either on preparation for adult life/activities as part of a collective of people, or with a focus on the individual. The delineation between these subcategories can seem ambiguous since an individual operates in the world and is therefore inevitably involved in a collective of people. The arrow in table 2 illustrates the acknowledgement in the data that developing the individual can also be for the benefit to the collective. However, there is a fundamental distinction in speaking about purpose from the individual or societal perspectives, which will be made evident in the description of the subtopics of this subcategory.

4.1.1 Subtopic: Collective/Community View of the Preparation for Adult Life/Activities

The collective/community view of the purpose of school as preparation for adult activities presupposes that adult activities are deemed to be acted out in an established collective. The findings related to this preparation refer to the civic purpose of school and the role of school in transmitting knowledge. Although these two sub-categories are related, one has more to do with how to be and what to do (civic purpose) and the other is more related to the knowledge produced and values generated by past collectives of people, and the role that school holds in transmitting this knowledge to future generations. This knowledge may be considered a foundation for civic purpose but it is in itself a very different purpose, mostly because of contextual and political factors, as will be outlined in this section. The complexities and perceptions of what these purposes entail in different contexts relates back to the concepts of Mindscapes and social imaginaries. The reader is encouraged to consider the year of publication and what is known and provided about the life of the authors, found in Appendix 1, in order to better situate the analysis.

To be a Citizen

Citizenship, as described in the data set and understood in relation to the purposes of school, encompasses all that it means to be an active (Nyerere, 1976, p.1), culturally integrated (Dewey, 1901, p.24, 27; Nyerere, 1976, p.1), productive and contributing (Nyerere, 1976, p.11; Kontio & Sailer, 2016, p.119, p.125) member of society. This society is considered on the local/national, or global level, wherein the details are a bit different. The worth of this society and therefore the worth of the school is also debated when exploring this perception of purpose.

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Local/national citizenship and for the economy

To be a culturally integrated member of a society is to understand, at the very least, how to behave in it, and the simplified environment of the formal school allows students to learn about the best of society while being sheltered from the worst of it (Dewey, 1923. p.24). This involves “purifying and idealizing the existing social customs” (Dewey, 1923, p.27). Kontio and Sailer (2016), speaking specifically about economics and education (see Appendix 1) describe this civic role of school in the following way: “The dominant role of the state in education in modern conditions is also connected to the state’s responsibility for cultivating humanity in general” (2016, p.117) .

This goes beyond how to behave by including the idea of modern conditions: “Naturally, the idea is not to claim that people do not learn in informal settings but rather that formal schooling is specifically needed in order to transform economic capabilities or potentials into skills for the labor market.” (Kontio & Sailer, 2016, p.119) Rizvi (2017), targeting neoliberalism as highly influencing purposes of school, also underlines this economic aspect. When a functioning society is viewed in terms of economic success, school, having as a purpose citizenship, becomes a setting required to prepare for this economy and in this sense, an investment (Rizvi, 2017, p,6). Rizvi (2017, p.6) claims that because of the neoliberal Social

Imaginary, purposes of school are increasingly being molded around this idea of economics and how to behave is included in this idea as well.

Even before the term human capital was coined in the 1950s (Reimers, 2006, p.287), it can be argued that community growth was still seen as a purpose and this purpose is tied to the modern definition of economics. Nyerere (1976), in the context of rebuilding Tanzania in a post-colonial context (see Appendix 1), speaks of school life as “designed to help them be effective members of the community- for their own benefit as well as that of their country and their neighbours” (Nyerere, 1976, p.11). An effective member, although not defined in the same terms or in the same contexts as Kontio and Sailer used in 2016, can still refer to growth.

Global citizenship

Global citizenship comes out in the more recent literature as well as in older writings, albeit in other terms. It differs from the local/national because it involves considering what membership to a global society looks like. It is written about and approached in a few different ways.

Reimers (2006), who focuses specifically on the purposes of school with regards to global citizenship (see Appendix 1), speaks about the fact that schools exist “in order to achieve public purposes. One of those purposes is to develop citizenship.”(2006, p.275) However, he (Reimers, 2006, p.277-278) notes that schools, due to their lack of transformation throughout the years, “continue producing graduates that are, in fundamental ways, ill equipped to meet the contemporary demands of citizenship”, and thus, cause societal problems. The contemporary demands he speaks of are related to global citizenship and internalizing global values (Reimers, 2006, p.275). He states that schools must address this issue of global citizenship and that the declaration of human rights, although not perfect, is a good framework to begin with as it would “sharpen(s) the focus of efforts to align school improvement with civic purpose.”(Reimers, 2006, p.287). On the other hand, as part of the philosophical view of Krishnamurti on education and the significance of life (see Appendix 1), one of the purposes of school should be viewed as helping students find their true vocation and relates this to global citizenship, as he speaks of the whole of mankind:

“...it is important for each one to find out what he wants to do, and then see if it is worth doing. A boy may want to be a soldier; but before he takes up soldiering, he should be helped to discover whether the military vocation is beneficial to the whole of mankind.”(1953, p.94)

Krishnamurti (1953), alongside Freire (1972) and Illich (1971) in two other parts of the world (see Appendix 1) may be in agreement that the purpose of the institution of school as it existed in their time, the post WWII period, was claimed as having a civic purpose, they are very critical of the outcome. Illich (1971, p.11) and Freire (1972), speak of the role in schooling of assigning social roles, and thus the ways in which citizens are deemed to be able to contribute to society. This assignment of roles and placement into a class, according to Freire, is meant to go unquestioned and thus leads to repeated patterns of miseducation and adaptation to precepts set from above (Freire, 1972, p.15 (5)). This is further explained in the following quote and bridges us into the next subtopic:

“The educated person is an adapted person, because he or she is better fit for the world. Translated into practice, this concept is well suited to the purposes of the oppressors, whose tranquility rests on how well people fit the world the oppressors have created, and how little they question it.”(Freire, 1972, p.76)

For Transmission of Resources

In theory, one could be trained for global citizenship without explicitly accessing the knowledge of those who came before her/him. This is where the lines between citizenship and transmission of knowledge/resources from the past get blurry and the reason why they have been separated as sub-themes. If knowledge being transmitted to students is knowledge from another place in order to assimilate them into a culture that is not theirs, can this purpose be called citizenship? What is culture? What is citizenship? These questions and those of what is being passed on, whose knowledge, whose values, to whom, and who decides are implicit in the findings explored in this subtopic.

The idea of an essential purpose of school being the passing on of knowledge is described in different ways by different authors: “transmission of accumulated wisdom of the society” (Nyerere, 1967, p.1), “adequate transmission of all its [community] resources” (Dewey, 1901 p.23), and “a time in which ‘capital’ (knowledge, skills, culture) is expropriated, released as a ‘common good’ for public use” (Masschelein, 2013, p.16). This need is derived from the fact that so much knowledge has been accumulated that a formal institution is needed in order to pass on this information adequately (Dewey, 1923, p.10).

The word ‘adequately’ is what poses an issue for most of the authors commenting on this purpose. Dewey (1923, p.9), on the one hand, is referring to the fact that schools can be “too

bookish, abstract, superficial, artificial...”, and this is a reason for the inadequacy of the school. On the other hand, for the most part, those who perceive the transmission of knowledge as a fundamental purpose of school, speak of it with rather oppressive or assimilative connotations on the basis of inadequate content (Battiste, 2004; Freire, 1972; Illich, 1971; Krishnamurti, 1953; and Nyerere, 1967).

For Battiste (2004), an author commenting on the post-colonial situation of Indigenous people in Canada (see Appendix 1) and Nyerere (1967), who as was discussed, was also writing about a post-colonial context, the problem has to do with the transmission of knowledges. This transmission of knowledges is described as leading its receivers into believing falseties about themselves or their positioning, or completely omitting or disregarding important information. This is part of the legacy of colonization and what Battiste refers to as cognitive imperialism, “a form of cognitive manipulation used to disclaim other knowledge bases and values. Validated through one’s knowledge base and empowered through public education...” (Battiste, 2004, p.10-11). In both the case of the colonized Indigenous populations of Canada and the colonized population of Tanzania (which gained independence in 1961), curriculum either omitted information about the loss of Indigenous land (Battiste, 2004, p.12) or simply taught history and transmitted knowledge from the empire population and land in “an attempt to change values and turn the society into one that submitted to its role as a colony” (Nyerere, 1967, p.2). In both these cases, even the transmission of values can be seen as a transmission of knowledge, because of its assimilative nature and in both cases, these legacies of assimilative purpose remain even with independence and reform (Battiste, 2004, p.13-14; Nyerere, 1967, p.3). This idea relates back to *Mindsapes and Social Imaginaries*: in their view, the imposition of knowledge on the young has gone unquestioned and leads to both educators and students accepting a certain reality. The education described would have a powerful influence on the possible evolution of the Mindscape, likely limiting it.

The question of who and what is a citizen is important here, as the line between education for citizenship and transmitting knowledge in order to assimilate someone into being a citizen is extremely complex to define. This is further addressed by Freire (1972), Illich (1971) and Krishnamurti (1953). They do not speak of a post-colonial setting specifically, but rather the idea that the purpose of school as preparation for adulthood assimilates all into mechanical beings who cannot think critically. The banking concept of schools is spoken of, which is the system that allows those who are selecting and/or delivering the content to deposit myths, facts, and work on mechanic thinking and skill with students (Freire, 1971, p.73; Krishnamurti, 1953,

p.85). This at the expense of their ability to think critically. Schools form worldviews, define what is legitimate and convinces people to accept the reality and their position in society with the myth that schools can improve their life or that of their children, and thus places educators as partaking in a culture of oppression and as indoctrinators (Freire, 1971, pp.139-140; Illich, 1971 pp. 2-3, 29, 30-31).

The task of a teacher, and therefore, the school, is "... to 'fill' the students with the contents of his narration- contents which are detached from reality, disconnected from the totality that engendered them and could give them significance." (Freire, 1971, p.71).

Where Illich (1971) sees deschooling as the only viable option, Battiste (2004, p.11) sees the potential of the purpose of education (and not necessarily school), being redirected as a humanistic endeavour, which could transform these issues and relationships between the oppressors and the oppressed. Freire also suggests a pedagogy of the oppressed, achieved through dialogical action/ teaching one another in problem-posing education, but the place of the school in this pedagogy is not mentioned (Freire, 1971, p.80).

4.1.2 Subtopic: Individual View of Preparation for Adult Activities: for Individual Freedom/Growth

As another view, or one that has been mentioned in order to remediate the problems of the banking system of education (Krishnamurti, 1953), the purpose of school can be viewed as a place which allows for the development of individual freedom (Krishnamurti, 1953) and growth (Dewey, 1901). This, in order to think critically and to become a lifelong learner: "The inclination to learn from life itself and to make the conditions of life such that all will learn in the process of living is the finest product of schooling." (Dewey, 1923, p.60).

For Krishnamurti (1953), a main purpose of school should be to dissuade escapism; understand oneself fully. Once you have deep self-knowledge, you can achieve personal freedom (Krishnamurti, 1953, p.94), be intelligent and can no longer be driven by fear to conformity (Krishnamurti, 1953, p.83). In other words, by understanding oneself fully, it is possible to be more critical of existing Social Imaginaries. As this deep self-knowledge is the ultimate significance of life, school cannot justify aiming at any other purpose. As mentioned, once a student understands their strengths, abilities and interests, they can reflect on whether or not their chosen

vocation is good for all of mankind. The purpose therefore is steered towards individual development and not for the purpose of the collective.

4.2 Overarching Category: The Purposes of School as Concerned with the Now

To understand the purposes of school as concerned with the now, it is important to understand the current situation: for an individual and the collective society. It can be complex due to the cyclical nature of time and how the present moment is influenced by the past and influences the future. That is why this overarching topic must be understood not separate from society's history or future, but as the purpose of school being perceived as necessary to this very moment.

4.2.1 Equality of Opportunity

The first subtopic to this category is for present equality of opportunity, not for future equality of opportunity. Masschelein and Simons speak about the potential of schools to provide this quality through free time in a publication that comes to the defense of schools (see Appendix 1). "The most common translation of the Greek word *scholè*- that is, free time for study and practice afforded to people who had no claim to it according to the archaic order prevailing at the time" (Masschelein & Simons, 2013, p.9). This illustrates the idea of the "now" being referred to. This free time for study is therefore not given as a way for people to change their social standing for a better future, but rather to "provide equal opportunity to give everyone, regardless of background, natural talent or aptitude, the time and space to leave their known environment, rise above themselves and renew the world"(Masschelein & Simon, 2013, p.10).

Additionally, one can view the potential of school as "creating a wider and better balanced environment than that by which the young would be likely, if left to themselves, to be influenced." (Dewey, 1923, p.27). Of course, in these last quotes, if speaking about influence and renewing the world, it is easy to extrapolate to a future purpose, but the idea is temporally in the present: time away from family and time away from the city/state, a time to disconnect and this is what transcends inequality (Masschelein & Simons, 2013, p.29).

