

# **Implementing citizenship education in a secondary school community**

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**This candidate confirms that the work submitted is my own and that appropriate credit  
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**Implementing citizenship education in a secondary school community  
Anne Hudson. PhD Thesis January 2006**

**Abstract.**

This thesis uses a case study to investigate the impact on a whole school community of a special focus on citizenship. It begins by exploring conflicting meanings attributed to citizenship and citizenship education. It goes on to adopt an understanding of citizenship as involving a set of relationships between rights, duties, participation and identity. The discourse about globalisation and the debate as to whether it represents a new reality or a continuation of existing trends is explored. The thesis contends that globalisation poses important challenges and threats which make citizenship education an urgent necessity in the twenty-first century. It recommends a transformative, 'reconstructive' approach and explores the extent to which this is feasible in the context of government policies affecting schools and society in England during the period 1999 – 2003. It suggests that there are factors in these policies which promote and factors which hinder an empowering approach to school citizenship.

The study uses a framework developed by Wenger (2001) to analyse the school as a community of practice for citizenship. It draws on his idea that communities of practice are characterised by the way they manifest:

- 1) Meaning
- 2) Practice
- 3) Community:
- 4) Identity

The analysis draws on school documents, surveys of student opinion and interviews with students and teachers. Over 100 students' written responses to questions about 'making a difference' were also analysed. For purposes of triangulation, the study also

takes account of observations and comments in reports made by inspectors who visited the school twice during the time of the project.

The study found that students had begun to see citizenship education as being useful from a global and multicultural perspective, a local perspective, as democratic representation, as participative learning, for developing economic awareness and for challenging racism. In addition, the project had shown its potential to transform relationships within the school so that it was beginning to become a community of practice for citizenship. Significantly, it had affected the young people's sense of identity and promoted their notion of agency.

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**ABBREVIATIONS AND ACRONYMS**

<b>BBC</b>	<b>British Broadcasting Corporation</b>
<b>CASE</b>	<b>Campaign for State Education</b>
<b>CPRE</b>	<b>Campaign for Rural England</b>
<b>CRE</b>	<b>Commission for Racial Equality</b>
<b>DfES</b>	<b>Department for Education and Skills</b>
<b>EAZ</b>	<b>Education Action Zones</b>
<b>Edexcel</b>	<b>UK based examinations board</b>
<b>EU</b>	<b>European Union</b>
<b>GCSE</b>	<b>General Certificate of Secondary Education</b>
<b>GMS</b>	<b>Grant Maintained Status</b>
<b>GNVQ</b>	<b>General National Vocational Qualification</b>
<b>HMI</b>	<b>Her Majesty's Inspectorate</b>
<b>HOD</b>	<b>Head of Department</b>
<b>HOY</b>	<b>Head of Year</b>
<b>ICT</b>	<b>Information Communications Technology</b>
<b>ILO</b>	<b>International Labour Organisation</b>
<b>Infolog</b>	<b>London based company organising conferences and exhibitions</b>
<b>INSET</b>	<b>In Service Training</b>
<b>IT</b>	<b>Information Technology</b>
<b>ITE</b>	<b>Initial Teacher Education</b>
<b>KS3</b>	<b>Key Stage 3</b>

KS4	Key Stage 4
LEA	Local Education Authority
MP	Member of Parliament
NCSL	National College of School Leadership
NCSL	National Curriculum
NOF	New Opportunities Fund
NQT	Newly Qualified Teacher
OECD	Organisation for Economic Cooperation and Development
Ofsted	Office for Standards in education
PDC	Professional Development Centre
PGCE	Post Graduate Certificate of Education
PSHE	Personal, Social, Health Education
QCA	Qualifications and Curriculum Authority
SOW	Scheme of Work
SRB	Single Regeneration Budget
TELCO	East London based citizens' and community leaders' alliance
TTA	Teacher Training Agency
UBS Warburg	Major international investment bank
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNL	University of North London
WTO	World Trade Organisation

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## THESIS SUMMARY

The first chapter deals with contested meanings attached to citizenship and citizenship education. It explores how the concept of citizenship has developed and considers possible reasons for the British government's inclusion of citizenship education in the national curriculum for England, recognising that there may be contradictions and tensions in these. The chapter distinguishes between what I call 'constructive' and 'reconstructive' approaches to citizenship education. It suggests that schools and teachers can and should use citizenship education for reconstructive purposes – that is, to transform society and to promote equality of opportunity. It suggests that approaches to citizenship education in the twenty-first century must involve re-thinking human rights, particularly the rights of children. The chapter underlines the importance of cosmopolitan democracy – which entails a global sense of identity and an ant-racist approach - as a construct. The chapter argues that citizenship education is best couched within a human rights framework which promotes positive values and attitudes and enables young people to see the reciprocity between pursuing fulfilment of all of our rights and upholding the rights of others. It must empower young people to become agents of change.

Chapter 2 deals with the necessity of citizenship education given the context of globalisation. It begins by outlining the globalisation debate and suggests that the disagreements between those who recognise and define globalisation as a particular and relatively new phenomenon and the 'sceptics' – those who reject globalisation as a

concept and attribute its features to intensification of pre-existing trends - has been exaggerated. It draws on the literature to argue that globalisation must be recognised as a new, pressing phenomenon with important implications for schools and learning. It identifies some of the problems that globalisation has brought, and takes note of the changing status and meaning of the nation state and national identity in the globalised world. Citizenship education is urgently needed because it is about becoming informed citizens, developing skills of enquiry and communication, of participation and responsible action. All these dimensions need to be addressed from a global perspective as well as local and national ones. The chapter suggests that the framework of discourse ethics helps provide a reconstructive approach.

The third chapter explores the challenges for citizenship education in Britain. It argues that if the values of democracy, inclusion and transparency are to underpin citizenship education, educators need to ask about how these are being applied to schools and society. Four contextual factors which are seen to promote a positive climate of learning for citizenship are identified: democratic participation, promoting equality, teacher commitment and an empowering pedagogy and society embracing the notion of young people as intelligent citizens and partners in learning. The chapter identifies some of the ways in which New Labour's policies might be seen to help promote a good climate for citizenship learning, but also notes the tensions and contradictions in policy and practice. It contends that the pressures on schools and teachers, the increasingly centralised decision making in education, the hierarchical nature of schools and the lack of substantive legal rights for young people all militate against effective citizenship education, and that teachers lack the necessary training to deliver it.

Chapter 4 outlines the school context as a site for the empirical research and the methodology of the research. It points out that the research deals with a case study of a school seeking to become a community of learning focused upon citizenship knowledge, skills and values, developing these within its curriculum, its culture and its interactions with the community. It explains that South Docks, a large, ethnically diverse inner city comprehensive in a socio-economically deprived area, had characteristics that made it open to embracing the citizenship education agenda. It describes how the project began as part of a campaign to persuade the British government that it should include the category of citizenship among the specialisms for which it was encouraging schools in England to apply for funding. The central research question became: what can a whole school focus on citizenship mean for participants in the process? The research draws upon Wenger's (2001) approach to conceptualising learning communities and uses his four components of meaning, practice, community and identity as a framework for analysing the impact of the project. Zuber-Skerrit's (1996) cycle of analysis is explained and illustrated with reference to the school's own processes of development and review. The chapter concludes by recognising that community based action research can be an effective way of promoting democratic inclusion in such a project and its linked learning.

Chapter 5 looks at how meanings attached to citizenship and citizenship education developed, both through design and by accident. It explains that the processes of participation and reification both affect the way in which meanings emerge, and that the production of policies and documents at the expense of effective community reflection and discussion can lead to reification. This has the effect of ossifying

meanings which may later prove to be inadequate. In telling the story of how the project unfolded, the chapter shows that it was not until citizenship became a separate curriculum subject in its own right that students and teachers began to talk about it in the sense that it is defined in Chapter 1. From the project's launch, a human rights framework was lacking, and there was insufficient emphasis both on participation and on transforming pedagogy. Through participation in citizenship days and special projects, students and staff developed positive notions of the concept that reinforced their sense of community.

Chapter 6 investigates practice with reference to the culture of the school community. It explores shared repertoire, mutual engagement and joint enterprise, and considers the development of the school community's voice. It explains how the school council developed and became empowered. It shows that once students felt they had a voice, their attitudes both towards school and themselves began to change. It takes account of the difficulties that result from the imbalance of power in schools and the importance of encouraging the whole school community to see the reciprocity between rights and responsibilities.

Chapter 7 explores practice in terms of the school's curriculum. It develops a framework for analysing citizenship curriculum practice using the five dimensions of content, skill development, pedagogy, relationship and attitudes/values. It shows how these dimensions were affected by the development of citizenship education as a set of voluntary activities, then its delivery through Personal, Social and Health Education, of cross curricular delivery and finally the effect of delivering it as a separate and



identifiable subject. The chapter uses interviews with and statements from students and staff to show that students enjoyed and valued the latter. It is suggested that their responses show the curriculum promoted global awareness as well as skills of cooperation. The chapter emphasises the need for specialist citizenship teachers.

Chapter 8 considers the effect of the project upon students' identities. Using Bradley's (2003) concept of social identity, this section explains how identity within the community of practice may be passive and can become active through participation in activities with change outcomes. Where active identity is reinforced with further success and we begin to sense our power to change things our identities can become politicised. The research, particularly the students' statements, suggested that those who had been effective school council representatives and engaged in further activities such as a locally-elected body (the Council of Champions) were developing politicised identities. The effect of the project for young people such as these was indicative of citizenship education's potential to enable more students, if the right opportunities are designed, to develop a sense of their own power. Thus not only did the project give students a sense of belonging, but it began to show how they could come to see themselves as agents of change.

Chapter 9 explores how teachers and adult outsiders saw the project and its effects. It examines the disjunctures between these views and those of students, noting that adult outsiders tended to have a very positive view of how the project affected the school community. Teachers appear to have a positive attitude towards the project's effect upon the curriculum, whilst students seemed less aware of that and more enthusiastic

about the way they felt it had altered relationships with teachers and given them a voice. Some of the differences in perception are attributed to design faults – for example, the failure to promote a human rights perspective – and others to the phenomenon that Wenger calls alignment. It is suggested that if teachers were made more aware of how the project was viewed by the wider learning community and of how it had begun to transform some students' attitudes towards the school, they may have been more pleased with its outcomes.

Chapter 10 draws some conclusions and makes recommendations for the school community, for other schools, and for government policy. It argues that citizenship education is a powerful vehicle for transforming schools. South Docks could further develop the project by promoting understanding of human rights, by revisiting the role of the tutor, and by involving students in whole school planning. Other schools would benefit from embracing the orientation to community, and from promoting transparency and democracy. They need to value citizenship education as a subject in its own right and to ensure that learning involves change outcomes. Government policy should take account of the need for training both teachers and headteachers in citizenship education as well as in challenging racism, and further funding should be made available to promote citizenship education in all schools.

## CHAPTER 6: PARTICIPATION AND THE CULTURE OF THE SCHOOL COMMUNITY

### **Introduction**

This chapter examines how the citizenship project affected school culture and enabled participation. It is based on the notion of practice as mutual endeavour, in the process of which members of a learning community develop a repertoire that reflects their mutual engagement. It recognises that a community of practice for citizenship should be based on the principles of democracy, inclusion and transparency. Indicators of these are to be found in shared repertoire, mutual engagement and joint enterprise. The chapter explores the development of the school community's voices. It considers the extent to which the development of the school council promoted a culture of democracy. It asks about the transparency of decision-making involving the school council. It explores student views on the relationships within the school community, focusing particularly on the question of fairness. It also considers how the Students as Researchers project reflected and influenced school culture. It explores, briefly, teacher ownership of the citizenship agenda. The findings suggest that practices - criteria for a culture appropriate to a citizenship school - were beginning to be met.

### **6.1 Defining 'practice'**

Wenger describes communication about practice as: 'a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action' (2001: 5). He explains that over time collective learning results in practices that reflect both the pursuit of our enterprises and the attendant social relations. These practices are therefore 'the property of a kind of community created over time by the sustained pursuit of a shared enterprise' (2001:45). 'Doing

citizenship' has involved actions affecting the curriculum and lessons, projects and activities beyond the formal curriculum, attempting to democratise the school culture through developing student voice, and extending the interaction between the school community and the wider community. Practices, says Wenger, evolve as shared histories of learning – a combination of participation and reification intertwined over time. He goes on to argue that if practices are histories of mutual engagement, negotiation of enterprise, and development of a shared repertoire, then learning is about:

- Evolving forms of mutual engagement
- Understanding and tuning enterprise
- Developing repertoire styles and discourses.

This provides the beginning of an analytical framework for analysing the school's practice as a learning community for citizenship.

In examining school culture, this chapter attempts to answer relevant questions about joint enterprise and transparency (accountability, consultation) and shared repertoire and democracy (democratic values). The questions relating more directly to curriculum and those concerned with community will be considered in subsequent chapters.

If citizenship education were the focus of the community's practice, what elements would characterise mutual engagement, joint enterprise and shared repertoire? These should be forms of practice which promote citizenship values and attitudes, knowledge and skills. It is suggested in Chapter 1, that the human rights framework, political literacy and participation based on a sense of agency are what make citizenship learning distinct. For the school as a community of practice, key values should

underpin and be reflected in all three dimensions. A useful way of conceptualising these dimensions is provided by Osler and Vincent (2002). They point out the need for an education 'rooted in democratic practice' (2002:25) and construct a Model of the Democratic School based upon the three pillars of:

➤ democracy,

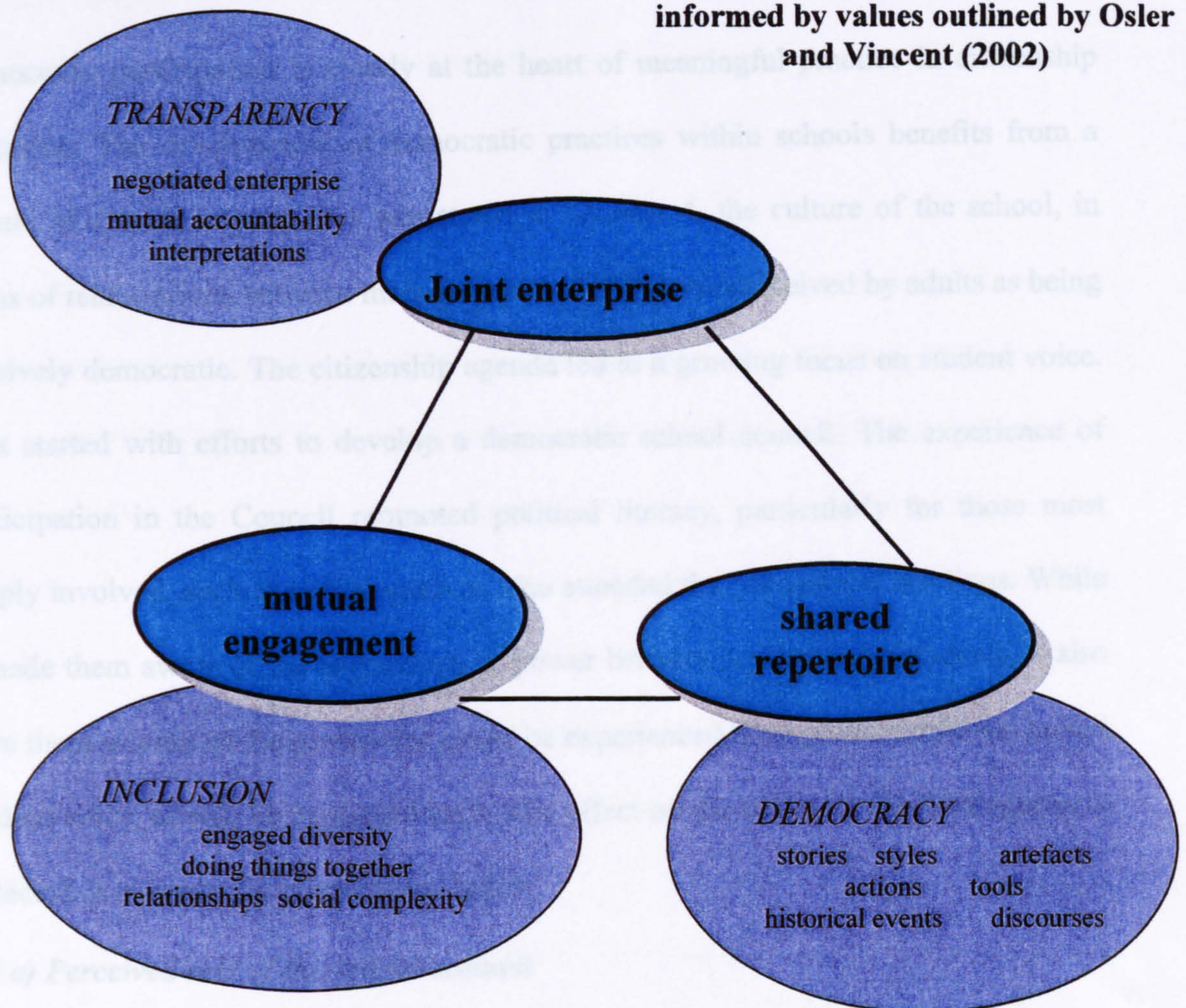
➤ inclusion and

➤ transparency

(2002:27).

A prerequisite, they contend, is that the school community adopts the UN Convention on the Rights of the Child. I would suggest that developing awareness of (and commitment to implement the terms of the Convention) could be part of the process during which the three core values are developed within the school's ethos. South Docks School had not formally acknowledged the Convention at the time of writing, and teachers were unaware of the importance of the Convention to their work. This, as is frequently noted in the study, was a major shortcoming of the project. It is still worth analysing elements of practice as indicators of the three values. In investigating the school community's practice, it is pertinent to conceive of these values as indicators within the three dimensions of practice identified by Wenger. Figure 6.1 below adds to Wenger's diagrammatic representation Osler and Vincent's 3 core citizenship values.

**Figure 6.1**  
**Wenger's dimensions of practice as informed by values outlined by Osler and Vincent (2002)**



These three values can provide theme groupings for itemised lists of elements of citizenship practice in schools, such as that provided by Alexander (2001). From this, and from criteria listed by Osler and Starkey (1998) I derived three key themes for examining the school community's practice, thus:

- *Indicators of democracy: workings of school council, student voice*
- *Indicators of inclusion: teacher-student relationships, community maintenance*
- *Indicators of transparency: decision making structures and processes leading to teacher and finally, ideally, student ownership of the project*

## **6.2. Indicators of democracy: participation and developing student voice through the school council**

Democratic participation is clearly at the heart of meaningful practice in citizenship education. The development of democratic practices within schools benefits from a culture of mutual respect. As was stated in Chapter 4, the culture of the school, in terms of relationships between management and staff, was perceived by adults as being relatively democratic. The citizenship agenda led to a growing focus on student voice. This started with efforts to develop a democratic school council. The experience of participation in the Council promoted political literacy, particularly for those most deeply involved, such as representatives who attended the full council meetings. While it made them aware of the asymmetry of power between teachers and students, it also gave them a sense of the power that could be experienced through a disciplined, united student voice, as will be explained later. The effect on the students' sense of agency is reflected in excerpts from interviews below.

### ***6.2 a) Perceived role of the school council***

Student participation is a central plank of citizenship, and school councils can be a vehicle for this. We used Schools Councils UK to give the school council impetus. Schools Councils UK is a charity, which was formed in 1991 following a successful pilot programme in Liverpool. The school was aware that it had a good reputation for providing training and consultancy to promote student involvement and responsibility in schools. Schools Councils UK states that student councils can encourage a sense of mutual responsibility and promote positive behaviour. From a citizenship perspective, this is of secondary importance to developing students' sense of agency and political literacy, but interviews with teachers suggested (see, e.g. page 337) that the hope of

improved behaviour was their major reason for being willing to engage with student voice in this form. Most of the teachers recognised the potential benefits of further developing student responsibility within the school. They endorsed School Council UK's objectives of 'developing self-confidence, self-expression and skills in conflict resolution'.

I just think that within our school in particular students are very good on rights but not on responsibility. So it's to make them aware that wherever there are rights they have to take responsibility for it themselves and not rely on other people.

Interview with Head of Year A June 2003.

This simple dichotomy between rights and responsibilities was found to be a commonly held perception among teachers, and needs to be addressed. Alderson notes that:

civil rights concern taking on personal and shared responsibility and decision-making, being trusted, helping and respecting one another. To claim the right to express one's own views also claims respect for everyone's equal rights to do so.

(2000a: 130)

Student responses did not bear out teachers' concerns about the notion that they focused on rights at the expense of responsibilities. Like the young people questioned by Lister et al (2003) students tended to emphasise their responsibilities, especially in terms of participation.



From a citizenship perspective, too, it is important to ensure that the council is vibrant and seen by all to make a difference. As Priscilla Alderson found (2000a), simply having a school council can often seem worse to students, if it is undemocratic, than not having one at all.

### ***6.2b) Making the council work: promoting democracy***

The school had had a small-scale school council for Years 7 and 8 since 1996 but it was not perceived as being particularly effective. It had been coordinated by a member of staff serving a community-based apprenticeship at the school and had operated on a voluntary basis among pupils in those year groups only. In 1999 we got Schools Councils UK to run INSET for staff and students on how to achieve an effective school council.

During 1999-2000 one teacher had been responsible for coordinating the school council. The demands of the post were excessive, and after a year the dedicated but exhausted teacher decided to relinquish it. Recognising the need to provide time and reward effort, the school management increased the time and pecuniary rewards available. During this second year a more sophisticated approach to the workings of the Council was introduced, with proper hustings for representatives for each tutor group and secret ballots.

Each year, the newly-elected representatives participated in a two-hour training session, which the school council Convenor and citizenship Outreach Worker ran, drawing on the experiences of representatives who had fulfilled this role in previous

years. Students explored the purpose of the school council and their hopes and fears for the year

### ***6.2c) Promoting accountability for the council***

Every school council meeting worked to a set agenda with four categories of item: issues about rules; issues about the school environment; social events and activities; issues about learning. At the start of the meeting students chose one of the representatives to chair. It was later suggested that it would have been more effective to choose the chair some time before the meeting.

Tutors were expected, during registration time and PSHE lessons, to allow representatives to feed back on meetings and for the tutor group to raise issues of concern for the representatives to take to council meetings. The meetings cycle became part of a 3 week routine in the school, with year council meetings on the first week of each, followed by full school council in the second week, and meeting the Senior Team in the third. The council served as an avenue for students to address their suggestions and complaints. The cycle meant that opportunities for consultation and feedback were built into the school's routines. The expectation was that following each stage in the cycle representatives would feed back to and engage in discussion with their classmates. The efficacy of the cycle was undermined when form tutors did not properly facilitate the necessary discussion in the tutor group.

### ***6.2d) Transparency: reviewing the work of the council***

The most important innovation of 2000-01 was the introduction of 'awaydays' for students to evaluate the work of their council – one for Year 7 and 8 and one for Year 9 and 10. All 16 representatives of each year group were invited to attend these days, in which the school council convenor ( a teacher) and the citizenship Outreach Worker played facilitating roles. As is shown in the quotes in section 6.2e, these days revealed the enormously positive effects for pupils of participating in the council. It also highlighted the need for more frequent meetings, which needed to be held in lesson time and more direct access to school management forums. A month can be a very long time in a teenager's life, and regular, frequent meetings were vital for keeping school council issues alive.

The representatives made a Powerpoint presentation of their review for senior staff. This led to the Senior Team's endorsement of more frequent meetings, the use of lesson times for meetings, and the decision to have regular school council input into senior staff meetings

During 2000/2001, the school council's achievements included:

- persuading governors to spend more than £10,000 improving toilets
- arranging for an ice-cream and burger van to sell refreshments at the annex playground every break-time
- some concessions on rules to do with uniform - being allowed to wear hats in the playground

During 2001/2002 achievements included:

- further concessions on uniform – we abandoned the specifications as to the types of outdoor clothing students must wear

- the beginning of a process to draw up a whole-school Code of Conduct for all members of the school community
- a series of meetings with the school catering service resulting in a greater variety of food being available at dinner time
- use of assembly time for interactive assemblies during which the representatives summarise achievements to their year group and members of the audience have a say via a roving microphone –called ‘Jerry Springer assemblies’
- redecoration of some classrooms and annex toilets
- working clocks installed in all annex classrooms
- school council involvement in a project to develop and improve the school grounds
- Year 9 and 10 school councils organised end-of-year summer parties – the first time pupils have been allowed to have proper evening parties on school premises
- Year 7 school council petitioned for and helped to organise a trip for the year to Thorpe Park.

### ***6.2 e) Impact of school council on individual representatives***

The school council was perceived by students as genuinely facilitating participation and student voice. All 16 quotes submitted anonymously on post-its by council representatives from Years 7 – 10 on their awaydays, were very positive about what they had learned. The fullest statements on this topic are featured below:

**July 2001**

I am able to recognise the process and procedure which we have to go through to change a certain thing.

I have learned that I can make a big difference and that if I listen to what people's opinions are then we can make them be heard.

There is much more than just going to school because us pupils can change the school.

I have learned to listen to other people, to say what I think and to work as a team.

**July 2002**

I have found that the pupils' voice is taken into account in certain situations.

I am less afraid of criticism.

I have learned what it is like to change things around me.

I have learned that achieving things takes time and effort.

I have become more accepting of other people's views.

I have learned that anything is possible.

Many of these quotes suggested that the school council had enabled the representatives to develop skills as well as positive attitudes, a finding which was endorsed by their statements in interviews (see Chapter 8) and which appear to have a positive impact on their sense of agency.

**6.2f) School council: possible reasons for success**

I have suggested elsewhere (Curriculum Management Update, 2002) that the Council was effective due to the following elements of practice:

- Processes for electing representatives were as democratic as possible and were built into PSHE.
- Meetings took place during lesson time. Not all teachers agreed with this, but the convenors tried to vary the lessons pupils missed and to ensure adequate advance warning.
- The headteacher and the senior staff were committed to making the school council work.
- The council operated in the context of efforts to make citizenship a way of life – in the curriculum, culture and community of the school – which highlights appropriate values.
- The council had managed, incrementally, to achieve concrete changes. The senior management team strove to ensure sensible demands were implemented. Success breeds success, and students had a motivating sense of empowerment as a result.
- The convenors encouraged representatives to focus on a limited number of achievable goals.
- The interactive assemblies began to offer a crucial forum for two-way communication between the council and the student body.

- The council was provided with its own budget - £200 per year group

### ***6.2 g) Joint enterprise: analysing the council***

From a citizenship perspective, it was exciting for me that the council focused so much on issues about learning and relationships between members of the school community. There were opportunities emerging for the students to express their views about the curriculum and lessons. Although these were not always what staff would like to hear, arrangements were made for school council representatives to put their views on lessons and learning to a heads of department meeting. Students were careful to cite things they liked before raising points for change, such as their desire to alter some pupil groupings (a demand for setting in some subjects) and to drink water in lessons.

There are obvious limits to the effective development of democratic participation by students. Stressed teachers under pressure to produce exam results will not all happily embrace the challenge of student voice or more student participation in running the school. Discussions with colleagues about recent developments reveal some disquiet. The responses precisely echo those Jeremy Cunningham (2000) encountered at John Mason School where as Headteacher he found colleagues resistant to an apparent increase in pupil power.

Genuine participation by young people in the school relies on the adults embracing the values underpinning Hart's ladder of participation. Hart (1992) tried to differentiate between levels of participation that might be open to young people. At

the lowest levels, they are manipulated by adults or apparently consulted but not properly informed. This he calls tokenism. Real participation, he showed, means the pupils fully understand the intentions and decision-making processes involved in a project, have a meaningful role and opt to join in on the basis of this. This aspect had yet to be developed at South Docks.

An effective school council doesn't only need listening teachers, but listening students too. Several pupil representatives have encountered difficulty in getting classmates to listen. As Cunningham (2000) notes, effective democratic discussion requires excellent classroom management. The school's oracy policy, introduced in 2001, insisting on respectful, active listening as part of the classroom rules was a potential tool for teachers in facilitating class discussion.

Securing the consistent involvement of the whole-school community is another issue. School council representatives articulated the demand for greater involvement of tutors and heads of year. (Minutes of school council meetings 2001 – 2003). The current pressured environment of external accountability and initiative overload makes this a tall order.

Despite these limitations to student voice, many students clearly perceived the Council as being effective and believe it has made a difference to the school. On 27<sup>th</sup> January 2003 when a group of 15 year 9 students participating in training provided by members of the Bedfordshire School Improvement Project were asked if the school council was 'good' they unanimously shouted 'yes'. When the training



provider asked why, they again shouted together 'because the teachers listen'. To the next question, 'How do you know they listen?' the immediate reply, in chorus, was 'Because things change!' As a participant in the citizenship project I found this spontaneous response from a group comprised of less than 50% school council representatives remarkable and very heartening.

I believe the three years that I've been in the school council... I believe that we've improved more and we're getting more things that we want. Because in the school council in year 7 and 8 I don't think we got that much. But in these years we're really developing and getting a lot of things that we want.

Charlene Y10 girl

I enjoy it very much because I think we are achieving quite a lot of stuff.

Perez Y10 boy

It's sometimes frustrating[being a school council representative] but um ... I think it's quite good because stuff like the rules about hats... That hasn't been changed for years and like just from somebody's views it can get changed like that. And South Docks has not had a party before. I don't ever remember South Docks having a school party. And we've done that and it was successful even though people didn't think it would be and now the next one: everyone's looking forward to it and teachers are ... it turned out better than they thought.

Mark Year 11 boy

These three quotes reflect a sense of pride in the Council and its achievements. It can be hoped that for these young people and the peers who are aware of this their sense of self efficacy will have been boosted. This will be discussed further in a later chapter.

The role of the school council, then, can be seen as a vehicle of accountability and of enabling suggestions for improvements, grievances and complaints to be expressed by students. (Criteria 1a), 1b), and 1c) above). The routines which surround it, including the cycles of meetings leading to senior staff and governors begin to address criterion 1): there are opportunities for consultation and feedback built in to the school's routines. The artefacts (minutes of meetings; school council review feedback) surrounding the work of the school council could be seen to fulfill criterion 3a).

For more dynamic democratisation of school culture, the student body needs to have a role in key decisions affecting the school. This includes development planning and policy making. This role was not yet open to South Docks students.

### **6.3 Indicators of democracy: Students as Researchers as a vehicle for student voice**

Student voice can become a useful vehicle for informing teachers and school managements about what kind of learning works. Projects like the Students as Researchers, promoted by the Bedfordshire School Improvement (BSIP) team equip students with the skills to research classroom processes and other aspects of school life. Evidence is emerging (Mullis, G., 2002) that the feedback from such projects has helped teachers adjust their planning and practice. This enabled them to develop resources and activities which catered more effectively to learners' needs. Student involvement in school decision-making has also been shown to have the potential to enhance student behaviour (Pearce and Hallgarten, 2000). Working with the BSIP, the school provided a day's training in relevant research methods for 15 14-year-old (Year 9) student volunteers as a pilot. These students then began their own research into 3

topics about learning, including what motivates good behaviour. Their research included lesson observation. All students' feedback on the training was positive including such comments as:

- We need more on ethics
- It was very useful and helped set me up for the project
- It taught me social skills and how to make questionnaires
- I loved it very much and I enjoyed myself
- The training day was better than anticipated... the fun never stops
- It was fantastic

Hannam (2001) classes the Students as Researchers project as one of those initiatives which contributes to participative cultures in schools. It was anticipated that the project would enable teachers to reflect upon and refine practice in light of feedback from students. Significantly, student participants in the project were very aware of the need to further develop the school management's capacity to listen to student views. As one of them said:

I'd have the senior teachers meeting more open for not just a couple of students to go to because they might not be able to sort out everything and because if there were say 4 or 5 children there they could have their separate points and they'd be able to explain more about them.

(Luke, Year 9 boy.)

#### **6.4 Surveying students' views of aspects of the school's practice: inclusion and community maintenance?**

Wenger's (2001) insistence that learning is about engagement in *communities that we value and that value us* is an important reminder of the necessity of evident mutual

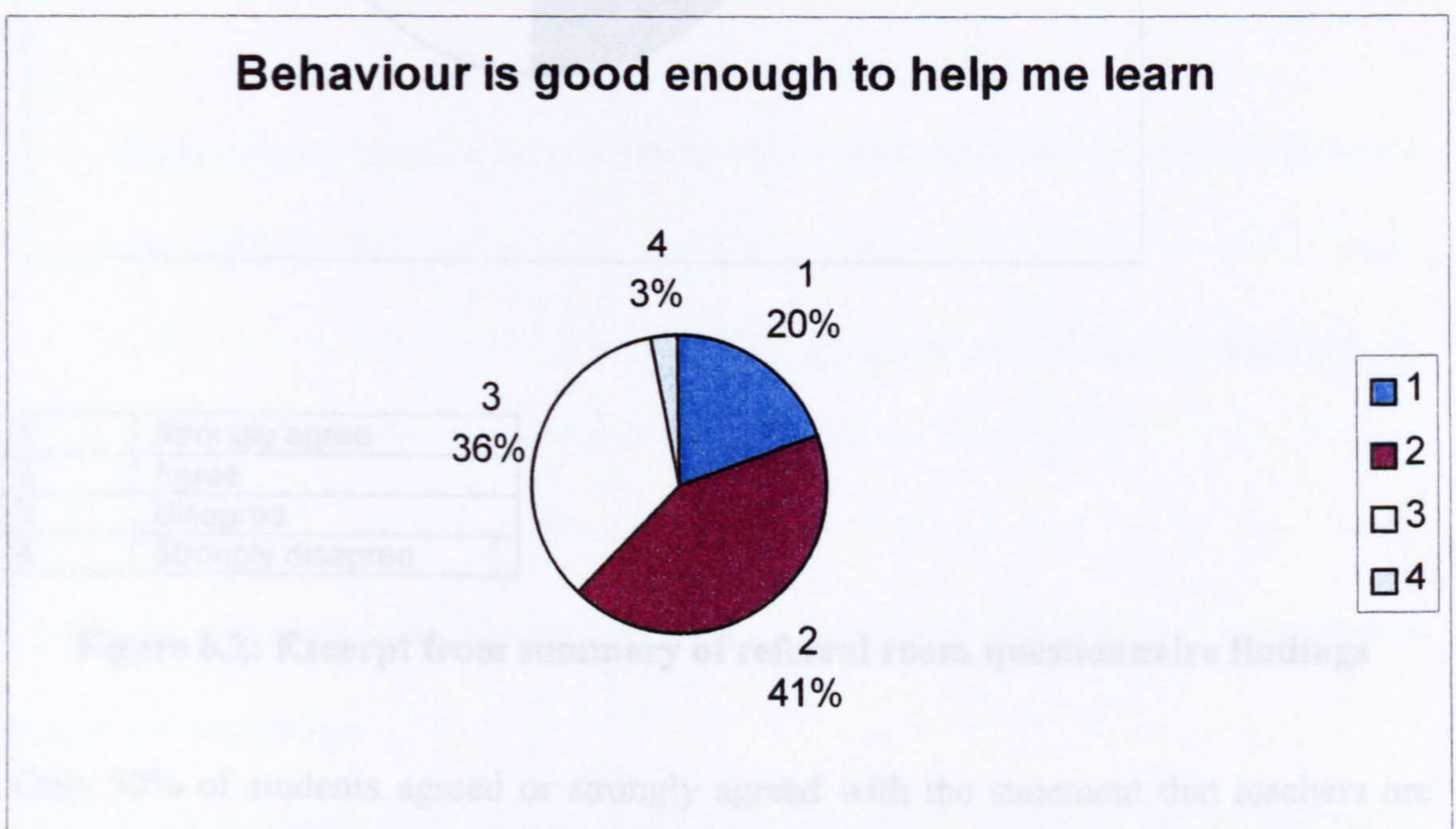
respect in school culture. Students need to feel respected and to perceive teachers' behaviour as fair. In a recent study of schools in Ireland, Lynch and Lodge (2002) point out that power relationships between students and teachers have been taken as given by adults and teachers. 'Young people's concerns regarding the exercise of power have been named as the predictable complaints of disgruntled teenagers' (2002:164). They show that the exercise of power and authority is a major concern among young people. They found that young people rejected the assumption that a teacher was to be obeyed because of the authority vested in her or his role, and sought a greater democratisation of schools. In their survey students were invited to write about their experiences of inequality and suggestions for improvement. Of 1,202 students, only 4% saw school as fair. 47% wanted more respect. A survey of 2,272 students in British schools showed some similar findings: '... many students reported feeling that teachers did not listen to them very much, or take account of their views, or trust them to make decisions...' (Alderson, 2002: 29)

A sample of students across the year groups was asked about perceptions of relationships within the school. Almost without exception, they asserted that relationships were good and teachers generally fair. However, a second set of data was collected in response to students' concerns about procedures for handling classroom disruption. According to the school behaviour policy, students who break the classroom rules were meant to be given a warning as well as a 5 minute period outside the room before teachers decided to send them to the 'referral room'. The room was a place for holding disruptive students and being sent there resulted in a hour's detention on a Friday as well as a letter home. In school council meetings students, particularly those in Year 11, frequently voiced concerns that teachers were not following the steps

spelled out in the policy. Students generally endorsed the policy, particularly the idea that disruptive students should be removed from lessons. A questionnaire was handed to students in Year 11 during registration with over 100 respondents and the results collated in Figure 6.2 below.