"That it is not about productive time but free time; that it is not about developing talents or pandering the world of the student but about focusing on the task at hand and lifting students out of their immediate life-world; that it is not about being forced to develop but about the experience of being able" (Masschelein & Simon, 2013, p.141).

Dewey also ties this to the idea of democracy and that society must make provision into its good (school) (Dewey, 1923, p.115-116) that provides “something like a homogeneous and balanced environment for the young” (Dewey, 1923, p.24).

Although Masschelein and Simons (2013) speak about this potential that they see of the school and not its currently enacted purpose, others have a more pessimistic view and regard this as impossible, such as Illich (1971, p.47-48), who regards the institutionalization of schools and its subjugation of children as an irremediable evil:

“But school enslaves more profoundly and more systematically, since only school is credited with the principal function of forming critical judgment, and, paradoxically, tries to do so by making learning about oneself, about others, and about nature depend on a prepackaged process. School touches us so intimately that none of us can expect to be liberated from it by something else. Many self-styled revolutionaries are victims of school. They see even "liberation" as the product of an institutional process. Only liberating oneself from school will dispel such illusions. The discovery that most learning requires no teaching can be neither manipulated nor planned. Each of us is personally responsible for his or her own deschooling, and only we have the power to do it.”

4.2.2 Societal Stability

The idea of school for societal stability is directly related to the idea of keeping up Social Imaginaries. This view of the purposes of school again, ignores the past or the future and implications of keeping up these imaginaries, but views school as essential for society and individual self-preservation within these norms and imaginaries.

Here, the findings point back to the relevance of Freire’s idea of indoctrination. Schools exist for students “to adapt to the world of oppression”. This is related to Kontio and Sailer’s (2016, p.117) remarks of the functional purpose of schools for individuals’ and society's self-preservation. Indoctrination and assimilation in this regard lead to the self-preservation of the current status of society (Kontio & Sailer, 2016, p.117).

There is also the consideration that schools themselves have evolved into a major employer and houser of massive amounts of children every day (Illich, p.46). This in itself can be viewed as a purpose, “the learning industry at the center of the national economy” (Illich, p.46); society’s major employer, without which current stability would be affected.

4.3 Summary of Analysis

The variety of purposes and perceptions emerging from the theoretical data aligns with the variety of purposes emerging from the historical background of the history of the mass schooling movement.

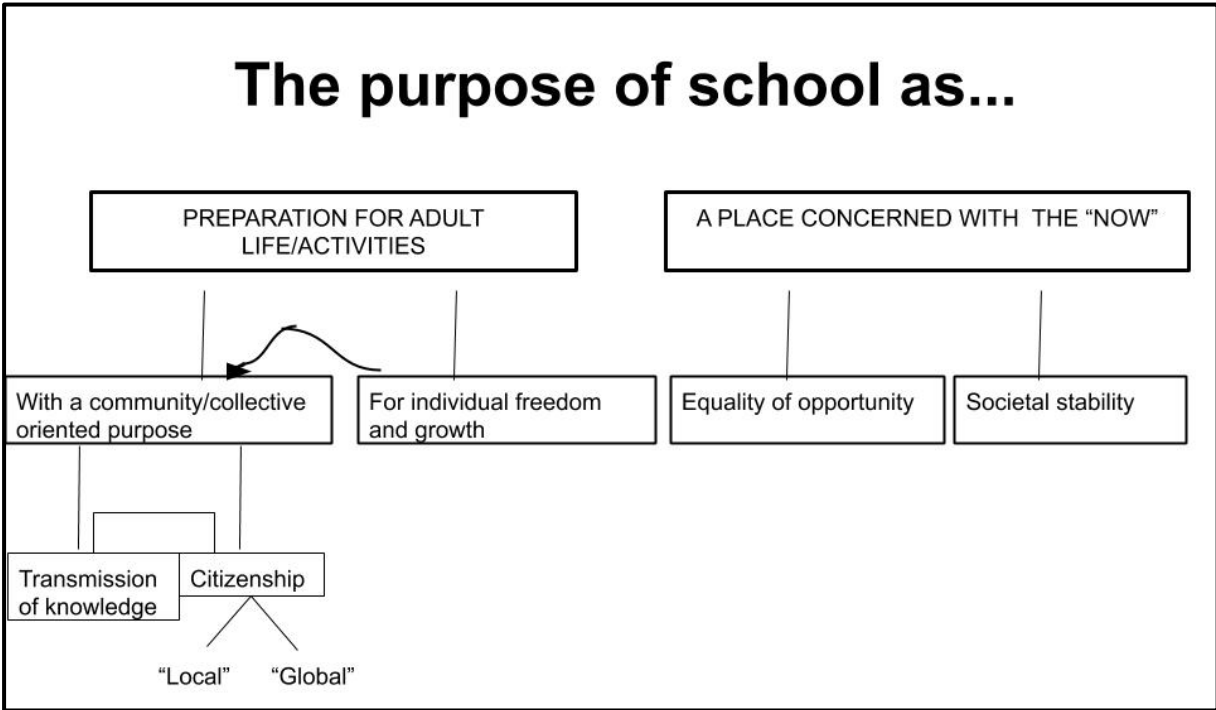


Table 4 (Copy of Table 2): Summary of Findings from Qualitative Analysis of Theoretical Data Set

Taking another look at the table above, it can be seen that the purposes are heavily intertwined and influenced by the historical setting of the said purposes. For example, the purposes of school as being for individual freedom and growth are somewhat a reaction to the school being oppressive. Also, thinking about the historical context of school and the more collectivist, industrial-era perspective, it can be understandable that both transmission of knowledge and citizenship are included under this category, as the variety of settings changes the way this same purpose can be enacted.

5 Findings and Discussion: Empirical Data Set

As previously explained, the second data set consists of interview transcripts and student sheets. These were analyzed using the themes produced from the previous set of findings, through inductive analysis. The table below represents an example of the table used to analyse the interviews through the themes. The interviews were read over many times and quotes that were relevant to the themes were copied into the table. One identical table was created for each interview, and one was created for the student sheets, and this is how the findings were constructed.

Over-arching theme	Subtheme		Subtheme
Preparation	Community/Collective purpose		Individual Growth/Freedom
	Transmission of knowledge	Citizenship	<p>“It starts with the well-being of the student, physical and mental. That they can come to school and feel good... (...)so if the student is well, and there are different ways of working, he can reach his potential and find his own ways to “débrouille” himself in the class and solve problems, different types of problems.”</p> <p>“Present well being (is important as well), and you’re right (based on question), because it will also prepare them for the future... (...) To prepare them to be able to manage themselves in that world, but also, we should start managing them in this moment, this world, the present.”</p> <p>ON NOW VS PREPARATION</p> <p>“I couldn’t say (which is more important). No... for one student it can be one thing, for another, also different regions... it’s pretty close. I would probably be on the side of wellbeing in the present. Because if children learn to feel good, and they get out of school feeling good, they might be more likely to learn in their own way at their home, on the weekend, the evening, discover things later themselves, and be more motivated to learn for themselves.”</p>
		<p>“I don’t know, to guide or to prepare students or the next generations for the world that is coming.” “History is proof of discrimination, inequality... it’s important to know what has happened to be able to transmit or form your opinions, to become a better person.”</p> <p>“To give them knowledge from the world before and guide them through the world today to learn, you know, the problems of tomorrow. So new problems and issues with history or knowledge that we have learnt from stories from the past. So use what we have to prepare for tomorrow.”</p> <p>“So I’m not saying we have to remove all the courses and the ways of teaching because we still have to provide formulas and a history course, we still need to share knowledge”</p> <p>“Because you know, history repeats itself.”</p> <p>“It’s important to give information, but how you give it, it’s hard to find a perfect formula.”</p>	
Now	Equality of Opportunity		Societal Stability
	<p>“The goal is to just be there for students for that little moment in the day. It’s almost more important than everything else. Because they will learn.. (...) They will learn anyway so just being at school with friends like a Wednesday morning, it’s probably more important than</p>		

	<p>all those questions (the ones about balance of everything in teaching) anyway.”</p> <p>“And a protection... (...) It’s really sad sometimes... just having a place, just having friends, just having other people, not just being at home and doing nothing. Just to eat, just a reason, the place is safe and all of that, ya.”</p>	
Others	<p>(initial reaction)“Ummm I should have thought about it before (initial question).”</p> <p>“We are a little bit stuck in the mud when it comes to the day to day”</p> <p>“In an ideal system, I think we could do both. The both being (learning about) the past and preparing for the future. Like preparing, doing coding, robotics, technology, focusing on wellbeing, to prepare, but, at the same time, you know go and find mathematics, it survives the test of time a bit as well. I don’t know.”</p> <p>(about purpose)“Well ‘en gros’, because I think about this a lot, it’s just that teachers, we are in a really nice puzzle, more than a triangle...”</p> <p style="text-align: center;">SCHOOL AS A SAFETY NET/SPACE</p> <p>“And a protection..(...) It’s really sad sometimes... just having a place, just having friends, just having other people, not just being at home and doing nothing. Just to eat, just a reason, the place is safe and all of that, ya.”</p> <p>(answer to question if protective space applies everywhere): “yes, I think yes. I think that students are always looking for wellbeing and going to school in general, i think students feel good.”</p> <p>“I think that the purpose of wellbeing, of feeling like you are in a safe space, i think that’s everywhere... uh.. Ya... does that mean we prepare them well enough for what is coming? Not necessarily, but in the moment, it remains a very important moment.”</p>	

Table 5 Interview Analysis table example

The example provided was an example of one interview. Every interview looked quite different in terms of amount and type of content. For example, in one interview, the individual touched on every purpose found in the literature, while in another, the contributor was more focused on one or two subtopics. Although the same goes for the authors in the previous data set, it was more evident because of the inductive nature of the qualitative content analysis.

The table below is a modified version of the findings table from the first data set, including the new sub-theme to emerge. A circle has been drawn around the themes mentioned by the interviewees to represent that it seems that unlike in the publications analyzed, most interviewees spoke of many different purposes as existing together, even in an ideal situation, whereas the authors seemed to focus on one or two as being ideal.

The only exclusion is the transmission of resources sub-theme because although it was mentioned, it was not included in the purposes of school. The sub-theme of the purpose of school for societal stability has been removed completely as it was not mentioned by the contributors. The title has been modified to specify that it speaks about the purpose of school for the students, as in the second set of findings, a new perspective emerged: that of the purposes of school as including the perspective of adults working in and with school systems.

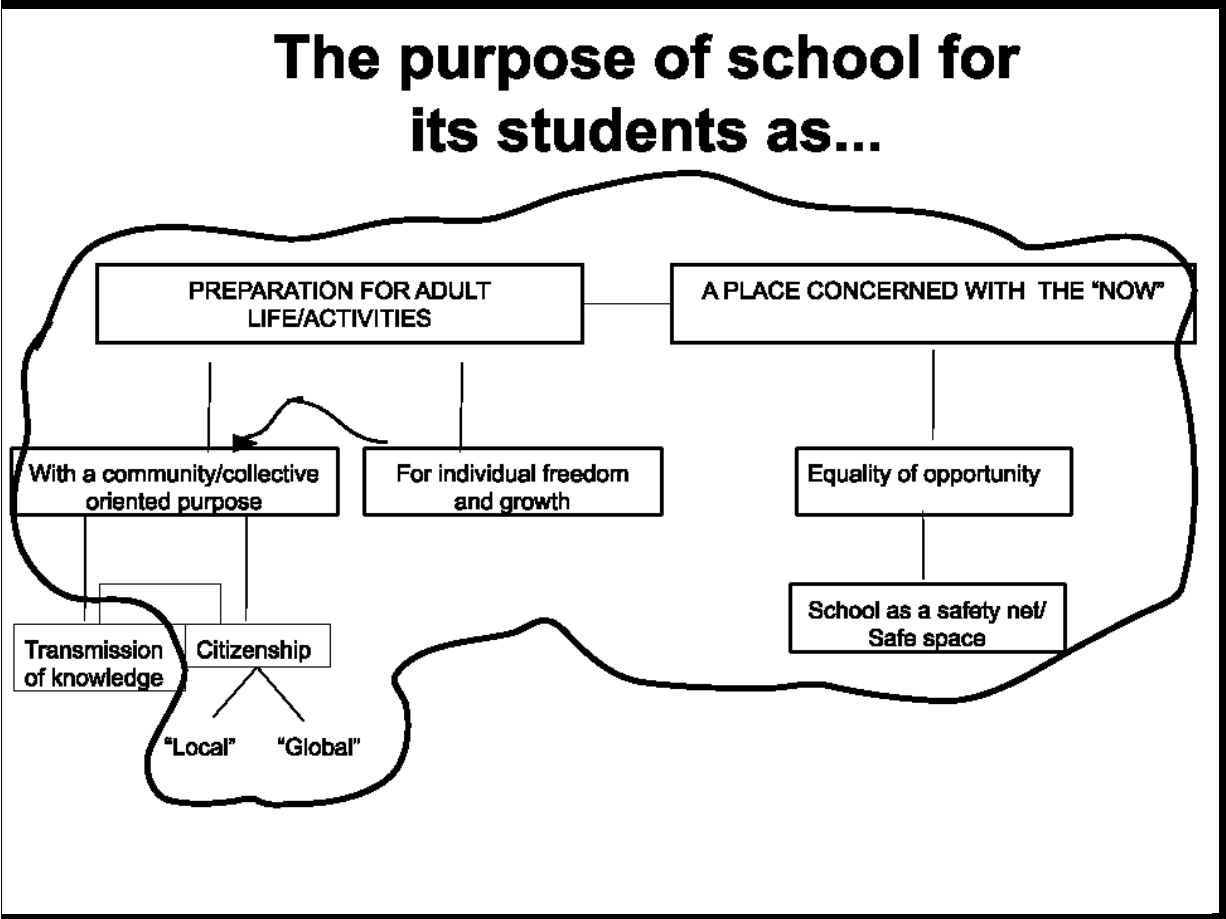


Table 6 Summary of Findings: Empirical data set

5.1 The Purpose of School as Including Adult Personnel

A unique contribution to this data set was the perception of the purposes of school that includes the adults working in the school. Until this perspective was mentioned, every perception analyzed was focused on the children as the receivers of education and the purpose of school, was, of course, about the purpose for them. Illich (1971, p.46-47) did mention the idea that the employment of this personnel was important to maintain the workings of society, as one of its major employers, which evidently speaks of the purpose of school for adults (as a place of work). Freire also spoke about dialogical action as including the teacher, but the interview contribution was quite different. This contributor spoke about the school as being a unique area: a true microcosm of society and a place where adults undergo a certain transformation through their experience in the school (as a requirement and as a natural result of working in such an environment). Thinking of Illich’s comment and the reality that state-run public school systems

employ such a great number of people, it seems quite relevant to include the adults as receivers in discussions of purpose, as opposed to only the students.

5.2 Collective/Community View for Preparation for Adult Activities

In every single educator interview, the collective/community view of preparation for adult activities was mentioned at some point. In some, citizenship was the focus, and the idea of global citizenship also resonated in the contributions. Here, it is important to note that I was told that the school board itself aims to focus on global competencies as well as having “a very community-oriented vocation today” “(the community-oriented approach) is more corporative (than before), bigger.”, and therefore it is not surprising that all the contributors mentioned these aspects of purposes.

5.2.1 To be a Citizen

“The purpose of school is to prepare future citizens”.

This thought resonated in some way in every interview. In the first data set, citizenship was described, as being understood as encompassing all that it means to be an active (Nyerere, 1976, p.1), culturally integrated (Dewey, 1901, p.24, 27; Nyerere, 1976, p.1), productive and contributing (Nyerere, 1976, p.11; Kontio & Sailer, 2016, p.119, p.125) member of society. The contributors encompass all these descriptors in their definitions, albeit in other words but with a focus on well-being and respect of others and the environment, as will be described through the following subthemes.

Local/National Citizenship

Unlike in the first data set, the interview contributions did not speak of nationalism or what it meant to be Canadian. On the other hand, citizenship was linked to how to behave and well-being: living well in a collective and being happy. Living well in a collective, for many contributors, seems to be closely linked to good manners and respect of others and the environment:

“I think that civisme (public spirit) is living in society while respecting my environment, but also respecting the person I am courting, so respecting their culture, respecting their language, respecting their capacities... For me it's really respecting your environment but the respect of people and this is based on deep values.”

“Civisme (public spirit) is respect towards others, respect towards oneself, respect of rules, respect in general about how to behave in society, behave towards others.”

“The majority (of educators) believe that the vision of school is to prepare future citizens who have good manners, have civic qualities, who have the six global competencies.”

Thinking about the context of Ontario and the diverse population, the idea of respect of cultures and respect, in general, seems to fit in with the context, and therefore, this idea of respect may be a deep-set Canadian value and therefore can be considered nationalism even though it is not spoken of in this way.

Global Citizenship

“To guide or prepare students or next generations for the world that is coming.”

The world that is coming, although unpredictable in many ways, has emerged into mindscapes as a globalized world with more interconnectedness than ever before as well as many global problems.

“More and more we are a global society, we have challenges that are bigger and are filtered into the society here.”

Globalization and climate change are recent megatrends (Hajkiewicz, 2015) that can also be considered as Social Imaginaries. Unsurprisingly, global citizenship was touched upon as a purpose of school when speaking about climate change-related issues as well as something that is talked about and hoped for by politicians and directors but difficult to put into practice. As mentioned, the school board in question apparently uses the six global competencies as a guide and the trickle down of this has obviously hit the educators, although they question the ability to really enact it within the current system:

“You know, we speak a lot about global competencies, we speak a lot about that, these new initiatives towards science, more than science, robotics, innovation, creation, but how do we put that in place?”

“In many provinces, here, now, we talk a lot about global competencies, that’s new. We speak a lot about the community school, the entrepreneurial school.”

This resonates with what Reimers (2006, p.277-278) speaks about when he speaks of the lack of transformation of schools throughout the years and the fact that school graduates are not

prepared for the world of today, for which the requirements are centered around the demands of globalization. In the words of one educator: “I see education as still being very traditional. You know... it’s not centered on developing abilities or even trying to understand what climate change is.”

Additionally, it could be that although the focus seems to be on global competencies and entrepreneurship, schools are still in fact, quite limiting: “At school I find, because of the curriculum, I don’t know if because of, maybe there is flexibility... It seems to me that there is no flexibility, that we have to teach those things. A young person who truly wants to undertake themselves, it’s not easy yet, maybe it’s me, or us as teachers, we don’t know how yet.”

5.3 For Transmission of Resources

The intersecting of transmission of knowledge and citizenship

Each contributor spoke of the importance of preparation for adult life/activities. Not one individual spoke in terms of the transmission of knowledge described in the first findings set; that is, in terms of an oppressor. One did speak about the imposition of knowledge being done with good intentions, which in my opinion, acknowledges the possible discrepancy between intentions and outcomes. If transmission of knowledge was mentioned, it was done to say what the purpose of school was not:

“For me it’s a role that fully surpasses the pure sense of the transmission of resources.”

A few contributors described more of the citizenship theme as defined for the first data set, that is, as foundations to function as a successful and contributing citizen of society.

“Some things yes, the students will learn themselves, by watching videos about space, but basic notions, that’s why language and everything related to language and mathematics are essential to learn.”

One contributor in particular emphasized the importance of learning history, as “history repeats itself”. They elaborated in this way:

“To give them the knowledge from the world before and guide them through the world today to learn, you know, the problems of tomorrow. So new problems and issues with history or knowledge that we have learned from stories from the past. So use what we have to prepare for tomorrow.”

They spoke clearly of providing knowledge from the past in preparation for the future, particularly for a better future: “History of proof of discrimination, inequality... it’s important to know what has happened to be able to transmit or form your opinions, to become a better person.” However, for me, the same question emerges as in the first set of findings and the voices of Battiste, Freire and Nyerere: the question of whose knowledge and what knowledge is referred to when speaking of “the knowledge from the world” remains.

There is a challenge in not only recognizing the importance of understanding history but having a holistic understanding of it. I worked full time on this thesis and I question whether I have this holistic understanding. This is especially important given that there is an expectation of imparting knowledge to our students

5.4 Individual View of Preparation for Adult Activities: for Individual Freedom/Growth

There was quite a bit of talk about the individual growth perspective of preparation for adult life. Many contributors spoke of nurturing the individuality of the student in order for them to understand what it is they wanted out of life, and thus how they could contribute to the world:

“That’s school too, perpetual change, evolution, of yourself, of how you are... of what we do, that’s something I find really important, and it changes me in my everyday life actually. And that’s the effect of school, actually.”

“I also think that school is the place where it needs to be possible for every child to imagine the life that they would like to live.” It is debatable as to whether or not being able to imagine the life you would like to live fits into Krishnamurti’s (1953) idea of understanding oneself fully. I have understood that the significance of imagining the life you want to leave supposes that you know oneself. However, when relying on the wisdom of Krishnamurti and his beliefs about the escapism and conformity forced upon us in our societies, I can also extrapolate that this contribution, within a setting of conformity, can have as a result that this imagined ideal life is limited by the Mindscape possessed by the student. It would thus not be considered to be the deep self-knowledge and freedom/growth that is meant under this theme.

5.4.1 Crossroads Between Community/Individual View

On the other hand, there was also an individual focus when speaking of the idea of school as preparation for life in a collective: the notion that well-being is associated with integration and contribution to a community and is a part of human nature:

“Success is just like accomplishing their goal, their objective, and obviously functioning well in society, regardless of what it will be in the future but for me success is being happy and productive. That you are doing something you like and that it adds value to society somewhere, right?”

“If you want to live in the forest and add nothing to society and you’re happy maybe for you that’s success, but I think there are lots (of people)... from what I see in students, in their nature; I think it’s everyone, we want to communicate and we want to have an impact on our surroundings, small or big.”

If this is the case, that naturally, humans want to communicate and be part of a collective by having an impact on it, then the purpose of school as being focused on the individual may be impossible to isolate as it was done in the first data set.

5.5 Overarching Category: The Purposes of School as Concerned with the Now

Much fewer contributors in the first data set spoke of the purposes of school as concerned with the now than in the second. However, interestingly, the interviewees usually spoke first of the purposes of school as preparation for adult life, and subsequently, either after being asked for clarifications or simply through explaining their view, ended up speaking about school as a place concerned with the present moment, perhaps above the future potential benefits although they spoke highly and quite pragmatically of what those benefits could be.

5.5.1 Equality of Opportunity

Certain contributors touched directly on the idea of suspended time and the present equality of opportunity mostly outlined by Masschelein and Simons (2013). “It’s a place that provides a certain structure, it’s a place where we can feel safe and secure, where we can make mistakes”. The reference to a safe place where mistakes can be made is the reason for which I have understood this quote as being related to the idea of suspended time and a school as a place isolated

from society. Additionally, the idea of taking students from their everyday life to the same environment was mentioned: “A place where we welcome students because they can find this little moment of happiness that they might not have outside of school”.

However, within this idea of equality, there was interest in creating a new subtopic that emerged from this data set. In the first analysis, equality was perceived mostly as having to do with unequal opportunities. However, in the interviews, there was a more specific emphasis on a safe space and the idea of a second family found in the school, and thus it felt relevant that a new subtopic emerged.

5.5.2 School as a Safety Net/Safe Space

This subtheme falls under the Present tense ‘equality of opportunity’ theme because the reason for a purpose of school being a safety net has to do with the fact that life is extremely unequal and unfair, and this unfairness and inequality is present in the everyday life of all people. Although much of this inequality is of human origin, other forms of inequality are not, and have more to do with luck or lack of it. As one of the contributors mentioned, there are victims of illness, war: “For many children it’s like a second chance in life because there are children whose families, whose community can be victim to all types of situations that make it so that children do not receive all they may need for good development”

Under this subtheme, a purpose of school is to be an important structured environment that is a second family to students. The same contributor aforementioned spoke of the importance of school in providing a secure environment. They highlighted their view by speaking of children in palliative care receiving in hospital schooling or how schooling is a priority in war torn countries:

“We often say that school and its routines are stabilizing and bring a sense of normalcy and as a buffer to the unusual or upsetting aspects of his life experiences. For example, for a sick child that has to spend a long period of time in a hospital, having a teacher spending time with him will contribute to his sense of belonging and normalcy. This is why we have programs at CHEO (children’s hospital) that allow us to offer schooling for the child even if he is in a terminal phase.”

They speak further about the relationship of the natural inclination of humans to be lifelong learners, and how schools follow this inclination and this therefore contributes to its securing

component. It can be argued that this contributor is no longer speaking of the school under study, since hospital schooling and pop-up schools in crisis areas are not always part of schools seen as a state responsibility. However, this example was retained as it demonstrates the essential elements of the perception of purpose by this contributor.

Additionally, we can question whether the Social Imaginary of school, the point to which it is embedded in our Mindscapes, is a major factor in this securing aspect of schools, and not the school itself. The idea of normalcy in the previous quote points to this possibility. This may not matter, particularly in terms of this contributor's idea, but it is still important to note how deeply the perceived purposes can be intertwined with the power of the Social Imaginary of school.

School as a Safety Net/Protective Force and Human Relationships in Teaching

When speaking about the evolution of school and being against solely teaching curricular subjects that are not centered on the child, a teacher said the following about their school experience:

“You didn't have a human relationship with your teacher. You were there to learn subjects, you knew nothing of him, and he knew nothing of you, where you live, who your parents are.”

This, in my opinion, touches on some of the struggles found in the idea of transmitting resources: not knowing or disregarding your audience. It may be that because of this human element, most of the contributors who began by speaking of the purpose of school as being a preparation for a community/collective purpose, eventually ended up speaking of the school as a provider of equal opportunity or as this new subtopic described, as a protector/safety net.