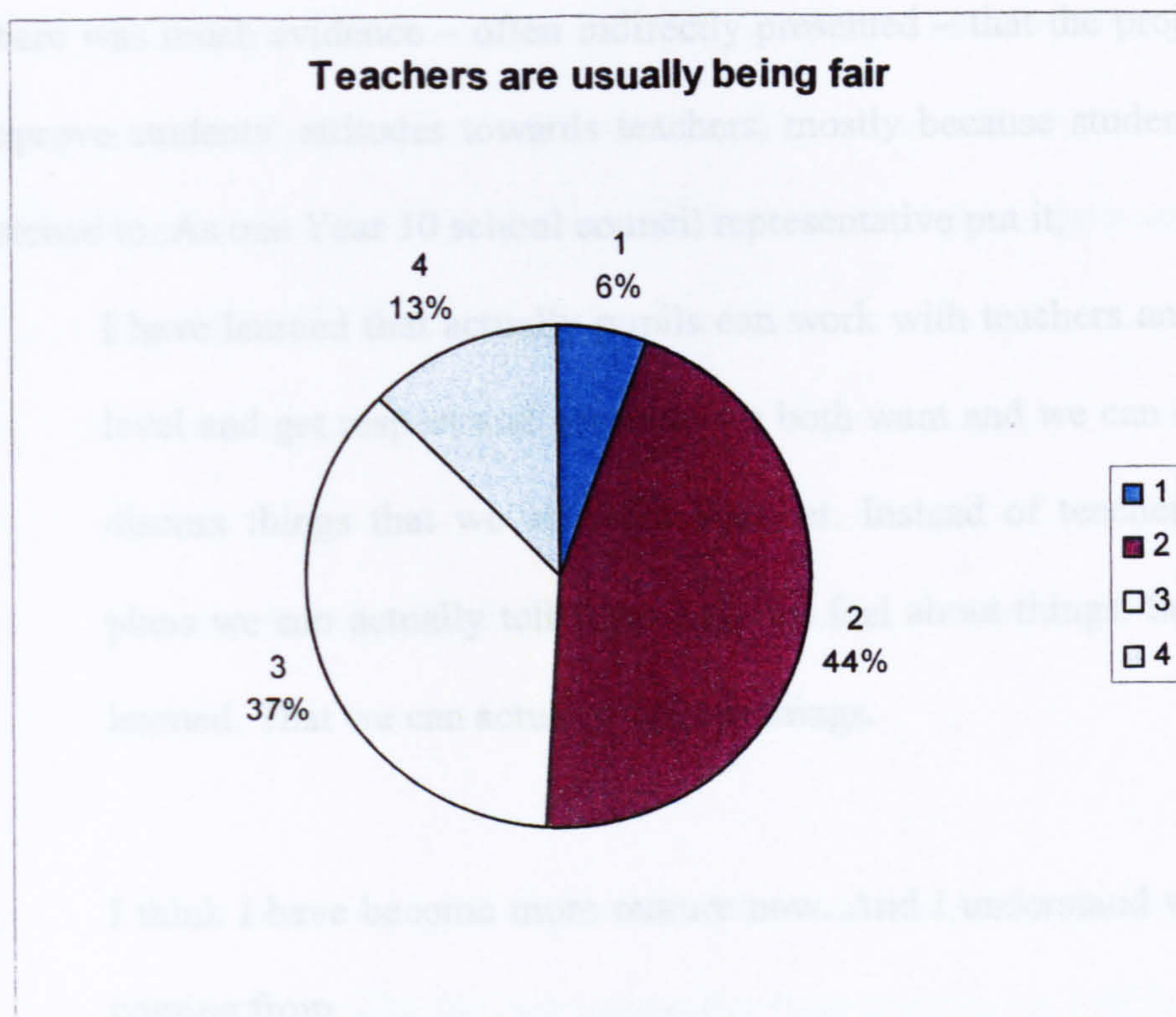
**Figure 6.2: Excerpt from summary of referral room questionnaire findings**

1	Most lessons
2	Many lessons
3	Few Lessons
4	No lessons



**Figure 6.2: Excerpt from summary of referral room questionnaire findings**

Only 50% of students agreed or strongly agreed with the statement that teachers are 'usually being fair' in their use of sanctions. This suggests that the school still has some way to go towards achieving 'a high level of willing co-operation (the spirit of co-operation) and as low a level of overt coercion/compulsion (the letter of regulation) as possible'. The fact that the questionnaire was allowed and its results disseminated, however, is evidence for transparency (Criterion 1b). In retrospect, it would have been useful to include a question providing some insight into student perceptions of how effective for school was, as another indicator.



1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree

**Figure 6.2: Excerpt from summary of referral room questionnaire findings**

Only 50% of students agreed or strongly agreed with the statement that teachers are 'usually being fair' in their use of sanctions. This suggests that the school still has some way to go towards achieving 'a high level of willing connection (the spirit of community) and as low a level of overt coercion/resistance (the letter of regulation) as possible'. The fact that the questionnaire was allowed and its results disseminated, however, is evidence for transparency (Criterion 1b). In retrospect, it would have been useful to include a question providing some insight into student perceptions of how inclusive the school was, as another indicator.

There was much evidence – often indirectly presented – that the project had begun to improve students’ attitudes towards teachers, mostly because students felt they were listened to. As one Year 10 school council representative put it,

I have learned that actually pupils can work with teachers and be on the same level and get respect and get what we both want and we can communicate and discuss things that we all want together. Instead of teachers making all the plans we can actually tell them how we feel about things. So that’s what I’ve learned. That we can actually discuss things.

I think I have become more mature now. And I understand where teachers are coming from.

Interview with Charlene, Year 10 girl.

### **6.5 Developing student voice: transforming patterns of relationships to become a learning community.**

The students interviewed at South Docks were powerfully aware of the importance of relationships and student voice for transforming the school. One question I asked all students interviewed (see page 133) was what advice they would give to the senior team about how to make the school better. The three quotes below are taken from responses to the interview question about how to improve the school. Although these statements were made by only 10% of the sample, they show how insightful some of the young people were about the transformative impact of teachers’ listening and relationships beginning to change:

I'd have the senior teachers meeting more open for not just a couple of students to go to because they might not be able to sort out everything and because if there were say 4 or 5 children there they could have their separate points and they'd be able to explain more about them.

Luke, Year 9 boy.

Just one. It's usually the relationship between students and teachers.

Theo Year 7 boy

I think it's quite good right now. The way everyone's got kind of a voice and citizenship as like the new lesson has been brought in. I think it's quite good as it is. I don't if there's that much we can do to improve. I think it's up to pupils like if they're serious about it and whether they're that interested. Their views will be seen. I think it offers quite good opportunities.

Mark Year 10 boy

The significance of a focus on student voice has at last been recognised by the educational 'establishment', including the English National College for School Leadership, which has run conferences on the subject and encouraged schools to develop student voice. In doing so, schools are being challenged to create new cultures and, in so doing, actually change their structures (Rudduck and Flutter 2003). Fielding explained:

contemporary teacher professionalism needs to incorporate an expectation that teacher learning is both enabled and enhanced by dialogic encounters with their



students in which the interdependent nature of teaching and learning and the shared responsibility for its success is made explicit.

(2001: 130)

The focus on relationships, especially between students and staff, is highly significant. The interface between student voice and school citizenship meant that in choosing citizenship as a focus area in the research school, the project may have been a more potent force for change than areas such as target setting that had been the focus of previous efforts.

Yes. I might like... because I'm more confident I might like.. I don't know... be more like a speaking person. Like in conferences and stuff like that and like to organise stuff. Like be in a school and organise all the things. Like the rules and stuff like that.

Lily Year 9 girl

Well, it helped me to be a bit more open minded about what I do in the future. Like I had one thing that I wanted to do but then the school council made me look at what other options I could choose for a career. I wanted to be an actor but now I want to something like helping with .. Maybe politics or something like that.

Luke Year 9 boy

### **6.6 Decision making processes: teacher ownership of the citizenship agenda**

Chapter 5 outlined the processes by which teachers were inducted into the citizenship agenda. While there were limited opportunities for explicit training in the planning and delivery of citizenship, the most measurable result of teacher development seemed to

be reflected in lesson plans and schemes of work (see Chapter 5). This was the outcome of participation, particularly in the Citizenship Days. Inspectors suggested in their visits (see Appendix 11, page 406) that teachers at the school had developed in their insights into what citizenship could mean, in the development of their classroom practice and their own reflective and reflexive capacities. This could be attributed more to their experiences of participation in our own learning community than to some grand design of effective professional development. Ovens (1999) in his insightful article asking ‘Can Teachers be Developed?’ emphasises the key idea of education as process – rather than a series of INSET events. He offers a salient quote from Claxton (1991):

I am convinced that the only changes in education that stand a chance of being both radical and real (as opposed to rhetorical) are those that are generated by teachers themselves; ideas that are tried out, talked about, and which respond to the frustrations and aspirations that teachers are actually experiencing. An ounce of such grass-roots innovation is worth more than a ton of imposed bureaucratic change.

(Claxton, 1991, quoted in Ovens, 1999)

The ongoing processes of teacher and departmental input into the citizenship agenda began to meet the criterion of a shared repertoire embracing aspects of democratic practice but there was clearly some way to go in developing these. And, of course, Ovens does not take account of the fact that these references to change in schools can exclude students – potentially the most significant agents in the change agenda.

For democracy to become more of a feature of school culture, it will be important, too, for teachers to feel that they are listened to and have a real say in the running and

development of the school. It might be suggested that the advent of the 'managerial school' (Gewirtz, 2002) has served to undermine teachers' sense of participation in the shaping of schooling. The challenge of democratization applies as much to the role of staff as to students. Lynn Davies writes:

in terms of democracy... There are the linked concerns of *education for democracy* and *democratic education*, that is whether schools can educate tomorrow's citizens to create a more democratic society, and simultaneously whether there can be processes within the school or college whereby students can practise the exercise of democracy and be the citizens of the school.

... It remains to be seen whether the nonstatutory advice about pupil involvement will generate an insistence on listening to pupil 'voice', and the degree of sophistication in the democratic process so apparent in the European schools.

( Davies, L., 2001:146)

To this I would add that the processes of consultation and engagement of teachers in decisions about how schools work is equally important. South Docks, as is mentioned in Chapter 4, was fortunate in having a culture which enabled teachers to feel they had a voice.

### Summary

The chapter has shown that elements of practice appropriate to developing a community of practice for citizenship education had begun to be evident at South Docks. Many of the criteria listed on page 4 above can be identified in practice relating to curriculum and culture.

In analysing the avenues for student voice in the school the chapter has suggested means of enhancing the efficacy of the school council. It has discussed the reality that in many schools students do not feel respected or listened to. Teachers, even in a school attempting to embrace citizenship, are not always seen as fair in their responses to challenging behaviour (see page 224). At the same time, as will be shown (e.g. page 332) teachers tended to argue that students' rights must not be highlighted without reference to corresponding responsibilities. This underlines the difficulties emanating from the lack of reference, in constructing the citizenship project, to the human rights framework. Specific training in this framework and its implications for responsibilities on the part of all members of the school community might have served to counter some teachers' apparent reservations about the 'rights agenda'.

It can also be argued that recognition of the importance of work against bullying and statements about understanding 'where teachers are coming from' are evidence of the effects upon students' attitudes of having their right to put their views recognised. This change in attitude suggests that the experience of being able to exercise rights leads to increased awareness of responsibility to uphold those of others.

## CHAPTER 7: PRACTICE AND CURRICULUM

### Introduction

The previous chapter analysed practice in terms of the school culture. This chapter will explore practice in relation to the citizenship curriculum. Building on the principles of democracy, transparency and inclusion and referring to factors of independent learning identified by Griffith (1998) it develops and deploys a framework for analysing citizenship curriculum practice using five dimensions. Broadly, these are:

- Information/content
- Skill development
- Working methods/pedagogy
- Context/relationships
- Attitudes/values and perspectives

The chapter goes on to consider the development of the citizenship curriculum at South Docks with reference to these five dimensions. It begins with the earliest phase where identifiable citizenship activities took the form of voluntary enrichment projects, noting their benefits and shortcomings (7.2). Next, it looks at an approach common in many schools, where citizenship is delivered through Personal, Social and Health Education (PSHE) and considers, with reference to the five dimensions, why this is usually of limited value (7.3). Thirdly, it explores some examples of successful citizenship education through other subjects, noting the extent to which criteria for the five dimensions might be lacking, and highlighting the lessons of cross curricular delivery (7.4). Finally, it explores the effects of citizenship education as a separate identifiable subject and shows, with reference to student feedback, how the five areas of learning began to be developed (7.5). The term 'delivery' is used in this chapter to

mean offering educational opportunities, but it must be recognised that this is a contentious word, given that education cannot really be 'delivered' and that students are not passive receivers.

### **7.1 Principles for the citizenship curriculum**

The core values of democracy, inclusion and transparency remain relevant for the citizenship curriculum. In terms of curriculum practice, democracy implies that learners have some choice as to methods. At the higher end of Hart's (1992) participation ladder (explained in Chapter 6, pages 217-8) they may be empowered to the extent that they are allowed to design tasks and forms of assessment. Students may simply be allowed to opt for one form of outcome over another. Inclusion suggests that they have equal opportunities to engage with the learning and that this is facilitated by effective differentiation by resource as well as learning activity. For citizenship learning this necessitates tasks and resources which are accessible to everyone. It also demands positive working relationships in the class or group and mutual respect between and among learners and teachers. Transparency in the curriculum would mean that learning objectives and desired outcomes and the ways in which they are chosen or agreed are made absolutely clear to all learners. Analyzing curriculum practice therefore seems to demand a specific framework of reference itself, with an emphasis on experiential learning. Griffith points out that

proponents of experiential learning, like advocates of democratic global citizenship in schools, are keen to stress the importance of individuality, choice and control of the curriculum...

(1998:48)

He also reminds us that educational citizenship suggests a change both in the distribution of power within schools and in pedagogy within lessons. For him, the desired learning style is what he calls 'independent learning'. He identifies 12 factors of independent learning and their relationship to educational citizenship:

**FIGURE 7.1: GRIFFITH'S 12 FACTORS OF INDEPENDENT LEARNING IN RELATION TO EDUCATIONAL citizenship. (1998:76)**

1. Collaborative group work
2. Co-operative group work
3. Individual responsibility
4. Pupils designed tasks
5. Pupil designed assessment
6. Pupil negotiated deadlines
7. Pupil initiated research
8. Pupil use of a range of language technology (synthesisers, cameras, audio and video editing and recording equipment, word processors, computers, e-mail, telephones, fax machines, photocopiers)
9. Community involvement and use of the environment
10. Sense of audience
11. Presentations in various forms.
12. Reflexivity: the sense of personal stake in one's education and the development of the capacity for critical and self-critical reflection

It is also the contention of the current study that citizenship education invites transformative approaches to classroom practice (See Chapter 1). Several writers have

touched on the interface between citizenship education and the current interest in 'accelerated learning' and the 'learning revolution'. Citizenship education specifically and simultaneously invites both cognitive and affective engagement: the exercise of emotional intelligence or, in Gardner's (1983) terms, interpersonal and intrapersonal intelligence, as well as a range of others such as linguistic and logical.

Citizenship education is increasingly recognised as a fertile area for developing thinking skills such as synthesis and evaluation. Teachers need to develop skills in teaching thinking and in questioning to promote thinking. There are many bullet point lists in the literature on thinking skills, but one that encapsulates a characterisation of high quality thinking, was advanced by Resnick (1987):

#### High Quality Thinking

- Is not routine – the solution is not fully known in advance
- Tends to be complex – a solution is not obvious from a single viewpoint
- There can be several solutions to a problem not just one.
- Involves considered judgement and interpretation
- Can involve the application of different criteria to the same problem that may conflict with each other
- Involves uncertainty
- Involves improving meaning
- Requires mental effort
- Involves self-regulation/ reflection on the thinking process

(Quoted in McGuinness, 1999:6 )



Chapter 1 emphasised that citizenship education demands a reassessment of the nature of classroom dialogue and interaction. Classroom interaction is ideally a process of dialogic enquiry in which teachers and learners cooperate and exchange ideas. Neil Mercer (2000) provides useful insights into how teachers can create communities that enable collective thinking. Chapter 1 advocated that we create ‘communities of enquiry’ within a ‘deliberation-based’ curriculum (Cogan and Derricott, 2000). A key desirable outcome of such activity is suitable public action.

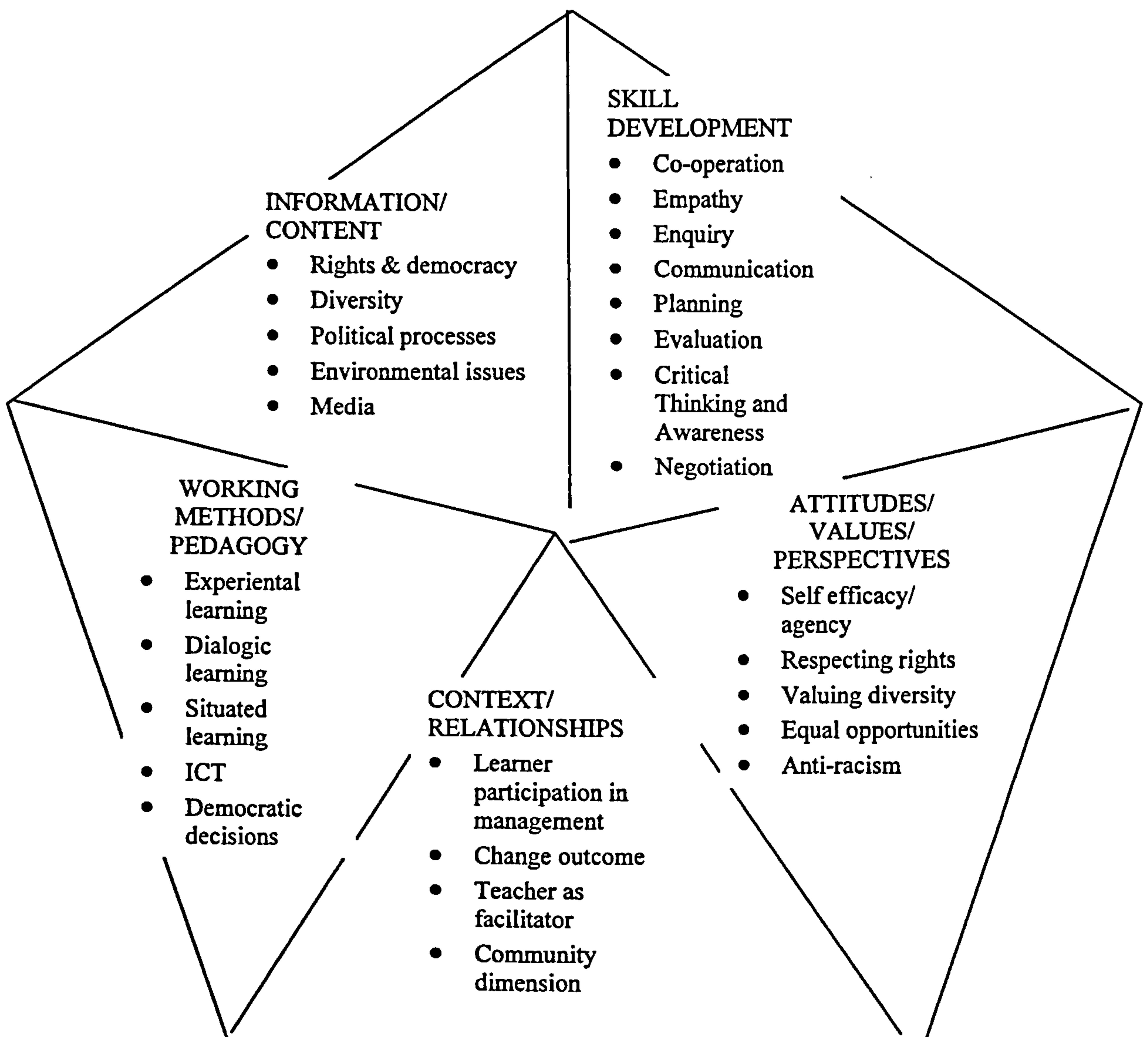
Some criteria for citizenship lessons could therefore include:

- A ‘community of inquiry’ approach to classroom learning , involving a deliberation-based curriculum and classroom interaction informed by Vygotsky’s notion of the social basis of mind
- Teaching styles deliberately chosen to promote thinking for learning.

Osler and Starkey (1999) endorse some of the ideas above, noting that citizenship projects/ learning requires an appropriate pedagogy based on participation and active learning. Analysing citizenship projects conducted in 18 European countries, they propose a list of 12 features they would expect of an effective project. I suggest these could be grouped into content, skills, values/attitudes, and learning methods. I once attended a course where a well-established inspector of Geography argued, totally convincingly, that the relationship between learners and teachers accounted for 80% of the success of any lesson. This what Harkin (1998) calls *affectivity* in classroom interaction. He cites some of the advantages of more interactive relationships between teachers and students , which include: more effective academic learning; the promotion of healthy social and emotional growth; and the overcoming of social disadvantage

(1998:437) The relevance of the latter in terms of citizenship education is obvious. I would therefore add to the categories of feature of citizenship learning referred to on page 235 *relationships*. I would link this notion to *context*: what programme or situation is the project or lesson part of? What outcomes are expected by participants? I have conceptualized this in terms of features listed by authors cited above – Griffith (1998), Osler and Starkey (1999). Diagrammatically, I would suggest a notion of 5 dimensions of learning – which could affect any learning, but for citizenship must be characterised by some of the features listed in each, thus:

**Figure 7.2 Five dimensions of learning and features of citizenship education (incorporating principles from Griffith, 1998 and Osler and Starkey, 1999)**



In considering the implementation of the citizenship curriculum, it will be necessary to explore the extent to which it was characterised by these features of learning.

One more overriding criterion needs to be borne in mind: citizenship learning should be fun. Later this chapter will examine students' views about the different learning styles adopted and the extent to which they value the working methods listed in Figure 7.2 as an index of enjoyment.

## **7.2 The citizenship curriculum as practice.**

The development of the citizenship curriculum exemplifies some important processes and issues. The first of these, which might be part of 'understanding and tuning enterprise' has been the increasing emphasis on fostering a separate identity for citizenship learning. Secondly, the impact of citizenship learning activities has highlighted pedagogical issues, particularly the importance of classroom dialogue and situated learning.

### ***7.2a) Citizenship as voluntary enrichment projects***

During the second year of the project, before a separate subject identity was established for citizenship within the curriculum, the school engaged in some voluntary 'enrichment' projects. These were largely extra-curricular activities designed to enable students to engage with either the knowledge or skill dimensions of citizenship education. Three examples of these were to reveal their benefits and shortcomings. These were:

- i) Mock Magistrate's Court (Year 8)
- ii) Community recycling project (Year 8)
- iii) School grounds project (all years)

Key features of these are identified in terms of the five dimensions of citizenship learning outlined in the tables below

i) Mock Magistrate's Court (Year 8; 10 students) started December 2000

DIMENSION	MEETING CRITERIA?
Context/ relationships	Based on the citizenship Foundation's Mock magistrate's Court annual competition, wherein students enact a court case. The project arose from an activity students had opted into on citizenship day, but had been unable to complete. It continued as a voluntary after-school activity. The sessions were facilitated by the citizenship Coordinator, who had taught Humanities to most participants. It was later run by the citizenship Outreach Worker. Relationships were generally warm and positive, and students chose both to attend and the roles they played in the court.
Information/ content	The project provided insights into the workings of the criminal justice system and enabled participants and observers to become familiar with the workings of magistrate's courts and the treatment of young offenders. This information was made available to the primary school audience to whom it was performed.
Skill development	Students developed skills of cooperation, working as a team. To some extent they negotiated their roles in the court. They also developed skills in dramatic presentation.
Working methods/ pedagogy	This was clearly an example of experiential learning. As it related to enacting a 'real' event with some input from a visiting Magistrate, it met criteria for situated learning. Decisions about when the sessions should happen, and who should play what role, were made democratically, as was the decision to continue the activity after citizenship Day.
Attitudes/ values/ perspectives	The emphasis here was on legal rights. There was no specific focus on wider human rights or equal opportunities issues.

In analysing the project, it is necessary to ask about mutual engagement and inclusion.

Clearly, this was a learning experience available to a small group of 10 students

(initially 12, with two dropping out), the 27 members of their tutor group and the 30 primary school students who observed the performance. It does not meet the criteria for inclusion, nor were its effects sustainable. Two years later, students interviewed about the impact of citizenship did not mention this at all as an example of a citizenship activity.

ii)Community recycling project (Year 8) Started September 2000 8 – 13 students

DIMENSION	MEETING CRITERIA?
Context/ relationships	<p>This project was initiated in liaison with Children and Neighborhoods in London. The idea was to involve a group of students who lived on a particular estate in a recycling project. It was allowed to run once a week in lesson time, and students participated on a voluntary basis. There was an orientation towards a change outcome, as the intention was to initiate a real recycling project. Initially, a worker from Children in Neighbourhoods worked with the group, but due to illness the citizenship Coordinator stepped in, followed by the Outreach Worker. According to ground rules established at the start, relationships were based on mutual respect and students were allowed to choose their courses of action.</p> <p>The project began with an important community dimension. However, as the membership of the group changed and students opted out and in the specific focus on one residential area had to change and it became a school-based project.</p>
Information/ content	<p>The group investigated approaches to waste disposal and engaged in a well-researched debate about the comparative costs and benefits of landfill and incineration. They investigated practical approaches to recycling and chose to work with aluminium cans. One student had links with a local special school that the group decided should be the recipient of the fund raising. The students visited the special school and had the opportunity to consider different kinds of physical ability and disability. The knowledge gained thus included environmental issues and equal opportunities/ rights issues in relation to disability.</p>
Skill development	<p>Students developed skills of enquiry, using the Internet and other sources to explore approaches to waste management. They practised making decisions democratically and to cooperate. They planned and evaluated their project and had the chance to empathise with students of different physical abilities when they</p>

	visited the special school
Working methods/ pedagogy	The investigation into waste management was approached as a dialogic enquiry with the teacher as a partner in discovery. The project certainly meets the criteria for experiential learning. It involved using ICT for investigation and presentation.
Attitudes/values/ perspectives	As the PowerPoint presentation at the end of the project suggested, students' sense of agency was promoted through this activity. The encounter with the students from the special school helped them to value diversity.

The experience of the recycling project highlighted an important issue facing schools in terms of the interface of their work with the community. While communities – and the housing estates in which students live – are geographically located – the school community and tutor groups comprise students living in different locations. This issue becomes even more of a challenge for schools whose students live far afield.

In November 2001 the students who had participated were questioned by inspectors about the sustainability of the project. They had to admit that the focus on recycling cans in the annexe building (where Years 7 and 8 are based) ceased when they were in Year 9 and moved to the Upper School site. Although that particular project did not have a sustainable impact on the school community it provided other important learning experiences, including the visit to the Special School, where students interacted with young people with needs very different from their own in terms of physical mobility and activity. Recycling projects are an excellent vehicle for delivering the environmental dimension of citizenship learning, but it was soon recognised by the school that in future to make a really impact on the school community such projects must be more inclusive.

iii) School Grounds Project (all years) Started March 2001. Core of 20 active students.

DIMENSION	MEETING CRITERIA?
Context/ relationships	<p>This project was led by the citizenship Outreach Worker and funded (for consultancy and materials to the order of £50,000) by Learning through Landscapes. Students were able to opt into it and participate in consultation, planning and presentation. As well as the core group of students this project also involved consultation with, and input from, the school council and students all across the school through a series of assemblies and lunchtime events.</p> <p>Its results included bike racks – very pleasing for students, who had been lobbying for these via the school council for over a year – new seating areas and more trees. The Outreach Worker functioned as facilitator and coordinator, and students often took a leading role in deciding upon approaches to consultation.</p>
Information/ content	<p>Alderson (2002f) points out the connection between the need for pleasant areas to meet and recreate and the UN Convention on the Rights of the Child. Although this link was not made explicit students were keen to contribute to improving the school community's environment. They gained insights into the process of budgeting, as they had to consider how the money would best be spent.</p>
Skill development	<p>Students' statements in interviews testify to their learning from this project. They discovered approaches to enquiry, practised cooperation, negotiation and communication in ways more engaging than normal lesson activities.</p>
Working methods/ pedagogy	<p>Working methods involved both experiential and situated learning. The process of consultation reinforced students' understanding of democracy as the decisions made were based on extensive consultation. Some of their skills in ICT were enhanced through the process of producing Excel charts of their findings and PowerPoint presentations.</p>
Attitudes/ values/ perspectives	<p>As data from interview suggested, this project had a marked effect on some young people's sense of agency. Equal opportunities issues were raised in the sense that students were aware of the necessity of ensuring that the processes of gathering data through videos, surveys and assembly presentations allowed everyone to have a say and that all opinions were valued equally.</p>

The fact that this project had had an impact on the whole school community was reflected in student responses to questions about how citizenship (in general) had affected the school. Half those interviewed (i.e. fifteen of the sample – see page 133) mentioned the school grounds project as an example. Students valued the experience of being able to influence change in their physical environment. Jenny, a Year 11 girl, said, when asked to describe a citizenship activity:

I did a project on changing the school grounds and putting in more seating areas and that developed. So that was good.

Interview with Jenny, Year 11 girl

We had £50,000 to spend on the school. We um planned how to spend it with a designer and we discussed what we would like do with the money, in the end we decided to ask everyone what they wanted – seating areas, and bike racks and some trees, which we've actually got.

It was .. I was glad that the whole school looks better and it has changed a lot since citizenship started. That, with the money and the way the school looks.

Peter, Year 10 boy

Both students link statements about their sense of achieving something of benefit to the school with this project. All students could see from their own physical environment that the school grounds project had an impact, although some had reservations about some of the effects. Opportunities were offered for all, both through the school council and directly, to make suggestions and comment on proposals and plans. It also resulted in the painting of a blue line around the outside of the school's main, red brick building and a set of blue walls on one of the outside areas. Ironically,



the blue paint became a major focus of controversy during the following year during which the school council frequently complained about the colour. This became an opportunity to remind students of the importance of using opportunities to have their say. This was pointed out to school council representatives at a Senior Team meeting, where the point was made that students were not used to having proposals for action put to effect so quickly (Minutes of Senior Staff meeting on 20<sup>th</sup> January 2003). Effective consultation was still becoming part of what Bourdieu would call the *habitus* of the school (Webb et. al.: 2002).

### ***7.2b) Overall analysis of the enrichment projects***

#### **i) Benefits**

All three projects exposed the students involved to some relevant area of citizenship knowledge. The issues/content explored are relevant to the young people's lives and would be learned as part of National Curriculum citizenship. In June 2003, in response to consultation about ways in which citizenship specialist status could benefit the school, two departments emphasised their desire to see more environmentally friendly management of school resources (Summary of Departmental Responses to Specialism Consultation, June 2003). Again, the school recognised the need for this to be a part of all students' learning entitlement and began in 2003 to plan to implement such a project across a whole new year group.

All three projects described in these case studies enabled skill development including cooperation, communication, planning and negotiation. Two of the three were related to a change outcome, with more relatively sustainable results. Precisely because these were projects in their own right rather than work emerging from prescribed curriculum content it was possible to enable the learners to participate democratically in decisions

about the directions the projects took. As they were not classroom based they enabled the adults involved to take a less authoritarian role than sometimes develops in lessons. The main attitude they promoted was that of self – efficacy. Students were able to achieve recognisable results in their work, even if only the sense of performance to a real audience.

## ii) Limitations

The most obvious limitation of projects such as these is that they do not meet the criterion of inclusivity. Secondly, two of them have been shown to have limited sustainability. It should also be noted that they may be difficult to replicate for teachers who have limited experience of both the content (environmental education) and the pedagogy involved in the projects.

Evidently, the limitations, in terms of whole-school effects, of voluntary/ enrichment activities for small groups of students are not merely a function of the numbers involved in the activity. It also depends on the outcome for the whole school community of such projects. Out of 20 students aged 11 – 16 who gave examples of ways in which the focus on citizenship has changed the school, 10 spontaneously mentioned physical changes to the buildings or grounds. Fewer mentioned changes in what they had learned or in relationships between members of the school community. There are several possible explanations for this. The first might be associated with a Piagetian approach to young people's thinking, and a now debunked belief that they tend to focus more on concrete, physically observable phenomena (Rogoff:1999). However, this was not borne out by the same students' responses to questions about how the school could be further improved. In answer to this question, a higher

proportion of students focused on non-observable phenomena including classroom interaction. A second explanation is that the greater number of people sharing an experience the more dialogue it promotes about the experience itself. Thirdly, though, projects which do not have a 'change' outcome more quickly escape the collective consciousness of the community (Wenger:2001).

As was explained in the chapter dealing with the development of meanings attached to citizenship, the school grounds project was one of the most immediately visible projects led by citizenship Outreach Worker Mr. O. Its profile was raised for the whole school through a series of assemblies. As stated above, fifteen out of the sample of thirty, when asked if they thought citizenship had had an impact on the school, cited this project as an example. It might be suggested that one of the outcomes of the project is a process of reification, by which, for some students, the school grounds frequently come to mind at the mention of the term. This may be no bad thing, as the school was in a good position (with substantial funds) to implement the physical improvements to the grounds at the very time of employing the Outreach Worker. It highlights an issue with profound implications for the practice of citizenship education in schools: the availability of funding, particularly to employ properly trained workers or teachers and to develop useful resources, is a key factor in the success of projects.

Overall, the experience of these projects concurs with what has been discovered about such projects elsewhere. The first national cross-sectional survey of the citizenship education Longitudinal Study (Kerr et al. 2003) indicated that where students are simply allowed to opt in to citizenship activities, take-up is low. This is particularly the case where curriculum time is not available for all students to participate in such

learning, or where staff and resources are limited. The school's experience of these projects revealed just such shortcomings. The findings of this study have been endorsed by the Ofsted report on the implementation of citizenship in schools, which noted that 'participation in extra-curricular activities can provide pupils with some of their richest experiences... However, some of these are available to just a few pupils, and can only be considered as enrichment...' (2003:13).

***7.2c) Moving towards citizenship activities as an entitlement for all students.***

In the next two years the citizenship team (comprised by then of a newly qualified citizenship teacher, the Outreach Worker, and myself, the citizenship co-ordinator) attempted to shift the emphasis from small-scale voluntary projects into the realm of curriculum entitlement. This stemmed from recognition of the need to provide active citizenship learning activities for all students. In many schools, initiatives such as Barclays New Futures have facilitated projects like those outlined above, which have often been very beneficial for the small groups of students involved. There is as yet little published evidence to suggest that their impact has significantly affected the life of the whole school. Kerr et. al. (2003) reported that up to September 2002

Schools provided a number of opportunities for students to be involved in active citizenship activities ... However, students' take-up rates of these activities were low, with only 10% of students stating they had participated in a school council, and showed signs of decreasing with age as students moved through the school...

... citizenship-related activities such as mock elections, environmental, political, human rights and debating clubs had a particularly low up-take, with very few students participating in such activities.

To illustrate the different impact of voluntary enrichment and entitlement curriculum time, consider the reality that during 2002 and 2003 all Year 10 students participated in reconstructing magistrates' courts during their citizenship lessons. They found it engaging:

Our class has practised how a court works. It is quite interesting to know how a court runs and what you must do to represent your case and stuff like that. It's kind of interesting.

Rita, Year 10 girl

These comments reflect the learning opportunity of over 200 students – an experience that may be pertinent for many of them in facing the real situation of such a court. There is no question that its impact was far more inclusive than the earlier Mock Magistrates Court project.

### **7.3 Citizenship through PSHE (Personal, Social, Health Education)**

Chapter 5 explained the shortcomings of attempting a cross-curricular approach to citizenship. Learning activities that totally separated content ('knowledge and understanding') from skills (enquiry and participation) and attitudes (valuing, rights) did not serve the perceived purposes of citizenship Education. There were attempts, during 2000 – 2001, to develop particular Schemes of Work for delivery of citizenship within PSHE (Personal, Social, Health Education). This subject was delivered through hourly lessons to tutor groups by their own form tutors each week. The first Scheme of Work developed to deliver citizenship was a Human Rights unit for Year 10; the second a Year 9 unit that used football as a vehicle for exploring various aspects of citizenship education – multiple identities, violence and the media and global conflict,

themes identified as pertinent by Heads of Year. Both these were delivered by tutors, without any specific training or induction. There was no formal evaluation of their impact. However, informal discussions with students in Year 9 classes and teachers indicated that their impact on learning was limited. In many cases students were unable to engage with the underlying concepts because although class discussion was written into the lesson plans, it had been extremely limited. Behaviour was not perceived as being conducive to such debate.

### ***7.3a) Limitations of PSHE as a vehicle for delivering citizenship***

Evaluating the extent to which the PSHE lessons indicated the features listed in Figure 7.1 reveals the shortcomings.

#### ***Information/content***

While there were clear attempts to deliver relevant citizenship information/content, its impact was limited.

#### ***Working methods/pedagogy***

The pedagogy might occasionally have included dialogic learning, but was devoid of the other features.

#### ***Context/relationships***

The context lacked the features of change outcomes and learner participation in management.

#### ***Attitudes/values/perspectives***

While the lessons sought to develop attitudes and values such as respecting rights and anti-racism, the lack of proper discussion and context prevented this.

#### ***Skill development***

The possibilities of skill development would depend to a degree on the other four factors. Where these important conditions for learning were not present, skill development was unlikely to happen.

The various participants had attributed the lack of success of the PSHE lessons to a range of factors. Teachers contended that students lacked the listening skills necessary for debate, whilst students argued that they had not been able to see the point of the activity. Arguably, some teachers needed more training and experience to maintain effective classroom discussion. One Year 9 class, in the absence of their tutor, proved very eager to engage in discussion about football hooliganism and the interface between this and racist violence. This had not been possible in the scheduled lesson as they had not settled down enough to engage in orderly debate.

The evidence suggests that the inability of the PSHE programme to deliver these citizenship themes can be attributed to two main factors: the underdevelopment of oracy skills across the school and the way PSHE is perceived by the students and teachers.

In 2001/2 the school commissioned an Oracy Report, the findings of which highlighted 'the problems of pupils not listening to each other and having too casual an approach to spoken work' (Coles: 2002). The report found that 9 out of 11 teachers interviewed believed that 'at present pupils lack the self discipline needed to engage in successful classroom talk'. In observation of a series of lessons, Coles reported that pupils 'frequently exhibited poor listening skills – particularly listening to each other in whole-class situations.' She stated that observational research from other studies over

the past ten years suggests that very little genuinely exploratory pupil talk naturally takes place in classrooms, citing Mercer's contention that group discussion tends to be 'disputational' rather than 'exploratory' (Mercer: 2000). Could the 'listening deficit' impede effective discussion in citizenship activities?

Regarding the status of PSHE, my own research in 2000 led me to comment:

The team to which Heads of Year (HOYs) are of necessity loyal and to which they devote more of their attention and energy is the year team. HOYs generally find it difficult to look to these teams to implement whole school perspectives on the pastoral curriculum. Tutors within these teams actually spend more of their working life operating as members of departments and as subject teachers. Their loyalty to the year team thus generally takes second place, and not all year teams are cohesive. HOYs have commented that their teams have been unwilling to contribute to the development of the pastoral curriculum except where they are working on aspects specifically applicable to their own tutor groups. As we had agreed to develop this curriculum thematically, rather than according to pupil years, it was almost impossible to facilitate this. Tutors, the feedback on the role of the tutor training day indicated, were less keen to deliver controversial topics like sex and drugs education than to spend time on the 'Learning about learning' theme. Their preoccupation continues to be lack of contact with their tutees – another function of the split site.

Hudson (2000)



During 2001 – 2003 the school council increasingly became a vehicle through which students could express their views about learning issues such as PSHE. Excerpts from school council meetings reflect the low status students attach to this subject.

- Some Year 9 students have queries about PSHE lesson content. It was agreed that Joanne would see Ms. X and Mr Y about this.
- Some Year 11 students feel that the drugs education is excessive. Michael and Tamar will see Ms. Z about these issues

(Minutes of full school council meeting, 3.02.03)

- Students would like to spend more time talking about school council issues and school matters and do interactive work in PSHE lessons

(Minutes of Year 10 school council meeting on 27.11.02)

- Students want to ask senior staff if 15 minutes of each PSHE lesson every 3 weeks can be devoted to discussing school council matters

(Minutes of full school council meeting on 28.04.03)

- There is some concern among students that content of PSHE seems to be repetitive but no-one volunteered to speak to teachers about this.

(Minutes of Year 10 school council on 5.06.03)

The frequently repeated complaint about PSHE was that it was boring and repetitive. My own discussions with over 200 teachers in workshops during 2002/3 have indicated that the low status attached to PSHE at the school is far from unique. Studies by trainee citizenship teachers at Goldsmiths College during 2002/3 endorsed the view that where citizenship learning is delivered through PSHE it is in danger of being accorded the same low status.

***7.3b) Exceptions: where citizenship through PSHE worked.***

There are, of course, exceptions to the pattern. Potentially, in fact, effective active citizenship learning can become a vehicle for enhancing PSHE and its development. The process of election of the school council representatives had become part of PSHE lessons, where students were learning about secret ballots, how to make speeches, and taking part in hustings. In Year 8 the unit on chocolate and world trade culminated in a decision to regularly sell Fairtrade chocolate at the annexe building (Lower School – housing Year 7 and 8 students).

A citizenship Scheme of Work developed through PSHE by the Head of Year 7 in 2001/2 investigated safer routes to school. The unit involved pupils surveying routes locally, producing presentations on their findings using a variety of media (including rap) and getting responses from the borough council on their suggestions. It was seen to be successful, as the Head of Year stated when interviewed as part of the research for this project:

In PSHE we did a Safety unit in Year 7 which was interesting ... very exciting. Everyone liked it. They really like having to feed back to important people in the community. They liked that. They felt important and when Mr. O keeps coming back and feeding back to them what has happened. You hear them talking ... Only recently I was talking to one boy and he said 'You know about the lights under the tunnel? They've changed them now underneath the New Cross...

(Interview with Head of Year A, June 2003)

It is important to note that likely reasons for the success of that Scheme of Work are to be found in the fact that that students could see its purpose in relation to the realities of their lives. This is an example of situated learning. Schooled learning is criticised because it often decontextualises knowledge from the communities of practice which produce and use the knowledge. Wenger characterises schooled knowledge as stripped of its social complexity and leading to ‘a brittle kind of understanding with very narrow applicability’ (2001). Real learning, perhaps exemplified in the Safety Scheme of Work

...is fundamentally experiential and fundamentally social: it involves our own experience of participation and reification as well as forms of competence defined in our communities...

... is a matter of engagement: it depends on opportunities to contribute actively to the practices of communities that we value and that value us, to integrate their enterprises into our understanding of the world, and to make creative use of their respective repertoires.

(2001:227).

The benefits and limitations experienced in this case study school regarding delivering citizenship through PSHE reflect some of the issues facing other schools. The Ofsted (2003) report after the first year of National Curriculum citizenship noted that ‘Most commonly, citizenship is placed within PSHE courses’. It stated that some of the programmes are developing a strong subject element and have the potential to provide a full and coherent course, ‘but this is not yet in place.’

#### **7.4 Citizenship delivered by all departments**

Chapter 5 recounted the decision to ask all curriculum areas to develop lessons or units of work ‘about, through and for’ citizenship. In addition to this, the school included citizenship outcomes in the 2000/2001 whole school development plan. Departments were required to provide evidence of their implementation of these and to review their delivery of the plan the following summer.

##### ***7.4a) Citizenship delivery across the curriculum in Phase II***

Some of the reported results of this process were remarkable. The Drama Department, in its June 2002 review reported that its citizenship work had met the following success criteria, among others:

- (Through performance of *Cinderella* to local primary school) Year 8s learned higher level social and negotiation skills. Improved behaviour in class. Raised self esteem for all and more confidence of individual pupils. [This was based on anecdotal evidence].
- (Through exploring moral dilemmas in Drama) Pupils able to debate the need to ‘do the right thing’ regardless of personal consequences.
- (Through providing opportunities for citizenship Beginning Teachers to work in Drama department) citizenship Beginning Teachers have increased knowledge and understanding of ways of using drama as a method of teaching issues and engaging pupils

Examples of the above outcomes were not given, but the review was based on observations made by members of the department.

In Humanities, in addition to stating that citizenship outcomes have been written into all Schemes of Work, a new Religious Education unit on Peace and Conflict, focusing on current and past conflicts and the ethical issues involved ('to deliver citizenship outcomes') was written. The Maths department noted that the Ofsted inspection team (January 2002 – see Appendix 11) had specifically commented on the fact that students were very engaged in the citizenship through Maths lessons, having seen activities whose content raised awareness of global inequality and human rights. The Design Technology department had focused in its development plan for citizenship on working with students to develop a departmental Code of Conduct shared with all pupils and stated that they had led to a 'reduction in vandalism/wastage'.

Several departments stated their intention to make delivery of citizenship more explicit. The English Department chose as its 'Point for Future Action' to 'make citizenship explicit in units of work'. The Science Department reported that the 'profile of citizenship in Science has been raised and stated that 'citizenship should be a part of ongoing review of Schemes of Work.' The Maths department stated that, in its year 8 citizenship lessons there was 'evidence from feedback from pupils in lessons... know it's citizenship and enjoy the difference'.

#### ***7.4b) Analysis of cross curricular delivery in Phase II (2001 – 2)***

As noted above, delivery of citizenship prior to the insistence that departments develop specific lessons for learning about, for and through citizenship would show few of the features listed in the Five Dimensions diagram. While aspects of citizenship 'content' might occur in various subject areas, their impact in terms of 'change outcomes' would have been limited. The survey of students' citizenship experiences in December 2000

had revealed almost total absence of dialogic or situated learning and showed that learners had little role in the management of their learning experiences. The lack of change outcomes would have limited the development of self-efficacy.

Thus, applying the Five Dimensions model, in the absence of specific data from lessons delivered in other subject areas, it can be suggested that during this phase:

#### *Meeting the 'content' criteria*

Specific aspects of citizenship content were being taught, particularly environmental issues and diversity.

#### *Skill development*

Those skills of enquiry, planning, communication and evaluation found in pockets throughout the curriculum were being developed alongside the citizenship knowledge, but there would be relatively little emphasis on cooperation, empathy and negotiation.

#### *Attitudes/values/perspectives*

While many teachers generally intended to promote anti-racism and respect for diversity, a deliberate focus on global perspectives or agency would have been rare.

#### *Context/relationships*

In few cases would outcomes include real change – except, perhaps, in the Design Technology project where toys really were designed for disabled children. The community dimensions were part of context in the latter, and in the Geography-based Convoys Wharf project, but it would largely remain an under-developed aspect. There

was also unlikely to be a high degree of learner participation in managing these aspects of the curriculum.

### *Working methods/pedagogy*

The students would engage in experiential learning in some of the lessons planned to deliver citizenship through subjects. However, the norms of classroom practice in most curriculum areas would make such endeavours as dialogic and situated learning unlikely trajectories.

By the summer of 2001, there was evidence that more specific meanings were being attached to citizenship learning. Without subjecting lessons or units of work in each of the 10 curriculum areas to examination according to the 5 dimensions framework, it must be the case that students' experiences would have varied according to a number of factors including the nature of the relationships with the subject teachers concerned. It can be suggested that as teacher awareness of appropriate principles and pedagogy for citizenship learning was reinforced, particularly through staff INSET sessions, more of the criteria implicit in that model would be fulfilled. The examples of positive feedback from subject teachers suggest two important implications for the delivery of effective citizenship education. Firstly, that citizenship learning enhanced subject learning, and secondly that citizenship learning is more effective when it is explicit.

### **7.4c) Lessons from Cross Curricular Delivery**

#### *i) Citizenship approaches enhanced subject learning*

Teacher feedback suggested that adding a citizenship dimension could enhance learning across the curriculum (see pages 317 – 321). Feedback from teachers

suggesting instances of success such as the Year 8 citizenship through Maths unit and some of the work in Drama indicated that students' engagement (see pages 254 – 256) can be enhanced when citizenship is involved. It could be argued that this is because the citizenship dimension adds relevance and pertinence. The learning becomes 'real'. This indicates a shift away from a transmission model of education towards learning that is more situated. A situated learning approach implies that knowledge and understanding emerges out of the learner's participation in practices and activities, not as a result of being taught via a formal, decontextualised, curriculum. Another key example of such situated learning is the Convoys Wharf project, a geography based activity where students investigated residents' views on what should happen in terms of land use development, and presented their findings to the developers. As the Head of Geography put it:

I think [it worked well] because it was real.. Because we went to the site... we actually had a trip there. The trip made a big difference, and they realised that people were going to come in who were connected to it and they realised that they might actually have ...made a difference.

Interview with Head of Department B.

The argument that a citizenship dimension can promote effective learning in other curriculum areas was endorsed in discussion with a group of 17 trainee teachers at Goldsmiths University on 16<sup>th</sup> June 2002. These trainees had undertaken Investigation Based Enquiries (IBE) in their placement schools where they had applied aspects of citizenship Education to their own subject areas. One of the trainees, ending the presentation of his IBE asked those present to raise their hands if they had found that the citizenship aspect had made the learning more effective. All present agreed.



*ii) Citizenship learning is more effective where it is explicit.*

Secondly, the recognition of the need to headline and identify citizenship where it is delivered suggests the necessity of a separate identity for the subject. Kerr et.al. (2003) reported that the majority of schools have adopted a whole institution approach to citizenship, most commonly taught through PSHE and other subjects. If teachers and students are not aware of citizenship as a subject in its own right, how confident can we be that its real meanings will have an impact? The (2003) Ofsted report highlighted this issue: ‘Where schools have chosen a cross-curricular approach in which the citizenship elements are implicit, there is no tangible programme overall and pupils are not necessarily aware that they are studying citizenship.(2003: 13)’

The challenge for the school in the years ahead is to embed active citizenship learning across the curriculum. Comments from one science teacher revealed some of the issues:

I suppose I’ve got my thinking hat on about the ways in which some of science can address some of the areas and I think in that sense it’s made me more aware of the curriculum agenda. I think in terms of the pupils I’m not quite sure whether ... in all the subjects... it’s impacted on them or not.

I also think there’s a problem with the science curriculum in a sense because it doesn’t teach them at the moment really to discuss, say, the social issues around genetic engineering. What it does is it teaches them what genetic engineering is and I think that you know with the changes in the curriculum in Science for the 21<sup>st</sup> century... I think that some of those issues will be addressed but I think in terms of how packed the KS4 curriculum is you don’t

have time to dwell upon the ethical issues and the moral implications and we just teach what genetic engineering is.

(Interview with Head of Year B June 2003)

### **7.5 Citizenship as a separate subject**

Chapter 5 pronounced the development of separate citizenship periods to be a turning point in the implementation of the citizenship project. It is the contention of this study that providing opportunities for all students to participate in active citizenship learning as part of curriculum entitlement had helped strengthen the school community's orientation towards citizenship learning.

#### ***7.5a) KS3 citizenship mornings: introducing citizenship and political literacy***

The KS3 citizenship activities began with an introduction to the concept of citizenship. In each set of lessons, all members of every class in Years 7, 8 and 9 were given sets of photographs of activities and asked to categorise them according to a set of citizenship issues. They participated in various games and challenges to promote skills of cooperation and listening. At the end of the first morning of such activities they were asked, in groups, to write their definition of citizenship on Post-it notes. Below are the statements from the six groups in one year 8 class:

- citizenship is cooperating
- citizenship is when you are part of a community and you put your points of view across
- citizenship is getting people to work with different people
- citizenship is being accepted as an equal in a wide community
- team work!

YEAR 8 CLASS ANON		
We liked best	Things we think could be improved	Citizenship is
<ul style="list-style-type: none"> <li>▪ Balloon debate x 10</li> <li>▪ Tower x10</li> <li>▪ Bench x 5</li> <li>▪ Arguing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bigger room</li> <li>▪ Space outdoors</li> <li>▪ Being allowed to talk when doing the squares</li> <li>▪ Diamond 9</li> <li>▪ Sitting on the floor x 2</li> <li>▪ More time</li> <li>▪ Photo matching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding what part of the global community you are</li> <li>▪ Working as a group</li> <li>▪ Working together</li> <li>▪ Fun</li> <li>▪ Our place in the area we live in and our place in the world</li> <li>▪ Working together and putting aside your differences</li> <li>▪ Loads of things x 2</li> <li>▪ Working together x 2</li> <li>▪ Working together as a class</li> <li>▪ About cooperation and getting to know people and understanding we are all one globally</li> <li>▪ About learning about the environment and other things</li> </ul>

**Figure 7.3 Sample feedback from KS3 class after citizenship session**

Later in the first term, after they had begun the project to evaluate and improve local leisure facilities, the same class came up with a whole class definition, which was 'citizenship is working together for change.' Other classes in both Years 7 and 8 arrived at very similar definitions. Feedback from all the classes, also via group Post-Its, showed that they all enjoyed the activities. All the Post – its (compulsory feedback from each group) were collected off the board at the end of each lesson and passed to me to be tallied up. None were negative. In response to the question 'What

would have made it better ?' several students either wrote 'nothing' or that they would like to have more of these lessons. Members of the citizenship team reported that whenever they went to the Lower School, which houses Years 7 and 8, they were asked enthusiastically when the next citizenship morning would be.

All year 7 and 8 classes undertook an activity which involved discussing the ethics of the war on Iraq in 2003. This was tied in to a Mock United Nations General Assembly (MUNGA) activity. For this, students were required to take on the roles of country delegations in groups and articulate the views of such countries as France, Nigeria, Syria, the USA on the war against Iraq. Members of the citizenship teaching team used their expertise in classroom processes such as Circle Time to facilitate discussion and debate. The activity was successful, with students demonstrating empathy, taking on roles, and listening to each other's statements. Most importantly, they found the MUNGA enjoyable. This is confirmed by Tennant's (2001) evaluation of 313 student responses to such activities elsewhere. After that, students word-processed letters to George Bush, Tony Blair or Kofi Annan. It was made clear to them that the letters were not 'pretend': they really were to be sent. The wordings of students' letters were impressive and certainly appeared to reflect higher order thinking.

### ***7.5b) Analysing KS3 citizenship through the 5 dimensions***

My own lesson observation notes and video clips of some of the activities testify to some of the reasons why they were perceived as working and managed to capture the students' imagination. The information/content outlined above was pertinent for all pupils. In students' self-assessment, which they recorded in their electronic portfolios, and used in all individual reports to parents for each year group, all noted that they had

developed skills in cooperation, enquiry and communication. In joint reflection by the citizenship teaching team it was concluded that the pedagogical requirements of the model were met. For both sets of activities, there were change outcomes and community dimensions. Discussions about the attitudes of certain countries towards the situation in Iraq presented opportunities to challenge racism and stereotypes.

### ***7.5c) Developing interactive learning and thinking skills at KS3 and KS4***

The MUNGA activity may be an effective tool for developing thinking skills because it promotes thought processes similar to De Bono's (1991) 'thinking hats'. Activities such as these begin to address political literacy. Douglas (2003) cites both role-play and using topical issues as effective means to developing political literacy. She emphasises both the reality, demonstrated in these activities, that young people recognise the need to know more about 'formal politics' and that the learning needs to be linked to activities that encourage active and participative citizenship.

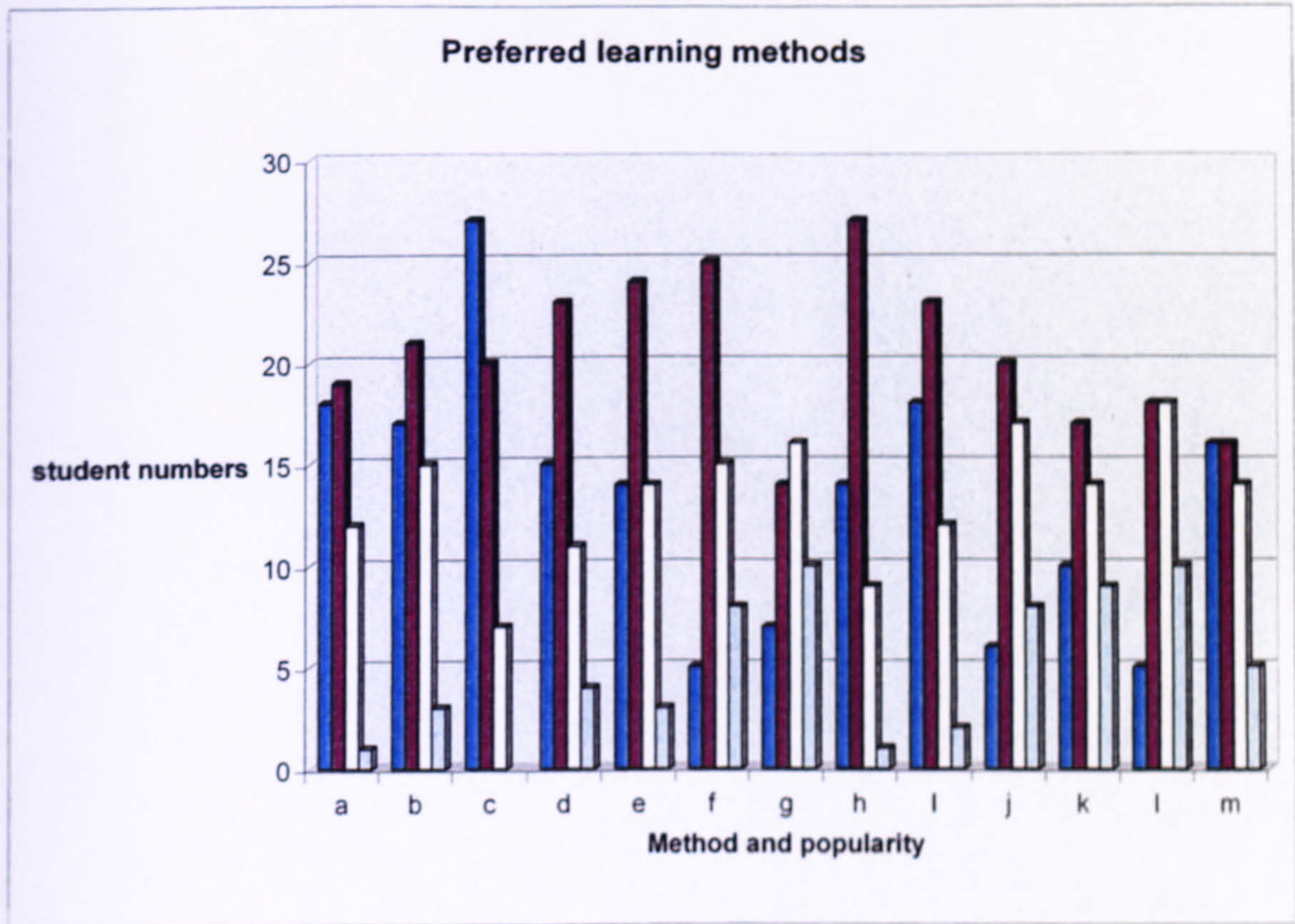
A similar approach was used in KS4 lessons. For example, in the Coffee Chain Game (Oxfam, 2000) groups of students adopted the roles of different participants in the process of producing coffee and made speeches to argue their case for a bigger portion of the profits.

These and other citizenship learning activities were developed and undertaken specifically because of the citizenship team's awareness that effective learning invites transformation of classroom practice. These notions informed the planning of citizenship Schemes of Work.

In planning and implementing the KS3 and KS4 curriculum, several of Griffith's (1998) 12 factors of independent learning have been fulfilled, as have many of the features listed on the Five Dimensions diagram, Figure 7.2. (see sample Schemes of Work in Appendix 8). Most of the activities had involved collaborative as well as co-operative group work, individual responsibility, a range of language technology, community involvement and use of the environment, presentations in various forms and a degree of reflexivity in the assessment processes. The criteria which had not been met are:

- Pupil designed tasks
- Pupil designed assessment
- Pupil negotiated deadlines (although this happened de facto with much of the GCSE coursework!)
- The GCSE coursework could largely be defined as pupil initiated research, and student evaluations (see below) indicated that they appreciated and enjoyed this fact.

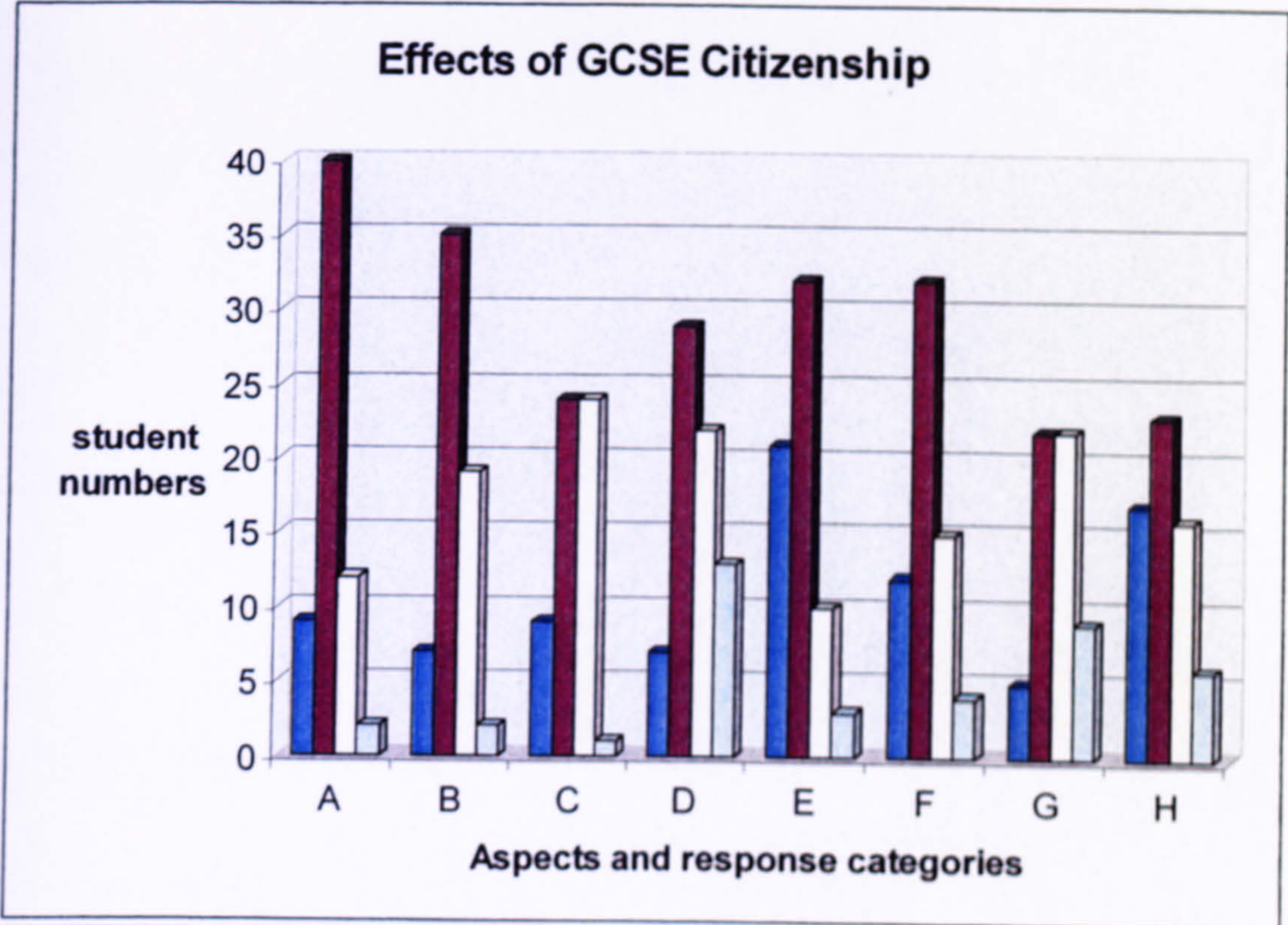
**Figure 7.4 year 11 student evaluation of Citizenship lessons: ways of learning**



<b>KEY</b>	
a	finding out activities
b	role play
c	using computers
d	video
e	pair
f	teacher explaining
g	writing responses
h	group work
i	class discussion
j	individual work
k	presenting to class
l	individual research
m	class debate

<b>PREFERENCES</b>	
	I like this way of learning most
	I quite like this way of learning
	I am not very keen on this way of learning
	This way of working does not help me learn

**Figure 7.5 year 11 student evaluation of Citizenship lessons**



**KEY: STATEMENTS**

A. Citizenship lessons have got me to listen to other people's point of view

B. Citizenship lessons have to me to think about how I work with other people

C. Citizenship lessons have helped me develop confidence and skills in expressing myself in public

D. Citizenship lessons have helped me improve my IT skills

E. Citizenship lessons have made me more aware of what's going on in the world

F. Citizenship lessons have helped me understand some of the reasons for conflict in today's world

G. Citizenship lessons have encouraged me to question newspapers and television news

H. Citizenship lessons have invited me to think about how things in school and local area could be improved.

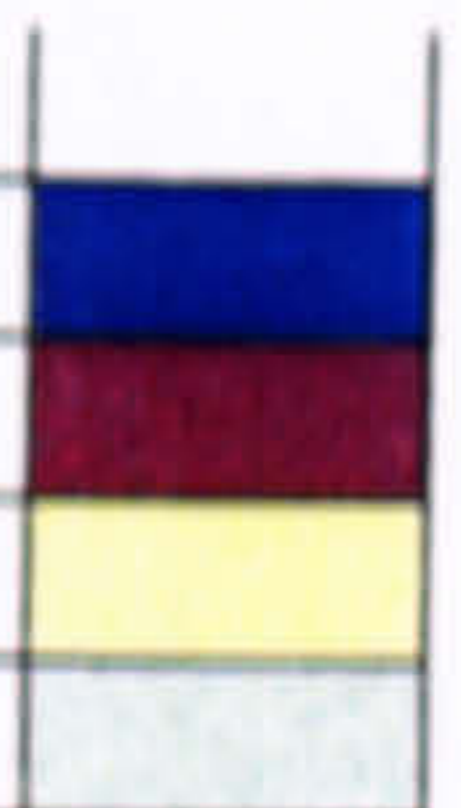
**RESPONSES**

Strongly agree

Mostly agree

Generally disagree

Strongly disagree





***7.5d) Findings from KS4 students' evaluation of citizenship lessons :***

***Figures 7.4 and 7.5***

How did students at KS4 interpret practice in terms of the citizenship curriculum? Did their experiences indicate that teaching methods promoted inclusion? Did they find the learning accessible? Did they enjoy cooperative and collaborative learning? In order to discover the answers to some of these questions, all Year 10 classes were given Student Evaluation Forms during summer 2003. It was possible to collect in only some 60 forms from the 240 students, but these constitute the responses of the majority of students in four classes taught by two different teachers. Non returns reflected absences and teachers who had not managed to collect all replies, and would have been likely, across mixed ability tutor groups, to follow a similar pattern. Not all students answered all questions. The findings are shown in Figures 7.4, and 7.5 above. Together, the charts are evidence of students' experiences of the five dimensions. In written comments, of which there were few, many students remarked upon the fact that the coursework and/or using computers were what they had enjoyed most about the course. Not surprisingly, given that there are in every class several students who are generally disaffected with school, two specifically wrote 'I do not enjoy citizenship.'

***7.5d) Working methods, pedagogy***

Figure 7.4 indicates preferred learning methods. This relates to the criteria under 'Working Methods/Pedagogy' in the Five Dimensions model. In planning citizenship lessons, teachers sought to make them interactive and to employ a range of engaging learning styles. The most popular was using computers, which endorsed Griffith's statement about the importance of using technology. Ranking as equal second

preferences were group work and class discussion. Individual research ranked lowest, followed by individual work and writing responses. The student feedback thus indicates their enjoyment of working methods listed as part of the Five Dimensions. They had enjoyed investigating issues together and collaborative learning – processes which should typify much of the pedagogy appropriate to citizenship.

#### *7.5d)2 Other dimensions*

Figure 7.5 indicates students' responses relating to other aspects of the Five Dimensions model: content, skill development, attitudes, values and context in terms of relationships.

#### *Content*

Students were asked whether the lessons had increased their awareness of global issues and conflict, and whether it had made them more critical of the media. Figure 7.5 shows this. There is significant consensus around the role of citizenship in making students more globally aware and enabling them to understand conflict, but students do not appear to strongly believe that they have been encouraged to question the media. A likely explanation for this is simply the timing of the Schemes of Work. The unit on media was significantly curtailed due to lack of learning time over the 2 year course, and these issues were largely only tackled when the respondents to the questionnaire were in Year 11. Interestingly, though, some of the students interviewed (separately from the questionnaires) were quite clear that learning citizenship had made them more critically aware of the media.

[citizenship] it's like basically watching the news. Like they will teach about stuff that's going on around the world but make it interesting. You like have big discussions. And express your views and opinions.

Mark, Year 11 boy

...some people like don't exactly watch news on TV to know what's going on around them and in citizenship they bring up the subjects that are going on around you and actually mention in class and we have to learn about it which is quite useful. To know everything that's going on around us.

Helen, Year 10 girl

### *Skill development*

Did students become more co-operative? Did they listen more to others and think about how they work with others? This could help develop empathy, although that question was not asked. The chart 7.5 suggests that students largely agreed with the notion that citizenship lessons have got them to listen to other people's point of view in ways they might not have done before. This is also borne out in interviews with students. Here, then, are some indicators for the criteria of mutual engagement and inclusion.

### *Attitudes/values/perspectives*

Pupils' statements in interviews indicated that for many of them, citizenship learning and activities boosted their self-confidence. This was particularly true of school council representatives. It is perhaps surprising then, that despite the emphasis on students presenting their work to others in citizenship at KS4 only just over half the respondents to the evaluation forms reflected in chart 7.3 thought citizenship learning

had made them more confident about expressing themselves in public. It is possible that this is simply a function of the kind of resonance the word 'public' may have had for our students, implying perhaps a much more 'outside' audience than that which they did address in school when presenting their coursework.

### *Community dimension*

A similar contradiction would seem to apply to question H, thinking about how things in school and the local community could be improved. Importantly, at the time of feedback, many students had not completed their coursework or seen the school grounds project come to fruition. It could be suggested that the same students would respond a great deal more positively a year later. This has been borne out by students' written responses to the question about 'making a difference' (see Chapter 8) and their interviews a year later. The emphasis on change outcomes, explained in more detail in the Meanings chapter (Chapter 5), can be related to the increased self-confidence felt by many of the respondents. Teachers' comments (to be considered in a later chapter) suggest that the citizenship project has deepened students' sense of belonging to the school and local community.

### **Summary**

This chapter has explored the development of the school's citizenship curriculum and suggested some of the pedagogical issues as well as organisational frameworks needed to facilitate effective citizenship learning. It has considered the effect of voluntary enrichment projects on students and the school, suggesting that while these may positively affect the groups of students involved their wider impact is limited and they

do not meet the criterion of inclusion. Worth noting is the finding that changes to the physical environment did impress the young people, and that participation in well-funded projects with tangible outcomes can be a relatively easy route to their sense of self-efficacy.

The chapter has also highlighted some of the difficulties schools might encounter in seeking to deliver the citizenship agenda through PSHE. It has shown that citizenship learning can work, even in PSHE, if it is 'made real'. It has suggested that approaches to learning linked to a holistic notion of citizenship are particularly effective and can promote student engagement if applied to other curriculum contexts. It points to the importance of skillful classroom management and a culture of effective oracy for deliberation-based learning. The value of promoting a separate identity for citizenship has been highlighted, as has the importance of enjoyable learning experiences. The research confirms unequivocally the importance of a separate curriculum identity for citizenship and a holistic approach to learning it. Students should learn *about, for and through* citizenship.

In considering students' views in their evaluations of KS4 citizenship lessons it has been evident that most of those in the sample enjoyed and valued the use of what Griffith calls 'language technologies' and that their preference was for group and discursive work over individualised and written tasks. The students' responses suggest that the citizenship curriculum promoted global awareness and skills of cooperation. According to this sample, their appreciation of the community dimension appears nascent, although interviews with individuals present a different picture, as do the

comments made by teachers. Feedback from younger (KS3) students also indicated a far higher level of community awareness.

Concomitant with teaching citizenship as a separate subject, in this school, was its delivery by a small team of specialist citizenship teachers. Where the learning was successful, the relative expertise of this team is clearly a factor. Sadly, at the time of writing, relevant training has not yet been made available to all those teaching citizenship in England (see Ofsted, 2003). Without proper training, both in the knowledge/content dimension of citizenship education, in how to develop the values of rights, democracy, inclusion and transparency, and in appropriate pedagogy, few teachers would be able to do it justice. What was needed, prior to and after the introduction of compulsory citizenship in 2002 was the provision of more funding to provide teacher training opportunities on a massive scale, funding to invest in appropriate resources development and the start of meaningful community involvement.

## CHAPTER 8.

# STUDENTS' IDENTITIES AND AGENCY: EFFECTS OF THE CITIZENSHIP PROJECT

### Introduction

Can participation in school citizenship projects transform students' attitudes towards themselves and their futures? Bernstein (2000) reminds us that participation is not only about discourse, about discussion, it is about practice, and a practice that must have *outcomes*. The right to participation, then, he says '... is the right to participate in the construction, maintenance and transformation of order' (2000:xxi). If a school is to become a community of practice for citizenship it must enable young people to participate in its transformation. This case study found that the experience of participation had various effects upon students' sense of identity.

Osler and Starkey (2005: 11-13, 99-102) underline the notion of citizenship as a feeling of belonging. Citizenship is fundamentally linked to identity in action. Students interviewed for this research have multi layered identities, significant parts of these being gender and ethnicity. However, interviews with students did not show any difference in the impact of the citizenship project attributable to these factors. What they did reveal was that the project had an impact on their notion of the community to which they sensed their belonging. As Wenger put it:

Our identity includes our ability and our inability to shape the meanings that define our communities and our forms of belonging ... building an identity consists of negotiating the meanings of our experience of membership in social communities

Wenger (2001: 145).

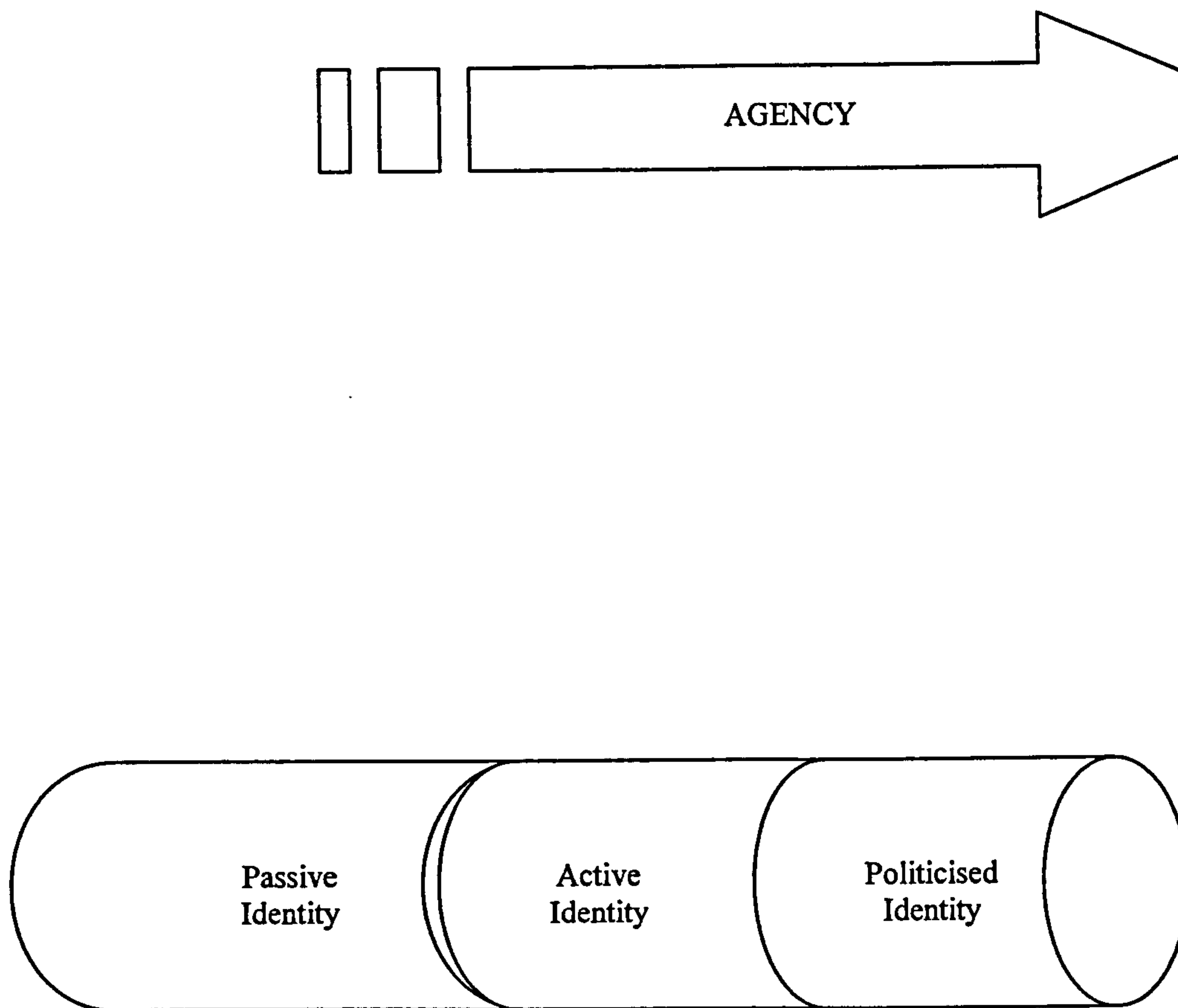
This chapter will use Bradley's (2003) framework to explore the impact of the citizenship project upon identity and agency. It will examine the notion that the development of the citizenship project enhanced the part of the young people's identities that relates to community. It will then consider how belonging to the community of practice affected their passive identities – explained below. It will discuss the extent to which participation in citizenship projects and activities stimulated new forms of active identity, and ask whether students had begun to embrace 'politicised' identities as citizens.