5.6 Students' Perspectives

Despite an issue with the questions asked to the students, as will be discussed in the following section on the trustworthiness of the study, something significant did emerge from these findings. This is the reason these contributions have not been excluded altogether. Although these students are studying in the same school board and are/have studied in the same primary school and school board, they view school quite differently. For some, the goal is to achieve a specific purpose “to become a doctor”, “to learn French” or to become an engineer. Others recognized the familial aspect of the school as mentioned by the teachers: “school is like a group of family”,

and the idea of school as a protector/safety net: “the objective of school is to protect us”. This may clarify why the educators interviewed had such a variety of purposes to list, even within the same interview. As an educator, you learn about the students you interact with every day, and after some time, you understand the variety of reasons each of them is at school. Regardless of what purposes are emphasized (explicitly or implicitly) by policy, the receivers of education have very different wants and needs.

There was an emphasis on human relationships in some of the interviews, and the idea of the teacher as a parent, as seen in the following quote:

“The role of school changed. It became raising children, teaching a lot of civics, a lot of first manners that children should learn at home. So school also started to play the role of the parent, since parents are busy.”

Given this idea of the teacher as a parent and the very close relationship between teacher and student, it is quite logical that an educator thinks of many purposes to meet the needs of all its students rather than name one or two broader purposes.

Finally, although this could be a result of the way the first question was asked, with emphasis on the participant (“Why do YOU go to school?”), there were many more comments focusing on individual development such as “surpass myself” and “develop my inner knowledge” than on the purpose of school being for a community/collective. Again, this is up for discussion and there are many issues with extrapolating this last idea because of the flaw of the question itself.

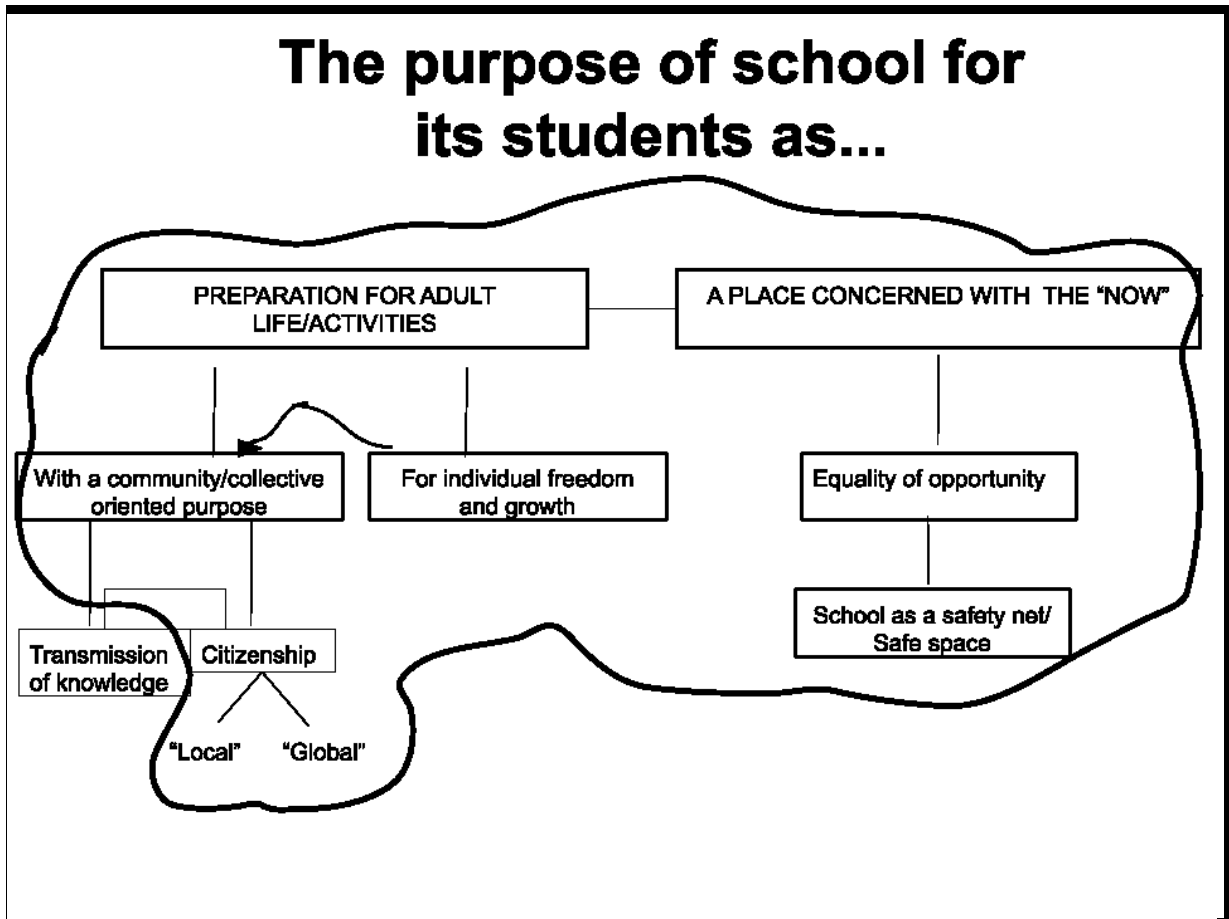


Table 7 (Copy of Table 6): Summary of Findings, Empirical Data Set

5.7 Summary of Empirical Data Set Findings

The original working title was “the purpose of school”, and my goal was to understand the why of schooling. However, it was quickly changed to “purposes of school”. Purpose, or *raison d’être*, is the reason something exists and to what end. For something global and as time consuming as schooling, I understand how illogical it is to have thought I could undertake a study and discover the meaning and purpose behind schools and my work. Evidently, there are many purposes to school and therefore this thesis explores the many purposes without seeking to find the ultimate, ideal, or any one reason for the existence and maintenance of the school under study, only the way it is viewed through many different mindscapes.

The purposes of school at its onset in the historical background and the perceptions by the authors in the first data set, are present and discussed in the educator responses. However, as the historical background and empirical data show different purposes for different times and contexts, again, this new context has added new purposes to the list.

6 Evaluation of the Study: Trustworthiness and Ethics

6.1 Trustworthiness

Shenton (2004, p.64), outlined strategies to increase trustworthiness in qualitative research, of which I have focused on the following for the evaluation of this thesis: credibility, transferability and dependability.

6.1.1 Credibility

For credibility, the question to be posed according to Shenton (2004, p.64) is inspired by the work of Merriam (1988). One must ask “How congruent are the findings with reality?” (Shenton, 2004, p.64). Here, I acknowledge the existence of multiple realities, influenced and molded by individual mindscapes, thus I specify that I understand “reality” as being a collection of these realities.

With regards to the findings related to the empirical data, although the educators received the guiding question at least one week before the scheduled interview, this may not be sufficient time for someone to be prepared to speak about a topic so broad and important with very little time for reflection. Hence, the responses are only a brief glimpse on everything they think/feel or could say about the topic and therefore do not reflect the whole of their reality. These contributors live and breathe the purposes of school every day, and as was mentioned, are not given much time to reflect on the meanings of their work. This is in stark contrast to the literature of the first data set, published works speaking about the same topic. On one occasion, one of the participants sent me additional thoughts post-interview, which I added to their transcript. In all cases, I gave the occasion to the participants to modify or add to their contributions, as will be described below.

According to Mero-Jaffe (2011, p.234), sending transcripts back to interviewees can increase the quality of the study while avoiding the ethical and trustworthiness issue of misinterpreting and thus misrepresenting interviewees. Instead of sending the interview transcripts as a whole, I decided to send them the compilation table of their interview that would be used for the findings section, with their quotes inserted under specific themes. This way, participants had the occasion to question even the theme under which their quotes were placed and see for themselves the way their words were translated from French (all have a working understanding of

the English language). Once participants sent back modifications to some of their quotes, changing the wording while maintaining the same idea.

Another important consideration is to acknowledge that many participants spoke about current initiatives of the school board, or told stories about recent lived experiences in their classroom. As a result, asking the same question even a year later, I imagine very different things could have been emphasized. The case study portion was only a snapshot of 2019, which is what was intended, but still important to reiterate when thinking about the question of whether the findings are congruent with reality.

6.1.2 Transferability

Shenton (2004, p.70), states that a thorough description of the case must be given in order to allow readers to determine “how far they can be confident in transferring to other situations the results and conclusions presented” (2004, p.70).

The reasoning behind focusing on the mindscape theory is related to the transferability aspect of trustworthiness. When sharing and analysing perceptions of others, there can be no thick description without understanding something about the makeup of their mindscapes. For this reason, I have taken a lot of care to provide as thick of a description as I could of the history that defines the school under study and therefore the power of this Social Imaginary. For the theoretical data, details, such as the background of the authors (see Appendix 1) and context of the quotes used were provided. For the empirical data, these details were the most lacking. Only a general context of the province and country (Ontario and Canada) was provided. This may affect the ability of the reader to understand the context enough to feel confident to transfer the findings to other situations. However, this was necessary in order to ensure the anonymity of the participants and the selected school board.

6.1.3 Dependability

In qualitative research, dependability does not refer to expecting the same results in a similar study. Rather it refers to providing a comprehensive description of the study methodology, “enabling a future researcher to repeat the work, if not necessarily to gain the same results” (Shenton, 2004, p.71). In this regard, thorough descriptions of data selection, collection and analysis were provided.

6.1.4 Students' Perspectives: Trustworthiness Issues

In hindsight, there lacks consistency in the broader context of the research in the questions asked to the students “Why do you go to school? What does school represent for you? What is the objective of school?” These were likely not the right questions to be asking. The first and second questions direct the focus on the student himself, why they, as an individual, attend school. The third question was intended to be broader but often, the answer given was the same as in the second, which raises the question if the transition to the question of the more general, or broader purposes of school was understood. As the general purposes of school is the focus of this thesis, it was considered whether or not the student contributions would be utilized at all because of the inconsistency of the questions with those used to analyze the other parts of the data sets. However, after some deliberation and the analysis of these productions, there was some interest in discussing them as they highlight some findings that emerged from the adult interviewees.

Additionally, for ethical reasons, I was not present for the classroom portion of the student contributions. I wanted the students to be in a setting where they felt comfortable and I was afraid that the introduction of a stranger “researcher” would affect their answers and the relaxed atmosphere I hoped would be present during this exercise. However, seeing as I was not present and I do not know the classroom culture, it cannot be verified that the students felt they could be honest or critical or whether they felt they needed to please their teacher with their answers.

6.2 Ethics

The European Commission's Ethics for Researchers document (2007, p.3), cites the Nuremberg code as having had a major influence on human rights law and medical ethics. “Although research ethics is most developed within the context of medical research, research ethics is of crucial importance for all scientific domains” (European Commission, 2007, p.3). The major principles of the Nuremberg code are “consent, proportionality, necessity and the right to withdraw.” (European Commission, 2007, p.3)

6.2.1 Consent

The idea of consent, more specifically, informed consent, is a principal that I considered very important, particularly for the minor participants. Participants must be informed about all aspects of research and agree to them without being coerced (Code, N., 1949, Appendix IV-A). For this study, I obtained informed consent from all participants (see Appendix 4) and the research methodology was approved by the ethical committee of the school board. The invitation letters as well as the consent forms can be found in appendices 2 and 4 of this thesis. As has been explained, for the interview with the student, the parents were contacted at first to be informed of the nature of the study in my interest in inviting the student to participate in an interview. Following their approval, the student was invited with their parents copied in all subsequent communication. The student was given the relevant details of the study and was given the choice whether to participate or not. This was done in order to ensure that the student did not feel coerced to participate and that all parties were informed of all communication. The parents were invited to be in close proximity (their choice) for the duration of the interview, which was conducted in a public library. For this student and the others, an informed consent form had to be signed by both a legal guardian and the student themselves. For the classrooms of students, it was explicitly stated to the participating teachers that student participation was optional. The decision to not appear in person was, as mentioned, to ensure the creation of an environment where the students could feel more at ease and create their production and to decrease feelings of obligation to participate.

6.2.2 Proportionality/Beneficence

Proportionality or beneficence in research refers to the idea that there is a balance between actions and consequences, or that the research should do more harm than good (Code N, 1949, Appendix IV-D). For this research, I saw two potential risks in this regard. First, by asking about purposes of school with educators and students, I had the potential to trigger a reflection that led to negative consequences for the participants. I was very conscious of this risk during my interviews and as mentioned in the methodological section, I used my judgement in order not to push my participants by asking questions that could lead to these negative consequences. In other words, reflecting on these things is what brought me to take a leave of absence from my job, and through researching and studying this master's program, I have been brought (or have brought myself) to points of crisis that were dealt with away from the responsibilities of

teaching full time, which I have been grateful for. I did not want to risk bringing someone to this same point while still working in the field full time, as I experienced how difficult this can be. However, I did want to instigate reflection on the topic, which is why I tried my very best to achieve a balance between my concern and this desire to instigate the reflection.

6.2.3 Anonymity and Confidentiality

The second risk I foresaw was in terms of anonymity and participant confidentiality, the risk that participants would be identifiable to anyone. Every consideration was taken in order for the interview participants within the school board to be unidentifiable in the final product and, to the extent that it was possible, I have met the adult participants in a public space outside of the place they are working for their interview. The school board is never named in this study, nor will any statistics pertaining to the school board itself be included. The study speaks only of “A school board in Ontario”. Particularly as it is an instrumental case study, and therefore the priority element of the study is the topic of the purposes of school, this particular context is simply the lens through which we are able to explore the topic and the decision was made not to provide details that would lead to being able to guess the context.