### **8.1 Identity and agency**

Bradley (2003) points out the difference between 'personal identity', referring to the construction of the self, and 'social identity', which refers to the way that we locate ourselves within the society in which we live. For Bradley, the latter has a great deal to do with class, gender and ethnicity. Arguably, this notion of social identity can be expanded to include community. Bradley identifies three levels of social identity: passive, active and politicised. He sees 'passive identities' as potential identities in a sense that they derive from the sets of lived relationships in which the individuals are engaged, but they are not acted on..... 'Active identities' are those which individuals are conscious of and which provide a base for their actions. Where identities provide a more constant base for action and where individuals constantly think of themselves in terms of an identity, we can describe it as 'politicised identity' (2003: 25 –26). I would like to suggest that these three categories of identity can be seen as a continuum running alongside the development of the individual's sense of agency. Agency – the notion of one's potential power over situations and behaviours – becomes meaningful where identity is active. Power, as John (2003) reminds us, is inescapably linked with



control, both latent and manifest. Once young people sense and begin to exercise an internal locus of control (Wallace: 2000) they sense their own power and their identities can become active. These concepts are illustrated in figure 8.1 below.



**Figure 8.1: Relationship between agency and identity.**

## 8.2 The School community and identity.

### 8.2a) Relationships: feeling valued

Perceptions of relationships within a school are indicators both of ethos and of the sense of community. Of the sample of 30 students interviewed for this research (see Chapter 4) , 19 responded directly to questions about the nature of relationships in the school. Nine of them responded with almost unqualified statements that relationships were good; five that teachers related well to students and two that pupils were generally respectful although teachers were not always. Only one student seemed to feel she had been treated unfairly, in this case by her peers rather than teachers. Younger students seemed less sure that fairness and respect prevailed, particularly among their peers. Older students tended to be positive, including some who had often been in trouble at school:

*Idomile, Y11 boy:* Well you know it's how you give yourself out. If you give yourself out as one of the ...um..naughty people to teachers then you know in lessons you shouldn't expect to be respected by that teacher if you don't give them respect. It's really a 50:50 situation.

*Interviewer:* Would you say there is generally respect between people in the school community or would you say it is lacking?

*Idomile, Y11 boy* Yeah the majority of people do give respect to teachers but there's the odd few that don't and just get into trouble.

*Interviewer:* What about respect between students and towards students?

*Idomile, Y11 boy* Yeah. Most students I would say give each other respect but because of the age difference you know the oldest tend to think that they are more superior than the youngers and you know.. they look down to them.

Well it's quite a friendly place. You get arguments now and then but everyone gets along but everything gets sorted out. It sorts out if there was a problem. I think it's quite fun.

Rita, Y10 girl

Eight of the students interviewed stated that relationships within the school community had improved since the start of the citizenship project:

... there has been an improvement in the relationship between students and teachers and more people are happy that their point of view is getting out and that some things are getting done. They know that they can't get everything done but the little changes do make a big difference.

Anma, Y9 girl

Yes. There's been changes in the way our school's looked. Changes of the way people come together and try to work better with each other.

Perez, Y10 boy

Yeah. I think there is a lot of changes around the school. I think it's helped more like people who haven't been a part of it and it it's helped them to see how it is. They feel more into the school and citizenship

Lily, Year 9 girl

### ***8.2b) Belonging to the school as a place and self-esteem***

A specific joint enterprise such as the citizenship project is not a prerequisite for the notions of community and belonging that might inform most students' identities.

However, it is worth noting that being part of the school community does not necessarily carry positive associations. Lahelma, reporting on a study of students from two secondary schools in Helsinki, observed that she did not find 'many instances when pleasure, enjoyment or happy feelings were observed in relation to studying and learning in the official school' (2002: 370). She notes that in the London schools in which Janet Holland conducted her study the school metaphors were less negative, but that research also highlighted students' negative experiences, particularly their lack of autonomy. That many South Docks students often preferred being at school to not was revealed prior to the start of the project, partly through their reluctance to leave the premises at the end of the school day (teacher observations 1997 – 2003). This could be attributed less to the attractive features of the school than the reality that it was often a safer and more pleasant place to be than many of the students' homes where the relative socio-economic deprivation of the community makes its members vulnerable to violence and crime - see outline of the school context in Chapter 4. Thus the sense of belonging to the school community pre-dated the project, and the importance of place in shaping identity is a separate reality. It is the contention of this study, though, that as the school began to become a community of practice for citizenship education, it had a more potent effect upon student identity, albeit initially passive.

Collins's (2000) disturbing case study of Rasheeda, a girl who was effectively an outsider at school, highlights the potentially positive impact of the school community on students' self-esteem. Collins cites Bruner's use of 'self-esteem' to describe 'a mix of agentive efficacy and self-evaluation which combines our sense of what we believe ourselves to be (or even hope to be) capable of and what we fear is beyond us' (2000:158). Community membership, she says, 'can contribute to an individual's self-

image and can bring about a certain kind of competence, self-confidence and empowerment.' A growing body of literature is beginning to consider the relationship between identity and place. Wenger writes:

Viewed as an experience of identity, learning entails both a process and a place. It entails a process of transforming knowledge as well as the context in which to define an identity of participation. As a consequence, to support learning is not only to support the process of acquiring knowledge, it also to offer a place where new ways of knowing can be realised in the form of such an identity

(2001: 215).

Osler and Starkey (2001) suggest that the official documentation on citizenship education tends to ignore the community of the school as a site through which pupils learn about citizenship. Likewise Hall et al comment that 'emergent identities require space of their own in which to assert themselves, and are also grounded in ... the specificities of particular locations' (1999: 505). Feeling positive about oneself in relation to the school community must depend on perceptions and experiences of relationships within that community. Pomeroy's (1999) study of teacher-student relationships in secondary school draws upon the views of excluded students. She notes that Osler's (1997) work for the Commission for Racial Equality showed that being involved in decision-making in the school increased young people's motivation and made them feel part of the school. She goes on to demonstrate that students' relationships with teachers are one of the most salient features of the educational experience. So too, of course, are their relationships with their peers.

### **8.3 Passive identity and shared repertoire**

#### ***8.3a) Passive identity and community***

For many of the students, although they may not have the inclination or opportunity to make their membership of the school community positively active, there is an awareness that they are part of a joint enterprise relating to citizenship. In Chapter 5 it was noted that the most popular aspect of the citizenship days, for students, was working with people in different year groups. The citizenship days undoubtedly promoted a sense of community. Participating in the citizenship mornings in years 7 and 8 and the presentations of coursework by Year 10 and 11 students would have served to promote the notion of belonging to a community of practice for citizenship. The term 'community' had become a new kind of artefact in the life of the school. It has become part of the way in which students, especially those at KS3, explained the meaning of citizenship. It is used to denote the school itself as a community, but often to refer to the wider community of Dockford and the school's catchment area. More rarely, students make reference to the global community. Students and staff made frequent references to the notion of community in discourse relating to citizenship.

#### ***8.3 b) Passive identity and shared repertoire: what matters to our community.***

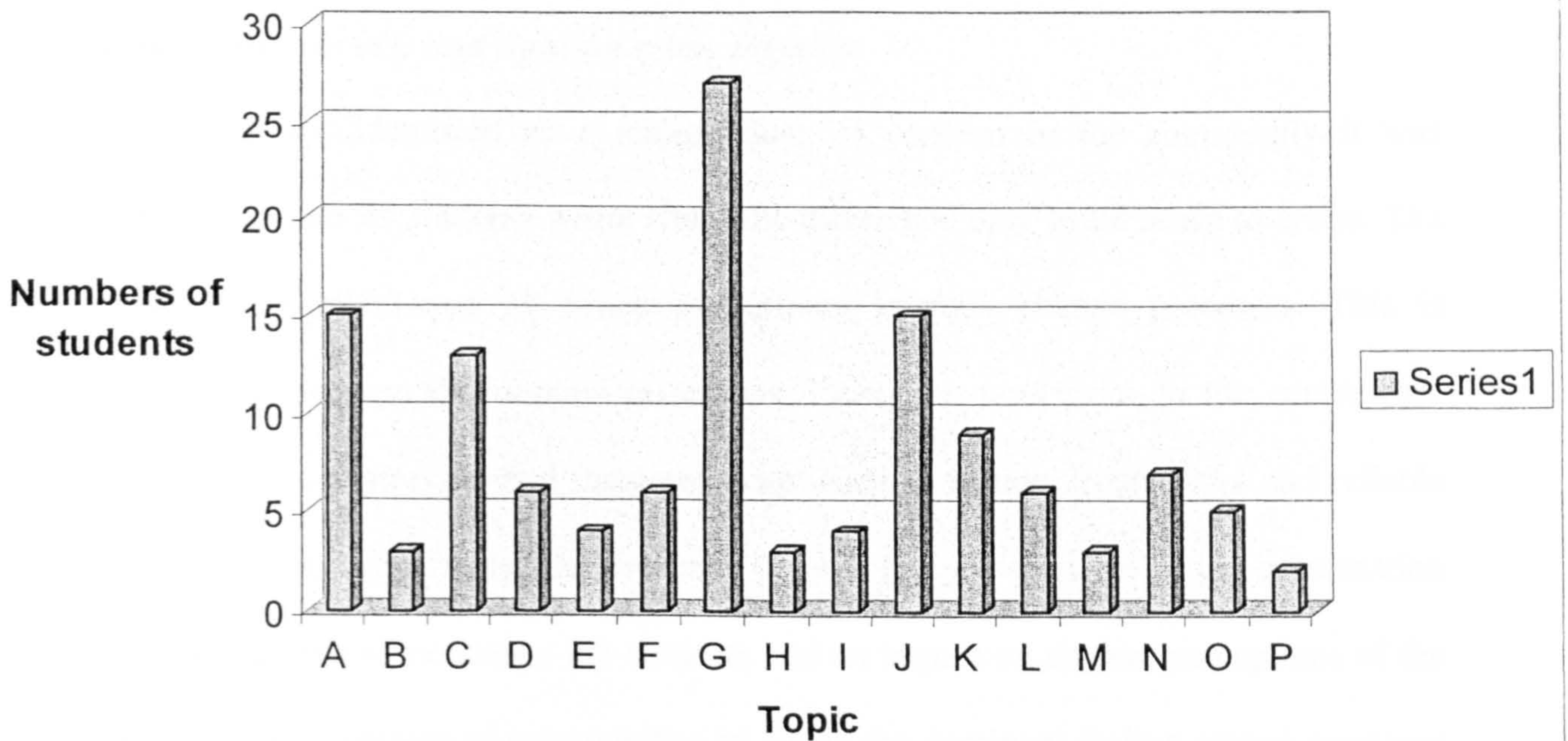
The GCSE coursework topics (Figure 8.2) emerged out of community surveys in which members of the local community were asked as part of homework set for all Year 10 students what issues concerned them most. It seems that their sense of belonging was reinforced by the notion of identifying issues of personal concern that coincided with concerns of the wider community. Crime was the most frequently cited issue. Out of 128 students, 27 surveyed chose crime as the focus of their coursework

project. 15 chose to work on improving the school grounds and 15 investigated local leisure facilities. Perhaps the most telling indicator of community awareness in relation to citizenship and identity is the extent to which students refer to the concept of community when asked about citizenship. In their written responses to the question as to whether everyone can 'make a difference' 74 students mentioned the word 'community' in their answers. Twenty five students specifically referred to the need to 'work together' in order to make a difference. An overwhelming majority of students in Years 7 and 8, after a year's citizenship activities, used the word 'community' in their definitions of citizenship.

<b>COURSEWORK TOPICS YEAR 10 2002- 3</b>		
Local leisure	A	15
Recycling	B	3
Bullying	C	13
Racism	D	6
Smoking	E	4
Sexual harassment	F	6
Crime	G	27
Litter	H	3
Traffic	I	4
Playground	J	15
Mobile phone crime	K	9
Graffiti	L	6
School meals	M	3
Skateboard park	N	7
Sex Education	O	5
School sports	P	2
		128

FIGURE 8.2

**Year 10 Coursework Topics 2002-3**





#### **8.4 Active identity and student engagement**

As was explained above, the GCSE citizenship studies coursework invited all students to engage in a 'change activity'. Many of these were publicly presented to people with power. In their written responses to the question about making a difference, five students explicitly used the word 'coursework', but another 10 mentioned using evidence and 21 wrote about their presentations as examples of making a difference. For many students, then, a link was established between doing coursework designed to affect the school or local community, and themselves as agents of change. Of 136 written responses analysed, only one was genuinely sceptical about whether school students could make a positive difference. Of course, these responses were part of an exam question, which makes such open scepticism less likely. However, all the positive responses referred to concrete examples usually based on individuals' experiences. In participating in these activities, then, I suggest, students' identities became 'active'.

##### ***8.4a) Active identity and fighting crime together***

As crime was identified as a major cause of concern in the community it was noteworthy that 28 students wrote about the difference they could make to crime. The police were mentioned 30 times as partners in such change processes. This is significant, because discussions in lessons during the term prior to the coursework activities, many students had indicated scepticism as to how trustworthy and reliable the police are. Apparently, the presence of police representatives at the presentation events and their responses to the students had an impact on student perceptions of the police. From members of communities in which the dominant feeling among members of the older generation had been a sense of powerlessness (see Chapter 4 Methodology

and Context) it is highly significant that students' statements about tackling crime show such confidence

Some students focused on the fact that people could pass information to the police:

...by telling the police who the thieves are because everybody knows who they are that are scared to tell the police. Have neighbourhood watches. More cameras in case people often get robbed, and tell the mobile phone company to make better security on the phones

Matthew, Y11 boy

If individuals are aware of crimes such as phone theft, they can all help to reduce it if they report the thieves.

If people come together to fight for or against something, then every person will help to make the point of view heard. For example, many people are concerned about the way that the playground is used and they all think it can and should be improved. If we all help to make our view heard, it is much more likely that people will listen.

Now, it is likely that cameras will be put around the school to prevent aggression or theft because many people came together to put pressure on the school to increase safety.

So from these individuals coming together to put across their view, changes will now be made in the school and Community to improve it.

Ashley, Y11 boy

Others focused on the community's ability to engage in schemes like neighbourhood watch:

Everyone can make a difference to the school and community because the students can form a school council to help improve the school. The other people in the community could set up a neighbourhood watch scheme to try to prevent crime in their area. ...

Colin, Y11 boy

Others emphasised the importance of education for safety:

We can make a difference by making sure everyone understand that the streets are not safe and if you have a mobile phone you are likely to get robbed on the streets.

And also we could tell students that bring your phone to school is also a risk because you could get robbed in school.

The only sure way we could make a difference is it will could show the students our interviews of people that have been robbed and what it is like and maybe that would them see things from a different point of view.

Joel, Y11 boy

#### ***8.4b) Active identity and changing the school***

Most students who had followed the GCSE Citizenship Studies course expressed awareness of their capacity to 'make a difference'. Almost all of the 136 students in the sample mentioned school, with 26 citing the school council as a vehicle through

which they could change things. For many students who had served as school council representatives during the previous two years, this was an important discovery, as the separate interviews revealed. For example, this is an excerpt from the interview with Mark, a Year 11 boy:

*Interviewer:* What have you learned from this [participation in the school council]?

*Mark:* That people always just put down the school and think that nothing will ever change if you put your opinions through. But it can happen. Like I think it's started to happen lately. Like quite good.

*Interviewer:* Do you think you have changed in any way through this work?

*Mark:* Yeah a bit. Like I can see everybody else's views and how the school works really. Like I didn't think that the school council was that serious at first like in year 7 I didn't think that we would be able to change stuff like the playground and big rules like that but I saw that it was possible.

The school council was clearly perceived as an arena for effective action:

Everyone can make a difference by spending the form time discussing what is wrong and what needs to be done outside school. Some students can make a difference if they are part of the school council it will get our points across to teachers who have the main power if our views go ahead.

Karl, Y10 boy

You could give it your school council or your student council in your class or even your head teacher or your school but I would give it to my student council because they're more reliable.

Josh, Y10 boy

— School council representatives themselves wrote about their achievements:

An example of how I and other students have made a difference to our school is in the school council. We, as representatives of our class, have brought forward some ideas which can help improve our learning and make our school a good place to be. ...

Philip, Y11 boy

I am the school council rep for my class and we raised a lot of issues to do with vandalism and graffiti in and around the school. Issues that we brought up in some of our meetings are going to be dealt with once the year 11s leave. I am also in the school grounds committee and we are hoping to improve the school grounds so that people would not want to destroy it and that they would want to look after it.

Mark, Y11 boy

Many students gave concrete examples of the school council's achievements

Pupils can make a difference now more than ever because of projects like these. We also have a school council which put people's views through. Already in Year 10 they have made a rule that you can wear hats in the playground, jumpers in playground and in the building, fixed up the toilets and organised some parties. So there are a lot of ways which pupils' views can easily be heard.

John, Y11 boy

People in the school council are already making a difference with some of the things around the school so for example the girls complained about how dirty the toilets were and the school got money and re-decorated the whole toilets. People are also complaining that the girl's toilets also seem to smell of cigarettes but now that seems to have stopped I think. Everybody in this school can make small difference of change to the school and already people have done so...

Craig, Y11 boy

#### *8.4c) Active identity and power*

Some students dwelt upon the importance of getting through to people with power:

In Sertac's group they looked at street crime and it became apparent that ethnicity had a lot to do with the way people felt about security in the street. They showed in their research that most people felt intimidated by black youths which made a great impact on their audience who were very multicultural. If this type of evidence that we come about in this project could impress and make such an important impact on Joan Ruddock, the local MP, then maybe it might be important for residents to know, police to know, governments to know, so that everyone can start asking why people feel this way and think of ways to change this. My group talked about facts that a lot of people had not heard before. We talked about how much waste we produce and along with Ashiraf, linked our subject to the local community. I think I can make a

difference because I told my opinions to my group – we shared these with our year and an MP – and those people might then go on and do something about it or tell someone else, so making the Community more aware of such problems in society and then in the world.

Isobel, Y11 girl

A few weeks ago we did make some kind of difference by presenting our research and findings about mobile phone theft to the local MP. The way we made this difference was by bringing up important issues which everyone knew about to present to people in power who can make that change which we desire. Someone has tried to steal my mobile phone before and it has proved quite a scary experience which reduced my confidence walking along the street and this can be identified by others who have been through this experience and many people agreeing means power and power means making changes.

Craig, Y11 boy

The latter few examples point to the beginning of some students' experience of power. As John (2003:48) puts it, 'In order to learn about power, children need to be given opportunities to exercise it.' All the above are examples of engagement in citizenship and suggest students' identities as citizens have become active. Of course, this may be a temporary, situation-specific phenomenon. Solomon and Rogers (2001) cite evidence showing that self-esteem and self-efficacy are situation-specific. If this is generally true, then for citizenship experiences to have a lasting effect they must be seen as part of a possible trajectory. What does it take to sustain such activity and propensity for action? This brings us to the third of Bradley's categories of social identity.

### **8.5 Politicised identity: building on experiences of efficacy**

If politicised identity is categorised as becoming operational where identities provide a more constant base for action and where individuals constantly think of themselves in terms of an identity, interviews with school council representatives suggest that many of their identities were ‘politicised.’

#### ***8.5a) Politicisation and the school council***

When asked why they chose to stand for the Council several interviewees reported that they had done it before and considered it to be worthwhile:

I believe the three years that I’ve been in the school council... I believe that we’ve improved more and we’re getting more things that we want. Because in the School council in year 7 and 8 I don’t think we got that much. But in these years we’re really developing and getting a lot of things that we want.

Charlene, Y10 girl

I have done it before and I thought it done quite well for the school and so I just wanted to be a part of that.

Lily, Y9 girl

Well the first year I tried I didn’t get through. I think that’s because the pupils in class wanted someone with experience but when I actually started it I realised how it was helping me because I got more confidence in speaking out in public because mostly I would not do it. I would just sit down and watch someone else do it. It gave me other skills like running workshops and working



with big presentations. It's quite amusing when you actually see yourself doing something like that because I didn't think I was going to do stuff like that. I wasn't expecting it because in our primary school we never had a school council so I didn't really know what it was about and I thought it would be a good experience to stand for school council. So I did it last year and it was a really good experience and I thought I would do it again this year.

Anma, Year 9 girl.

### ***8.5b) Politicised identity and the local community***

Even more obviously 'politicised' are the identities of those students who chose to engage in the Council of Champions. Local community organisations in the catchment area of the school decided to set up a democratic forum to parallel the borough's official council. This organisation is called the Council of Champions. It was agreed that the Community Champions could be as young as 12 years old, and that anyone aged 12 or above could vote. Students at the school were encouraged to stand and vote for the Council of Champions and 4 were elected. Candidates had to write a statement for publication in a leaflet distributed to over 20,000 households locally for voting. A sample of one of these statements is to be found in Appendix. 9. Significantly, over half the Council of Champions are young people. The first Community Champions were explorers for the local communities, trying to discover their wants and needs and develop advocacy for these. Their main goal was to listen to local people, to stay informed about what was going on locally and to influence the organisations that make decisions that directly affect people's lives .e.g. more childcare, better parks, cleaner streets, comfortable bus stops, and so on and then pursue the decision makers so they take notice and act. Clearly, the decision to stand for election must have been

based on a fairly powerful sense of self efficacy. This was reinforced when the candidates were successful. For example:

*Interviewer:* Why did you decide to stand for the Council of Champions?

*Theo, Year 7 boy:* I chose to stand for the Council of Champions because I felt I could make a difference by putting my views and other people's views into action. Like issues to do with education and safety and housing issues.

*Interviewer:* What do you feel about this work?

*Theo, Year 7 boy* I actually feel encouraged to do more things for the community.

*Interviewer:* What have you learned from this?

*Theo:* Yeah. I've learned like how to go into the world to make a stand for myself.

*Interviewer:* How do you feel about being involved in this project?

*Theo:* I'm excited. I'm not proud, but I'm excited. And it's fun to have a debate at home and talk about what I'll do if I do get through and stuff like that.

*Interviewer:* What have you learned from this? Do you think you have changed in any way through this work?

*Mitsy, Year 8 girl:* Well, yeah. I'm much sharper now. I feel more confident in myself and in my work. And that's really good. I can go to meetings now

and actually talk. So school council was really useful . (She was a school council rep in Year 7).

## **8.6 Dynamic identity**

For young people in particular, identity is fluid. As the arrow in Figure 8.1 shows, some students are in the process of moving from passive to active or active to politicised identity.

### ***8.6a) Reinforcing agency through risk, challenge and success***

The research showed that involvement in citizenship projects and activities was perceived by the students as enabling them to develop. In her often disturbing account of how young people survive abuse and develop, John (2003) relates development to challenge and risk. She draws upon the 2002 work of Hendry and Kloep (John, 2003:156) who identify these key principles

1. There needs to be a challenge (which can be a task) to stimulate development.
2. Development occurs through successful solving of this challenge.
3. Unsuccessful solving of a challenge leads to some kinds of problem in meeting future challenges.
4. Solving challenges is an interactional, dialectical process that leads to changes either in the environment, in the individual, or both, and thereby stimulates development.
5. Individuals have differing amounts of resources to meet challenges.

The responses of students interviewed or those who provided written answers to the question about making a difference showed the importance of initial success in their sense of self-efficacy. Those who have gone on to stand a second time for the school

council, or who have moved from being Council representatives to standing for the Council of Champions; those who have successfully participated in projects such as Cash for Cans, the school grounds project or organising their Year parties and gone on to face other challenges are in the process of developing politicised identities. Being someone who believes she or he has the power to change things is such an identity.

#### ***8.6b) Dynamic identity and trajectories: celebrating past achievements***

Wenger explains the two related ways in which communities can strengthen the identity of participation: by incorporating its members' pasts into its history and by opening trajectories of participation that 'place engagement in its practice in the context of a valued future'. Confidence based on a successful past and a promising future can help people develop strong identities. Wenger states:

Learning communities will become places of identity to the extent they make trajectories possible - that is, to the extent they offer a past and future that can be experienced as a personal trajectory.

(2001: 215).

The school had sought to celebrate citizenship achievements. Such celebration happened largely through assemblies. For each year group, a couple of times each term, in-house citizenship certificates were awarded to students who had represented the school in citizenship events, done meaningful work in terms of the school council or other such activities. Displays of photographs of their activities on citizenship Days; videos of them expressing their views about the Council of Champions, the school grounds project and their coursework became symbolic representations of their contribution to the school's citizenship history.

Students seemed to feel the project had empowered them in other ways – for example enabled them to know where to go for information or support, or made them feel generally more capable:

My friends say I do more things than I'm capable of. Like my friend said to me yesterday 'I'm quite shocked that you have really good grades and you still do all those things.' ...I have probably become more involved than I was before.

Mitsy, Year 8 girl

### ***8.6 c) Future identity***

The sense of being able to envisage future achievements is almost inextricably linked to the notion of self-efficacy. Edwards reports on a study of modern childhood which identified middle-class childrearing as 'more orientated to the future and engaging with reflexive individualisation, while working-class childrearing was more rooted in a bounded 'here and now'. (2002:12). The intake of South Docks is overwhelmingly working-class, so if Edwards' observations are correct, developing reflexive individualisation and aspiring futures perspectives is a challenge for the school community.

Interesting evidence could be found in responses to the question about how the work affects students' vision of their own future. I asked: *What effects, if any, has it had on how you see your future?* Again, possibly because of the wording of the question and

lack of additional prompting, these questions revealed less than had been hoped.

Anthea was able to relate it to education:

Yes because I believe that if we ... like in Students as Researchers if we do develop something that can build up on our education... Year, I'll have a better future

Anthea, Year 9 girl.

Other students reported that they felt their life choices had become wider:

...Some children will just have one goal but I've seen that I've got so much different things that I can do myself. I can dance, I can teach, I can do all different kind of things. I've seen I haven't just got one choice. I've got loads.

Mitsy, Year 8 girl

I'll say yes because most boys would say 'I want to become a football player.'

Yeah. The way *Oi* magazine puts it you can become whatever you want to be.

So if you join a drama club you can become an actor if you put your mind to it.

So: yes it has.

Remi, Y8 boy

Peter felt his future now might include some involvement in politics, responding to the question as to whether the experiences affected the way he saw his future as follows:

Yeah. Sort of. What I want to do when I'm older... I think about what I enjoy doing at the moment. Before I just wanted to do something with media and drama but now I like citizenship stuff as well now and I didn't know much about it before and now I do and I'm quite interested in something like that.

*Interviewer:* What: like politics or something?

*Peter, Y10 boy:* Yeah. I never used to be interested in that but now I am.

Politics featured in Theo's ideas about his own future, too:

Yeah. Like when they see it on my curriculum vitae they might like see that as a strong point.

*Interviewer:* What do you want to do when you leave school?

*Theo, Year 7 boy:* I want to be a lawyer

*Interviewer:* Do you think of going into politics?

*Theo* It's an issue. Yeah.

Mark also felt the project influenced his future perspectives:

O yeah it has. Like when we see our careers counsellors and stuff like that they help you to decide what you want to do when you leave school. I think that's good. It helps you to think better about what you want to achieve in certain things.

Mark, Year 11.

Yes. I might like... because I'm more confident I might like.. I don't know... be more like a speaking person. Like in conferences and stuff like that and like to organise stuff. Like be in a school and organise all the things. Like the rules and stuff like that.

Lily, Year 9 girl

Well, it helped me to be a bit more open minded about what I do in the future. Like I had one thing that I wanted to do but then the school council made me look at what other options I could choose for a career. I wanted to be an actor but now I want to something like helping with .. Maybe politics or something like that.

Luke, Year 9 boy

One or two students reported that their citizenship experiences had made them feel more eager to do things for other people:

Well: I am kind of looking to do either Sociology or Drama work. I like to help young people... and like play with them ... I don't know... you know there is a lot of troubled youths and I would just like to help them.

Rita, Year 10 girl

Yes it has. Because before I used to be really loud and bossy and like I only wanted my way but now I can talk to people and compromise with them. So I think more about other people.

Charlene, Year 10 girl

*Emma , Year 10 girl:* Kind of. Ummm... because I can work with people better

so like what I want to be you need to communicate with people.

*Interviewer:* What do you want to be? Do you know?



*Emma* Yeah. A Barrister. So it's kind of helped me.

### **8.6 e) *Dynamic identity: extending the spatial dimensions***

One of the interview questions was *Does what you have done affect your life outside school?* It was designed to discover whether students' citizenship experiences had affected their identities in ways that extended beyond the school. Possibly because this question needed more specific wording to draw out feelings rather than activities, the responses produced limited evidence of this wider impact. Anna certainly seemed to be aware of it:

Yes. During the summer I went with Sadie to Wales and we had different activities which we had to do and we had to work with children we never met in our lives. We had to do some activities like we had to do rock climbing. We had to trust them to hold us up and stuff like that. It [the activity] gave us a stronger trust between people you don't know like your first impressions of people can be quite strong. It has helped us relate to different things in our lives more.

Anna, Year 9 girl

Another example of promoting self esteem in this way came from Remi:

Yeah. My friends sometimes say 'Look at your picture in the *Oi* magazine'. I am a little famous star around my friends. It does because I have joined several clubs. So yeah it does affect outside of school.

Remi, Year 9 boy

One of Wenger's most profound statements is that schools gain relevance not just by the content of their teaching, but 'by the experiments of identity that students can engage in while there' (2001:268). They need therefore to broaden the scope of coverage without losing the depth of local engagement; to create links to other practices outside education and to enable transformative experiences that change students' understanding of themselves as learners.

For many students, according to the interviews, the things they thought they could change were quite localised. Graffiti was mentioned by 20. Of the responses to the 'making a difference' written question, 74 referred to the local community as an arena in which they could 'make a difference'. Albert, a Year 7 student, seemed confident that he could contribute to improvement in the local area if he had access to 'the money' :

*Interviewer:* Can you describe a citizenship activity you have done, and how you felt about it?

*Albert:* Well we had to go round Dockford and we like done a walk about and I felt like... Yeah we went to this park and it's all like trashed and I thought yeah if we had the money or things we could change it into a great environment. Maybe a youth club or something. Build something up.

The citizenship project began to intensify the meaningful interaction between the school and the local community. The students' sense of belonging to this community and engagement therein has been documented above. These impressions were validated in interviews with staff.:

Well there are lots of little projects they have, like the ICT club. The school brings parents in. So those sorts of citizenship things are getting adults involved, so I see that as a very positive thing. The talk ... I think it's encouraged more talk with the community ... especially with the students and their parents. There is more dialogue with the parents as a result of it. Because parents often say to me 'Oh I've heard about the school council doing that...' So I do directly hear that they have heard of what's happening within the school.

Interview with Head of Year A

Just even knowing what's out there... It has affected them in the fact that they know what's going on: this is in your community and you can get involved. ...

Interview with Head of Year C

I think projects like the Year 7s and leisure spaces mean that pupils have had their voices heard in ways that have not happened before. So I think that a lot of good work has been done in moving the school further into the community.

Interview with Headteacher

As the interviews cited above show, for some students the sense of agency did not end in the local area but extended to a wider political arena. Once they began to articulate a sense of agency linked to politicised identity, their horizons expanded to embrace possibilities beyond the school community. Moreover, as they were able to confirm their own sense of efficacy, the students who were candidates in the Council of

Champions election expressed beliefs that they could influence social and economic policies locally. Below is an excerpt from the manifesto Karima, a Year 10 student, circulated:

I strongly believe in helping and caring for the environment in which we live in. I see this as quite an important role for me as it gives everyone a chance to have a say and make the society a better place for the future. I feel that my contributions and experience about how things are organised in our community will help in the future development of our community. My main aims as a Champion are to increase the educational facilities all around this area, have enough after-school classes for pupils at all levels of education, including those that would like to have computer classes. Be a spokesperson for the people in the community, listen to everyone and advise them on the possible way to solve your issues.

Karima, Year 10 girl

Eleven-year old Theo stood for the Council of Champions, too, and told me in an interview:

I chose to stand for the Council of Champions because I felt I could make a difference by putting my views and other people's views into action. Like issues to do with education and safety and housing issues.

Like Karima, Theo had been a school council representative and was likely to have benefited from that first experience of success in meeting a challenge to which John (2003) refers. Although Luke (Year 9) was not standing for the Council of Champions

he had been effectively involved in both the school council and the Students as Researchers project, and so he was one of the students who expressed an interest in 'going into politics'.

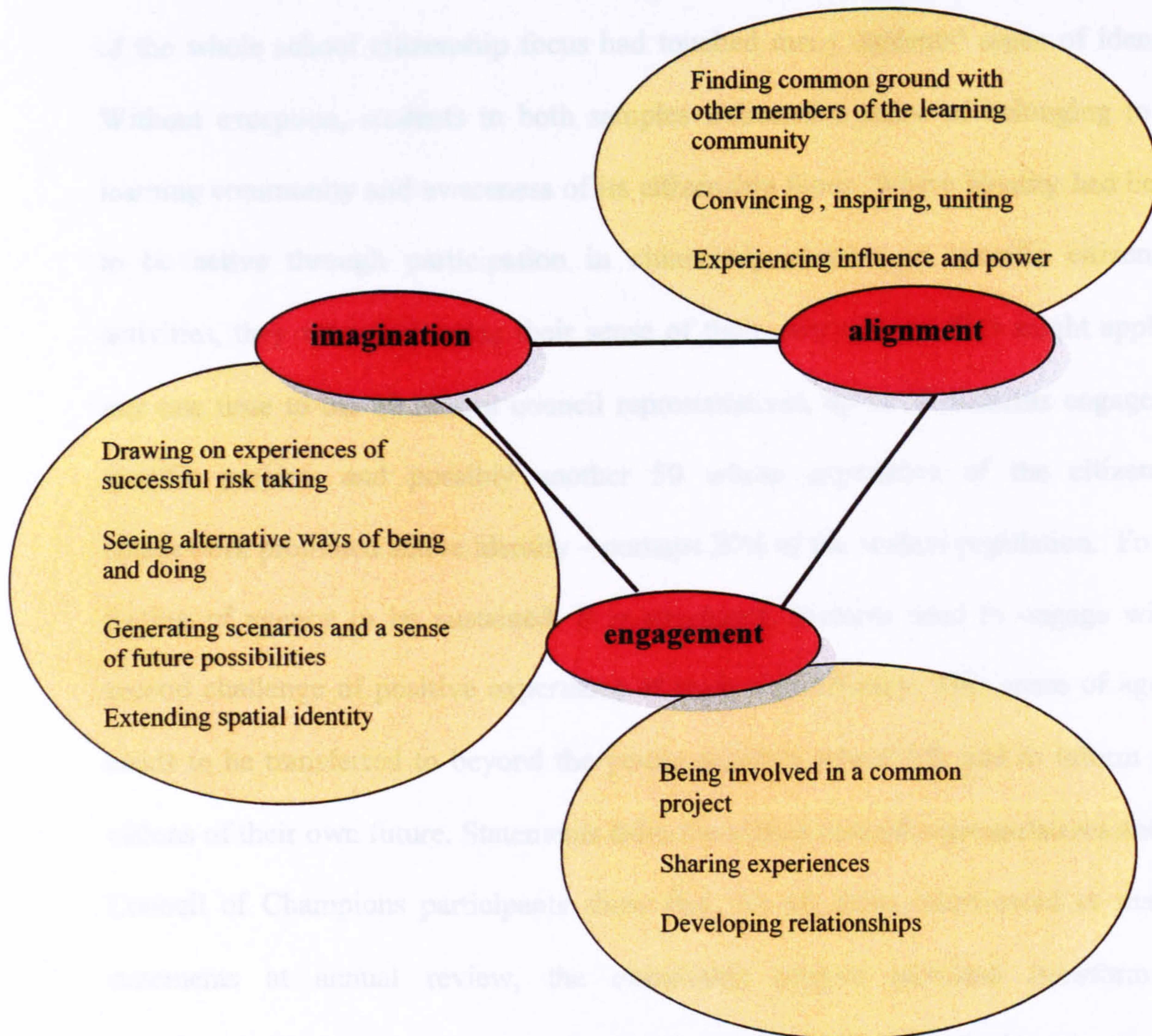
### **8.7 Ways of belonging: conceptualising the experiences that affected identity**

Another way of conceiving of identity is Wenger's (2001) notion of modes of belonging. In understanding the fluidity of identity and the kinds of experience which enable it to develop in the dimensions of time – trajectories, past and future – and space – local, cosmopolitan, global - it is useful to be aware of how different senses of belonging affect us. For Wenger, the development of identity in a learning community falls into three main categories:

- engagement (sense of common enterprise and management of boundaries);
- imagination (seeing themselves in new ways and generating other possible scenarios);
- alignment (negotiating perspectives, defining aspirations, using power)

(2001:174)

**Figure 8.3 Modes of belonging :Wenger, 2001:174  
as applied to the development of students' identity**



Participation in the community of practice for citizenship could affect student's identities not only because it enabled them to become engaged, moving from passive to active identity. It also allowed them to begin to experience successful joint action and the sense of power that comes from developing agency – alignment. This sense of agency could be reinforced through successful risk-taking. The role of imagination in the project included enabling them to see themselves as participants in past as well as future action for change.

## Summary

The evidence from the interviews and written responses indicates that the experience of the whole school citizenship focus had touched many students' sense of identity. Without exception, students in both samples indicated a sense of belonging to the learning community and awareness of its citizenship focus. Where identity had begun to be active through participation in citizenship projects or specific citizenship activities, they were increasing their sense of their own agency. This might apply at any one time to the 80 school council representatives, up to 50 students engaged in specific projects and possibly another 50 whose experience of the citizenship coursework promoted active identity – perhaps 20% of the student population. For the feeling of agency to be sustained, it is suggested, students need to engage with a second challenge of positive experience of their own efficacy. This sense of agency needs to be transferred to beyond the young people's school life and to inform their visions of their own future. Statements from the school council representatives and the Council of Champions participants show that, for all those interviewed or making statements at annual review, the citizenship project provided transformative experiences. Students who expressed politicised identities had usually been involved in at least one successful activity as part of the whole school project.

The analysis above suggests that as young people's identities become politicised they tend to widen their hypothetical arena of action. A challenge for future research would be to discover the extent to which citizenship work in schools might promote students' global identities. The research reported in this chapter has shown that developing politicised identities might be an important precursor to a global perspective. It seems that it is often more feasible to develop these within a local school or community

context. It would have been useful to investigate how many students had family links abroad and had travelled overseas, as this could affect their sense of global identity. Importantly, overall, the development of identity as a sense of belonging to an effective community of practice appeared to have a powerful positive effect upon students' attitudes towards the school and a potentially beneficial effect upon relationships between students and staff.



## CHAPTER 9: COMPARING TEACHER AND OUTSIDER PERSPECTIVES WITH STUDENTS' VIEWS

### **Introduction.**

Previous chapters have focused upon how young people in the school perceived the effects of the project. This chapter will explore the views of adults, particularly key personnel within the school community. Drawing upon data from interviews, the current chapter will consider their perceptions of the effects of the citizenship focus within the aspects of meaning, practice, community and identity. It will suggest that the legacy of participation and reification in the initial construction of the project, particularly the absence of a human rights framework, brought limitations to the adults' senses of the meaning of citizenship. It will also show that teachers and outsiders viewed the impact of the project on the curriculum as significant, to a greater degree than the students. Conversely, the adults appeared less aware than the students of its positive effects upon identity and upon relationships within the school. Tensions are apparent between the students' sense of empowerment and being listened to and the adults' notion that the emphasis on young people's rights ignored implications for responsibility. The chapter will suggest that the effects upon the identity of the school community were less evident for teachers than for students and those involved in brokering between the school and a wider community of practice.

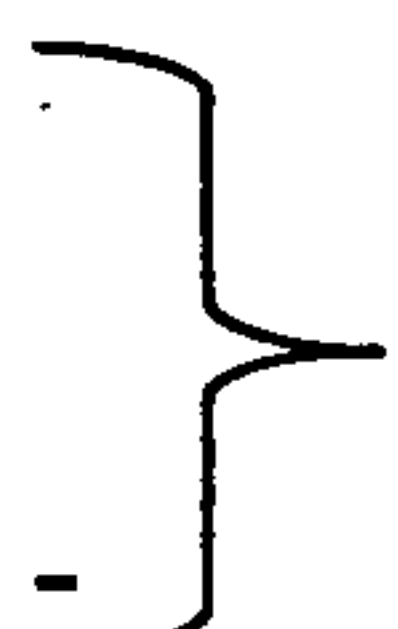
In order to explore the apparent lack of congruence between the views of students, teachers and outsiders, the chapter will draw upon Wenger's concept of design for learning and consider the extent to which aspects of the design limited the project's effects. It will suggest that the degree of success of the project was affected by a certain lack of alignment in terms of meanings and power.

## 9.1 Components of social participation in the learning community

In order to analyse what adults' perceptions showed about the impact of the project, we need to revisit the conceptual framework of the study. This means looking again at Wenger's conception of a social theory of learning. The study has analysed the effects of the citizenship focus with reference to the 4 categories of

➤ Meaning – Chapter 5

➤ Practice –  
➤ Community –

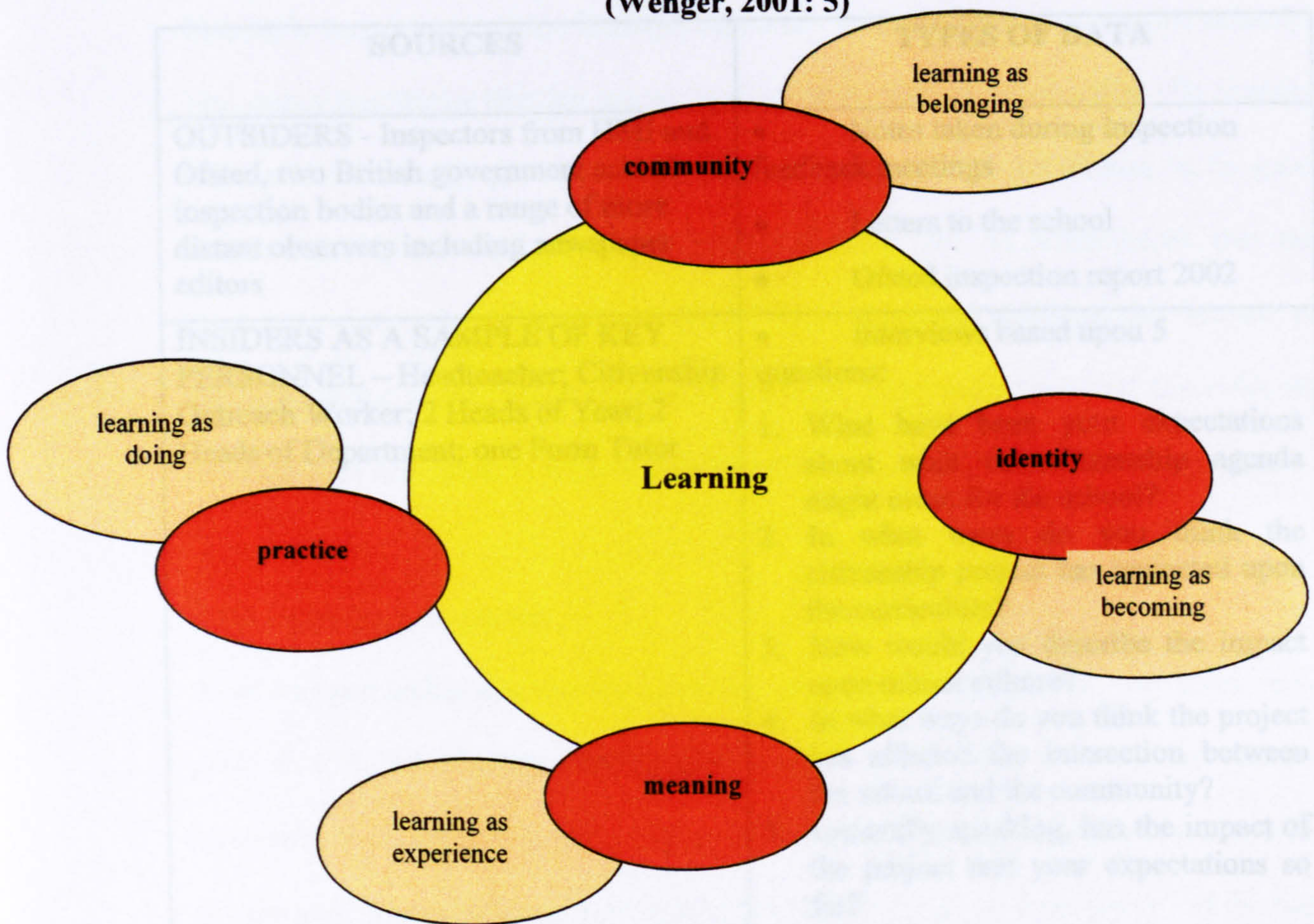


Chapters 6 and 7

➤ Identity - Chapter 8

Wenger illustrates this way of seeing as is shown in Figure 9.1 :

**Figure 9.1 Components of a social theory of learning: an initial inventory**  
(Wenger, 2001: 5)



## 9.2 Adult perceptions as data for triangulation.

The views of the project from the perspectives of various adults provide additional insight into how it affected the whole school community. These data included information from two main sources – insiders and outsiders - collected in different ways, as is shown in the chart below.

**Figure 9.2 Data reflecting adult perceptions of the project**

<b>SOURCES</b>	<b>TYPES OF DATA</b>
<b>OUTSIDERS - Inspectors from HMI and Ofsted, two British government school inspection bodies and a range of more distant observers including newspaper editors</b>	<ul style="list-style-type: none"> <li>• Notes taken during inspection feedback meetings</li> <li>• Letters to the school</li> <li>• Ofsted inspection report 2002</li> </ul>
<b>INSIDERS AS A SAMPLE OF KEY PERSONNEL – Headteacher; Citizenship Outreach Worker; 2 Heads of Year; 2 Heads of Department; one Form Tutor</b>	<ul style="list-style-type: none"> <li>• Interviews based upon 5 questions:               <ol style="list-style-type: none"> <li>1. What have been your expectations about what the citizenship agenda might mean for the school?</li> <li>2. In what ways do you think the citizenship project has impacted upon the curriculum?</li> <li>3. How would you describe the impact upon school culture?</li> <li>4. In what ways do you think the project has affected the interaction between the school and the community?</li> <li>5. Generally speaking, has the impact of the project met your expectations so far?</li> </ol> </li> </ul>
<b>INSIDERS AS ALL TEACHERS RESPONDING TO SURVEYS AND QUESTIONNAIRES</b>	<ul style="list-style-type: none"> <li>• Surveys for consultation as to nature and implementation of project</li> <li>• Questionnaires about Citizenship Days</li> <li>• Statements made in minuted meetings.</li> </ul>

***9.2a) Teacher and inspector comments: the limitations of the evidence.***

Doubt is frequently cast on the validity of education inspection reports and inspectors' comments. Chapman (2001) reports research in which over half of teachers thought the inspectors did not get a realistic picture of their classroom practice and only about 33% of teachers thought that the inspectors got a realistic picture of what was happening in schools. Osler and Morrison's research about inspecting schools for racism, which

involves making a judgement about their atmosphere, quotes a member of HMI (Her Majesty's Inspectorate – the leading inspection body for United Kingdom Schools) who stated that things like this are quite difficult to 'get' in a inspection : 'it actually takes a lot of time to get underneath what might appear on the surface to be good relationships' (Osler and Morrison, 2002). It must also be remembered that the inspectors were probably keen to be able to find evidence of good practice because of the government's citizenship agenda at the time. I am convinced that the evidence from teachers and students is more significant in indicating the impact of the project.

### *9.2b) Differing perceptions*

What was noticeable was that the 'outsider' perceptions tended to be very much more positive as to the effective implementation of the project than those of the teachers. Moreover, there seemed to be a degree of congruence between students' perceptions and those of adult outsiders. In simple terms, the views of the three groups of the four components of learning can be illustrated thus:

**Figure 9.3 Summary of differing perceptions**

<b>Component</b>	<b>Relatively unaware or sceptical of impact</b>	<b>Articulating benefits of project</b>	<b>Strongly enthusiastic about impact</b>
MEANING	Teachers(see pages 181 – 184)	Students ( see pages 177, 193 – 202)	Adult outsiders ( see Appendix 11)
PRACTICE AS CURRICULUM	Students ( see pages 255 – 257)		Adult outsiders Teachers ( see pages 254 – 263; Appendix 11)
PRACTICE AS CULTURE	Teachers ( see page 337)		Adult outsiders ( see Appendix 11) Students (see pages 225 – 226)
COMMUNITY		Students (see pages 203, 222) Teachers (see pages 300 – 301)	Adult outsiders ( see Appendix 11)
IDENTITY		Teachers ( see pages 300 – 301)	Adult outsiders ( see Appendix 11) Students ( see pages 288 – 301)

The next 4 sections will examine teachers' and adult outsiders' views of the impact of the project within the 4 components. Section 9.7 will then consider the disjunctures between the three sets of views and some possible explanations of these.

### **9.3 Meanings – learning as experience**

Chapter 5 noted that students had come to see citizenship as meaning:

- Working together
- Community
- Fun
- Helping
- Different backgrounds
- Getting to know different people
- Communicating
- Participation
- Appreciating and tolerating differences

Once citizenship had acquired a separate identity within the curriculum, students saw it as:

- a) being useful from a global and multicultural perspective
- b) being useful from a local perspective
- c) meaning democratic representation
- d) involving participative learning
- e) developing economic awareness
- f) challenging racism

The two categories of ‘outsider’ and ‘insider’ adults had differing perceptions of how the school community had embraced meanings for citizenship. The former were encountering a school community whose citizenship focus was unique and thus noticing breadth and depth of understanding they were unlikely to see elsewhere. The insiders, however, had opted in to the project on the basis of a range of expectations akin to what Gerwitz (2002: 161 – 2) calls ‘responsibilisation’. The cultural dimension – practice – of this phenomenon will be explored later.

***9.3a) Adult outsiders were impressed by the community’s embrace of meaning***

Inspection visits to the school praised the ‘consistency of understanding of pupils and staff’, stating that staff ‘understand and value’ citizenship education. ( Feedback Notes November 01). They said they had found pupils to be articulate and clear about what they are gaining from citizenship education ( see Appendix 11, page 406).

***9.3b) Adult insiders were still questioning the school community’s understanding of citizenship***

While there may have been some more depth to the understanding than in some schools whose implementation of the citizenship agenda was less far advanced, the research for this study exposed some of the gaps between desirable meanings of citizenship and those held by students and staff (see Chapter 5). One Head of Department said:

I think some staff still don’t understand what it means, particularly newer staff that weren’t here when it was launched. And I think that for it to be truly cross curricular and have a bigger impact staff need to be fully aware.

Head of Department A

As was shown in Chapter 5 teachers' understanding of what citizenship 'meant' was based upon the mission statement, and the following key points:

- knowledge, skills and values relevant to the nature and practices of participative democracy
- awareness of the duties, responsibilities, and rights of young people as citizens.
- meaningful and productive involvement in the local and wider community.

While a few of the adults interviewed did express the view that the project should make the students more aware of the world around them and empower them, answers to the question about teachers' expectations typically evoked these responses, with five out seven interviews emphasizing the need to promote awareness of responsibilities rather than rights:

- *make students aware of their rights and responsibilities*
- *respect for the environment*
- *take some form of responsibility for the school*
- *they would become more involved in dealing with the responsibility side of it.*

( Interviews with teachers 2003)

These responses bring to mind some of the contradictory aspects of citizenship in schools highlighted by Alderson (1999). What they lack is insight into how respecting children's rights can work for promoting responsibility. I suggest that this apparent shortsightedness is partly a function of the reification process that began when the project was introduced. This will be discussed further in section 9.7 below.



#### **9.4 Practice – learning as doing: perceptions about the impact of citizenship in the curriculum**

The case study found that students were less aware than teachers of the impact of citizenship upon the curriculum. Teachers' awareness of this was enhanced through their own curriculum development work. The research (teacher interviews, departmental reviews – see page 133) suggests that teachers detected the project's impact upon curriculum as the most significant effect. Their responses indicated that they saw citizenship:

- a) emerging as a cross curricular theme
- b) enhancing learning in PSHE
- c) bringing subjects like Geography to life
- d) promoting critical thinking
- e) improving oracy
- f) enhancing ICT capability
- g) promoting political literacy
- h) improving exam results

Each of these observations is examined in more detail below. In most cases, the outsider adults' perceptions (inspectors' feedback, Ofsted report) endorsed the teachers' view of the project's substantial impact upon curriculum.

##### ***9.4a) Citizenship emerging as a cross curricular theme***

The Ofsted report commented that the citizenship programme 'is not bolted on but one of three key elements in the school's development plans. So all subjects consider what they contribute, in every lesson.' It described the contributions of the different subjects to citizenship as 'excellent' (2002). Reports from various curriculum areas to meetings of the citizenship Working Party indicated that they all believed they were contributing. Meetings of this group often featured reporting back from all departments represented on their progress in implementing the citizenship agenda. (See, e.g. Minutes of Citizenship Working Party, Appendix 10, page 403). Inspector Number 1 and Inspector Number 2 commented during their 2001 visit that they had observed a 'spectacular' Drama lesson which 'accorded with the objectives of citizenship and had motivated the pupils, boosted their self esteem'. Inspector Number 1 said that every lesson he had seen showed that teachers were trying to introduce citizenship aspects. He commented on two History lessons where he saw attention to relevance, efforts to develop students' debating skills and an attempt to create a democratic classroom. (Inspection Feedback Notes November 2001, Appendix 11). Of course, the inspection visit context would have meant that teachers made additional efforts to show delivery of citizenship themes.

#### ***9.4b) Citizenship enhancing PSHE***

It was suggested in earlier chapters that where a citizenship approach had been employed in curriculum subjects students attained higher grades or levels of learning outcome than they had elsewhere. Head of Year A reported that the PSHE unit incorporating a citizenship dimension into work on safety in the local area was 'interesting. .. very exciting. Everyone liked it. They really liked having to feed back to important people in the community... they felt important.'

#### ***9.4c) Making Geography 'real'***

The Head of Geography said

... the levels were better in the Convoys wharf work than we did than in other schemes of work which weren't locally based or community based. ... I think because it was real... because we went to the site...their local area: they got quite incensed at the thought that there was going to be a massive recycling centre ... It affects their actual lives.

HOD D

Another Geography teacher who commented that students especially enjoyed that unit of work echoed this view.

#### ***9.4d) Higher Order Thinking in English***

McGuinness (1999) referred to the work of Resnick in identifying aspects of higher order thinking. These processes are very much those that might happen during discussions in citizenship lessons. Teachers interviewed did not comment specifically on this, but nor were they specifically invited to do so. Some members of staff saw the citizenship curriculum itself as contributing to students' understanding of topics within their subjects. It was suggested that the understanding KS3 students gleaned of democracy through their citizenship activities would better equip them to understand History in Years 8 and 9. The Head of English stated that some of the content of the Year 10 citizenship lessons had been a useful reference point for English in terms of enabling students to explore the difference between fact and opinion. It was not always the case, however, that students made the connections in terms of concepts and content

that teachers had hoped for. For example, the Head of English pointed out that when inequalities in trade relationships between the northern and southern hemisphere were discussed some students were unable connect that learning with the case studies of the trades in bananas, coffee and chocolate that had been explored in Citizenship Studies lessons. This is the perennial problem of knowledge transfer that has bedeviled the secondary curriculum (see, e.g. Addey and Shyer 1993). Generally, interviews with students about the impact of the whole school approach suggested that they had not yet noticed curriculum areas' stated embrace of citizenship content and skills. This would seem to be a problem that more proactive teaching could tackle by headlining citizenship and inviting students to think about connections between the subjects they learn.

#### *9.4e) Improving oracy*

A much hoped-for aspect of citizenship in the curriculum was its potential to develop students' speaking and listening skills. Although many would argue that two years after the launch of the citizenship project might be too soon to judge this, the Head of English suggested there was an identifiable impact:

I think the most important thing for English in terms of what citizenship has done is the thing about student voice. Because speaking and listening is a third of the GCSE grade and is one of the core strands of English in 7 – 9. And just in general I think the idea and the fact that citizenship does so much oral work with them has meant that they are ... Our kids have always been willing to come forward, but I think it's given them sometimes a bit more substance to do it with ... you know around general interest, around current concerns. So if

they have to talk about a topic they've got other areas that they can sort of get ideas from

Head of Department A.

Feedback during the 2002 HMI inspection of the schools citizenship programme (Inspection Feedback Notes, Appendix 11) stated that the inspectors had seen 'lessons where pupils developed speaking and listening opportunities, worked cooperatively, and developed knowledge.' This perception was endorsed by the Ofsted inspection report, which stated that students used their social skills effectively in discussion work, public speaking and active participation in debate. The inspection report commented upon an assembly in which members of the school council reported their achievements and 'pupils willingly offered suggestions for future agendas' (Ofsted, 2002). This was one of the areas in which students' views of the effects of the project endorsed those of teachers and inspectors.

#### ***9.4f) Enhancing ICT competence***

One other hoped-for area of impact on the curriculum had been that citizenship learning would enhance students' ICT competence. Students' ICT competence was not mentioned either, although some of the curriculum time taken for separate citizenship lessons came from previous ICT entitlement. Student questionnaires asked them whether use of ICT in Citizenship Studies lessons had improved their ICT skills and the data from these showed that just fewer than 51% thought this was the case. On the other hand, many teachers spontaneously remarked that they were impressed by the ICT skills students used when presenting their citizenship work in assemblies, a view endorsed by the local MP and other visitors when they attended the coursework

presentations. The team of citizenship teachers argued from the start that ICT should be a primary means of communication of citizenship work, as young people perceived this as the means appropriate to modern life. Students at KS3 and KS4 did learn to make digital videos and to take and process digital photographs through their citizenship activities. At the time, the only other curriculum area in which this was happening was KS4 and KS5 Drama. One of the teachers interviewed noted that the use of digital technology, which has become associated with students' presentations in citizenship, was one of the reasons why students sometimes sat up attentively in assemblies (Interview with FR, 2003). A trainee teacher reported receiving e-mail from a friend in Germany quoting from the OneWorld website:

Students of South Docks, a school in South east London, use video to put their fingers on what their classmates really think about current burning issues.

(Email from EH 19/03/03)

#### ***9.4g) Developing political literacy***

An example of external evidence of the political literacy dimension of students' citizenship work came, perhaps ironically, in a letter from *The Sun*, in which Amanda Greenley of the Readers Letters Department said she was 'very impressed with the standard of letters' that South Docks students had sent about possible military action against Iraq:

I was glad to see that students had obviously come to their own conclusions about whether they favoured military action or not. It was obvious that some have put a great deal of thought into deciding where they stand.

(letter from Amanda Greenley, 01 .11.02)

Political literacy is also developed in the process of young people discovering how they can influence decisions and how democracy might work, and the key vehicle for this process was the school council. Teachers commented positively on how the council enabled students to experience democracy and decision making. The Outreach Worker pointed out that the younger students had had 'sustained opportunities and examples of how they have been able to influence the school and wider community' (Interview with O, 2003).

#### ***9.4h) Improving public examination point scores***

The summer 2003 exam results showed that all students entered for GCSE citizenship studies had attained grades usually higher than but at least equal to those they had achieved in other curriculum areas. Citizenship Studies boosted the school's point score. By 2004 the A- C score in GCSE Citizenship Studies had risen to 70% - a remarkable to achievement where the whole cohort was entered for the exam and where overall averages were less than 50% scoring such grades.

#### **9.5 Practice – learning as doing: teachers and outsiders talking about effects on the school culture.**

The research highlighted, again, the fact that adult outsiders concerned with the effects of the project, concurring with students, saw the it as having noticeable effects upon

school culture. Teachers were less positive about this, although they stated that students had come to understand more about how the school worked. They were also relatively positive about the school council and students' experiences of democracy. Unlike the students, however, not many teachers saw the project as having had a significant positive effect upon behaviour. The inspectors were convinced that there were signs of improved behaviour which they linked to the project, although it may have been unrealistic to imagine a simple direct connection at that early stage.

#### *9.5a) Citizenship ethos*

The Ofsted inspection of January 2002 highlighted the social, moral, spiritual and cultural life of the school as one of its noticeable positive features. It noted:

'An exciting, developing programme to promote citizenship. This, and the very good course for personal social and health education, support the very good provision for pupils' moral and social development.' It commented that

Pupils certainly respect each other's feelings and values and most have good relationships with each other and the teachers. The school council and the citizenship initiative help them to take responsibility. (2002: summary)

The students made a number of references to improved relationships among students and between students and teachers. This was only hinted at in the responses from teachers, although the Headteacher remarked that he thought that 'there is a slightly more mature relationship between the students and the teachers'.



### ***9.5b) Developing student voice***

Teachers asked about the impact on school culture tended to focus on the school council and student voice. It was suggested that the students had gained an understanding of the way the wider school worked. A Head of Department said:

I think the school council is very effective. And maybe I have seen a bit of a change because in Year 7 my tutor group (now year 9) weren't that interested in being members of school council and I can't really remember there being such full minutes and real action points and meetings with various members of staff. That's different, and they listen now. They are quiet when I read the minutes out. So that's something.

Head of Department D

Several teachers commented that the school council had become more effective. The Headteacher hinted at some of the issues raised by enhanced student voice:

I think that the important thing in terms of the culture of the school is that all of this about giving pupils a voice, empowering them, getting them involved in their learning ... making them feel that it is for them and is not being imposed upon them by the school is the way in which learning has to go. That it's reached a sort of plateau in the old slightly didactic way that it's been adapted and adapted and it probably has to change to a much more consultative model of how teachers work with pupils and so I think that in terms of the culture of the school I think giving the pupils a voice and all those things around the school council, pupils as researchers, little things like changing aspects of

uniform, water in the classroom ... has changed the culture of the school. I think that it has made some teachers a bit wary

Interview with Headteacher.

One Head of Year implicitly agreed that some teachers were 'wary'. He stated that students understand citizenship and the importance of being involved in the community, and underlined the effect of school council. He went on to say that 'some teachers are reluctant ... tutors are reluctant to use it as much as they can.' (Interview with DL, 2003). A Head of Department said that she thought a number of staff were 'uncomfortable' about some of the issues raised in school council meetings. (Interview with HOD A July 2003).

### *9.5c) Students experiencing democracy*

Teachers seemed to think that the project had enhanced students' understanding of democracy in practice. For example, a Form Tutor commented :

.. the whole process of the school council, the elections and all of that was a very .. it gave the pupils, especially my tutor group, a sense of the process of democracy.. with the election and with experiencing that.

Tutor E

There was a sense that the students had opportunities to explore democracy. Here again is an area for potential conflict. Arguably, the process is also about enabling teachers to have ongoing experience of participation themselves. Given the lack of democracy within the education system generally, teachers may not have had much

opportunity to really exercise their rights as citizens either within a school or beyond. The value system embedded in the tightly controlled curriculum does not easily lend itself to learner or teacher autonomy. There is much evidence to suggest that the direction and pace of educational change in the past decade has undermined teachers' own experience of democracy and participation in educational change in schools (see e.g. Gewirtz, 2002; Meredith, 2002). As was noted earlier in this study, the management style at the school was a great deal more open than that found in many other schools, and teachers did appear to have a sense of being listened to. Despite this, a deeper sense of ongoing democratic participation on the part of staff is desirable. As the citizenship Outreach Worker put it:

... they [the students] have a 3 week cycle to discuss how they feel about democracy. But the staff don't have that. Maybe we need a teacher council and a student council. Because the time is not invested like we invest it with the kids.

Outreach Worker.

#### *9.5d) Improving behaviour*

There were some perceptions, particularly among students (see Chapter 6 on community culture) that behaviour had improved. The Headteacher endorsed this view and suggested this was because students felt that people were listening to them.

During their second visit in 2002, Inspector Number 1 and Inspector Number 2 stated that they detected a 'positive influence in pupils' tolerance and their behaviour' as a result of the citizenship focus (Feedback Notes November 2002). These findings were,

ostensibly, based upon interviews and meetings with adults as well as students. However, teachers interviewed did not express the view that the project had improved behaviour.

### **9.6 Learning as belonging: Teachers talking about effects on relationships with the community.**

This section will consider adults' perceptions of the developing social dynamics between the school and the local community. It will explore the extent to which the school community saw itself as being transformed. Wenger maintains that a learning community is fundamentally involved in 'social reconfiguration: its own internally as well as its position within broader configurations' (2001: 220). Chapter 5 of the study, which looked at meanings, noted that the citizenship project promoted students' sense of school as a community. It has been suggested that enough of Wenger's criteria for a community of practice had been met to call the school a 'community of practice for citizenship education'. This is significant, because not only are specificities attached to the notion of community of practice, but schools cannot always be assumed to be communities. Carter and Osler (2002), in their study of a human rights project in a school, state 'the data suggest that the school is not a community; staff and students see themselves as disparate groups...' (2002:351). The sense of school as community at South Docks emerges implicitly from the interviews with students ( see pages 203, 222).

***9.6a) Teachers and other adults talked positively about interactions with the local community***

The teachers interviewed all pointed to greater awareness of the wider community context within which the school operates. Of course, the students actually live in the local community, but there is a difference between acknowledging being part of a family living in particular place and feeling belonging to wider groups of local people. Teachers stated that students saw themselves as part of this community (e.g. Interviews with HOYs A and C ).

They also mentioned the various projects that brought the school and local community together: for example, the ICT club in which students served as mentors training adult members of the community in ICT skills. They cited these as evidence both of enhanced awareness among students of the local community and their potential to interact with it, and of local people's impressions of the school. Without exception, they remarked that the work of the school, particularly in relation to citizenship projects, was valued by the local community. The Headteacher stated that 'there have been enough pupils available for consultations, Council of Champions... for the community to know South Docks is involved in these things. And I think that's good for the school.' He also commented on the value of having community representatives like councilors, the local MP into the school listening to students' presentations.

The Citizenship Outreach worker developed a range of important relationships with local key personnel and organizations. He was strongly aware of the positive attitudes of workers in the community towards the school:

I think everybody out there is really impressed with our work. ... It's enhanced relationships. The community is impressed by what we do. I think they value young people's input on issues that relate to the community.

Outreach Worker

*The Mercury*, a local paper, carried a front page report on the Council of Champions and South Docks' involvement, noting that students had been running assemblies to talk about why they should get elected and speaking to their year groups about the importance of voting.

The Parliamentary Under Secretary of State for Schools visited the school and wrote a letter in which he stated that it was clear that the school's pupils are really engaged with local issues:

I was pleased to hear more about the excellent work you are doing with young people in the area, especially when as result so many are interested in taking an active role in their community....

(letter from Under Secretary for Education, 17<sup>th</sup> June 2003)

***9.6b) Perceptions within a wider community of practice including other learning organisations***

Beyond the immediate local area and the community residing there, the school had begun to connect with a national network of organisations and institutions. The school's citizenship work attracted wider interest and had enabled it to intervene in a

local and national dialogue about citizenship education. Locally, this included a session for local authority curriculum deputies on implementing citizenship education. During 2001 the school initiated a borough wide *Citizenship for All* Conference planned with colleagues from local schools and the Professional Development Centre. Links had also developed with the Institute for Citizenship through piloting teaching materials and exploring resources for GCSE Citizenship Studies. There were discussions about subject specifications and assessment with the QCA and the school provided exemplars of students' work for the QCA website. As Citizenship Coordinator, I collaborated with an exam board on the new GCSE Citizenship Studies short course and worked as a reader for related textbooks. The school also worked in different ways with 3 teacher training institutions (Goldsmiths, Institute of Education and University of North London). Key personnel (the Headteacher, Citizenship Coordinator and Citizenship Outreach Worker) spoke and/or ran workshops at a number of national conferences. An article in *The Times* carried the Community Service Volunteers Director's responses to questions about citizenship education in which she stated:

citizenship curricula have been developed in schools since 1966 ... Manchester Grammar Schools and Sevenoaks led the field then and today South Docks School and Colne Community School in Essex are pioneering the 'whole school approach' to citizenship.

(*The Times* 13th September 2002).

Many people and organisations outside the school itself came to identify it with exemplary practice in citizenship education. There was sometimes a sense that this reputation was being mythologised, with a public perception that it had somehow 'got it right' in terms of implementing citizenship education. This view glossed over many

of the realities the school was grappling with at the time. The teachers who engaged in what Wenger calls boundary encounters and brokering between the school and the national citizenship learning community became aware of the project's high profile and positive publicity nationally, and this reinforced their commitment and motivation to the project.

### **9.7 Teacher perceptions of impact on identity**

In the consultation and construction phases of the project little was said explicitly about the link between student self-esteem and attainment. Nor was it stated that the whole school citizenship focus was intended to promote young people's sense of self efficacy and agency. Recognition of the importance of developing emotional intelligence and positive self-image among young people was not high on the teacher training agenda when many of the current secondary school teachers were trained. Some of the teachers' comments reinforced the impression that it had helped transform some of the young people's identities. One Head of Year stated:

I think this year has been quite active and that there's been a core group of pupils that have taken it on and really run with it and pupils like ... you know NM who've become really involved with the Council of Champions and who have been really integrated I think it has filtered through in a sense but I think that's a core group and I don't know how far that's filtered throughout the Year. That core group has been very strong.

HOY B

This was endorsed by the Headteacher, who said that the project had 'for particular individual kids opened up opportunities they would never have had' (Interview with



Headteacher). The Head of Geography stated that the students who were running the Convoys Wharf project would feel ‘that just because they are children doesn’t mean they can’t have a say’ (Interview with HOD B). The Citizenship Outreach Worker confirmed that ‘in challenging kids’ attitudes and their sense of place and agency I think my expectations have been met’ (Interview with O). Had promoting agency among the pupils been promoted as a specific aim it is possible that more teachers would have commented on its effects.

Teachers interviewed did not talk about the project’s effects upon their own identity or the identity of the school. Many were unaware of the extent to which the school had, by the time of the interviews, gained the national profile referred to in the previous section. Awareness of this phenomenon was part of the experience of those involved in brokering (see below) at the periphery of this community of practice and engaging with a developing national community of practice as represented by, for example the Association of Citizenship Teachers.

#### **9.8: The designed versus the emergent – understanding what the different perceptions show.**

The research clearly revealed some issues about the project’s components of learning. In summary, these would appear to be:

- a) For *meaning* - an apparent clash between students’ and teachers’ expectations in terms of rights and responsibilities
- b) For *practice as curriculum* – an apparent deficit in students’ awareness of how citizenship informed the curriculum;

- c) For *practice as culture* - a lack of appreciation by teachers of how greater student participation and stronger student voice might improve learning
- c) For *community* – a need for deeper trust between students and teachers and for teachers to relate to students as rational young citizens
- d) For *identity* – for teachers to derive a sense of achievement through sharing outsiders' perceptions of the project, and to enable students to further develop politicised identities.

A look at Wenger's (2001) idea of learning architectures provides insight into some of the reasons for differences of perceptions and flaws in the project's construction. Of course, the relation of the design of the project to practice is indirect, and improvisation and innovation – vital for learning – need to be taken into account.

Design for learning concerns practice and identity, which are affected by:

- *meaning*: the duality of participation and reification (see Chapter 5)
- *time*: the duality of the relationship between how what is planned (design) and what just happens (the emergent) interact as the project progresses
- *space*: the duality of the local and the global and the way design for learning needs to make connections between localities – or communities at different scales
- *power*: the power to influence the negotiation of meaning; the duality of identification and negotiability

The four factors of meaning, time, space and power can be seen to impact directly on how the project unfolded:

- a) The relative balance of participation and reification profoundly affected *meaning*, as has been discussed in Chapter 5 and is further explored below

b) *Time* must be allowed for cultures to change. Educational change happens slowly: even the teachers looking for a rapid improvement in behaviour stated that they did not expect things to change overnight. Developing politicised identities, in particular, is a process that needs to happen over more than one year of most teenagers' lives

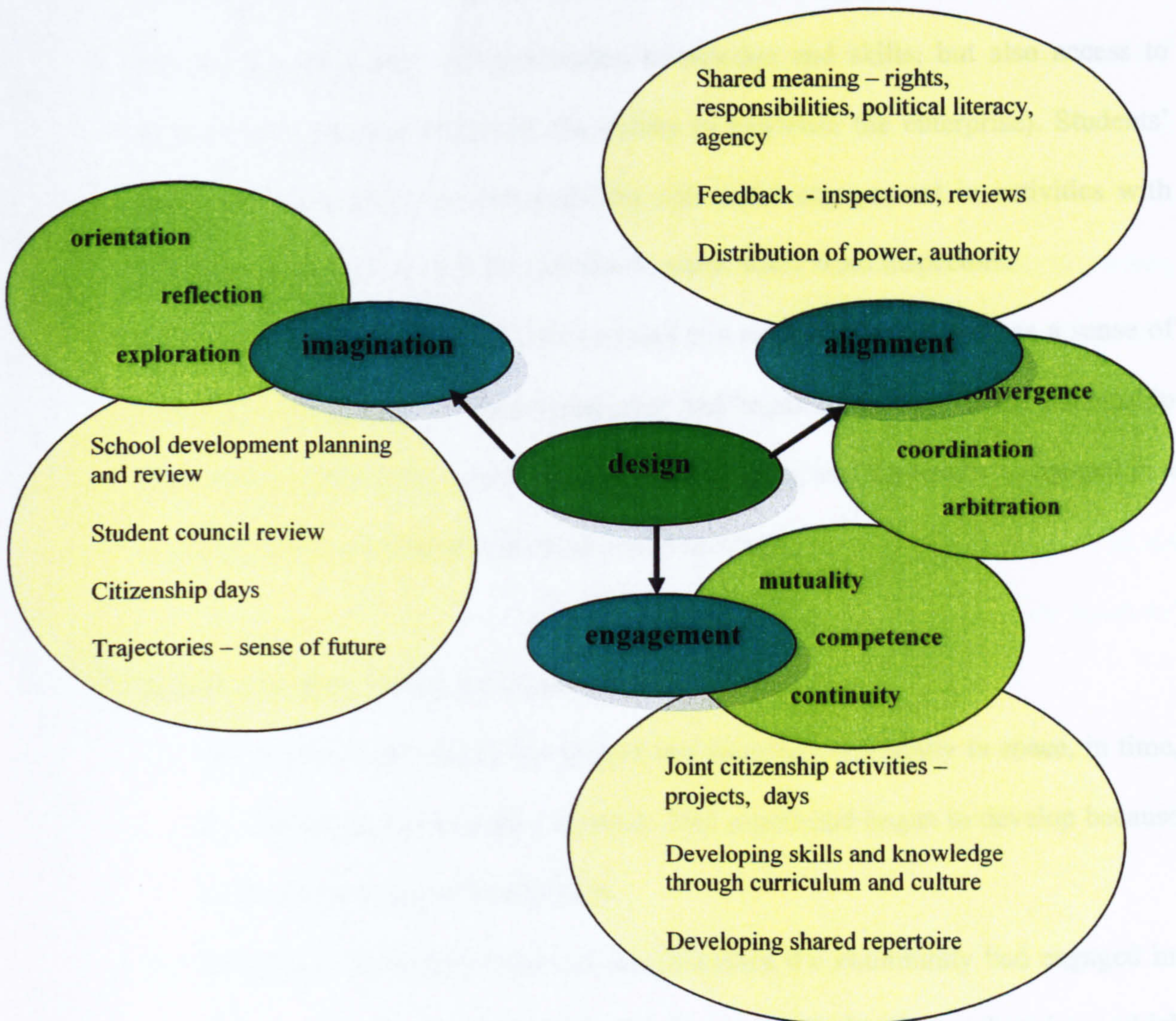
c) Cognisance should be taken of the importance of *spatial* dimensions and the need to celebrate members of the school community as a community of practice within the wider circles of local, national and global dimensions. This would promote the community members' sense of belonging.

d) The balance of *power* between students and adults in schools has a profound effect upon how students are able to function as citizens and the extent to which teachers are willing to enable this.

#### ***9.8a) Design for learning***

For Wenger, there are 3 infrastructures of design for learning: engagement, imagination and alignment. They are the same categories as those applied to modes of belonging (See Chapter 8). The challenge of design, he says, is to support the work of these three modes.