Additionally, the classroom productions remain anonymous even to me. The consent forms were grouped separately from the productions, on which no names or identifiers were written. Since I have never visited the class who created the productions, there would be no way for me to identify the children or associate the name on a consent form to a production.

Because of the very low risk for participants in this study, and the justifications for this research, I deem that in terms of necessity, there is value for this research.

6.2.4 Right to Withdraw

Finally, all participants were given the right to withdraw their contribution from the study at any point, as described in the consent forms found in Appendix 4.

7 Areas of Interest for Further Research

Speaking about schools and purposes, given the enormity of the topic and the complex history behind it, it can be complicated, context-dependent and everything or nothing can be interrelated. As a result of the complexity of the topic, there are many areas of interest for further research, including the concepts of deschooling society and the relationships between purposes, beliefs and practice.

7.1 Deschooling Society

Within these findings, there are quite negative and critical opinions on the purposes of school. While some authors mentioned above identified areas of improvement and have hopes and dreams of what the purposes of school could/should be, others see deschooling, or improvement to this education model as being outside of the modern school, as the only way to radically transform what is lacking in these systems. There were suggestions of concrete ways to do this, and although these suggestions are relevant to the discussion about education and purposes, they were excluded as they no longer see a purpose to the school under study, and therefore fall out of the scope of this research. In order for this to be considered a viable option by a majority, further research on the topic would be relevant.

7.2 Beliefs and the Difficulty of Reflecting and Enacting Purposes

In terms of further research, it could also be interesting to ask the questions of how the perceptions of the purposes of school are related to beliefs. Additionally, we could question how these beliefs and perceptions of purpose are related to practice. The contributors, although not necessarily prompted to do so, spoke about the difficulty in finding time to reflect on purposes and enacting them in a way that is relevant or true to their ideals:

“When you are in the classroom, your vision is on the students and the classroom and it’s hard to see the whole of even the school, not even talking about the whole of the school board and then education. Not to say we are not able or it doesn’t happen but the time is more limited.”

“We are a little bit stuck in the mud when it comes to the day to day.”

They spoke about the complexity of balancing ministry demands and their personal beliefs or desires, saying things such as:

“I think there is a lot of good intention on the part of teachers but I think the curriculum is too big to leave us that space.”

They also referred to the complexity of the situation and the difficulty with which they could navigate reflecting and enacting these purposes:

“Well, basically, because I think about this a lot, it’s just that teachers, we are in a really nice puzzle, more than a triangle...”

There is also the issue of the purposes established and “prioritized” by the school board or school which obviously has an effect on the way purposes are described. In many interviews, the contributors would mention a purpose as being defined by an initiative from the school board, then comment on to what point they saw the relevance and success of said initiative. These quotes are excluded in order to ensure the maintenance of the anonymity of the school board.

Additionally, there was also much mention about personal visions and ideals that did not match the current system or initiatives from the school board which further reflects the desire for change:

“My dream school wouldn’t have desks, wouldn’t have silence, wouldn’t have bells, wouldn’t have subjects, everything would be integrated. There would be knowledge without naming names (of subjects)”

Finally, I will not attempt to draw any kind of causal relationship between what came out of the educator side interviews and student contributions. However, and as mentioned, there was a wide variety of purposes named in the student responses and they matched the purposes mentioned by the educators. In my opinion, it is interesting to consider whether if the educators had a clear purpose in mind, and one that was common, how and if students’ responses would have been different and more uniform. That being said, the school board or ministry of education of Ontario may have clearer purposes of school in mind, and regardless, the teachers speak of a variety of purposes while acknowledging these purposes. Another relevant study would be to analyse how policy documents speak about purposes and the way the trickle down of these ideas happens and to what extent.

8 Final Discussion and Conclusion: Seeing the Forest for the Trees

To sum it up, the findings of the study suggest that there is quite a panoply of perceptions of the purposes of school. On the theoretical side, much depends on the context and history of schools in the given context, and vary in terms of temporal purposes (preparation for adulthood and for the present moment), as well as in terms of individual or collective purposes, and finally as an oppressive or enlightening force. For the educators in Ontario, the purposes seem to be more fluid and depend on the students' and school board's initiatives. The purposes have been found to also relate to individual beliefs and values. However, in general, there seems to be a lack of time taken and given in order for educators to reflect on these purposes or, and perhaps more importantly, come to a common consensus on what these purposes should be. This, in turn, most definitely affects practice.

8.1 Seeing the Forest for Trees

There is an expression that speaks about seeing the forest for the trees. A person who can see the forest can see the big picture, whereas when you cannot see the forest for the trees, the trees are hindering your ability to see the big picture. Dewey uses this expression when speaking about the need to simplify explaining civilization to students: if teachings are not broken up and shared gradually, it would be too complex to understand and thus, "there would be no seeing the trees because of the forest" (Dewey, 1923, p.23).

In my opinion, the formal and mass schooling system fits into this expression. I believe, because of the position of educators, our proximity to schools (or trees) does not allow us to see the forest that contains them. If, for the purpose of this discussion, we take another standpoint, and we understand school as a tree and the forest, society, my reflection on the findings can be discussed.

8.1.1 Creating a Forest full of Birches: Issues of the Uniformity of Schools

Although there are differences in terms of centralization, whether curriculum are decided by states as in the case of Canada, the U.S.A. and Australia, or by the country, like in Finland, the similarities between these systems is the idea that free compulsory mass education as a standard has created only little variances in the way that schooling is enacted in different parts of the world.

As the forestry industry learned after its expansion, planting all of the same type of tree made the forest as a whole more at risk of invasion by bugs and fungi. Arguably, this may be a lesson to be learned of the mass expansion of schools as they are seen today. Of course, planting all of the same type of birch tree can only please certain bugs and animals, and does not provide the attention and best food for all species. When thinking through the history of colonization and the issues with transmission of knowledge/education for citizenship, many parallels can be seen between the problems of the idea of mass schooling and planting all the same type of tree in the forest. It is not that there is necessarily a problem with the birch tree itself, it is only that it would be illogical to think that in every ecosystem, the birch tree should be the main type of tree.

This is not to say that within this forest of birches, there is no agency to modify the tree. In fact, throughout the interviews, it is quite obvious that educators are quite agentic in their interpretation of the way they define the purposes of school, or their use of the birch. However, just the presence and acceptance of the birch being the best type of tree for the forest, may in itself be enough to limit Mindscales to see beyond the birch. In other words, this may be why we talk more often about reforming schools rather than replacing them with a more radical alternative, for example, a pine tree.

8.1.2 On the Emergence of School as a Safe Space/Safety Net

If we understand school as a tree in the forest that is society and the animals and insects that feed from the tree to be students. A society, or forest, that is sick, lacking sunlight or facing a particularly and unexpectedly dry summer, can cause unexpected forest fires or drive certain species into starvation and cause them to feed off other prey they do not usually attack. In this case, the animals must seek protection, and if the only path available is the one of the least resistance that leads to a tree, this is where the animals must go. If this tree is not the one that the animals are used to feeding from, they must adapt. This is a reflection of the idea of school as a safety net/safe space.

When reflecting on the possibility of deschooling society, I cannot help but think of all the children who require the school as this safe space, or safety net. However, if the reason for this purpose of the school is the fact that society itself is sick, and that schools are a part of maintaining this sickness, there may be a need to re-evaluate this, to see the forest and how the tree maintains this forest; or schools help in maintaining the problems of society.

When there is a forest fire, the creatures of the tree, the teachers, from the interviews and from my experience, are doing their best to put out the fire: give attention and provide protection from horrors to their students. In this type of situation, looking at the cause of the fire, how to equip students to prevent more fires, not to mention, looking at the forest as a whole, is an endeavour that one cannot always find the time or energy to do. This is another reflection, on the difficulty of enacting beliefs and purposes: no time to see the forest for the trees. Someone studying and reflecting on the forest from a distance is in a position to take a guess with what is wrong with the trees, but the front line workers, the educators that are there every day, as mentioned by them, are not always able to do so.

In this way, we can see the school as reacting to the ills of society, but how does school as a safe place for the terminally ill fit into reaction? We can only say that society created disasters, death and catastrophe up to a certain point, so there is a flaw in the logic above.

8.2 On the Possibility of the Renovating the Forest, or Deschooling Society

If we view the school as a tree in the forest, are schools the safety net for some but the villain of others? The tree and the forest are interdependent, as are school and society. Schools are far from isolated from society, their very existence depends on it. As mentioned, we are possibly caught in a cycle of needing schools and trying to reform them to fix society, while society itself may be what needs our attention most. Some of these contributors (authors or interviewees), claim that the tree can and should be used to improve the forest: that the schools have the power to fix society. But to what point are schools effective in this? On the other hand, if we cut down this tree or if the tree will inevitably decay and fall, as Illich suggests, is this really a better way to improve the health of the forest?

8.3 On Seeking Alternatives

If the birch tree is the only thing we can see when we picture school, because of the limits of the Mindscape and the powerful Social Imaginary, then we are not leaving space for the bushes or even the lingonberry plant or anyone else to feed any kind of creatures that they see fit. Another problem as it leaves education up to the school and not elsewhere. Many alternative schools, such as forest schools, democratic schools, art-based schools and many others are emerging. This points to the idea that there is space for the birch tree to be replaced with other

types, and that diversity in terms of schools is being sought after. Is it possible to have this diversity in a publicly funded or state managed system?

8.4 Final Conclusion

I believed that by undertaking this research, my beliefs with regards to the purpose of school would be concretized and I would gain a better understanding. Can there be practical applications to understand these purposes? For example, in my position as a researcher/teacher, what practical application have these findings given me?

I should have known that there are no simple answers to life's big questions.

What I expected out of this process was to be able to position myself and give more meaning to my work as a teacher: to understand my perception of the 'purpose of school' by understanding the purpose as perceived by others. I have gained much insight on my positioning on the topic of the school as defined by this thesis, but in terms of how this can/will evolve into practice is a different topic. Any progress made has been thanks to thinking about my own Mindscape and the environment surrounding me and my life may be seen as the beginning of a process of self-development and personal freedom as described by Krishnamurti: very valuable but a life-long process.

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Appendix 1: Short Biographies of Authors from First Data Set

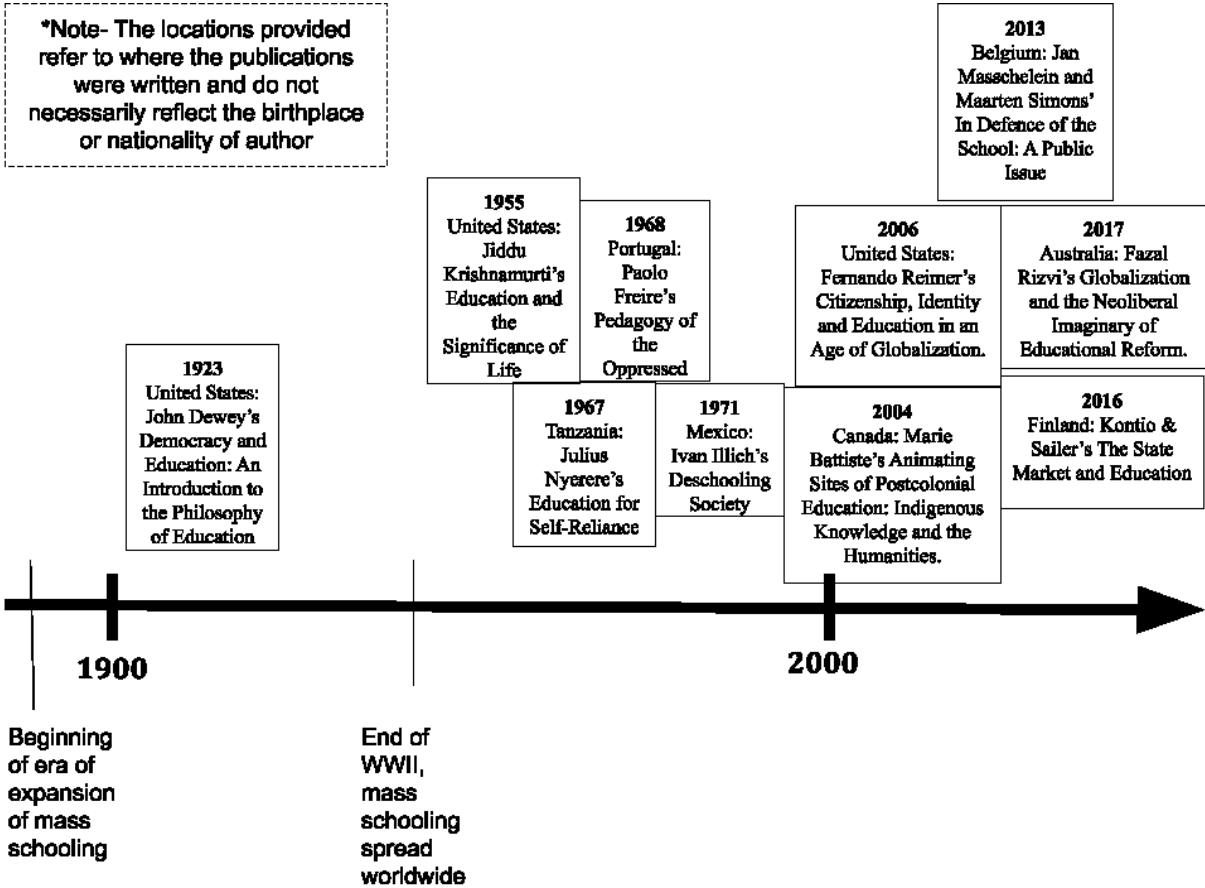


Table 1: Publications used in theoretical data set

John Dewey

John Dewey was born in the United States in 1859 and died in 1952. He was a University professor and a “highly regarded social commentator of his day” (John Dewey, 2019), as well as an influential education reformist who focused on pragmatism and democracy. He was an advocate of democracy and “published over 1000 pieces of work, including essays, articles and books” (John Dewey, 2019) about “a broad range of topics: psychology, philosophy, educational theory, culture, religion and politics” (John Dewey, 2019).