**Figure 9.3 Three infrastructures of learning: Wenger, 2001:237  
as applied to school citizenship project**



*Engagement* must allow:

1. Mutuality (interactional facilities, doing things together; boundary encounters).

The research has shown that those members of the community who benefited from boundary encounters (e.g. the Headteacher, Citizenship Outreach Worker, Council of Champions representatives, Students as Researchers participants) tended to have a deeper sense of participation in something special. It seemed that the interactional

facilities provided, particularly by the citizenship days, reinforced students' sense of belonging.

2. Competence (the sense of developing knowledge and skills, but also access to artefacts that support these and the ability to negotiate the enterprise). Students' sense of competence was promoted by successful engagement in activities with outcomes; teachers' by positive feedback, particularly from inspectors.
3. Continuity (shared memories, both reified and participative, as well as a sense of trajectory). The sense of shared repertoire had begun to develop as the citizenship days were repeated, the school council met regularly, and the teachers engaged in a cycle of action, review, and development planning.

*Imagination* is about seeing the bigger picture:

1. Orientation: envisioning the project and learning community in space, in time, in meaning and in balance of power. This aspect had begun to develop because of shared planning and reflection.
2. Reflection: including review of the processes the community had engaged in. This, too, was enabled by the school's cycle of planning and review, which would be enhanced by greater student participation.
3. Exploration: chances to experiment with new ways of making the project work. The Citizenship Days are a salient example of this. This is also about exploring future possibilities, an area for development at the time of writing.

*Alignment* enables the community members to connect their learning. It should include:

1. **Convergence** – common understanding, focus and interests. This was where one of the greatest difficulties now appears to lie, because of the disjuncture between students' and teachers' expectations, and because of the lack of understanding of the human rights perspective.
2. **Coordination** – joint planning, negotiation, boundary practices and feedback facilities. While feedback was happening through a range of processes, participation in boundary practices was not adequately shared among adults. Students, especially council members, had opportunities to visit other schools or to engage in conferences for student councils from all over the country. Teacher's experiences of this were far more limited and, I believe, we did not take advantage of the benefits their representing the school in other teachers' forums might bring.
3. **Jurisdiction** – policies for conflict resolution and distribution of authority. This, as for many schools, was a difficult area to tackle.

#### ***9.8 b) Problems of alignment: meanings and expectations.***

Responses to the question about teachers' expectations are significant, because it was on the basis of staff consultation and apparent consent that the project was launched. Teachers had endorsed what they had expected, in 1999, the citizenship project would mean. Previous chapters have shown how meanings developed through the processes of participation and reification. Often the meanings of citizenship embraced by teaching and non-teaching staff were those that suited their ideas about the norms for which the school community should strive. Clearly, many teachers held notions of citizenship that emphasised students' responsibilities rather than their rights. These appeared to parallel aspects of the government's citizenship agenda (see Chapter 3).

For example, there had been hopes among some teachers that the project would help improve student behaviour and generate greater respect for the school environment.

My expectations are to make students aware of their rights and responsibilities. That's my main one. I just think that within our school in particular students are very good on rights but not on responsibility. So it's to make them aware that wherever there are rights they have to take responsibility for it themselves and not rely on other people. And as a Year Head I am always dealing with people who think the issues are about their rights but not their responsibilities. That I think is the key focus of the whole thing

HOY B.

I just thought that they would have more of a sense of responsibility in terms of what impact they have on those around them, and I thought that might improve relationships between pupils and staff, and between pupil and pupil, and in that way have a cross-over into different subjects

HOD A.

I still think that they have difficulties with understanding the rights and the *responsibilities* [her emphasis] part of it and my expectations were that they would become more involved in dealing with the responsibility side of it

HOY B.

While more responsible student behaviour might be feasible and desirable as longer-term outcomes of the project, it was not possible to by-pass the process by which the students learn key values such as rights. Their expectations in the area of being treated

fairly and listened to were not immediately met, either. In effect, the discourse about rights and responsibilities was not balanced.

In launching the project, I had not taken sufficient cognisance of the need to place it within a human rights context. Had I used the terms of the United Nations Convention of the Rights of the Child, for example, I might have enabled staff and students to embrace the notion of the real reciprocity of rights and responsibilities. My own hopes had been that the citizenship focus would promote students' sense of empowerment and community. Improved behaviour might be a longer-term effect, but was not the initial aim.

Wenger's concept of alignment sheds light on the problem of the meanings attributed by the adults. By alignment, he means a mode of belonging wherein 'we become part of something big because we do what it takes to play our part' (2001: 179). He goes on to argue that 'because alignment concerns directing and controlling energy, it likewise concerns power: the power over one's own energy to exercise alignment and the power to inspire or demand alignment.' As far as he is concerned, alignment is 'a condition for the possibility of socially organized action' ... 'Alignment can thus amplify our power and our sense of the possible' (2001:180). If teachers and significant adults deliberately aligned themselves with certain aspects of the project and its intended meanings, the impact was more likely to be sustained. The research points to the reality of uneven alignment. Teachers' responses to interview questions suggest that at the time of writing many teachers were less aligned to the notions of rights and student voice described in this study than were the students, the Coordinator, the Outreach Worker and the Headteacher. This may be largely attributable to the initial lack of



clarity about underlying principles, particularly the human rights framework, and the resulting reification.

Alignment is also about the balance of power. Clearly, in schools, the weight of the balance favours adults' controlling role. Implementing the principles of citizenship will always be challenging in such contexts.

### ***9.8b) Perceptions of behaviour –brokering as an issue of alignment***

Once again, the views of outsiders and students suggested more powerful positive effects of the project upon student behaviour than those articulated by some of the teachers. Interviews with students (see Chapter 6) suggested that many had become better disposed to cooperate with teachers. While the Headteacher expressed the view that behaviour seemed to have improved, I think that might have been an identifiable effect of the project in years to come, once the mechanisms for student voice and the role of the tutor in transmitting the citizenship ethos were more fully developed. It is certainly suggested in the literature elsewhere (e.g. Hannam, 2001) that effective student voice can enhance motivation.

To analyse why the inspectors and I, as researcher, might have seen a rosier picture, the way students presented issues to me as researcher and to outsiders like inspectors can be conceived of as *brokering* - a term Wenger (2001) uses to describe connections provided by people who can introduce elements of one practice into another. He explains that brokering is a common feature of the relation of a community of practice with the outside. Brokering is what was happening when the inspectors were attending

meetings of the Citizenship Working Party – processes of ‘translation, coordination and alignment between perspectives’(2001:109). When students were talking to me as the researcher, too, brokering was happening, here involving the ambivalent relations of multimembership Wenger convincingly elucidates. Brokering regularly happened when representatives of the student council met the senior staff. As the supervisor of Wenger’s case study claims processing unit had done, the citizenship Coordinator and Outreach Worker in these meetings found that spanning the boundary between student body and school management was not always comfortable.

***9.8c) Building a community of practice: alignment and the balance of power.***

At the time of writing, teachers were relatively unaware of the extent to which the students valued the school as a community and the relationships within it. It was reported in the feedback from the citizenship days that students rated the mixed-age working groups as one of the best features of the days (see page 172). Even more emphatically, when students were asked about how the school could improve, a third of the sample interviewed urged that there be more informal activities between students and staff. Many appeared to treasure their relationships with teachers, possibly because many longed for more ongoing contact with significant adults in their lives. Wenger reminds us that teachers can present a kind of ‘lived authenticity’ which can enable students to experience the concerns, sense of purpose, identification and emotion of participation. He states that ‘what students need in developing their own identities is contact with a variety of adults who are willing to invite them into their adulthood’ (2001: 277). Sharing these insights with teachers might help transform their ideas about the efficacy of the project, but it also necessitates their being willing to risk sharing some of their power. Alderson reminds us of how intractable the imbalance of

power in schools tends to be, pointing out that the Crick report did not see democracy in schools as activities which 'can raise strong feelings about how to share responsibilities, resources and power fairly' (1999: 195).

### **9.9 The way forward: developing a sophisticated understanding of the reciprocity between rights and responsibilities within a human rights framework.**

A few of the leading adults involved in the project seemed to believe that it is necessary to develop a context in which rights are seen to prevail, in equitable measures for all community members, before young people can begin learning responsible behaviour.

I think that my initial expectation, my initial hope for the citizenship agenda was that it would give pupils a greater sense of ownership and their sense that the school to some extent belonged to them that they could be involved in the school that they could take some form of responsibility for the school, and similarly perhaps then as a result of that get more involved in local community initiatives, feel more responsible for their community. And that if they felt a greater sense of ownership, possibly following from that might follow a greater sense of responsibility and that if they felt that they could change things if they felt that their voice as being heard, that that would raise their self esteem, their sense of themselves, their sense of their own power

Interview with Headteacher.

This kind of perspective, which takes students' sense of ownership as the starting point, lends itself to deeper insights into the relationship between experiencing rights and exercising responsibility.

I think there's a certain wariness, I think that I noticed yesterday at the governors' meeting they passed around photos of the toilets and people were getting quite irate in a sense that you know, these pupils are being given these rights and yet they still write graffiti in the toilets. As if there is a direct correlation between rights and responsibilities and not a long learning process that you hope will ultimately come out. And you know the school council can't really police the school. They are not prefects. It's about getting pupils to understand how the school works and hoping that that permeates through the culture of the school.

Interview with Headteacher.

The headteacher and some key staff recognised the difficulties arising from teachers' notion of the rights agenda. He actually referred to a 'crisis of rights and responsibilities.' Another teacher respondent said:

I think the difficulty's been the balance between rights and responsibilities. Because I do think from the point of view of the staff they see certain pupils that have been very very assertive but still don't have an understanding that there has to be a payback or there has to be some sort of balancing out

HOD A.

Some teachers feared that students would become more demanding and challenging if they were too aware of their rights; some argued that this had begun to happen. As Osler and Starkey (2000) put it,

It is sometimes argued that, if informed about their rights, young people will begin to demand rights without acknowledging their responsibilities. Moreover, it is sometimes asserted that young people do not want responsibilities, and that they see these as the preserve of adults

(2000: 106).

The research for this study certainly highlighted the second of these misconceptions. As has been shown in the chapters about school culture and identity, the students were keen to embrace the responsibilities the citizenship agenda opened up for them. Indeed, the interviews with students, as suggested in Chapter 6, indicated that some of them had begun for the first time to consider issues from the perspective of teachers and to recognise the importance of other points of view. The first worry was less easy to counter. Osler (2000) writes about the ‘misunderstanding of the nature of children’s rights’ and ‘fear amongst teachers that children’s rights may be in opposition to the rights of teachers.’ Alderson points out that children’s rights will ‘be better understood by the public when researchers and practitioners show how participation rights support improvements in education and research by respecting children as partners’ (1999:202).

### **Summary**

Data explored in this section has included the views of teachers and of adults external to the school community. Comparing and contrasting the implications of this data with

findings from student interviews, surveys and questionnaires has enabled some triangulation – attempting to make sense of the project by using data from three perspectives in order to validate some of the stated findings. In the process, differences have emerged in the perceptions of the experience from different sources.

Teachers and inspectors stated that the project had had a positive impact on the curriculum. With reference to PSHE and Geography, it was noted that the citizenship approach had led to opportunities for situated learning, which enhanced attainment. As well as developing citizenship concepts, knowledge and skills in a range of subjects, teachers noted effects on students' abilities to communicate. Benefits for oracy and for speaking and listening generally were cited, and students' ICT capability was seen to have improved. Students concurred where they stated that their involvement in citizenship projects had made them better listeners or boosted their confidence about speaking in public. The survey of students' experience of GCSE Citizenship Studies showed that just over half thought it had enhanced their ICT skills. Some of the student interviews also suggested enhanced political literacy. Apart from those three dimensions, students seemed relatively unaware of the effects of the whole school approach upon the curriculum.

Many of the disjunctures in perceptions are due to what might be called 'design faults'. Much of my own learning through this has come too late to apply to the project in terms of its initial meanings and underpinning ideas. I have become strongly aware of the necessity for citizenship learning of a clearly understood and shared human rights framework, which was lacking in the project's inception. I have also learned other lessons about how learning communities work and how important design is for any

learning enterprise. The issue of alignment is key, and is a great challenge given the culture and distribution of power in most schools.

At the time of the research, teachers were not kept informed of the extent of the school's national profile for citizenship education. Such awareness might have deepened their commitment to the project, which was designed in part to bring in extra funding through specialist status. The inspectors who visited the school, on the other hand, were very aware of its reputation and probably seeking evidence of effects which met the criteria developing in the new Ofsted framework. Opportunities for teachers to act as brokers, to experience boundary practices, and to share experiences of developing citizenship learning opportunities in their own curriculum areas were likely to emerge in the future, and it might be that in this role they would be able to reflect more positively on the impact of the project. Wenger reminds us of the importance of multimembership for a learning community:

A learning community must articulate participation inside with participation outside. Bringing multiple form of membership together entails including the necessary world of reconciliation into its own practice and thus expanding its own horizon

(2001:274).

While teachers cited the importance of enhanced student voice, there was clearly some wariness about its implications in situations where teachers believed students behaved irresponsibly. It seemed that further opportunities for dialogue between school council representatives and the staff might help reduce the tension, and that further efforts

were needed to convince teachers of the benefits of developing students' sense of agency and self-efficacy.

As Hughes (2002) notes, one barrier to change in schools is that there is a lack of time for teachers to plan and prepare learning activities and to integrate new ideas into schemes of work. Providing time for collective reflection upon approaches to citizenship learning and their effects would be likely to enhance teacher's sense of ownership. More importantly, though, raising teacher awareness of the deep significance of the new and often invisible kinds of learning the project had begun to provide for students could be transformative. This links to the discussion in Chapter 4 about how schools really do change. Perhaps only by experiencing the benefits of working with students as contributing citizens can some teachers begin to imagine how relationships could improve, working together become more enjoyable, and schools transform.



## CHAPTER 10

### CONCLUSIONS AND RECOMMENDATIONS

#### **10.1 The necessity and challenge of citizenship education**

The first three chapters of this thesis sought to define citizenship education and to highlight its urgent necessity in light of the global and national context. The British government has introduced citizenship into the national curriculum because it wants to develop social capital and seeks to promote political participation within the existing party political system, to reduce voter apathy, to promote loyalty to the state, order and social cohesion. (Crick, 1999).

Schools and teachers should embrace the challenge from a reconstructive perspective, knowing that citizenship learning can promote young people's sense of themselves, their place in the world, and their capacity to change it. It is also increasingly clear from the school improvement literature that promoting listening schools and student voice are the most promising means to transform schools and the relationships within them in order to raise achievement (Fullan 2002:5).

#### **10.2 Initiating meanings for whole school citizenship.**

Bernard Crick's 1999 article on the presuppositions of citizenship education is surprisingly idealistic for a key architect of National Curriculum policy. He writes about citizenship as part of the 'good life' and about 'democratic political education'. He argues that the National Curriculum document presupposes five 'procedural values': freedom, toleration, fairness, respect for truth and respect for reasoning. It is absolutely the case that these values should underpin citizenship learning. In addition,

however, it must be informed by a notion of solidarity – a sense of belonging to and engaging in community, both globally and locally. The South Docks case study suggested that it enabled young people to believe they could make a difference and to develop a sense of belonging to the school community.

This thesis has argued that school citizenship needs:

- a human rights framework for developing social and moral responsibility
- education in politics or ‘political literacy’
- participatory processes informed by a deliberation-based curriculum.

The case study found that after two years’ following a citizenship curriculum and participating in citizenship projects, students were talking about:

- how citizenship learning is useful from a global and multicultural perspective
- how learning about citizenship is useful from a local perspective.
- citizenship as democratic representation
- citizenship activities as participative learning
- citizenship activities that have developed economic awareness
- citizenship activities as challenging racism.

The project lacked a human rights framework as its initial point of reference.

The research findings suggested that participation in separately identified citizenship activities deepened the meaning attached to the concept of citizenship and enables the learning community to embark upon a kind of transformation as it begins to reflect upon shared meanings.

### **10.3 The effects of real participation in whole school citizenship**

The data – interviews, surveys, written responses – suggests that as students found a stronger voice and experienced being listened to, their attitudes towards school began to change. The quotes show that hostility towards teachers diminished with participation in the school council. Students were articulating their sense that they could change things, and this sense was reinforced where there were concrete tangible effects, such as the improved school grounds and concessions on some uniform rules. In assemblies, where school council representatives fed back to all the year groups on their work and experiences, they communicated their sense of agency to the rest of the student body.

Those students whose active participation extended into the wider community, such as the Council of Champions, began to show a deeper interest in politics. They, too, spoke to all the students in assemblies.

### **10.4 Citizenship in practice: the nature of the curriculum.**

The research confirmed the value of promoting a separate curriculum identity for citizenship and of trying to ensure that it is not just another lesson. It found the holistic approach to learning to be most effective, particularly in cases of real situated learning, where a citizenship approach was seen to raise achievement.

Unsurprisingly, the surveys showed that one of the most enjoyable aspects of citizenship learning, from student perspectives, was its frequent use of group and discursive techniques. If teachers are able to take account of this and develop their

pedagogy accordingly, citizenship learning could help drive change in curriculum delivery.

Some students' responses indicated that the citizenship curriculum promoted global awareness and skills in cooperation, although it was largely younger students who articulated real appreciation of the community dimension

The advantages of a separate, properly trained team of committed citizenship teachers was been evident throughout the latter part of the project.

#### **10.5 Students' Identity and Agency: Effects of the citizenship project**

The research used Bradley's (2003) categories of identity to explore how the project affected students' sense of self. It found that the research samples indicated that many students' sense of identity had been touched, and that in becoming active in projects on their own terms many were beginning to express a sense of agency. In order to sustain this, additional opportunities were needed for students to see the positive effects of their own actions. In cases where this was taken outside the school itself, participants frequently expressed what Bradley would call 'politicised identity'.

This process, which was only just beginning at the time of the research, is potentially the most significant impact of whole school citizenship. Where identity had begun to be active students were articulating a sense of their own agency. For the feeling of agency to be sustained, it is suggested, students need to engage with a second challenge of positive experience of their own efficacy. This sense of agency needs to be transferred to beyond the young people's school life and to inform their visions of

their own future. Statements from the school council representatives and the Council of Champions participants imply that, for them, the citizenship project provided transformative experiences – in some cases, experiences which were likely to influence the course of their lives. At the time of writing this appeared to apply to up to 20% of the student population, but with the potential to expand, particularly as more students were to experience possibly empowering participation in citizenship activities through the GCSE coursework and curriculum provided for eleven to fourteen year olds.

### **10.6 Teacher and outsider perspectives**

Interviews with teachers and investigation of comments by various inspectors who visited the school during the period of research and the first couple of years of the project provided sources of data which allowed for triangulation. It was possible to compare teachers and outsiders' views of the project with those of students, and to corroborate some of the hypotheses about its impact, as well as to take note of significant points of disjuncture between perceptions.

Interviews indicated that both teachers and students were aware of the increased potency of student voice. Ironically, while some teachers were wary of what they viewed as a potentially dangerous shift of power, students who had participated in citizenship activities tended to express greater empathy for teachers and a greater desire to co-operate with them.

Interactions at conferences with students from other schools enabled the students to feel that South Docks' focus on student voice and management of the school council

compared favorably with the approaches of other schools. Meetings with national figures like Education Ministers and television presenters and being photographed for the cover of the Key Stage 3 citizenship National Curriculum guidance folder gave them the sense that there was something special about the way the school was managing citizenship. Teachers, on the other hand, were perhaps less consistently aware of the school's growing national reputation as a centre for citizenship education. The latter was likely, in the future, to mean teachers acting – as students had done already – as brokers between the school and the world of education outside. The inspection visits had already enabled some members of staff to experience this role. This kind of experience was beginning to contribute to the school's sense of itself as a learning community, articulating 'participation inside with participation outside' (Wenger 2001: 274).

Another interesting disjuncture was between the teachers' perceptions of the impact of citizenship on the curriculum and students' comparative lack of awareness of this. Teachers talked readily and extensively about this, particularly to inspectors and at meetings of the cross curricular citizenship Working Party. Some had seen integrating citizenship learning into their curriculum as a major challenge, and many quickly identified schemes of work or lessons where it was happening. Students' lack of notice of this phenomenon was attributed by some teachers to the perennial problem of transference of knowledge between subject contexts. Notably, students did express awareness of the connections in the Convoys Wharf Geography project. Arguably, teachers as deliverers of subject specific curricula over time are far more likely to notice changes in content than students, who are always encountering each year's curriculum anew.

### **10.7 Schools becoming communities of practice: mutual accountability and boundary encounters**

As the whole school community embarked on the joint endeavour of the citizenship project, and began to reflect on this, it showed signs of becoming a learning community. Wenger (2001: 125) lists characteristics of learning communities, stating that these indicate that the three dimensions of a community of practice - mutual engagement, negotiated enterprise and a repertoire of negotiable resources – are present to a substantial degree. The notion of practice refers to a level of social structure that reflects shared learning. As a learning community, a school is ‘fundamentally involved in social reconfiguration’ (2001:220). The quotations from the interviews and school council representatives’ feedback indicate that as the school embraced the change agenda relationships began to change, especially because the change involved students and staff working in partnership. The student voice projects and a reconstructive approach to citizenship education appeared to be catalysts for transformation.

Sustained change in schools necessitates accountability to the common enterprise. To some extent, as Wenger acknowledges, aspects of accountability may be reified – rules, policies, standards and goals. At South Docks, artefacts such as the School Development Plan, departmental development plans, and the minutes of meetings of the citizenship Working Party, photographic displays and frequently shown videos of activities such as citizenship days became objects that contributed to the school’s identity. They became boundary objects, too, ‘forms of reification’ around which the

community was organising its interactions and, significantly, symbols of identity in the school's interactions with the outside world and other communities of practice.

Discussions which focused on these artefacts became part of the school's routines and cycles. School council meetings were routinised and the minutes circulated as part of a cycle; line management meetings focused on forms which asked for evidence about department and year team delivery of the citizenship agenda. Citizenship and its reified aspects featured as part of the school's monitoring structures and processes.

### **10.8 Citizenship education as a vehicle for changing schools.**

For Wenger, learning communities can become places where knowledge is created. He sees well functioning communities of practice as ideal contexts for exploring new sights and argues that

A history of mutual engagement around a joint enterprise is an ideal context for this kind of leading-edge learning which requires a strong bond of communal competence along with a deep respect for the particularity of experience.

(2001:214).

A focus on citizenship, because it insists on participation, and because it embraces the rights of young people to contribute to the shaping of schools, is arguably more likely than other educational change agendas to generate real mutual engagement. As recent research is increasingly suggesting, it is changes in culture and relationships that will be most likely to change schools. Implementing an approach to citizenship education which involves a human rights perspective, political literacy and effective participatory processes at a range of scales and really engages the whole school as a community of



practice could have a revolutionary effect upon schools and learning. It might contribute to change in political culture to which the Crick report aspired.

The first few years of the project suggested the potential to transform South Docks. Arguably, this happened because it touched the heart of the school community – young people's identity and sense of belonging. It invited students and staff to work in partnership and to engage in boundary spanning activities which reified and gave internal as well as external meanings to the concept of a citizenship school.

### **10.9 The methodology and its impact**

The project used action research as its key methodology. As such, its greatest apparent flaw is that it could be susceptible to the researcher's own preconceptions. In order to avoid this, I used triangulation, seeking to weigh up the evidence I collected myself from students and from staff with the interpretations of developments at the school emerging from external inspections. I also sought to measure the views of students who were directly involved in citizenship activities against those who were less so.

Significantly, inspectors, visitors and observers from outside the school were keen to find and celebrate effective features of the 'citizenship school'. This is what Wenger calls a peripheral experience – one in which negotiation of meanings happens at the boundary. Reified aspects of the school's citizenship project may have acquired deeper significance for outsiders than they held for school community. Visitors including government ministers, QCA (the English Qualifications and Curriculum Authority) officials, Ofsted (the government's inspection service) and members of Her Majesty's Inspection Service would often, after their visits, publicly cite the school's project as

an example of what could and should be done in terms of whole school citizenship. Teaching staff, on the other hand, when interviewed, tended to see the project as work in progress and at a very early stage. Student perceptions were evidently affected by the fact that three or even two years can seem a longer time in a young life, and that many of them felt they had benefited from the project.

Time and resources did not allow me to employ another researcher/ interviewer to extend the sample of students and staff for further triangulation. If I were to repeat or continue the research project, having had recent more intense experiences of the effectiveness of Students as Researchers projects, I would train students to interview others to provide evidence for the research base. Without doubt, students' responses to my questions were affected by the fact that they already had a particular relationship with me as a member of the school community, and one with whom the project was closely identified.

The process of the research has enabled me to encounter more radical approaches to methodology. I have found that the paradigms for understanding change in schools promoted by Fullan (1993) and the idea of complexity theory are highly compatible with Guba and Lincoln's (1989:44-5) assumptions of constructivist response evaluation. I have discovered the enormous relevance of the notion of real community-based action research (Stringer 1999). Had I adopted his principles of inclusion (1999: 39) this research might have had a more powerful impact on the school as a learning community. I now believe that participation at all levels of the school community in jointly focused research into its work is a potentially sharp tool for transformation.

When I first conceived of this research project I hoped to demonstrate a more direct impact of citizenship education upon academic performance, perhaps through the dynamic effects of situated learning. It was only in the process of analysing students' responses to questions about whether through their citizenship work they thought they could make a difference that the impact of the project upon identity and their sense of agency began to shine out as the most significant outcome. I have argued in this conclusion and elsewhere that it is this – the sense of being part of an effective community of practice that is beginning to address their place in the world – that began to enhance students' attachment to the school, their sense of joint endeavour, and, ultimately, their ability to learn and participate.

### **10.10 Recommendations**

The most obvious set of recommendations will be those issues that have emerged that apply to South Docks School itself as it continues to become a school for citizenship. One of the reservations about action research, particularly the case study method, is regarding its transferability. It is essential to recognize the relevance and specificity of context (Fullan, 1999:63; Guba and Lincoln, 1999: 5, 269). Thus there are factors in the South Docks experience which coincide with those identified by researchers elsewhere and suggest that there are some aspects which may have general relevance. The story of the citizenship project at South Docks did feed in to the way the government perceived its own agenda for school specialisms and for citizenship. As the project attempted to implement the requirements of the National Curriculum for citizenship and the idea of the citizenship school (Alexander, 2001; Potter 2002) it became part of a set of indicators of how these might work in practice, hence the focus

of inspections. It is therefore pertinent to suggest points emerging from the case study which might inform government policy regarding citizenship in schools. Secondly, there is a set of learning points which other schools and teachers striving to pursue a reconstructivist approach to citizenship education might find edifying. This section will therefore list recommendations in three categories:

- Recommendations for South Docks
- Recommendations for schools
- Recommendations for government

#### ***10.10a) Recommendations for South Docks School***

1. There is a need to publicise for all members of the school community the UNCRC and its implications. These can be linked to the government's current focus on the agenda known as 'Every Child Matters' and the corresponding responsibilities of schools and societies. It may be appropriate to revisit the school Code of Conduct in light of this.
2. The school needs to revisit the role of the tutor in transmitting the citizenship culture to all students, in facilitating discussions to inform and promote the work of the school council, and in promoting appropriate values and attitudes
3. PSHE teaching must be addressed so that all students experience the quality of personal education to which they are entitled
4. The school council and the student body must be involved in school development planning and review, including school self evaluation.

***10.10b) Recommendations for other schools***

1. Headteachers need to embrace what is now the sixth strand of the skills and responsibilities specified for headship – that of strengthening community.
2. Transparency will increasingly be expected of school managements and headteachers should strive to develop this as part of the citizenship climate (see Chapter 3).
3. All school staff should be consulted and involved as democratically as possible in decisions affecting school management and development. This has become an element in the framework required by Investors in People.
4. Student voice must be developed, and students should be involved in planning and review.
5. Citizenship must be delivered as a separate subject in its own right as well as through other aspects of the school's curriculum and culture.
6. As far as possible specialist trained teachers should teach citizenship.
7. Schools need to take stock of other sites of students' citizenship learning (Osler and Starkey, 2004).
8. Citizenship learning must involve activities with change outcomes and must enable young people to begin to develop politicised identities.

***10.10c) Recommendations for government policy***

1. Training should be provided for headteachers to enable them to develop their role in the wider community.
2. Training should be provided for headteachers in creating the citizenship climate – a culture of transparency, democracy and inclusion.

3. Further guidance and training should be provided for schools and teachers to equip them to work within the citizenship agenda to challenge racism (Osler and Starkey 2004:10-11)
4. Additional funding should be provided both to Initial Teacher Training institutions and to schools to enable expanded training for specialist citizenship teachers.

## APPENDIX 1

## TIMELINE FOR DEVELOPMENT OF CITIZENSHIP PROJECT

PHASE	DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES
<b>Construction</b>	June 1999	Training for school council representatives delivered by Schools Councils UK	Training for staff in working with school councils delivered by Schools Councils UK	
	September 1999	Senior team agreed to pursue Citizenship specialist campaign		
	November 1999	UBS Warburg agreed to back Citizenship specialist campaign		
	September 1999			Teacher given one responsibility point for outreach to Vietnamese speaking community
	September 1999	Teacher appointed on one responsibility point to convene school council		
	14/15 January 2000		Citizenship residential to involve teachers in planning the project	
	January 2000	Audit of pupils' citizenship experiences	Audit of departments' perceived citizenship delivery	
	January 2000	Pupils wrote centre spread for New Cross Forum newsletter (sent to 20,000 households)		Citizenship project publicised to local community through new Cross Forum Newsletter
	3 <sup>rd</sup> February 2000			Citizenship proposals presented to DfES
	March 2000			Planning meeting with P. Kennedy (Children's Society) about coordinating work of school Community department to link with Citizenship project
	June 2000			DfES Innovation Funding for project announced
	16 <sup>th</sup> June		Consultation document circulated to staff	
7/8 July 2000		Second Citizenship residential – further staff consultation		

	DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES
<b>Construction</b>	July 2000			Meeting with Jenny Talbot, Institute for Citizenship, to discuss collaboration
	18 <sup>th</sup> July 2000			Meeting with Edexcel to discuss Citizenship GCSE
	20 <sup>th</sup> July 2000			Meeting with Tony Harrison (Save the Children) about Recycling project
	12 <sup>th</sup> September 2000	Agreed plans to develop Community IT room – base for Citizenship studies and computer literacy for local community		
	13 <sup>th</sup> September 2000		First meeting of Citizenship Steering Committee, involving funding organisations including UBS Warburg, get Set for Citizenship SRB	
	21 <sup>st</sup> September			Meeting with Lewis Herlitz about citizenship collaboration with Pepys Community Forum
<b>Implementation Stage 1</b>	October 2000		Draft for post of Citizenship Outreach Worker to be funded jointly with Get Set for Citizenship SRB agreed	
	October 2000	Produced lesson plans and resources for PSHE unit on football and identity	<b>Staff working on delivery of Citizenship through Humanities and PSHE</b>	
	18 <sup>th</sup> October 2000	Pupil input into King's Fund <i>Imagine London</i> website		Organised for pupil input into King's Fund <i>Imagine London</i> website
	20-22 <sup>nd</sup> November 2000	8 pupils participated in Lewisham musical production <i>Our Town Story</i>		
	November 2000	Launch of year 9 'office assistant' programme each day 2 different Year 9 students help out at Reception		
	November 2000	4 volunteer Y 9 & 10 students began construction of school Citizenship website		



PHASE	DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES
<b>Implementation Stage 1</b>	November 2000			Jeremy Hayward (Institute for Citizenship) delivered Year 9 Citizenship lessons in PSHE
	5 <sup>th</sup> December 2000	Citizenship Day: launch for whole school community of Citizenship project		
	13 <sup>th</sup> December 2000			Plans for Citizenship project presented to Get Set SRB
	7 <sup>th</sup> January 2001		Development Plan for Citizenship written as part of whole School development Plan	
	16 <sup>th</sup> January 2001			David Hargreaves and Jan Campbell QCA visit for exchange of ideas about developing Citizenship
	18 <sup>th</sup> January 2001		Meeting with Mel Stanley (Assistant head) and Sally Manser (EAZ Coordinator) to develop citizenship elements of Mini EAZ involving creative arts with 3 primary feeder schools	
	25 <sup>th</sup> January 2001			Initial briefing meeting with Duncan Cullimore Lewisham school Improvement officer to explain citizenship project
	2 <sup>nd</sup> February 2001			Meeting with Lambeth EAZ and representatives of European Virtual Schools Citizenship network to explore collaboration
	5 <sup>th</sup> February 2001			Meeting at Institute of Education to plan Citizenship MA course
	27 <sup>th</sup> February 2001			Citizenship Outreach worker, Pete Pattison, in post.
	February 2001			Agreed policy about use of Community IT room
	22 <sup>nd</sup> February 2001			Meeting with QCA about assessment criteria for Citizenship
	25 <sup>th</sup> February 2001			Produced paper about need for culture change. Distributed to senior staff
2 <sup>nd</sup> – 3 <sup>rd</sup> March 2001			Residential meeting to outline Citizenship GCSE course with Anna Douglas (Goldsmiths) and Lee Jerome (Institute of Citizenship)	

	DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES
	6 <sup>th</sup> March 2001			Second meeting of Citizenship Steering group
	28 <sup>th</sup> March 2002			Briefed Lewisham Secondary Deputy Heads on Citizenship project
	31 <sup>st</sup> March 2001			Lewisham schools global citizenship meeting at PDC
	March 2001	School Grounds project begun		
	30 <sup>th</sup> March 2001			Presented paper with Anna Douglas (Goldsmiths) to UNL Diverse Citizenships Conference
	<b>Implementation Stage 1</b>	24 <sup>th</sup> April 2001		Circulated 'ICT and Citizenship Education' document to staff urging colleagues to use NOF exemplification time to produce Citizenship SOW using ICT
27 <sup>th</sup> April 2001				Ran sessions for Goldsmiths trainee teachers on Citizenship education
2 <sup>nd</sup> May 2001			Whole staff meeting re-defining Citizenship	
14 <sup>th</sup> May 2001				Meeting with Edexcel developing GCSE specification
24 <sup>th</sup> May 2001				Meeting with Neil Jamieson TELCO about Citizenship work
8 <sup>th</sup> June 2001				Meeting with Edexcel developing GCSE specification
11 <sup>th</sup> June 2001			GCSE Citizenship course internal planning session	
18 <sup>th</sup> June 2001			Meeting to plan delivery of Citizenship through PSHE at KS3	
25 <sup>th</sup> June 2001			Senior staff meeting to discuss Citizenship proposals	
10 <sup>th</sup> July 2001			Review of progress towards targets in Citizenship application	

PHASE	DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES
<b>Implementation Stage 2</b>	Autumn 2001	GCSE Citizenship Studies course being followed through weekly lessons for all Year 10 students		
	Autumn 2001	Developed Year 9 History and Citizenship Scheme of Work exploring history of colonialism and compensation debates		
	Autumn 2001			Parents/carers ICT course starts with year 10 student trainers
	20 <sup>th</sup> September 2001		Citizenship Working Party Meeting	
	September 2001			Citizenship trainee teachers from Institute of Education and Goldsmiths start training at school
	11 <sup>th</sup> October 2001	Students from all year groups and projects spoke about their citizenship work	Staff representatives spoke about Citizenship work	Citizenship Inspection visit from Don Garman and Ken Shooter (HMI)
	18 <sup>th</sup> October 2001			Ran sessions for all Goldsmiths Citizenship Trainees
	28 <sup>th</sup> October 2001			Participated in Global Teacher Project training day.
	31 <sup>st</sup> October 2001			Led organisation of Lewisham-wide 'Citizenship for All' conference attended by 200 people
	1 <sup>st</sup> November 2001			Input into Goldsmiths Citizenship PGCE
	13 <sup>th</sup> November 2001	8 pupils visit Carnegie Young People's event to give perspectives on our work		Input into Carnegie Young People's Institute about our work
	14 <sup>th</sup> November 2001			'Citizenship for All' follow up meeting launched Lewisham Citizenship network
	15 <sup>th</sup> November 2001			Input into Goldsmiths Citizenship PGCE
	11 <sup>th</sup> January 2002			Meeting with Edexcel developing GCSE Citizenship Studies

**Year 10 students doing Citizenship Studies weekly**

**School Council meetings follow 3 week cycle**

DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES
14 <sup>th</sup> January 2002	Year 10 students doing Citizenship Studies weekly	School Council meetings follow 3 week cycle	Input into meeting about assessing global Citizenship convened by NGOs
January 2002			Whole School Ofsted Inspection included Citizenship
23 <sup>rd</sup> January 2002			David Dimpleby new Chief Executive of Institute for Citizenship visited school meeting staff and students
January 2002			Input into <i>Teaching Citizenship</i> (Journal of Association of Citizenship teachers)
February 2002			Input into <i>Activate</i> KS4 textbook edited by Lee Jerome
5 <sup>th</sup> February 2002			Spoke at Edexcel public meeting about GCSE course
26 <sup>th</sup> February 2002			Spoke to meeting of Swanlea school senior staff about our Citizenship project
28 <sup>th</sup> February 2002			Ran workshops at Network Training Citizenship conference in Birmingham
27 <sup>th</sup> February 2002			Meeting of Lewisham Citizenship network
28 <sup>th</sup> February 2002			Meeting of Citizenship Working Party
5 <sup>th</sup> March 2002	4 year 10 students presented coursework at Infolog Conference		Presentations at Infolog Conference 'Empowering Young People'
6 <sup>th</sup> March 2002		Attended Citizenship Post 16 Conference, Leicester	
7 <sup>th</sup> March 2002		Meeting to plan GCSE Citizenship course	
23 <sup>rd</sup> March 2002		Senior team discussed citizenship curriculum. Agreed need to publicize UNCRC and democratise school culture	