In the chosen book, “Democracy and Education: An introduction to the philosophy of education” (1923), Dewey talks about humanity, society, education history, theory, development and many other topics. At this point, the second wave of mass schooling had already occurred. He touches on differences between societies, communities and actors in a school setting in order to speak about education: how it is conducted, how we learn, how we evolve.

Jiddu Krishnamurti

Jiddu Krishnamurti was a philosopher born in India in 1895 who died in the United States, where he was living at the time, in 1986. From 1929 until the year of his death “he travelled throughout the world talking to large audiences and to individuals about the need for a radical change in mankind” (Krishnamurti Foundations, 2019). His teaching centered on “the journey to truth” and personal freedom. His foundation has many schools in India or abroad. The chosen literature for this philosopher's analysis is called *Education and the Significance of Life* (Krishnamurti, 1953). By 1953, when this book was written, the school under study was already part of a global social imaginary. In this book, he speaks about education in general, as well as the main theme of his philosophical thinking: deep self-knowledge and the renunciation of delusions, and dives more specifically into school in one chapter.

Julius Nyerere

Julius Kambarage Nyerere was born in 1922 in Tanzania and died there in 1999. He was the first Prime Minister of Tanganyika (former Tanzania) from 1961 to 1964 and then the first President of Tanzania from 1964 to 1985 (The Editors of Encyclopaedia Britannica, 2019). Nyerere was a leader with an educational background, as he was also a teacher. Being the first Prime Minister of the newly independent nation of Tanganyika, he led the country through the transition from British ruling to sovereignty. After studying in Edinburgh, Scotland, Nyerere had come to realize and believe that Indigenous African communities were socialist and were corrupted by colonialism and the implementation of the formal schooling system that destroyed these values (Major & Mulvihill, 2009). As a result, his educational focus was on decolonization as were his comments on the purposes of school found in the chosen publication for this thesis: *Education for Self-Reliance*. Nyerere has been compared to Freire for also focusing on adult education and critical thinking in order to free citizens from the overwhelming influence of Western culture.

Paulo Freire

Paulo Freire was born in 1921 and in Brazil and died there in 1997. He was an important educator and educational theorist, one who is considered to be a founder of the critical pedagogy movement (The Editors of Encyclopaedia Britannica, 2019). He had a long career as a teacher which focused on adult literacy and led him to speak and write about liberation theory. He claimed that education was never neutral and maintained the class system in which those at the bottom of this system were deeply oppressed by those “above” them (Freire Institute, 2019).

In the chosen book for this study, *Pedagogy of the Oppressed* (1968), Freire outlines the psychosocial conditions in which the oppressed live. The goal of the book is not to define the purpose of school nor it is a direct critique of the school; instead, it explains the pedagogy necessary for the liberation of the oppressed and the humanization of the oppressor.

Marie Battiste

Marie Battiste, born in 1949 is a Mi’kmaq educator from the Potlotek First Nation in Nova Scotia, Canada. Her area of research is “advancing Indigenous education, social justice and institutional change in the decolonization of education, in particular in teacher education and curriculum, and postcolonial educational approaches” (Amontgomery, 2019), focusing specifically on the context of Canada. She is currently a professor at the University of Saskatchewan and a founding director of its Aboriginal Education Research Centre (AERC) (University of Ottawa, n.d). She has published many important publications, and the one used for this study is *Animating Sites of Postcolonial Education: Indigenous Knowledge and the Humanities*, written in 2004. In this, she speaks of the historical legacy and negative impact of the deeply oppressive residential schools on Indigenous people of Canada and advocates for a move towards humanistic education (Battiste, 2004).

Fernando Reimers

Fernando Reimers, originally from Venezuela and currently residing in the United States, works at Harvard University as a professor in International Education Policy and as the director of the Global Education Innovation Initiative (Harvard Graduate School, 2020). His area of research is global education and teaching and learning in and for the 21st century.

The chosen article for this study is *Citizenship, Identity and Education: Examining the Public Purposes of Schools in an Age of Globalization*, that he wrote in 2006. In this publication, he argues that citizenship, specifically global citizenship, is one of the main purposes of school. This article comes as a reaction to the demands of globalization, which he defines as more sustainable practices, intercultural dialogue and others. It seems that Reimers view of the school is an institution with a lot of power to work towards a better future but that major steps must be taken, namely, by international organizations, to address them.

Jan Masschelein and Maarten Simons

Jan Masschelein, born in 1956, is a Belgian researcher and is head of the Laboratory for Education and Society, and of the research group Education, Culture and Society at the Katholieke Universiteit Leuven, a research university in the Dutch-speaking town of Leuven in Flanders, Belgium. He is also a graduate from this school (KU Leuven, 2019).

Maarten Simons is a professor in the faculty of Psychology and Educational Sciences at the same university, the Catholic University of Leuven, with fellowship experience in the UK and the US. He is an associate professor in the Laboratory for Education and Society (KU Leuven, 2019).

Their research is mostly educational, surrounding the roles of education and schooling. One of the collaborative projects of Masschelein and Simons is a book entitled “*In the Defence of School*”, written in 2013, which is one of the documents chosen for analysis. In this publication, which has gained international popularity, is famous for providing a positive perspective on the potential of schools for human development, while focusing on the origins of school as a place for free time and leisure (Masschelein & Simons, 2013).

Kimmo Kontio and Maximilian Sailer

Kimmo Kontio was born in 1967 in Finland, where he has also completed his studies. He currently works as a professor at the University of Oulu. His main areas of interest and work are theory, philosophy and the economics of education.

*Information provided by author himself

Maximilian Sailer works as a professor at the Augsburg University in Germany. He is the Chair of adult education (Research Gate, 2019).

The chosen publication by these authors is *The State, Market and Education* (2016), which is part of a book called *Schools in Transition: Linking Past, Present, and Future in Educational Practice*. This book chapter speaks about the economics of education and the impact of this on purposes of school (Kontio & Sailer, 2016).

Fazal Rizvi

Fazal Rizvi is a professor at the University of Melbourne in Australia. He works in the Global Studies department and has a background in philosophy. His research focuses mostly on “education, public policy and global studies” (Monash University, 2019).

The chosen publication for this study is the very recent (2017) *Globalization and the Neoliberal Imaginary of Educational Reform*, where he explores the influence of Neoliberalism on the relationship between the economy and purposes of school.

Appendix 2- Empirical Data Set: Invitations for Participants

Invitations for Adult Interviewees

Original

Bonjour,

Je travaille présentement sur mon projet de recherche, la thèse de ma maîtrise en Éducation et Mondialisation à l'Université d'Oulu en Finlande. Le sujet de la maîtrise est la raison d'être de l'école, et le titre, en ce moment (il pourra changer!) est : "The Purpose of School- An instrumental case study in Ontario, Canada". Je voulais savoir si tu serais intéressé à participer à la recherche en acceptant de participer à une entrevue avec moi. L'entrevue aurait lieu durant les semaines du 27 mai ou 3 juin et auraient lieu à l'extérieur de l'école ou tu travailles afin d'assurer ton anonymat. Le comité d'éthique du (school board name) a approuvé la recherche mais ils n'auront pas accès à la liste de participants.

Si cela t'intéresse, svp m'aviser et je t'enverrai plus d'information (formulaire de consentement et information) et on pourra fixer un moment pour l'entrevue.

Merci en avance pour ton temps,

Nathalie Doyle

Translation

Hello,

I am currently working on my research project, my master's thesis in Education and Globalization at the University of Oulu in Finland. The subject of the Masters is the purpose of the school, and the title, at the moment (it may change!) Is: "The Purpose of School- An instrumental case study in Ontario, Canada". I wanted to know if you would be interested in participating in the research by agreeing to participate in an interview with me. The interview would take place during the weeks of May 27 or June 3 and would take place outside the school where you work to ensure your anonymity. The school board name ethics committee approved the research but they will not have access to the participant list.

If you are interested, please notify me and I will send you more information (consent form and information) and we can set a time for the interview.

Thank you in advance for your time,

Nathalie Doyle

Class participation request

Original

Bonjour,

Mon nom est Nathalie Doyle et je suis étudiante à l'Université d'Oulu. J'entame une maîtrise en Éducation et Mondialisation et je travaille présentement sur mon projet de thèse. La recherche portera sur la raison d'être de l'école et le titre en ce moment (il pourra changer!) est: "The Purpose of School- An instrumental case study in Ontario, Canada". J'aimerais demander la participation de votre classe à la recherche. Il est important que je souligne tout de suite que je ne rencontrerai jamais les élèves et que leur participation serait complètement anonyme. Je demanderais simplement que l'enseignant de cette classe anime une activité durant laquelle les enfants seraient demandés de produire une oeuvre (sketch) de leur choix qui représente les pensées qui leur vient en tête.

Votre participation serait grandement apprécié. Je crois que la voix des enfants du primaire est trop souvent négligée dans les recherches et j'ai essayé de faire en sorte que ce soit le moins intrusif que possible dans votre école. Le comité d'éthique du (school board name) a approuvé la recherche mais la liste de participants ne sera pas partagé.

Vous trouverez ci-joint les instructions pour l'enseignante et le formulaire de consentement afin que vous puissiez prendre une décision éclairée.

SVP me contacter pour toutes questions ou commentaires.

Merci en avance pour votre considération,

Nathalie Doyle

Translation

Hello,

My name is Nathalie Doyle and I am a student at the University of Oulu. I am starting a Masters in Education and Globalization and I am currently working on my thesis project. The research will focus on the purpose of the school and the title at the moment (it may change!) Is: "The Purpose of School- An instrumental case study in Ontario, Canada". I would like to request the participation of your class in the research. It is important that I emphasize right away that I will never meet the students and that their participation would be completely anonymous. I would simply ask that the teacher of this class animate an activity during which the children would be asked to produce a work (sketch) of their choice which represents the thoughts that come to their mind.

Your participation would be greatly appreciated. I believe that the voice of elementary school children is too often overlooked in research and I have tried to make it as intrusive as possible in your school. The school board name's ethics committee approved the research, but the list of participants will not be shared.

You will find attached the instructions for the teacher and the consent form so that you can make an informed decision.

Please contact me with any questions or comments.

Thank you in advance for your consideration,

Nathalie Doyle

Letter for potential student participants (following teacher and school board approval)

Original

Bonjour!

Je m'appelle Nathalie, je suis étudiante à l'Université d'Oulu et j'aimerais t'inviter à participer à la recherche que j'entame pour mon projet de maîtrise.

Voici le sujet du projet: La raison d'être de l'école. Je veux voir ce que différentes personnes disent au sujet de l'école!

Ce que tu aurais à faire si tu décides de participer: Faire une illustration/sketch que tu remettras à ton enseignant(e). Tu auras le temps de le compléter en classe et il est très important

de savoir que tu ne dois pas écrire ton nom! Cela assure que je ne saurai jamais à qui appartient les oeuvres que je reçois de ta classe. Ceci est dans le but de protéger ton anonymat! Tu devras signer un formulaire de consentement avec ton parent afin de participer au projet mais tu peux changer d'avis à n'importe quel moment, même après avoir fini ta production.

Je te remercie en avance,

Nathalie

Translation

Hello!

My name is Nathalie, I am a student at the University of Oulu and I would like to invite you to participate in the research that I am undertaking for my master's project.

This is the subject of the project: The raison d'être of the school. I want to see what different people are saying about school!

What you would have to do if you decide to participate: Make an illustration / sketch that you will give to your teacher. You will have time to complete it in class and it is very important to know that you must not write your name! This ensures that I will never know who owns the works I receive from your class. This is to protect your anonymity! You will need to sign a consent form with your parent in order to participate in the project, but you can change your mind at any time, even after you have finished your production.

I thank you in advance,

Nathalie

Letter for the parents of student interview participant

Original

Bonjour,

Je vous écris parce que j'ai finalement décidé du sujet de thèse et j'aimerais demander la participation de votre enfant. La recherche portera sur la raison d'être de l'école et le titre en ce moment (il pourra changer!) est: "The Purpose of School- An instrumental case study in

Ontario, Canada". J'aimerais demander une production de la part de votre enfant autour de ce sujet et organiser une entrevue pour discuter de cette production.

Si vous acceptez, on pourra tout de suite fixer la date de l'entrevue. Celle-ci aurait lieu durant les semaines du 27 mai ou 3 juin et auraient lieu à l'extérieur de l'école mais dans un endroit public ou un lieu que vous désignez, dans le but d'assurer l'anonymat de votre enfant et d'assurer qu'il/elle soit à l'aise. Le comité d'éthique du (school board name) a approuvé la recherche mais ils n'auront pas accès à la liste de participants.

Vous trouverez ci-joint les instructions pour votre enfant avant l'entrevue et le formulaire de consentement, qui vous donnera un peu plus d'information au sujet de la recherche, afin que vous puissiez prendre une décision éclairée. Il est très important que votre enfant comprenne que comme j'entame un projet de recherche, je suis intéressée seulement à ce qu'il/elle pense réellement et qu'il n'y a pas de bonne ni de mauvaise réponse et que le but du projet est d'explorer comment différentes personnes au sein de la province semble comprendre l'éducation, et non à chercher une réponse sur la raison d'être de l'école.

Si vous voulez consulter le protocole de recherche (en anglais), il me ferait plaisir de vous l'envoyer.

Merci beaucoup pour votre temps,

Nathalie

Translation

Hello,

I am writing to you because I have finally decided on the subject of the thesis and I would like to request the participation of your child. The research will focus on the purpose of the school and the title at the moment (it may change!) Is: "The Purpose of School- An instrumental case study in Ontario, Canada". I would like to request a production from your child on this subject and arrange an interview to discuss this production.

If you agree, we can immediately set the date for the interview. This would take place during the weeks of May 27 or June 3 and would take place outside the school but in a public place or a place you designate, in order to ensure the anonymity of your child and to ensure that he / she

is comfortable. The (school board name) ethics committee approved the research but they will not have access to the list of participants.

You will find enclosed the instructions for your child before the interview and the consent form, which will give you a little more information about the research, so that you can make an informed decision. It is very important that your child understands that since I am starting a research project, I am only interested in what he / she really thinks and that there is no right or wrong answer and that the goal of the project is to explore how different people within the province seem to understand education, not to seek an answer to the purpose of the school.

If you want to consult the research protocol (in English), I would be happy to send it to you.

Thank you very much for your time,

Nathalie

Letter for the interviewed student

Original

Bonjour (student's name),

Comment vas-tu?

Je suis heureuse de savoir que tu es intéressée à participer à la recherche pour la thèse de ma maîtrise.

Voici le sujet du projet: La raison d'être de l'école. Je veux explorer ce que différentes personnes disent au sujet de l'école. Je ne cherche aucune réponse en particulier!

Ce que tu aurais à faire si tu décides de participer:

Créer une production en t'inspirant de quelques questions posées (tu pourras choisir la forme de la création). Par la suite, on se rencontrera pour en parler et je te poserai des questions au sujet de ton oeuvre.

Tu devras signer un formulaire de consentement avec ton parent afin de participer au projet mais tu peux changer d'avis à n'importe quel moment, même après avoir fini ta production.

Si tu acceptes, je t'enverrai les questions pour la production et on pourra se rencontrer durant les (weeks and location options).

Merci!

Nathalie Doyle

Translation

Hello (student's name),

How are you?

I am happy to know that you are interested in participating in the research for my master's thesis.

This is the subject of the project: The raison d'être of the school. I want to explore what different people are saying about school. I'm not looking for any particular answer!

What you would have to do if you decide to participate:

Create a production based on a few questions asked (you can choose the form of the creation). Then we will meet to talk about it and I will ask you questions about your work.

You will need to sign a consent form with your parent in order to participate in the project, but you can change your mind at any time, even after you have finished your production.

If you accept, I will send you the questions for production and we can meet during the (weeks and location options).

Thank you!

Nathalie Doyle

Appendix 3- Data Collection Details

3.1 Interviewed student: Prepared Pre-Interview and Interview Questions

Pre-interview (Original) : *Crée quelque chose en pensant aux questions suivantes- Pourquoi vas-tu à l'école? Qu'est-ce que l'école représente pour toi et quel est la raison d'être pour toi?*

Translation: Produce/Create something while thinking about the following questions: Why do you go to school? What does school represent for you and what is its objective for you

Interview question (Original) : *Peux-tu s'il-vous-plait m'expliquer pourquoi tu as produit ceci et ce que cela représente pour toi?*

Translation: Please explain to me why you produced this and what it means to you?

3.1 Interviewed Educators: Prepared Pre-Interview and Interview Question

Guiding interview question (Original) : *Comment vois-tu la raison d'être de l'école?*

Translation: How do you see the purposes of school?

3.2 Classroom Setting Instructions for Teacher of Involved Classes

Original

Merci pour votre participation à la recherche. Voici quelques consignes:

- SVP accordez le temps nécessaire aux élèves afin de terminer leur production.*
- Si les élèves demandent des explications supplémentaires, svp répétez les questions et les encourager à tout simplement illustrer ce qui leur vient en tête.*
- Les élèves peuvent utiliser ce qu'ils veulent pour leur création (crayons de couleurs, de cire, peinture, colle, décorations, crayon à la mine, ils peuvent dessiner, écrire des mots, des phrases... c'est vraiment un exercice libre!)*

TRÈS IMPORTANT: SVP ne pas donner des exemples de réponses aux élèves s'ils posent des questions car ceci pourrait influencer leur production. SVP vous assurer que les élèves n'écrivent pas leur nom sur leurs productions.

À dire aux élèves:

Écoute bien les questions suivantes: Pourquoi penses-tu que tu viens à l'école? Qu'est-ce que l'école représente pour toi? Quel est la raison d'être de l'école pour toi?

Merci. Maintenant, en réfléchissant aux questions posées, exprime tes pensées sur la feuille de la façon que tu veux avec les outils que tu veux.

Translation

Thank you for your participation in this study. Here are a few instructions:

- Please allow for enough time for students to feel as though they can finish their creations.
- If students need explanations, please just tell them to illustrate whatever comes to mind when they think about those questions.
- Students can use whatever materials they want for their creation (colouring pencils, wax crayons, paint, glue, decorations, a pencil, they can draw, write words, sentences... it's really a free exercise

VERY IMPORTANT: Do not provide examples of answers to the questions. Please make sure no student writes their name on their production.

To say to the students: Listen carefully to the following questions. Why do you think you come to school? What does school represent for you? What is the goal of school for you?

Thinking about those questions, express your thoughts on the paper in any way that you want with any tools that you want.

Appendix 4- Informed Consent Forms

Participating Adults

Original

FORMULAIRE D'INFORMATION ET DE CONSENTEMENT (participant majeur)

IDENTIFICATION

Nom du projet : La raison d'être de l'école- Une étude de cas instrumentale d'un conseil scolaire en Ontario

Étudiant-chercheur responsable du projet : Nathalie Doyle

Programme d'études : Maîtrise en Éducation et Mondialisation, Université d'Oulu

Adresse courriel :nathalie.doyle8@gmail.com

Téléphone : 613-618-8006

BUT GÉNÉRAL DU PROJET ET DIRECTION

Vous êtes invité(e) à prendre part au présent projet visant à explorer différents points de vue au sujet de la raison d'être de l'école. Plus spécifiquement, il vise également à observer quels sont les significations et le sens que les enfants créent autour de l'école. Ce projet est réalisé dans le cadre d'une thèse de maîtrise réalisé sous la direction de Elina Lehtomäki de la faculté d'Éducation. Elle peut être jointe au +358 294 480 000 ou par courriel à l'adresse : Elina.Lehtomaki@oulu.fi.

Je, _____, accepte de participer à cette recherche menée par Nathalie Doyle dans le cadre du programme d'Éducation en Éducation et Mondialisation à l'Université d'Oulu. Le but de cette recherche est d'examiner comment différentes personnes au sein d'une communauté éducationnelle comprennent la raison d'être de l'école.

Ma participation consistera essentiellement à participer à une entrevue. Si j'accepte, l'entrevue sera enregistrée. Le chercheur tente d'ajouter à la littérature qui existe déjà à ce sujet avec la perspective d'acteurs en Ontario. Je m'attends à ce que les données ne soient utilisées que pour l'étude en cours. Le chercheur qui mène l'étude me garantit que le tout restera strictement confidentiel et que mon nom ne paraîtra sur aucun rapport.

Je comprends qu'en participant à cette recherche, je donne de l'information personnelle et que ça peut être stressant. J'ai l'assurance des personnes effectuant la recherche que les données

recueillies resteront confidentielles, que seul la chercheuse saura qui a répondu quoi. L'anonymat sera garanti en transcrivant tout de suite l'entrevue en associant un numéro à l'entrevue à la place d'un nom.. Les données recueillies seront conservées de façon sécuritaire et seront détruites après 5 ans.

Je suis libre de me retirer de la recherche en tout temps ou de refuser d'y participer. Dans ce cas, la chercheuse n'utilisera pas mon entrevue pour sa recherche.

Il y a deux copies du formulaire de consentement, dont une que je peux garder.

Signature du chercheur :

Date :

Signature du participant :

Date :

Pour renseignements additionnels, je peux communiquer avec le chercheur ou son superviseur.

Translation

INFORMATION AND CONSENT FORM (adult participant)

IDENTIFICATION

Name of the project : The purpose of School- An instrumental case study of a school board in Ontario

Student-researcher responsible for the project: Nathalie Doyle

Study programme : Master of Education and Globalization, University of Oulu

Email Address : nathalie.doyle8@gmail.com

Phone : 613-618-8006

GENERAL PURPOSE OF THE PROJECT AND DIRECTION

You are invited to take part in this project aimed at exploring different points of view about the purposes of the school. More specifically, it also aims to observe what are the meanings and the meaning that children create around school. This project is carried out as part of a master's thesis under the supervision of Elina Lehtomäki from the Faculty of Education. She can be reached at +358 294 480 000 or by email at the following address: Elina.Lehtomaki@oulu.fi.

I, _____, agree to participate in this research led by Nathalie Doyle as part of the Education in Education and Globalization program at the University of Oulu. The purpose of this research is to examine how different people in an educational community understand the purpose of the school.

My participation will essentially consist of participating in an interview. If I accept, the interview will be recorded. The researcher attempts to add to the literature that already exists on this subject with the perspective of actors in Ontario. I expect the data will only be used for the current study. The researcher who is conducting the study guarantees that everything will be kept strictly confidential and that my name will not appear on any report.

I understand that by participating in this research, I am providing personal information and that it can be stressful. I can assure the people doing the research that the data collected will remain confidential, that only the researcher will know who answered what. Anonymity will be guaranteed by immediately transcribing the interview by associating a number with the interview instead of a name. The data collected will be stored securely and will be destroyed after 5 years.

I am free to opt out of research at any time or refuse to participate. In this case, the researcher will not use my interview for her research.

There are two copies of the consent form, one of which I can keep.

Signature of researcher:

Date:

Participant's signature:

Date:

For additional information, I can contact the researcher or his supervisor.

Classroom students

Original

FORMULAIRE D'INFORMATION ET DE CONSENTEMENT (participant mineur)

IDENTIFICATION

Nom du projet : The Purpose of School- An instrumental case study of a school board in Ontario

Étudiant-chercheur responsable du projet : Nathalie Doyle

Programme d'études : Maîtrise en Éducation et Mondialisation, Université d'Oulu

Adresse courriel :nathalie.doyle8@gmail.com

Téléphone : 613-618-8006

BUT GÉNÉRAL DU PROJET ET DIRECTION

Votre enfant est invité(e) à prendre part au présent projet visant à explorer différents points de vue au sujet de la raison d'être (the "purpose") de l'école. Plus spécifiquement, il vise également à observer quels sont les significations et le sens que les enfants créent autour de l'école.. Ce projet est réalisé dans le cadre d'une thèse de maîtrise réalisé sous la direction de Elina Lehtomäski de la faculté d'Éducation. Elle peut être jointe au +358 294 480 000 ou par courriel à l'adresse : Elina.Lehtomaki@oulu.fi.

La direction de l'école de votre enfant ainsi que son professeur ont également donné leur accord à ce projet.

PROCÉDURE(S) OU TÂCHES DEMANDÉES AU PARTICIPANT

Avec votre permission et l'accord de votre enfant, il ou elle sera invité(e) à participer à produire des sketches anonymes. Ces productions seront remis à la chercheure, qui ne se présentera jamais dans la salle de classe. La production sera anonyme et ce qui suivra ne permettra jamais d'identifier l'enfant.

AVANTAGES et RISQUES

La participation de votre enfant contribuera à un ensemble de productions. Votre enfant demeure libre de changer d'avis; soit en décidant de ne pas participer ou en décidant de ne pas soumettre sa production. La production peut-être retiré de cette recherche à votre demande ou à la sienne en tout temps sans que vous ou votre enfant n'ayez à vous justifier.