# Implementation Stage 2

<b>Implementation Stage 2</b>	<b>DATE</b>	<b>DEVELOPING CITIZENSHIP FOR STUDENTS</b>	<b>DEVELOPING CITIZENSHIP FOR STAFF</b>	<b>CITIZENSHIP RELATING TO OUTSIDE AGENCIES</b>
	18 <sup>th</sup> April 2002			QCA meeting exploring assessing Citizenship at KS3
	19 <sup>th</sup> April 2002			Goldsmiths session for trainees on researching whole school Citizenship
	23 <sup>rd</sup> April 2002			Norwegian teacher visited to see Citizenship in action
	3 <sup>rd</sup> May 2002			Participation in Citizenship Foundation First Friday meeting
	22 <sup>nd</sup> May 2002	Students from all year groups and projects spoke about their citizenship work		Bernard Crick, Susan Stroud and Carole Hahn (national and international 'experts') Visit to see Citizenship
	23 <sup>rd</sup> May 2002			Delivered speech on progress of teacher training at TTA Conference on ITE
	31 <sup>st</sup> May 2002			Presentation on developing Citizenship for Headteacher Crofton School
	12 <sup>th</sup> June 2002			QCA meeting: assessing Citizenship at KS3
	24 <sup>th</sup> June 2002	6 year 10 pupils led workshop for teachers at ACT conference		Students led workshop at conference of Association of Citizenship Teachers.
	28 <sup>th</sup> June 2002	Citizenship Day 2: whole school timetable suspended for Citizenship activities.		
	July 2002			Visits from various teachers for briefing about delivering Citizenship
	9 <sup>th</sup> July 2002	Year 7 Pupil input into Creative Citizenship Conference		Organised Creative Citizenship Conference for 100 Year 6 and year 7 students in North Lewisham
	11 <sup>th</sup> July 2002	School council Evaluation awayday		
	15 <sup>th</sup> July 2002		Meeting to plan delivery of KS3 Citizenship	
	17 <sup>th</sup> July 2002		Meeting to plan and review KS4 Citizenship delivery	

PHASE	DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES		
<b>Implementation Stage 3</b>	July 2002	6 Year 8 and 9 pupils participate in interview for new Citizenship teacher	Appointment of specialist Citizenship NQT			
	September 2002	<b>School Council meetings follow 3 week cycle</b>	<b>Year 10 and 11 students doing Citizenship Studies weekly</b>	Ongoing input usually weekly into Citizenship teacher training at Institute of Education		
	September 2002			Parents/carers digital film making course starts		
	September 2002			Citizenship team established; begins to meet as other departments		
	16 <sup>th</sup> September 2002			Visit of teachers from Italy and Czech republic to look at Citizenship		
	19 <sup>th</sup> September 2002			Citizenship Working Party meeting		
	19 <sup>th</sup> September 2002			Update for Get Set for Citizenship SRB on the project		
	30 <sup>th</sup> September 2002			Visit of 13 trainee teachers for the day from UNL		
	8 <sup>th</sup> October 2002			Advice to Lewisham on consultation process with Sixth form regarding new Sixth Form centre		
	11 <sup>th</sup> October 2002			Students from all year groups and projects spoke about their citizenship work	Staff representatives spoke about Citizenship work	Second inspection visit of Don Garman and Ken Shooter
	14 <sup>th</sup> October 2002					Visit of 15 trainee teachers for the day from Institute of Education
	15 <sup>th</sup> October 2002					Briefing for 'Show racism the red card' on appropriate activities
	16 <sup>th</sup> October 2002			6 Year 9 pupils involved in organising and participating in Schools Councils UK Conference for students		6 Year 9 pupils participated in and organised Schools Councils UK Conference for school students
	31 <sup>st</sup> October 2002					Participation in QCA meeting to plan exemplification of Citizenship for NC in Action website

Implementation Stage 3	DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES
	October 2002	All year 9 students investigated Convoys Wharf site and develop regeneration proposals		Year 9 ideas for Convoys Wharf development presented to local community forums and News International
	October 2002			Participation in establishing local Community Council
	4 <sup>th</sup> November 2002			Advice for Child-to-Child on Citizenship work
	November 2002	Ongoing process of consultation with Year 11 students about new Sixth form Centre		
	7 <sup>th</sup> November 2002			Ran workshop at learning through Landscapes Conference
	13 <sup>th</sup> November 2002		Meeting of Citizenship Working Party	
	28 <sup>th</sup> November 2002	4 students spoke at <i>Say it Loud!</i> London conference on sustainability projects undertaken		4 students spoke at <i>Say it Loud!</i> London conference on sustainability projects undertaken
	28 <sup>th</sup> November 2002	Students from all year groups and projects spoke about their citizenship work		Stephen Twigg, Minister for Citizenship, visited to find out about the project
	January – February 2003	9 students in 5 year groups stood for election to local Council of Champions		Students' manifestos for Council of Champions published locally
	2 <sup>nd</sup> January 2003	School council representative attended Student Voice Conference Nottingham		Attended Student Voice Conference, Nottingham
	14 <sup>th</sup> January 2003	Students from all year groups talked about their Citizenship work		Visit of Liz Reid, Director of Specialist Schools programme
	14 <sup>th</sup> January 2003			Led meeting of Lewisham Secondary Citizenship Coordinators
20 <sup>th</sup> January 2003			Input on cross curricular Citizenship Enquiry for Goldsmiths trainees	

# Implementation Stage 3

DATE	DEVELOPING CITIZENSHIP FOR STUDENTS	DEVELOPING CITIZENSHIP FOR STAFF	CITIZENSHIP RELATING TO OUTSIDE AGENCIES
23 <sup>rd</sup> January 2003			Ran workshops for about 100 teachers at Second Annual PSHE and Citizenship Conference organised by Optimus publishers.
24 <sup>th</sup> January 2003	Students from all year groups talked about their Citizenship work		Visit of Steve Bullock, mayor of Lewisham, to look at Citizenship work.
27 <sup>th</sup> January 2003	Training day to start Students as Researchers project for 15 Year 9 students		Students as Researchers training provided by Bedfordshire School Improvement Project
26 <sup>th</sup> February 2003	10 students participated in Millennium Goals event		Participation in Millennium Development Goals event led by Gordon Brown
27 <sup>th</sup> February 2003			Work on exemplification of Citizenship with QCA
7 <sup>th</sup> March 2003		Whole staff training day on Role of Tutor seeks to address role of tutor as transmission belt for citizenship culture	
25 <sup>th</sup> March 2003			GCSE Exam revision meeting at Edexcel



APPENDIX 2 SCHOOL DEVELOPMENT PLAN REVIEW FORMS

YEAR TEAM DEVELOPMENT PLAN REVIEW  
2002/3

**CITIZENSHIP. YEAR TEAM**

**PRIORITIES:**

- Developing citizenship opportunities in PSHE
- Developing school culture and role of the School council
- Developing community links for citizenship

**KEY ITEMS IN ACTIVITIES PLAN**  
(Your YEAR TEAM's planned actions to achieve the target priorities)

ACHIEVEMENTS (What has been done)	EVIDENCE OF ACHIEVEMENTS (How can you show that this has been done?)

**ANY OUTCOMES DIFFERENT FROM THOSE PLANNED OR DESIRED?**  
(Any planned action that has not been achieved? Any unintended but useful outcomes?)

**REASONS FOR DIFFERENT OUTCOMES**  
(If the achievements are different from those intended are you able to give any reasons?)

**POINTS FOR FUTURE ACTION/ LESSONS LEARNED**  
(As a result of the above are there any lessons to be learned or actions to be carried forward?)

## Department Line Management meeting form for September 02 onwards

<p><b>1. Citizenship</b></p> <ul style="list-style-type: none"> <li>• What evidence can you provide of progress so far in your department's citizenship curriculum development?</li> <li>• How is s your department contributing to developing community links for citizenship?</li> <li>• How are you promoting citizenship in school culture?</li> </ul>	
<p><b>2. Differentiation</b></p> <ul style="list-style-type: none"> <li>• What evidence can you provide of progress so far in your department's implementation of the KS3 strategy?</li> <li>• What work is your department doing towards embedding the writing policy and celebrating literacy?</li> <li>• What evidence can you provide that members of your department are developing their teaching and learning styles in the classroom?</li> <li>• What evidence can you provide of your implementation of the DP for G&amp;T pupils?</li> <li>• What evidence can you provide that your department is implementing the oracy policy?</li> </ul>	

# Year Team Line Management meeting form for September 02 onwards

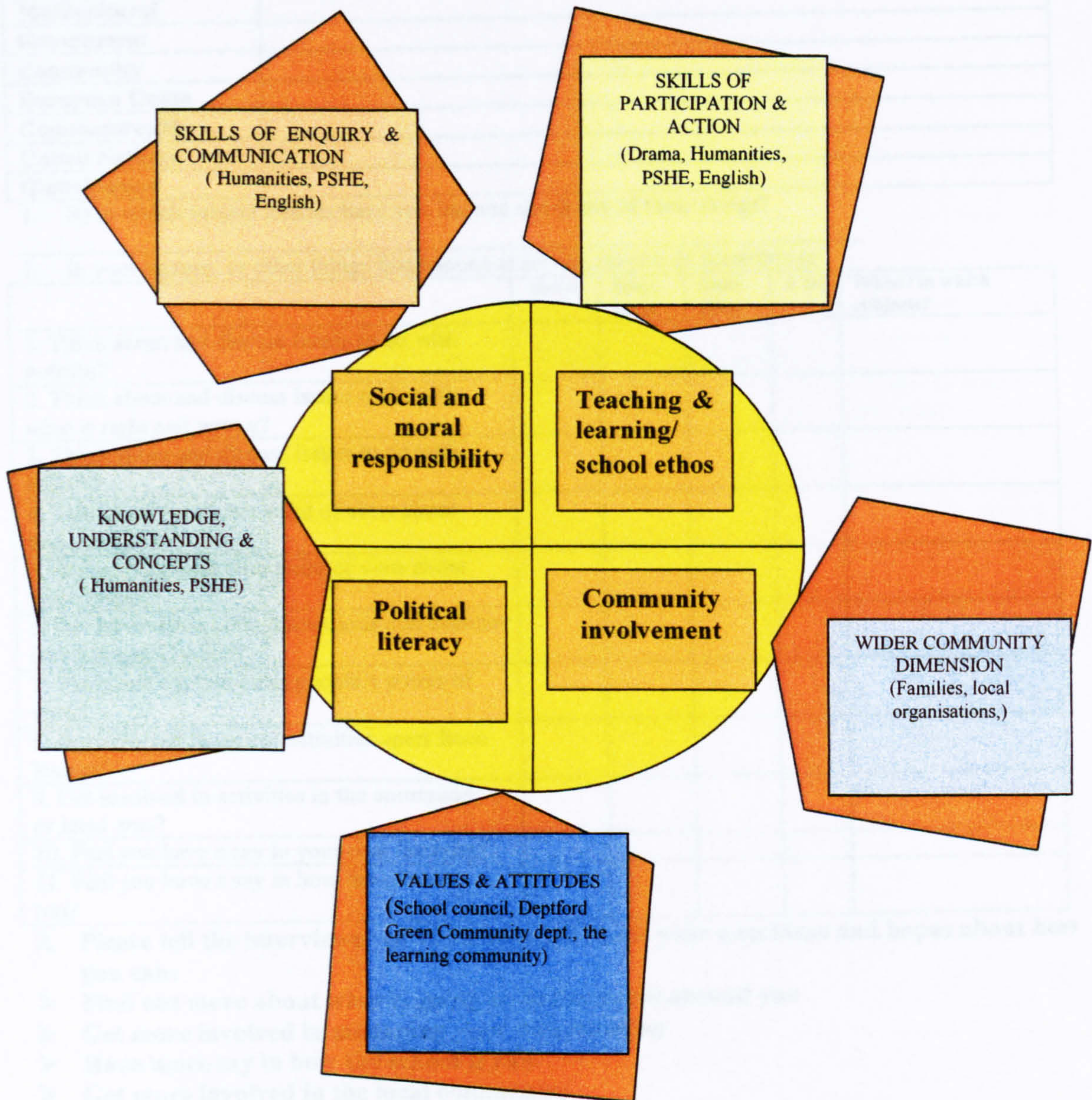
YEAR TEAM \_\_\_\_\_

LINE MANAGER \_\_\_\_\_

DATE \_\_\_\_\_

<p><b>1. Citizenship</b></p> <ul style="list-style-type: none"> <li>• What evidence can you provide of delivery of citizenship through PSHE?</li> <li>• Can you show that your tutors are leading discussion of school council matters on a weekly basis?</li> <li>• Does your PSHE programme include any community links?</li> </ul>	
<p><b>2. Attendance, punctuality and personal organisation</b></p> <ul style="list-style-type: none"> <li>• How are you supporting the whole school monitoring system on attendance and punctuality?</li> <li>• What are you doing to improve use of registration time?</li> <li>• What evidence can you provide of your team's checking of use of academic diaries?</li> </ul>	
<p><b>3. Differentiation</b></p> <ul style="list-style-type: none"> <li>• What evidence can you provide of progress so far in your team's implementation of the KS3 strategy?</li> <li>• What work is your team doing towards embedding the writing policy and celebrating literacy?</li> <li>• What evidence can you provide that members of your team are developing their teaching and learning styles in the classroom?</li> <li>• What evidence can you provide of your implementation of the DP for G&amp;T pupils?</li> <li>• What evidence can you provide that your team is implementing the oracy policy?</li> </ul>	

**APPENDIX 4 DIAGRAM USED TO SHOW MEANING OF CITIZENSHIP PROJECT JANUARY 2001.**



## APPENDIX 5: QUESTIONNAIRE FOR KS3 STUDENTS 2000

## Citizenship Questionnaire for KS3 Students

Year \_\_\_ Gender \_\_\_ Ethnicity \_\_\_

## 1. A) What do these words mean to you?

Citizenship	
Society	
Multicultural	
Government	
Community	
European Union	
Commonwealth	
United Nations	
Globalisation	

## 1. B) In which subject lessons have you learned about any of these things?

## 2. In your lessons, or other things that happen at school, do you do these things:

	Never	Some- times	Quite often	A lot	When / in which subjects?
1. Think about and discuss issues to do with politics?					
2. Think about and discuss issues to do with what is right and wrong?					
3. Think about and discuss issues to do with beliefs?					
4. Talk about your own point of view about these things?					
5. Write about your own point of view about these things?					
6. Get involved in class discussions and debates about things like this?					
7. Study and explain other people's points of view?					
8. Get involved in school activities apart from lessons?					
9. Get involved in activities in the community or local area?					
10. Feel you have a say in your own learning?					
11. Feel you have a say in how the school is run?					

## 3. Please tell the interviewer or write yourself about your own ideas and hopes about how you can:

- Find out more about what is going on in the world around you
- Get more involved in managing your own learning
- Have more say in how the school is run
- Get more involved in the local community

**Citizenship Questionnaire for KS4 Students**

Year \_\_\_ Gender \_\_\_ Ethnicity \_\_\_

2. A) What do these words mean to you?

<b>Citizenship</b>	
<b>Society</b>	
<b>Criminal justice</b>	
<b>Civil justice</b>	
<b>Parliament</b>	
<b>Economy</b>	
<b>Community</b>	
<b>European Union</b>	
<b>Commonwealth</b>	
<b>United Nations</b>	
<b>Amnesty International</b>	
<b>Oxfam</b>	
<b>CRE</b>	
<b>Globalisation</b>	

4. B) In which subject lessons have you learned about any of these things?

5. In your lessons, or other things that happen at school, do you do these things:

	<b>Never</b>	<b>Sometimes</b>	<b>Quite often</b>	<b>A lot</b>	<b>When / in which subjects?</b>
1. Think about and discuss issues to do with politics?					
2. Think about and discuss issues to do with what is right and wrong?					
3. Think about and discuss issues to do with beliefs?					
4. Talk about your own point of view about these things?					
5. Write about your own point of view about these things?					
6. Get involved in class discussions and debates about things like this?					
7. Study and explain other people's points of view?					
8. Explore the way statistics are used in politics and the media?					
9. Get involved in school activities apart from lessons?					
10. Get involved in activities in the community or local area?					
11. Feel you have a say in your own learning?					
12. Feel you have a say in how the school is run?					

**6. Do you think you would be voting in elections when you are old enough?**

**7. Is it important for people to vote? Please give reasons for your answer:**

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**8. Can young people like yourself help to change the local area or even the world ? In what ways?**

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**9. Please tell the interviewer or write yourself about your own ideas and hopes about how you can:**

- Find out more about what is going on in the world around you
- Get more involved in managing your own learning
- Have more say in how the school is run
- Get more involved in the local community

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## APPENDIX 6: SUGGESTED CRITERIA FOR CITIZENSHIP ACTIVITIES.

<b>Suggested criteria for Citizenship Events</b>
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**1. *The event must raise pupils' awareness of at least one area of knowledge and understanding of Citizenship – i.e***

- a) the legal and human rights and responsibilities underpinning society,
- b) the diversity of national, regional, religious and ethnic identities within the UK and the need for mutual respect and understanding
- c) central and local government, the public services they offer
- d) the key characteristics of parliamentary government and other forms of government
- e) the electoral system and the importance of voting
- f) the work of community based, national and international voluntary groups
- g) the importance of resolving conflict fairly
- h) the significance of the media in society
- i) the world as a global community
- j) the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

**2. *The event must involve pupils in developing Skills of enquiry and communication i.e. one of these:***

- a) To think about/ *research* topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its source, including ICT-based sources
- b) To *express, justify and defend* orally and in writing a personal opinion about such issues, problems or events
- c) To contribute to group and exploratory class discussions

**OR**

**3. *The event must involve pupils in developing Skills of participation and responsible action i.e. one of these:***

- a) to use their imagination to consider other people's experiences and be able to think about, express and explain *and critically evaluate* views that are not their own
- b) to negotiate, decide and take part responsibly in both school and community-based activities
- c) reflect on the process of participating



## **Examples of events to consider**

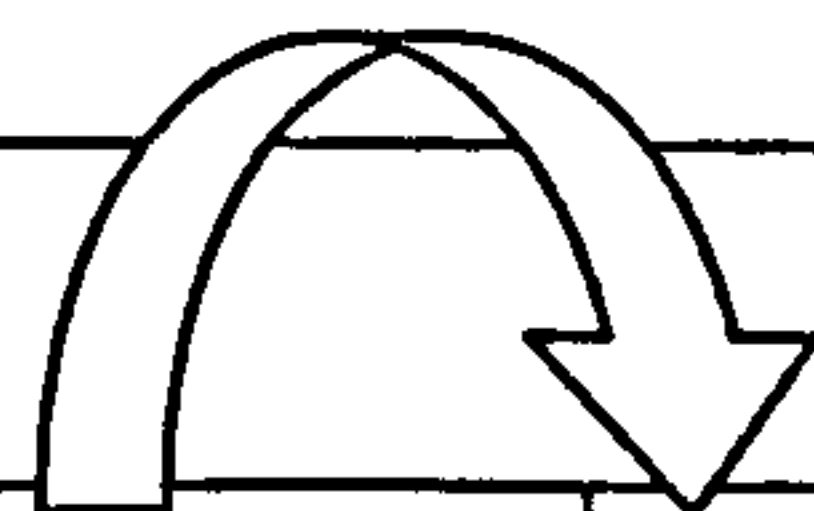
- A trip to the Houses of Parliament
- A visit to a local primary school to share learning about Citizenship with pupils there
- Investigating and feeding back upon some of the routes Sustrans has helped develop locally for bicycles and pedestrians
- Organising a party for local children
- Visiting the Science Museum or Natural History Museum to investigate topical or environmental issues – e.g. genetic engineering
- Visiting the Thames barrier and finding out why we need it and whether it constitutes sufficient protection from floods
- Participating in art, drama or poetry events which address issues of ethnic diversity and/or communal responsibility
- Investigating public transport links in the local area – could involve using the DLR and linked systems
- Visiting a school with an established school council and finding out about how it works
- Visiting a school which has in place successful measures to tackle bullying and investigating the applicability of these
- A project on endangered species which might include a trip to the zoo
- Producing a newspaper about the day and our Citizenship project
- Producing a video about the day
- Investigating school playground improvement projects, including visiting some case studies
- A project on E Commerce using IT and materials from the Institute for Citizenship
- Making a relief map of the British Isles using papier mache – a future teaching resource
- Making a display about facilities available in the local area with a map
- A visit to the Imperial War Museum to investigate the effects of war on society
- Cooking various foods traditionally eaten by members of minority communities for sale during the evening

APPENDIX 7: STUDENT CHOICE FORM FOR CITIZENSHIP DAY 2000

# Citizenship Day

## December 5th

Which activities appeal to you most? First choose from either WHOLE DAY activities or HALF DAY activities. If you do half day activities you will do a different thing in the morning and afternoon. We cannot promise to fit you in to your top choices, but will do our best to ensure that your activity is not at the bottom of your list. You must return this form to your tutor. Make sure your name and form are at the top of each sheet.



<b>WHOLE DAY ACTIVITIES</b>	
Number your choice (number 1 first, 20 last)	
<p><b>W1 Modern Art, culture and values</b> A visit to the Tate art museums, thinking about how our civilization expresses itself. Most appropriate for GCSE Art students</p>	
<p><b>W2 Leadership challenge activities ( at McMillan Centre)</b> Activities for people who like to be on the move and work with others to meet challenges</p>	
<p><b>W3 Youth Parliament</b> Preparing to make your own video of a mock session of Parliament. Role play, and fun for those who enjoy public speaking</p>	
<p><b>W4 Green gardening</b> Open to members of the gardening club. A chance to explore gardening that's good for the planet</p>	
<p><b>W5 Riches from rubbish</b> Can you really recycle rubbish from McDonalds? A visit there, and then to a recycling factory to find out</p>	
<p><b>W6 Imagine London local area study</b> Photography in the local area and activities to put your wishes for the future of London onto the Imagine London Website. Appropriate for pupils who enjoyed preparing to meet Ken Livingstone</p>	
<p><b>W7 Changing urban landscapes - visit to Isle of Dogs</b> An outing which will involve sketching, research and descriptive writing</p>	
<p><b>W8 Can the Thames Barrier save London from floods?</b> Visit to the Thames Barrier and find out all about it. Can it really protect London from rising sea and river levels?</p>	
<p><b>W9 Beyond Reasonable Doubt</b> Do you enjoy programmes like <i>The Bill</i>? Then you'll enjoy working on a mock magistrates court as part of a national competition. Y8 only.</p>	

<b>WHOLE DAY CONTINUED.</b>	
<p><b>W10 Broadcasting for beginners</b> Visiting a local radio station and preparing a broadcast</p>	
<p><b>W11 Making the video and photo album</b> Help record the day by videoing and photographing the activities with professional guidance</p>	
<p><b>W12 Newspaper production team</b> Fancy yourself as a reporter, editor or desktop publisher? This workshop will produce a newspaper about the day</p>	
<p><b>W13 Is our school safe?</b> Students in this workshop will carry out a health and safety inspection of the school. Especially relevant to GNVQ students.</p>	
<p><b>W14 Citizenship banners and decorations</b> Use your creative and artistic skills to produce welcoming banners in a variety of languages and decorations that will advertise citizenship for the evening event.</p>	
<p><b>W15 Human rights, human wrongs</b> Explore what makes people leave their homes and seek safety in other countries.</p>	
<p><b>W16 Training junior citizens</b> Visit a local primary school and help young children learn about citizenship.</p>	
<p><b>W17 Visiting Houses of Parliament</b> What's it really like in the House of Commons? Do the Lords doze? Visit the Houses of Parliament and find out.</p>	
<p><b>W18 Musical performances for the local community</b> For pupils in year 10 Group D steel pans and year 7 xylophone players performing Latin Rag.</p>	
<p><b>W19 EC Café</b> Set up and run an EC Food Tasting Café. Serve free samples to pupils and teachers in French or Spanish and organise a taster survey. Organise and play EC Quiz for prizes.</p>	
<p><b>Viva Espana!</b> Visit the Spanish embassy for workshops about Madrid and young people in Spain. Open to Year 9 and Year 11 Spanish students</p>	

FULL NAME _____	FORM: _____
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Remember that you will do Two of these activities: one in the morning and a different one in the afternoon. Number your favourite 1 and least favourite 21

### HALF DAY ACTIVITIES

#### H1 Making a photomontage of Deptford

Photography in the local area with disposable cameras

#### H2 The real Big Brother

Interested in how CCTV and surveillance cameras affect your rights? Can computers think? Science-based workshop explores how society is affected by IT and surveillance technology

#### H3 Orienteering challenge

A competitive workshop for people who enjoy being on the move and finding their way around. Involves following a local map and finding out public places. Prizes to be won.

#### H4 Dead in the water?

How much life is there in the Thames? Take samples of the river water and test and analyse them. Fun for budding scientists.

#### H5 Express yourself

Dance workshop

#### H6 Science for all? Are some scientists invisible?

Find out about the role of women & ethnic minorities in Science

#### H7 Building a monument for Deptford

Choose a site to build a monument for the local community. Spend some *Deptford Green Money* on materials to make a model as engineers and architects. What could you do with £5,000?

#### H8 IT for Citizenship

Using new software for Citizenship activities

#### H9 Chinese writing - fun with Chinese characters

What is calligraphy? Find out the meanings behind Chinese characters and even learn to write a few.

#### H10 Communication for global citizenship: Make your own radio

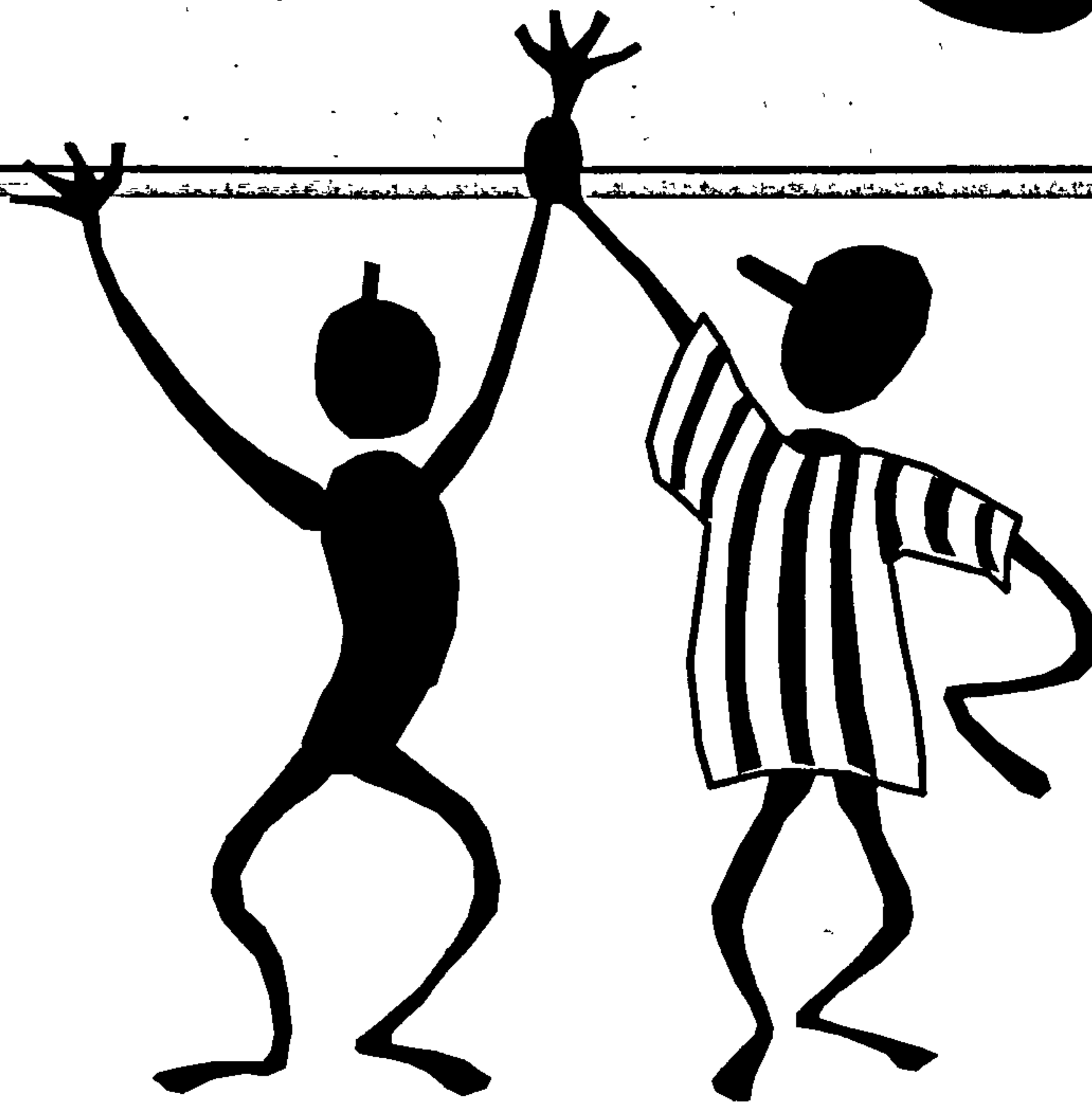
. A proper hands-on construction workshop

FULL NAME \_\_\_\_\_ FORM:

HALF DAY ACTIVITIES CONTINUED	
<p><b>H11 Performance poetry</b> A poetry workshop with performance poet Pinksly. Open to year 9 upwards only.</p>	
<p><b>H12 Global entertainment: Circus workshop</b> Learn about being part of a circus with professionals.</p>	
<p><b>H13 Cooking with Chemistry</b> The kitchen as a science lab. Find out about the science that makes cooking work.</p>	
<p><b>H14 Breeding creatures to care for the soil</b> Fun for budding zoologists. Build a wormery for the school and find out how worms can help us.</p>	
<p><b>H15 Culture and identity through drama</b> A theatre workshop on culture and identity</p>	
<p><b>H16 E Democracy</b> Investigating electronic voting with computers.</p>	
<p><b>H17 Lewisham Maths Trail</b> Adventures with numeracy in Lewisham</p>	
<p><b>H18 London Museums Maths trail</b> Visit London museums and have fun with Maths challenges.</p>	
<p><b>H19 Global cuisine</b> Finding out about world foods</p>	
<p><b>H20 Act it out!</b> This drama workshop will use improvisation to explore citizenship issues.</p>	
<p><b>H21 Mystery workshop</b> Too much choice? Can't decide? Let us surprise you</p>	

**APPENDIX 8 SAMPLE SCHEMES OF WORK FOR CITIZENSHIP AND CITIZENSHIP  
THROUGH PSHE – SEE ATTACHED.**

# Keeping Safe!



**SOW by David Lucas**  
Head of Year.

## Year 7 PSHE/Citizenship

<b>UNIT TITLE</b>	<i>Safety in the community</i>
<b>UNIT LENGTH</b>	7 x1 hour lessons
<b>UNIT AIM</b>	To understand safety issues in the students' journey to school and to help them come with strategies to cope with the journey. From this to be able to participate in the community by assessing the safety of the local environment and making plans to improve the situation.
<p><b>OVERVIEW OF UNIT</b></p> <p>This unit sees the students looking firstly at their own safety on their journey to school. They will use the help of characters they create to look at the issues and scenarios to look at possible ways of avoiding problems. From this the students will then look at the local environment and plan ways of improving the physical environment helping make their journey safer. This sees a cross between citizenship work and personal safety</p>	
<b>UNIT OUTCOMES</b>	
<b>HIGH ABILITY</b>	Students feel more relaxed about situations they may come across on their journey to and from school. They should be able to come up with many different alternatives/ ways out of situations that will lead to their own safety. They also understand that different solutions have differing consequences for different groups of people. They should build confidence in presenting information to an audience and develop their listening skills. Persuasion skills will be developed by students when they create their presentation. They should also develop an awareness that they are citizens – and that if active they can make a difference
<b>MIDDLE ABILITY</b>	Students to feel more relaxed about situations they may come across on their journey to and from school. They should be able to come up with many different alternatives/ ways out of situations that will lead to their own safety. They should build confidence in presenting information to an audience and develop their listening skills. Persuasion skills will be developed by students when they create their presentation They should also develop an awareness that they are citizens – and that if active they can make a difference.
<b>LOW ABILITY</b>	Students feel more relaxed about situations they may come across on their journey to and from school. They should be able to come with several different alternatives/ways out of situations that will lead to their own safety. They should build confidence in presenting information to an audience and develop their listening skills. They should understand what persuasion is.



<b>In their shoes.</b>		<b>Week 1.</b>
<b>Lesson aim</b>	<ul style="list-style-type: none"> <li>To allow students to describe different routes into school and to come up with a list of different problems they may encounter en route.</li> </ul>	
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To enable students to say what problems they are scared/ worried about on their journey. They will create a character that will take on their problems – not personalising them – in single sex groups. This should help make students more open.</li> <li>Students will compare difference in fears between girls and boys</li> </ul>	
<b>Resources required</b>	<ul style="list-style-type: none"> <li>Sugar paper or A3 paper</li> <li>Felt pens/colouring pens</li> </ul>	
<b>Activities</b>		
<ul style="list-style-type: none"> <li>Students need to be separated into single sex groups. At least one other member of staff will help you (5 minutes of the lesson). [If you have a student teacher with you they may be able to help with this – if not come and ask me and I will try and help out. If you cannot separate into separate rooms split the class in two – boys on one side and girls on the other – single sex pairings. You could then get the girls to make one group and boys another to feed back. ]</li> <li>The first part of this lesson is the students are given a piece of sugar paper / A3 paper to draw a character on. This character is fictional and the same age as they are. The students need to draw the outline and add clothing etc. The aim is to create a character they can completely imagine. (Give them only 10 minutes to do this)</li> <li>The teacher can then give the students a series of questions to get them thinking about the character they have created. You could get them to write their answers or think about them and then discuss in pairs. The questions are: Describe what the character is like? What is your character wearing? What is in their pockets? Where do they live in Deptford? (10 minutes).</li> <li>From this you can start looking at the journey to school and how the person feels. It is at this point the student may put some of their own feelings into the character. The questions can follow: Describe the journey they have to take to get to school? Do they like the journey? Are they scared? What problems do they come across on the journey? Who travels with them on the journey? What problems could they come across? (give 15 min maximum)</li> <li>[If students do this quickly you could ask them to think of another place their character lives in Deptford, and then describe the new problems]</li> <li>You could then brainstorm the problems they came across on the board, and come up with a list that the boys and girls have come up with separately. (10 min)</li> <li>Bring the 2 groups together, and compare what they have come out with. Did the boys and girls come up with different problems or were most similar? Why were they different? (10 min)</li> <li>You need to keep the list for boys and girls ready for next lesson.</li> <li>Tell the class that next lesson they will look at ways of coping with these problems on their journey.</li> </ul>		

<b>What could I do?</b>		<b>Week 2</b>
<b>Lesson aim</b>	<ul style="list-style-type: none"> <li>To get the students to come up with coping strategies for the problems they perceive</li> </ul>	
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>The students will be able to role play 5 common situations. Enabling them to come up with specific coping strategies that they can take away from the lesson</li> </ul>	
<b>Resources required</b>	<ul style="list-style-type: none"> <li>5 scenario sheets</li> </ul>	
<b>Activities</b>		

- Start the lesson by revising what the problems were in the different routes created last week. Ask the class if they remember if there were any difference between the girls and boys list (5 min)
- Ask the class if there are similar to problems you actually do come across. If you are lacking problems add a few of your own e.g. meeting a gang, going past older children, meeting a drunk person, dark alley, see people playing with fireworks etc.
- You could either get students to work in groups of 3 or 4 to put all the different problems into a hierarchical order – ones most concerned about first and the least last. If you want a more active lesson you can create a continuum. Move the tables aside and have one side of the room to be a very concerned side and the other end not concerned. Your class needs to be relaxed with each other – and relatively sensible and honest in this. You can then go through the list and get people to stand either at one end or the other of the room or somewhere in-between depending how much they are concerned. It is important to tell class there is no wrong or right answer.
- From this you will have a list of 5- 10 that a large number of the class is concerned about (10 min)
- The students are now going to respond to 5 scenarios (you could adapt them to represent some of the main 5 – 10 problems they picked out above). You can choose either to get the class in groups of 5 to role play the situations given one at a time, or get them in pairs to respond to the speech bubbles on the scenario sheets. If the students feel more comfortable going into the role of the character they created do this – again this may give them confidence in front of the class (25 min)
- [If they are quick get them to create several responses to each scenario – or create a few more scenarios that reflect what they came up with last lesson]
- Get the students to act out their scenarios to the class /go over the students' responses to the scenarios. For each one come up with several strategies to cope in the situation – because there is no right or wrong answer you will need to feed off what they have produced. Running away and reporting it could be an answer – they may come up with fight back, so you will have to go through the consequences of such an action. No answer is wrong, and the students must not feel that what they have given as an answer is wrong (15 min)
- From this lesson the students should take away a list of different strategies they could use in given scenarios – coping strategies are important, and knowing there is help around the corner.