ANONYMAT ET CONFIDENTIALITÉ

Seule le responsable du projet et son directeur de recherche auront accès à la production de votre enfant. Le matériel de recherche (sketch) ainsi que le formulaire de consentement que vous et votre enfant aurez signé seront conservés séparément sous clé par l'étudiant-chercheur

responsable du projet pour la durée totale du projet. Les données ainsi que les formulaires de consentement pourront être détruits 5 ans après le dépôt final du travail de recherche.

PARTICIPATION VOLONTAIRE

La participation de votre enfant à ce projet est volontaire. Cela signifie que vous et votre enfant acceptez que votre enfant participe au projet sans aucune contrainte ou pression extérieure, et que par ailleurs vous et votre enfant êtes libre de mettre fin à la participation de votre enfant en tout temps au cours de cette recherche. Dans ce cas, les renseignements concernant votre enfant seront détruits. Votre permission et l'accord de votre enfant à participer implique également que vous et votre enfant acceptez que le responsable du projet puisse utiliser la production aux fins de la présente recherche à la condition qu'aucune information permettant d'identifier votre enfant ne soit divulguée publiquement.

DES QUESTIONS SUR LE PROJET OU SUR VOS DROITS?

Vous pouvez contacter l'étudiant-chercheur responsable du projet par courriel: nathalie.doyle8@gmail.com.

REMERCIEMENTS

Votre collaboration et celle de (votre enfant) sont importantes à la réalisation de ce projet et nous tenons à vous en remercier.

AUTORISATION PARENTALE

En tant que parent ou tuteur légal, je reconnais avoir lu le présent formulaire de consentement et consens volontairement à ce que mon enfant participe à ce projet de recherche. Je reconnais aussi que le responsable du projet a répondu à mes questions de manière satisfaisante et que j'ai disposé de suffisamment de temps pour discuter avec mon enfant des implications de sa participation. Je comprends que sa participation à cette recherche est totalement volontaire et qu'il ou elle peut y mettre fin en tout temps, sans pénalité d'aucune forme ni justification à donner. Il me suffit d'en informer le responsable du projet. Je peux également décider, pour des motifs que je n'ai pas à justifier, de retirer mon enfant du projet.

Signature du parent ou tuteur légal

Date

Signature de l'enfant

Date

Je déclare avoir expliqué le but, la nature, les avantages, les risques du projet et avoir répondu au meilleur de ma connaissance aux questions posées.

Signature de l'étudiant-chercheur responsable du projet

Date

Translation

INFORMATION AND CONSENT FORM(minor participant)

IDENTIFICATION

Name of the project : The purposes of School- An instrumental case study of a school board in Ontario

Student-researcher responsible for the project: Nathalie Doyle

Study programme : Master of Education and Globalization, University of Oulu

Email Address : nathalie.doyle8@gmail.com

Phone : 613-618-8006

GENERAL PURPOSE OF THE PROJECT AND DIRECTION

Your child is invited to take part in this project aimed at exploring different points of view about the school's purpose. More specifically, it also aims to observe what are the meanings and the meaning that children create around school. This project is carried out as part of a master's thesis carried out under the supervision of Elina Lehtomäski from the faculty of Education. She can be reached at +358 294 480 000 or by email at the following address: Elina.Lehtomaki@oulu.fi.

Your child's school principal and teacher have also agreed to this project.

PROCEDURE (S) OR TASKS REQUESTED FROM THE PARTICIPANT

With your permission and your child's consent, he or she will be invited to participate in producing anonymous sketches. These productions will be given to the researcher, who will never appear in the classroom. The production will be anonymous and what follows will never identify the child.

BENEFITS and RISKS

Your child's participation will contribute to a set of productions. Your child is free to change their mind; either by deciding not to participate or by deciding not to submit its production. The production can be withdrawn from this research at your request or at your request at any time without you or your child having to justify yourself.

ANONYMITY AND CONFIDENTIALITY

Only the project manager and his research director will have access to your child's production. The research material (sketch) and the consent form that you and your child have signed will be kept separately under lock and key by the student-researcher responsible for the project for the entire duration of the project. The data as well as the consent forms may be destroyed 5 years after the final deposit of the research work.

VOLUNTARY PARTICIPATION

Your child's participation in this project is voluntary. This means that you and your child accept that your child participates in the project without any external constraint or pressure, and that in addition you and your child are free to end your child's participation at any time during this research. In this case, your child's information will be destroyed. Your permission and your child's agreement to participate also implies that you and your child agree that the project leader may use the production for the purposes of this research provided that no information identifying your child is disclosed publicly.

QUESTIONS ABOUT THE PROJECT OR YOUR RIGHTS?

You can contact the student researcher responsible for the project by email: nathalie.doyle8@gmail.com.

THANKS

Your collaboration and that of (your child) are important to the realization of this project and we would like to thank you.

PARENTAL AUTHORIZATION

As a parent or legal guardian, I acknowledge that I have read this consent form and voluntarily consent to my child participating in this research project. I also acknowledge that the project

manager has answered my questions satisfactorily and that I have had enough time to discuss with my child the implications of their participation. I understand that his participation in this research is completely voluntary and that he or she can end it at any time, without penalty of any form or justification to be given. I just need to inform the project manager. I can also decide, for reasons that I do not have to justify, to withdraw my child from the project.

Signature of parent or legal guardian Dated

Child's signature Dated

I declare that I have explained the purpose, the nature, the advantages, the risks of the project and that I have answered the questions to the best of my knowledge.

Signature of the student-researcher responsible for the project Dated

Interviewed student

Original

FORMULAIRE D'INFORMATION ET DE CONSENTEMENT (participant mineur)

IDENTIFICATION

Nom du projet : The purposes of School- An instrumental case study of a school board in Ontario

Étudiant-chercheur responsable du projet : Nathalie Doyle

Programme d'études : Maîtrise en Éducation et Mondialisation, Université d'Oulu

Adresse courriel : nathalie.doyle8@gmail.com

Téléphone : 613-618-8006

BUT GÉNÉRAL DU PROJET ET DIRECTION

Votre enfant est invité(e) à prendre part au présent projet visant à explorer différents points de vue au sujet de la raison d'être (the "purpose") de l'école. Plus spécifiquement, il vise également à observer quels sont les significations et le sens que les enfants créent autour de l'école. Ce projet est réalisé dans le cadre d'une thèse de maîtrise réalisé sous la direction de

Elina Lehtomäski de la faculté d'Éducation. Elle peut être jointe au +358 294 480 000 ou par courriel à l'adresse : Elina.Lehtomaki@oulu.fi.

Le comité d'éthique du (school board name) a également donné leur accord à ce projet.

PROCÉDURE(S) OU TÂCHES DEMANDÉES AU PARTICIPANT

Avec votre permission et l'accord de votre enfant, il ou elle sera invité(e) à participer à créer une production en ayant 3 questions en tête. Par la suite, il ou elle sera invité (e) à participer à une entrevue en personne ou il ou elle aura l'occasion de me parler de sa production et répondre à des questions additionnelles en lien avec le sujet. Ce qui suivra ne permettra jamais d'identifier l'enfant.

AVANTAGES et RISQUES

La participation de votre enfant contribuera à un ensemble de données recueillies et représentera la perspective d'une élève. Votre enfant demeure libre de changer d'avis; soit en décidant de ne pas participer ou en décidant de ne pas soumettre sa production. La production et l'entrevue peuvent être retiré de cette recherche à votre demande ou à la sienne en tout temps sans que vous ou votre enfant n'ayez à vous justifier.

ANONYMAT ET CONFIDENTIALITÉ

Seule le responsable du projet et son directeur de recherche auront accès à la production de votre enfant. Le matériel de recherche ainsi que le formulaire de consentement que vous et votre enfant aurez signé seront conservés séparément sous clé par l'étudiant-chercheur responsable du projet pour la durée totale du projet. Les données ainsi que les formulaires de consentement pourront être détruits 5 ans après le dépôt final du travail de recherche.

PARTICIPATION VOLONTAIRE

La participation de votre enfant à ce projet est volontaire. Cela signifie que vous et votre enfant acceptez que votre enfant participe au projet sans aucune contrainte ou pression extérieure, et que par ailleurs vous et votre enfant êtes libre de mettre fin à la participation de votre enfant en tout temps au cours de cette recherche. Dans ce cas, les renseignements concernant votre enfant seront détruits. Votre permission et l'accord de votre enfant à participer implique également que vous et votre enfant acceptez que le responsable du projet puisse utiliser la

production aux fins de la présente recherche à la condition qu'aucune information permettant d'identifier votre enfant ne soit divulguée publiquement.

DES QUESTIONS SUR LE PROJET OU SUR VOS DROITS?

Vous pouvez contacter l'étudiant-chercheur responsable du projet par courriel: nathalie.doyle8@gmail.com.

REMERCIEMENTS

Votre collaboration et celle de (votre enfant) sont importantes à la réalisation de ce projet et nous tenons à vous en remercier.

AUTORISATION PARENTALE

En tant que parent ou tuteur légal, je reconnais avoir lu le présent formulaire de consentement et consens volontairement à ce que mon enfant participe à ce projet de recherche. Je reconnais aussi que le responsable du projet a répondu à mes questions de manière satisfaisante et que j'ai disposé de suffisamment de temps pour discuter avec mon enfant des implications de sa participation. Je comprends que sa participation à cette recherche est totalement volontaire et qu'il ou elle peut y mettre fin en tout temps, sans pénalité d'aucune forme ni justification à donner. Il me suffit d'en informer le responsable du projet. Je peux également décider, pour des motifs que je n'ai pas à justifier, de retirer mon enfant du projet.

Signature du parent ou tuteur légal

Date

Signature de l'enfant

Date

Je déclare avoir expliqué le but, la nature, les avantages, les risques du projet et avoir répondu au meilleur de ma connaissance aux questions posées.

Signature de l'étudiant-chercheur responsable du projet

Date

Translation

INFORMATION AND CONSENT FORM (minor participant)

IDENTIFICATION

Name of the project : The purposes of School- An instrumental case study of a school board in Ontario

Student-researcher responsible for the project: Nathalie Doyle

Study programme : Master of Education and Globalization, University of Oulu

Email Address : nathalie.doyle8@gmail.com

Phone : 613-618-8006

GENERAL PURPOSE OF THE PROJECT AND DIRECTION

Your child is invited to take part in this project aimed at exploring different points of view about the school's purpose. More specifically, it also aims to observe what are the meanings and the meaning that children create around school. This project is carried out as part of a master's thesis carried out under the supervision of Elina Lehtomäski from the faculty of Education. She can be reached at +358 294 480 000 or by email at the following address: Elina.Lehtomaki@oulu.fi.

The Ethics committee of (school board name) have also approved this project.

PROCEDURE (S) OR TASK REQUESTED FROM THE PARTICIPANT

With your permission and your child's agreement, he or she will be invited to participate in creating a production with 3 questions in mind. Thereafter, he or she will be invited to participate in an in-person interview or he or she will have the opportunity to talk to me about his production and answer additional questions related to the subject. What follows will never identify the child.

BENEFITS and RISKS

Your child's participation will contribute to a collection of data and represent the perspective of a student. Your child is free to change their mind; either by deciding not to participate or by deciding not to submit its production. The production and the interview can be withdrawn from this research at your request or at your request at any time without you or your child having to justify yourself.

ANONYMITY AND CONFIDENTIALITY

Only the project manager and his research director will have access to your child's production. The research material and the consent form that you and your child have signed will be kept

separately under lock and key by the student researcher responsible for the project for the entire duration of the project. The data as well as the consent forms may be destroyed 5 years after the final deposit of the research work.

VOLUNTARY PARTICIPATION

Your child's participation in this project is voluntary. This means that you and your child accept that your child participates in the project without any external constraint or pressure, and that in addition you and your child are free to end your child's participation at any time during this research. In this case, your child's information will be destroyed. Your permission and your child's agreement to participate also implies that you and your child agree that the project leader may use the production for the purposes of this research provided that no information identifying your child is disclosed publicly.

QUESTIONS ABOUT THE PROJECT OR YOUR RIGHTS?

You can contact the student researcher responsible for the project by email: nathalie.doyle8@gmail.com.

THANKS

Your collaboration and that of (your child) are important to the realization of this project and we would like to thank you.

PARENTAL AUTHORIZATION

As a parent or legal guardian, I acknowledge that I have read this consent form and voluntarily consent to my child participating in this research project. I also acknowledge that the project manager has answered my questions satisfactorily and that I have had enough time to discuss with my child the implications of their participation. I understand that his participation in this research is completely voluntary and that he or she can end it at any time, without penalty of any form or justification to be given. I just need to inform the project manager. I can also decide, for reasons that I do not have to justify, to withdraw my child from the project.

Signature of parent or legal guardian

Dated

Child's signature

Dated

I declare that I have explained the purpose, the nature, the advantages, the risks of the project and that I have answered the questions to the best of my knowledge.

Signature of the student-researcher responsible for the project Dated