<b>The wider perspective</b>		<b>Week 3</b>
<b>Lesson aim</b>	<ul style="list-style-type: none"> <li>▪ To enable the students to understand there are alternative routes and ways of reducing their trouble spots on their journey.</li> </ul>	
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will map their route, label the problem areas and indicate alternative routes to make their journey safer.</li> <li>▪ They will be able to list the key figures in the local community who could help them improve their environment.</li> </ul>	
<b>Resources required</b>	<ul style="list-style-type: none"> <li>• Maps of local environment</li> <li>• Colouring pencils</li> <li>• Letter about trip</li> </ul>	
<b>Activities</b>		
<ul style="list-style-type: none"> <li>▪ Revise the different strategies they come up with last week about how to cope in different situations. Tell the class that people are not the only dangers but the physical environment - bad roads / no where to cross etc. May be it is a combination of people and the physical environment. A certain area may be dark and therefore make it a hang out place for people.</li> <li>▪ Give each student a map of the local area. They must identify their route to school on the map with a colour (not red or yellow) so it stands out. If they live off the map they need to start the route where they come onto the map</li> <li>▪ With a red pen they need to locate the most dangerous parts of their journey. With a pen they then need to annotate the red areas - saying what the problems are.</li> <li>▪ [If students say they have no problems on their route / or the route is very small, make them think about major roads they have to cross. If they are still not inspired you could give them a new place to live - or get them to do the journey of a friend who lives further away.]</li> <li>▪ Now get each person to explain their route to their neighbour and talk about the problems on route. As a pair write on the back of the map what they could do to minimise the problems they encounter on their route.</li> <li>▪ With a yellow pencil then get the students to come up with an alternative route avoiding all the red areas.</li> <li>▪ [If time find several alternative routes - spell out that this is empowering them in their journey. If they know the areas of problems they know they can avoid them, or have strategies to cope]</li> <li>▪ Oral question for the class - If you wanted to change anything in your local environment who are the key people to talk to? Local council / MP / Police / Head-teacher - stakeholders in the community. How could you influence their decisions?</li> <li>▪ Next lesson we are going to go on a small trip around the local community to find all the problem areas, and see what we can do to improve it. -We will work in groups and the best; groups will get to present to the local council - and maybe the decisions the class makes will be used. GIVE OUT TRIP LETTER - AND COLLECT RETURNS IN THE WEEK</li> </ul>		

<b>In the community</b>		<b>Week 4</b>
<b>Lesson aim</b>	<ul style="list-style-type: none"> <li>▪ To look at the local environment identifying some of the problem area</li> </ul>	
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>▪ To travel a set route, looking at certain problem areas. They will identify the main problems and brainstorm ways of improving each one.</li> </ul>	
<b>Resources required</b>	<ul style="list-style-type: none"> <li>▪ Local environment booklet</li> </ul>	
<b>Activities</b>		
<ul style="list-style-type: none"> <li>▪ Take class on the trip. Make sure you have all the responses from parents. They will need a pen /pencil each. The booklet you have takes you on the journey. Stop where you can see the areas in question. I suggest the following route:</li> <li>▪ Go from annexe to roundabout. Get the class to lean against school fence and get them to answer questions in booklet.</li> <li>▪ Walk up Pagnel Street, and cross road at cycle crossing (green bit going over road).</li> <li>▪ At tunnel get the students to fill in the booklet. This is where several muggings have taken place at night.</li> <li>▪ Walk through tunnel and up to main building - get students on Edward Street against the school fence looking at railway bridge. Answer these questions</li> <li>▪ Walk back to annexe</li> <li>▪ [If you have loads of extra time you could look at safety crossing the park at night – and/or coming out of the railway station]</li> <li>▪ Take the booklets from them – they will use this next week. They are going to pick the area that has the biggest problem – and in groups come up with ways of improving that area.</li> </ul>		

<b>Plan for change</b>		<b>Week 5</b>
<b>Lesson aim</b>	<ul style="list-style-type: none"> <li>▪ To develop a piece of presentation – planning for change</li> </ul>	
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>▪ Students to agree which area they feel is the worst in the local community and then in groups start writing a presentation for the councillors</li> </ul>	
<b>Resources required</b>	<ul style="list-style-type: none"> <li>▪ Booklets from last lesson</li> <li>▪ Plan for change sheet</li> <li>▪ Presentation help sheet – is just a guide or writing frame for low ability. The rest should put a lot more detail in than this allows.</li> </ul>	
<b>Activities</b>		
<ul style="list-style-type: none"> <li>▪ Put the class into mixed ability groups of around 4 or 5.</li> <li>▪ Give them back the booklets they completed last lesson. (5 min)</li> <li>▪ Get them in their groups to put the 4 areas looked at into a hierarchy. The one they think is worst first. (5 min)</li> <li>▪ Feedback to class - and as a group come up with a class hierarchy.</li> <li>▪ As a class you are going to work on the one area you think is the worst. In each group they are going to fill in the plan for change sheet. (10 min)</li> <li>▪ Each group is going to create a piece of persuasion. It will be in the form of a presentation. You will create it by hand, and the best one in each class will then create it using the computer. This one will then be presented in front of the local councillors who are in charge of making decisions in the local environment. Who knows we may see a change in the next year - we may not, but we must try and improve our environment.</li> <li>▪ Each group then to create presentation - use presentation help sheet for help. (35 min) You may wish to go over what is a persuasion and how you go about creating one. You could use the example of persuading someone to try a new sweet - how do you make them have one?</li> <li>▪ Must carry on at home. It will be finished by the end of next lesson.</li> </ul>		

<b>Plan for change 2</b>		<b>Week 6</b>
<b>Lesson aim</b>	<ul style="list-style-type: none"> <li>▪ To develop a piece of presentation –planning for change</li> </ul>	
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>▪ Students in groups to finish their presentation –detailed persuasions needed.</li> <li>▪ Students able to describe what a good presentation would include.</li> </ul>	
<b>Resources required</b>	<ul style="list-style-type: none"> <li>▪ The presentation work they started last week.</li> </ul>	
<b>Activities</b>		
<ul style="list-style-type: none"> <li>▪ Repeat what the students are creating - reminding them what they started last week. They are creating a presentation to persuade the local councillors to change the local environment. They have picked an area that does need improving. The best one in the class will be picked and then presented using ICT to the local councillors - who may take up our plans. The Presentation help sheet will help.</li> <li>▪ Give them only 45 minutes of this lesson to finish it.</li> <li>▪ As a class brainstorm what would make a good presentation. 60 through - speaking clearly / body language / others in the group standing still / quality of work so people can read it all etc.</li> <li>▪ [If your class is ready early that's fine - start the presentations. and finish next week]</li> <li>▪ Come up with a list of criteria that as a class you will use next lesson to choose which one in the class was the best.</li> </ul>		

<b>Presentations</b>		<b>Week 7</b>
<b>Lesson aim</b>	<ul style="list-style-type: none"> <li>▪ To develop a piece of presentation –planning for change</li> </ul>	
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>▪ Students develop their listening skills by listening to other presentation.</li> <li>▪ Students gaining confidence presenting information in front of a small audience</li> </ul>	
<b>Resources required</b>	<ul style="list-style-type: none"> <li>▪ Students need their presentation sheets</li> </ul>	
<b>Activities</b>		
<ul style="list-style-type: none"> <li>▪ Remind class what they are doing. Presentations - go over the criteria you came up with last lesson. You have to come up as a class with the grading criteria. 1-10</li> <li>▪ What does 1 mean? What does 10 mean?</li> <li>▪ Let each group present, and all the other groups can give it a mark out of 10 - using the criteria you have come up with.</li> <li>▪ At the end the one with the highest score will be the one chosen - if you have two at the same score you will have to vote on it.</li> <li>▪ At the end brainstorm go over what the winning presentation needs to add to their presentation - so that it represents what the whole class believes.</li> <li>▪ Hand their names to HOY</li> </ul>		

## Year 10 Citizenship UNIT 4: The Global Village:

### Can we make world trade fair and how can we protect the environment?

About the unit

This unit is designed to enable students to discover the global economy. The challenge for students after exploring these issues is to develop their own *Global Citizens Supermarket*. It introduces them to the concept of globalisation and invites them to consider the links involved in world trade. They begin with deliberation over the impact of scientific advancement on our lives by considering ethical issues to do with genetic engineering. They explore examples of biodiversity and sustainability. They explore the problems of world debt and priorities for development in LDCs. They examine trade in some key commodities and discover viable ethical approaches. Through the activities including games, they develop skills in collaboration. Their investigations promote skills of enquiry.

Where the unit fits in

The unit addresses the following aspects of the Key Stage 4 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1e) how the economy functions, including the role of business and financial organisations
- 1f) the opportunities for individuals, and voluntary groups to bring about social change locally, nationally, in and internationally
- 1h) the rights and responsibilities of consumers, employers and employees
- 1j) the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

#### Skills of enquiry and communication

Pupils should be taught to:

- 2a) think about topical political, moral, social and cultural issues, problems and events by analysing information and its source
- 2b) justify orally and in writing a personal opinion about such issues, problems or events
- 2c) contribute to group and exploratory class discussion and take part in debates

#### Skills of participation and responsible action

- 3a) to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- 3b) to negotiate, decide and take part responsibly in both school and community-based activities
- 3c) reflect on the process of participating

#### EXPECTATIONS

At the end of this unit

Most pupils are aware that globalisation is about links. Particularly through trade, internationally. They understand that the global economy creates inequality and poverty. They are aware of the role of multinational corporations and of organisations like the World Bank and the IMF. They know that sustainable development matters and can articulate some of the arguments about the application of science to nature. They know that there are groups of people working for change internationally and are aware of how we can support them by changing consumer behaviour and by supporting the world of environmentalists. They recognize a variety of issues of concern about global trade and development. They have been able to investigate and make proposals to improve aspects of world trade. They are able to present their findings to an audience and to evaluate their work. They behave in ways which respect agreed ground rules for group work. They are able to evaluate their own interaction in a group. Some pupils will not have made so much progress. They are aware of a range of issues of concern about globalisation. They have attempted to investigate and address these issues. The have engaged in simple research and attempted to collate some of their findings for presentation.

Some pupils will have progressed further and are able to analyse and evaluate the arguments and evidence about globalisation. They are able to synthesise as well as critically evaluate a range of potential Responses to the issues and propose alternative courses of action

**DGS YEAR 10 CITIZENSHIP SOW:WHAT DOES GLOBALISATION MEAN AND WHAT CAN WE DO ABOUT IT?**

KEY QUESTIONS AND CONCEPTS	LEARNING OBJECTIVES AND SUGGESTED NO. LESSONS	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>✓ What is globalisation?</li> <li>✓ How does the food we buy links us to other parts of the world.</li> </ul>	<p>1e) how the economy functions            1f) the wider issues and challenges of global interdependence            2c) To contribute to group and exploratory class discussions, and take part in formal debates</p> <p align="center">1 – 2 LESSONS</p>	<ul style="list-style-type: none"> <li>▪ Either visit Sainsbury and write down to prices of the commodities and where they come from, in the following categories, in groups:               <ul style="list-style-type: none"> <li>- Coffee, cocoa, bananas, sugar, tea</li> </ul> </li> <li>▪ Or teacher organises to bring these commodities to lesson for this task.</li> <li>▪ Points for discussion could include:               <ul style="list-style-type: none"> <li>- How many of these products come from the South?</li> <li>- Which continents produce them?</li> </ul> </li> <li>▪ Follow with activity on worksheets:               <ul style="list-style-type: none"> <li>- making own statements about globalisation</li> <li>- looking at how we affect the world and it affects us</li> <li>- diamond 9 activity with follow-up discussion if time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Commodities or supermarket</li> <li>➤ What is globalisation worksheet</li> <li>➤ Diamond 9 cards for pupils to cut up.</li> </ul>
<p align="center"><b>HOMEWORK:</b> Find out about Uganda: location, population, climate, any development indicators.</p>			



KEY QUESTIONS AND CONCEPTS	LEARNING OBJECTIVES AND SUGGESTED NO. LESSONS	ACTIVITIES	RESOURCES
<p>✓ What connections do we make when we drink a cup of coffee?</p> <p>✓ How does the food we buy link us to other parts of the world.</p>	<p>1e) how the economy functions</p> <p>1f) the wider issues and challenges of global interdependence</p> <p>2a) To think about and research a topical problem</p> <p>3a) To use their imagination to consider other people's experiences</p> <p>1 – 2 LESSONS</p>	<ul style="list-style-type: none"> <li>▪ Start with the Coffee Quiz (p3), answers on page 5.</li> <li>▪ Then follow instructions for Coffee Chain game (page 4 and 5 )</li> <li>▪ Followed by debriefing</li> <li>▪ Show video clips about Uganda ( 10 minutes)</li> <li>▪ Use the sheets on Uganda's problems (write problems in the middle, causes round the outside) and the trade trap to process information from the pack</li> <li>- Use processed information to produce posters or leaflets for the staffroom about what we can do about the coffee chain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Video clips on Uganda</li> <li>➤ Coffee Chain Game teacher's instructions</li> <li>➤ Coffee Chain student resources and 2 worksheets.</li> <li>➤ Materials for making posters/leaflets</li> </ul>
<p>✓ Can genetic engineering benefit us?</p> <p>✓ What are the arguments for and against</p>	<p>1 a) To consider the rights and responsibilities of consumers</p> <p>1j) to explore the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.</p> <p>2c) To contribute to group and exploratory class discussions, and take part in formal debates</p> <p>1 LESSON</p>	<ul style="list-style-type: none"> <li>▪ Read the article 'Paralyzed actor welcomes embryo research ruling' in pairs. Feed back to the class on what he says are the benefits of genetic engineering</li> <li>▪ In groups, pupils use set of handouts to prepare the 2 sides of the debate: <i>This house believes that research into genes and genetic engineering can help improve everyone's quality of life.</i> Students could have copies of the arguments on their side and each summarise points in one article</li> </ul>	<ul style="list-style-type: none"> <li>➤ Handouts: Superman article, 2 sheets on arguments for and against GM; What is a gene?; Banana Boon; One in the eye; Reaping the Rewards; Doctors will soon be able to predict. (these are all articles adapted from various sources)</li> </ul>

**HOMEWORK:** Draft a short speech on how GM could affect poor farmers in less economically developed countries.

**DGS YEAR 10 CITIZENSHIP SOW: WHAT DOES GLOBALISATION MEAN AND WHAT CAN WE DO ABOUT IT?**

KEY QUESTIONS AND CONCEPTS	LEARNING OBJECTIVES AND SUGGESTED NO. LESSONS	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>✓ Should we be defending the balance of nature?</li> <li>✓ What is biodiversity?</li> <li>✓ How does agricultural technology affect different groups of people?</li> </ul>	<p>1f) the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.</p> <p>2b) To express, justify and defend orally a personal opinion about global issues</p> <p>2c) To contribute to group and exploratory class discussions, and take part in formal debates</p> <p>1 – LESSON</p>	<ul style="list-style-type: none"> <li>▪ Explain challenge to students: to produce a ‘documentary’ which can be done as a video or a poster or spoken from a panel at the front of the class or a mock radio phone-in reflecting the different views about approaches to farming in India</li> <li>▪ Give each student one of 5 roles: -               <ul style="list-style-type: none"> <li>- member of the Deccan development Society</li> <li>- student from the Green School</li> <li>- shopper in London</li> <li>- scientist employed by a firm supporting agribusiness</li> <li>- member of Greenpeace,</li> </ul> </li> <li>▪ Before watching the video, remind them of some of the benefits of genetic engineering in farming raised previously.</li> <li>▪ As they watch the video, students should make rough notes on what their person would think/say about the issues raised and the REASONS why they would say this</li> <li>▪ After watching, get the students into groups comprising each of the 5 roles and give them time to prepare what they are going to say or to make a quick poster</li> <li>▪ Allow one or two groups to present to class</li> <li>▪ Give a few minutes to get shows of hands on the way forward for farming.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Seeds for Life</i> video</li> <li>➤ Lined paper</li> <li>➤ Resources for making posters or camcorder</li> </ul>

**HOMEWORK:** Sheet about biodiversity. Do questions 4a and 5b.

## DGS YEAR 10 CITIZENSHIP SOW: WHAT DOES GLOBALISATION MEAN AND WHAT CAN WE DO ABOUT IT?

KEY QUESTIONS AND CONCEPTS	LEARNING OBJECTIVES AND SUGGESTED NO. LESSONS	ACTIVITIES	RESOURCES
<p>✓ Which bananas should we buy?</p> <p>✓ How does the banana trade affect those involved?</p>	<p>1f) the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.</p> <p>2b) To express, justify and defend orally a personal opinion about global issues</p> <p>2c) To contribute to group and exploratory class discussions, and take part in formal debates</p> <p>1 LESSON</p>	<ul style="list-style-type: none"> <li>▪ Start with banana quiz in whole group situation. Go through answers with group (5 min)</li> <li>▪ Explain that students are going to be asked to produce a Charter about how the banana trade can be made just and sustainable.</li> <li>▪ Show video (26 minutes) getting students to note aspects of trade that should be changed.</li> <li>▪ Divide the class into 3 and give out role card to banana worker, importer/distributor and consumer. Follow instructions for <i>Balance of Power (10 min)</i></li> <li>▪ Follow instructions for <i>Design a Charter</i>. Could be done with Post-its or OHTs.</li> </ul>	<p>➤ <i>Bananas unpeeled</i> video</p> <p>➤ Teacher resources:</p> <ul style="list-style-type: none"> <li>- quiz sheets</li> <li>- role cards (copy and cut out 10 for each role)</li> <li>- Balance of Power instruction sheets</li> <li>- Charter instruction sheets.</li> </ul>
<p>✓ Can we make trade fair?</p>	<p>1f) the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.</p> <p>2b) To express, justify and defend orally a personal opinion about global issues</p> <p>2c) To contribute to group and exploratory class discussions, and take part in formal debates</p> <p>1 LESSON</p>	<ul style="list-style-type: none"> <li>▪ Explain to the class that their challenge is to stock an ethical shop with groceries and health products</li> <li>▪ Students work in groups of about 4 to draw up a list of goods they would stock</li> <li>▪ Use the Internet and visit <a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a> and <a href="http://www.fish.co.uk">www.fish.co.uk</a> to get lists of groceries and health and beauty products the shop could stock.</li> <li>▪ Use the handouts on ethical shopping as reference points</li> <li>▪ The winning group will be the one that comes up with the longest acceptable list first. Give them a prize.</li> </ul>	<p>➤ Ethical shopping handouts</p> <p>➤ Internet – visit sites listed and see also those on ethical shopping handouts.</p>

# **Year 10 Citizenship UNIT 4: The Global Village: Work and Citizenship**

## **About this unit:**

This unit is designed to introduce students to the conditions under which many people work both in the UK and around the world. Students will discover that many workers are exploited in order to produce the goods we buy. Students will explore responding to exploitative working conditions as workers and consumers. They will explore trade unions and consider whether we should boycott goods produced in sweatshops or demand better working conditions for the workers.

## **Where the unit fits in**

The unit addresses the same areas of knowledge and skill as the rest of the SOW.

## **Expectations – at the end of the unit**

Most students will be aware that many fashion items we buy are made by workers who are poorly paid and work in exploitative conditions in different parts of the world. They will understand some of the reasons why these goods are made in LEDCs. They will recognise that worker exploitation is not exclusive to LEDCs and occurs in the UK as well. They will understand the role of trade unions. They will recognise that boycotts many not be the best approach to tackling exploitation of workers. They will understand that they have a responsibility as consumers for the conditions of workers.

Some students will not have made as much progress. They will know that the fashion items they buy are made in other countries and that some workers are poorly paid. They understand that this can occur in the UK too. They will know what a trade union is and will understand that there are also things which consumers can do to deal with worker exploitation.

Some students will have progressed further. They will have a good understanding of how and why companies seek out cheapest labour and least regulated economies. They can put this within the context of other work they have done on globalisation. They recognize injustice in the production of our fashion items and recognise that they can do something about it. They understand the different circumstances and arguments of key players (producers, workers, consumers, etc.) and can argue both sides of the debate about boycotts versus improving working conditions. They know a range of options for taking action for change on this issue.

### DGS YEAR 10 CITIZENSHIP SOW: WHAT DOES GLOBALISATION MEAN AND WHAT CAN WE DO ABOUT IT?

KEY QUESTIONS AND CONCEPTS	LEARNING OBJECTIVES AND SUGGESTED NO. LESSONS	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>✓ Where do the clothes we wear come from?</li> <li>✓ Who makes them, under what conditions, for what wage?</li> <li>✓ Is this fair</li> <li>✓ What are the arguments for and against production around the world?</li> </ul> <p><i>Concepts/ words:</i></p> <ul style="list-style-type: none"> <li>- <i>sweatshops</i></li> <li>- <i>ethical consumer</i></li> <li>- <i>subcontracting</i></li> <li>- <i>minimum wage</i></li> </ul>	<ul style="list-style-type: none"> <li>1h) the rights and responsibilities of consumers, employers and employees</li> <li>1j) the wider challenges of global interdependence and responsibility,               <ul style="list-style-type: none"> <li>- understanding that clothes are produced all around the world</li> <li>- realising that the people who make our clothes often work in poor conditions for poor wages</li> <li>- recognising that different groups of people have different perspectives on this situation</li> </ul> </li> <li>2b) To express, justify and defend orally a personal opinion about global issues 2c) To contribute to group and exploratory class discussions, and take part in formal debates</li> </ul> <p>1 LESSON</p>	<ul style="list-style-type: none"> <li>• Hand out Resource 1 and ask students to fill in what they estimate are the costs of producing a £100 trainer. Give them the real costs (see attached)</li> <li>Discuss the main reasons why our clothes are made in these countries; cheap labour and minimal regulations</li> <li>Show clips from the video 'Our News- Our Views' (Resource 2) Reports 5 &amp; 6'</li> <li>Organise a debate in role on the following motion: Producing shoes in poorer countries is good for everyone!</li> <li>Debate: assign students with six roles:               <ul style="list-style-type: none"> <li>Shoe company executive</li> <li>Clothes Worker in LEDC</li> <li>Ethical Consumer in UK</li> <li>Couldn't-care-less Consumer in UK</li> <li>Govt. minister from LEDC</li> <li>Fair Trade Campaigner</li> </ul> </li> <li>Give them time to develop their arguments and / or give them role play cards to help them (Resource 3).</li> <li>Alternative debate - no roles necessary</li> <li>This class believes that unethical brands should be banned from school premises</li> </ul>	<ul style="list-style-type: none"> <li>➤ Resource 1: Costs of a trainer (sheet)</li> <li>➤ Resource 2: Video: 'Our news, our views'</li> <li>➤ Resource 3: debate roleplay cards</li> </ul>

### DGS YEAR 10 CITIZENSHIP SOW: WHAT DOES GLOBALISATION MEAN AND WHAT CAN WE DO ABOUT IT?

KEY QUESTIONS AND CONCEPTS	LEARNING OBJECTIVES AND SUGGESTED NO. LESSONS	ACTIVITIES	RESOURCES
<p>✓ What can we do about injustice in the production of our clothes?</p> <p><i>Concept:</i> <i>Consumer power</i></p>	<p>As above, and:</p> <ul style="list-style-type: none"> <li>- to know a range of actions that can be taken to challenge injustice in clothes production</li> <li>- to take an action</li> </ul> <p>1 LESSON</p>	<p><b>Activities</b></p> <p>Review Issue of boycotts versus alternatives</p> <p>Either:</p> <p>Ask students to choose one of the following actions:</p> <ul style="list-style-type: none"> <li>• Writing to a shoe corporation eg Nike</li> <li>• Writing to Joan Ruddock MP</li> <li>• A poster campaign in school</li> <li>• Running an assembly about the Issues</li> </ul> <p>* see below for details / addresses</p> <p>Or:</p> <p>Ask students to create a Code of Conduct which would protect workers in the fashion / garment industry. This should include ways in which the Code can be enforced.</p>	<p>➤ Computer room</p>

## DGS YEAR 10 CITIZENSHIP SOW: WHAT DOES GLOBALISATION MEAN AND WHAT CAN WE DO ABOUT IT?

KEY QUESTIONS AND CONCEPTS	LEARNING OBJECTIVES AND SUGGESTED NO. LESSONS	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>✓ Are the working conditions in Britain up to scratch?</li> <li>✓ When are working conditions abused?</li> <li>✓ Are there laws to protect workers?</li> <li>- <i>Contract of Employment</i></li> <li>- <i>Equal Pay Act</i></li> <li>- <i>Sex Discrimination Act</i></li> <li>- <i>Race Relations Act</i></li> <li>- <i>Health and safety Laws</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• to understand that working conditions in Britain can be abused</li> <li>• to recognise that there are different laws to protect employees</li> </ul> <p>1 LESSON</p>	<p>Looking at the case studies of Cindy and Abdul. Students are to identify when the conditions of these two people have been abused. They are to use the Young Citizen's Passport booklet to guide them.</p> <p>Discussing and identifying the different laws designed to protect employees. Students write a statement to help Abdul or Cindy fight their case to improve their working conditions</p> <p>(optional - Students could role play confronting the employer)</p>	<ul style="list-style-type: none"> <li>➤ Case study sheet</li> <li>➤ Identifying 6 abuses of Abdul and Cindy's working conditions using <i>Young Citizens Passport</i></li> <li>➤ Sheet to write statement</li> </ul>
<ul style="list-style-type: none"> <li>✓ What is a trade Union?</li> <li>✓ What do trade unions do?</li> <li>✓ What do you think about trade unions?</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• To allow the students to develop their own views of trade unions</li> <li>• To understand what trade unions do for their members</li> </ul>	<p>Give each student a sheet of questions with one circled. Ensure equal numbers of each question are circled. Each student is to ask at least six others the question circled. Students will be asked their view on the other questions by other people. Students keep notes of answers</p> <p>Stop after 15 minutes and get students into 5 groups made up of students with same question. Groups to compare and summarise responses. Appoint a spokesperson</p> <p>Spokespeople report back.</p> <p>Put students into pairs and give out <i>What do Unions do?</i> Sheet. Discuss whether they are a good thing.</p> <p>Place 2 large sheets of paper in the room. Ask pairs to write up reasons for and against joining a trade union. Class to read charts. <b>DISCUSS</b> If Cindy and Abdul joined a union would this help?</p>	<ul style="list-style-type: none"> <li>➤ <i>What's your opinion?</i> Question and response sheet.</li> <li>➤ <i>What do Unions Do?</i> Sheet</li> <li>➤ Large sheets of sugar paper</li> </ul>

## APPENDIX 9: SAMPLE STATEMENT FOR COUNCIL OF CHAMPIONS

My name is X. I am 16 years old. I have lived in the Deptford and New Cross area for some few years now. I enjoy living in Deptford because it's an area with all different people from all ethnic groups and background. As part of my work experience in John Lewis and my 'Young Enterprise' project I have constantly taken part in group discussions and looked for ways to contribute to the development of the community. I understand that while you are in partnership with someone you have to be extremely reliable and organised in order to gain the trust and confidence of the people you are working with. I attend school regularly. I feel it is important because you have to be punctual at all times. I strongly believe in helping and caring for the environment in which we live in. I see this as quite an important role for me as it gives everyone a chance to have a say and make the society a better place for the future. I feel that my contributions and experience about how things are organised in our community will help in the future development of our community. My main aims as a Champion are to increase the educational facilities all around this area, have enough after-school classes for pupils at all levels of education, including those that would like to have computer classes. Be a spokesperson for the people in the community, listen to everyone and advise them on the possible way to solve your issues. So please support me and I will support you.



## APPENDIX 10: SAMPLE MINUTES OF CITIZENSHIP WORKING PARTY

<p><b>Notes on Meeting of Citizenship Working Party</b>  <b>On 20<sup>th</sup> September 2001</b></p>
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PRESENT:  
 APOLOGIES

Introductions.

- Those present explained who they were.
- 1. Feedback from departments on citizenship developments
- Anne handed out a pack of sheets, which synthesised departments' responses to forms given out in May 2001. Those present then added points about further development:
  - **Maths:** Simon reported that there is a focus on year 8, who are having an extra period of Maths through Citizenship. This involves 3 projects:
    - a) Human Rights in Autumn
    - b) Money and handling money in Spring
    - c) Pythagoras in Summer.
  - **Science:** Brendan reported on the game they have developed, dealing with women and ethnic minority achievers in Science. In the KS3 curriculum they also visit issues relating to recycling and the social context of sex education. CASE (Years 7 & 8) relates to citizenship in as far as it develops thinking skills. The EAZ has also brought in money for looking at technogames which can help develop oracy and debating skills.
  - **Music:** reflected in sheet
  - **IT** -see sheet, but also new Y7 and Y8 SOW draws on the local community as a focus for multimedia presentation. There is content relating to citizenship at KS4 and KS5.
  - **Languages:** Lucy reported that Year 7 covers introduction to the French speaking world, with emphasis on non-European countries. They also use language to explore culture. There is a unit of work on the EU> The pedagogy used seeks to develop listening skills and pair work.
  - **D&T:** The new SOW include 3 strands relating to citizenship:
    - a) The internal community
    - b) Responsibility for the environment
    - c) Responsibility for one's own learning.

At KS3 pupils are going out to nursery schools and designing products for them. Derrick is discussing with Pete working with local charities. They are also inviting pupils to consider wider community and issues – working conditions in manufacturing and design. This is being inserted into new SOW
  - **Drama** – Chris said they are developing empathy in pupils. They want to develop cross- generational work, including getting children to work with older people and turn their stories into drama. There is a plan to work up a connection with Greenpeace for drama.
- We agreed that it would be useful for departments to feed back some of these examples at the 26<sup>th</sup> November INSET day.

- Pete said that he was available to help any departments make relevant links outside school.

## **2. Staff ownership of the citizenship agenda.**

- Anne said that during the past year it had not been possible to adequately consult staff on what people wanted out of the citizenship agenda. This was due to logistical difficulties in organising meetings in the context of Beating Back Bureaucracy. However, it was hoped that our working party would provide a forum to develop more ownership of the agenda among staff. Those present were asked to take this issue back to departments, but also to share any thoughts on how we could promote staff ownership.
- Charlie suggested flagging up another weekend residential to work on specific citizenship projects. This was agreed.
- Brendan suggested that all departments be asked to appoint a ‘citizenship rep.’ who could liaise with Pete and Anne.
- Keith emphasised the importance of striving to make the curriculum relevant to all pupils – very much a departmental issue
- Anne stressed the importance of developing respectful relationships between all members of the school community. In this sense, citizenship needs the involvement and commitment of Year teams and must be central to PSHE.
- Derrick said that it was about making things real for pupils. We need to teach them about responsible consumerism.
- Chris pointed out the importance of letting the pupils have a say in our development work and consulting them about what they want
- Pete said that there are PSHE units developed or being developed, which are very much part of the citizenship agenda – e.g. those on child labour, football and identity and chocolate. In order to enable pupils to have a say we had engaged in some consultation, the results of which he is collating. We also aim to strengthen the School council this year.
- In discussion of the school council lesson plans it was pointed out that in future we need to separate what has been achieved in each building.
- Anne said that the feedback from consultation with pupils, which Pete is synthesising, is fascinating, and that it might be good to share it with all staff on the INSET day.
- Stuart said that the feedback on what departments are doing showed that there are many similarities in the content for citizenship. He said it would be useful to have more liaison between departments on this.
- Key points agreed here were:
  - a) organising another citizenship residential
  - b) asking departments to name representatives for citizenship.

**3. INSET Day on 26<sup>th</sup> November**

- Anne reported that we have invited a trainer from Jenny Mosley's organisation Circle Time to come and run a session for an hour and a half in approaches to PSHE/ class discussion using the circle time model.
- We agreed that another hour of the morning could be spent on feedback from departments and from the pupil consultation.

**4. Citizenship Day 7<sup>th</sup> December.**

- There was some feeling that the timing (which unfortunately is now fixed) could be better if it were in the spring term.
- It was agreed that many departments/ teachers would wish to run the same workshops but that different children would probably choose them this time.
- It was felt that it should be possible to clearly age restrict some workshops
- Agreed that Anne would send out a circular to departments suggesting they start planning for the day now and listing the workshops run last year.

**5. AOB.**

- Charlie said that his year team was thinking about after school activities and were likely to organise visits including on Saturday mornings. Stuart volunteered to join in.

## APPENDIX 11: INSPECTION FEEDBACK NOTES

<b>Notes on feedback on citizenship inspection from Inspector Number 1 and Inspector Number 2 on 11.10.01</b>
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- Number 1 said that when he had visited in May he had thought that although our principles were established and things were beginning to happen there was a lack of evidence of the impact of the citizenship agenda across the school. However, after today he thinks things are clearly being put into practice, especially events pupils are participating in.
- He noted the consistency of understanding of pupils and staff and the commitment staff to take citizenship on board.
- He and Number 2 had found pupils to be articulate and clear about what they are gaining from citizenship education.
- He cited the school council as perhaps the greatest success. It was interesting during the pupils' training session to hear them talking about their hopes and fears. The pupils value talking to senior management
- He said there was an issue about tracking pupils' participative experiences and monitoring entitlement in the curriculum as well as quality and consistency.
- He said our citizenship curriculum is at a developmental stage and we need planning for progression as well as to monitor the links between citizenship in different curriculum context – need to get a map of the whole of the child's experience through the school.
- Number 2 said that there was evidence of progress in the development materials for citizenship learning
- He said we have developed good sensible practical approaches by subjects building on their good practice. Ideas are well conceived and practicable.
- He said that the school's approach to citizenship is buoyant: staff are enthusiastic about it. They understand and value it.
- There are opportunities for subjects to be proactive in the design of coursework at KS4
- He suggested the 6<sup>th</sup> Form could do the Junior Leadership Sports Leaders award as this fits with building self-esteem. (Pete explained here about the Arts Leadership Award).
- Number 2 said that we need to remember that metacognition should be happening everywhere. We should have, he said, a focus on citizenship studies and active and applied (participative elements.)
- He said that training for teachers needs to be a regular feature of our work. Teachers could share and discover different approaches to teaching and learning.
- Number 1 said that thinking skills and citizenship could work together as catalysts for raising achievement.
- He spoke of a school he knew in Notts where an informal weekly meeting called 'teachers Talking' has been set up. Here, teachers chatted about teaching and learning and developed their understanding of pedagogy.
- Number 2 said that in conversation with Pauline they had been struck by the good examples in the diversity of support offered by the community department and the way in which it is coordinated. (Here, Keith explained that Pauline had been instrumental in drawing disparate strands together and developing a proper referral system.)
- They went on to comment on the teaching they had seen. Number 2 said the Drama lesson he had observed was spectacular. It was well prepared, accorded with the

objectives of citizenship and had motivate the pupils, boosted their self esteem and they had been sharing their learning, enjoying and engaging with it.

- The Music lesson was interesting as it was delivered to a very challenging class and achieved a lot. There was a performance at the end, and the teacher was getting the best out of the pupils. He commented positively on how, at the end of the lesson, the teacher had spoken to some pupils about their behaviour, enabling them to recognize important issues about that.
- Number 1 said that every lesson he had seen showed that teachers are trying to introduce citizenship aspects. It was definitely there in the two History lessons he had seen, These lessons showed attention to relevance and tried to develop pupils' debating skills. In one of the history lessons there had been an attempt to create a democratic classroom. He had found pupils articulate in linking their understanding of the crusades to Afghanistan and other current issues.
- In the PSHE lesson he had seen pupils were clearly valuing cultural diversity.
- They said our school is ahead of most in its development of citizenship education.

**Notes on Citizenship Inspection Feedback from Number 2 and  
Number 1  
on 13.11.02.**

The inspectors thanked us for taking the time and accepting the disruption for the inspection. They reported under the headings below.

**1. Identity and character**

- They saw the school's clear commitment to its vision of Citizenship, and noted the enthusiasm and commitment of staff. We have done groundbreaking work including in the educational work with the community. We clearly want Citizenship to be a high profile part of the school and see it as a key to raising achievement. They saw that we are proud of our Citizenship identity and are communicating it clearly.
- The clarity of our thinking and sharpness on where Citizenship lies is greater now than last year.

**2. Lessons**

- Number 1 said that he saw lessons where pupils developed speaking and listening opportunities, worked cooperatively and developed knowledge. The most effective teaching was where thorough planning had happened and pupils were given time to think
- He saw evidence of pupils using appropriate terminology and formulating questions. Where teaching was less successful teacher interventions were too frequent. He noticed that pupils want to be more involved in self regulation
- He saw pupils reading text with strong citizenship content (in a non citizenship lesson) and expressing and justifying opinions
- Number 2 had seen teaching focused on developing enquiry and communicating, encouraging pupils to express and justify opinions and take part in community activities. He thought the quality of their educational experience was slightly variable

- The inspectors thought pointers for the future would be:
  - to examine the degree to which pupils were prepared for activities (teacher explanations prior)
  - need to ensure there is an interest factor for pupils
  - provide activities which engage pupils quickly.

### **3. Going beyond the curriculum/ enrichment**

- They saw evidence of a wide range of enrichment activities which support the programme
- Most projects capitalise on links with other agencies

### **4. Access and inclusion**

- We are using Citizenship to promote inclusion and influence change
- They detected positive influence in pupils' tolerance and their behaviour as a result of our citizenship focus. They noted that the pupils are often acting as contributors to school life, not just consumers.
- Some pointers for development were:
  - to examine the types of experiences that pupils have – balance of curricular and extra curricular opportunities for all and the importance of tracking
  - need for further development in formative and summative assessment; suggestion that we further specify progression at KS3
  - Look at ways of measuring impact – e.g. pupil behaviour. Need for tracking and quantifying. Perhaps we should involve external consultants in this
- The session with the teachers and the 2 external adults Period 5 was interesting for them

### **4. Partnerships**

- They detected real strength here – competent, positive and purposeful.
- The school has been very successful in establishing effective relations with agencies and schools, to their benefit as well as ours.
- We have also contributed to the wider educational community and Citizenship developments nationally.

Finally, they said the progress since their last visit was 'huge'. They said it had been a privilege to visit.

**APPENDIX 12: INTERVIEW QUESTIONS**

13. [For year 7 and 8 students only] Do you think students have more of a say in our school than in others, for example your primary school?
14. [For students in years 10 upwards] Have you noticed any changes in school since we began to focus on citizenship?
15. Do you think learning about citizenship is useful?
16. Can you describe a citizenship activity you have done, and how you felt about it?
17. How would you describe the ways people in school (including students, teachers and other workers) behave towards each other?
18. Why did you decide to stand for the School council  
**OR**
19. Why did you choose to become involved in (X) citizenship project [other than those on offer to all through the curriculum]?
20. What do you feel about this work? (will encourage them to talk about their experiences and responses)
21. What have you learned from this?
22. Do you think you have changed in any way through this work?
23. Does what you have done affect your life outside school?
24. What effects, if any, has it had on how you see your future?
25. Do you think all young people can make life around them better : for themselves? For others? What advice about this would you give to younger students?
26. At home or in your life outside school are there things you do to help other people – members of your family or neighbours – for example by translating, helping them get information and things they need/ looking after people?

27. Do you do any work to make money outside school?
28. How many hours a week do you think you spend on 1 or 2 above?
29. Do you do anything at school to help others –e.g. help other students in lessons/  
with homework?
20. If you were to give advice to the senior management about how to make the school better, including for citizenship, what would you suggest?



**APPENDIX 13: PUBLISHED CHAPTER 7  
FROM A. OSLER (ED.) (2005) *TEACHERS, HUMAN RIGHTS AND DIVERSITY*,  
STOKE ON TRENT, TRENTHAM BOOKS.**

# 7

## Citizenship education and students' identities: a school-based action research project

*Anne Hudson*

There is growing interest in the ways in which young people can participate in the development of their schools. Research suggests that young people's participation in decision-making processes may improve discipline (Osler, 2000) and may ultimately contribute to more effective learning (Rudduck and Flutter, 2004). Equally importantly, the UN Convention on the Rights of the Child confirms the participation rights of children and young people and, notably, their right to express their views in decisions that will affect them (Article 12). This chapter reports on the implementation of citizenship education within one school and the ways in which students were encouraged to acquire skills for community and school development. It will seek to demonstrate how this learning for citizenship and democracy in school had a significant impact upon students' perceptions of themselves, effects that contributed towards transforming relationships and approaches to learning. It will seek to show that while the implementation of citizenship practices are unlikely, in the short-term, to impact directly upon academic results, they may contribute towards the longer-term transformation of schools.

As Bernstein reminds us, participation is not only about discourse, about discussion and debate, it is also about practice, and a practice that must have *outcomes*. The right to participation 'is the right to participate in the construction, maintenance and transformation of order' (Bernstein, 2000: xxi). If a school is to develop as a community of practice for citizenship education, it must enable young people to participate in its transformation. Schools are complex institutions and seeking to change the school in this way can be an enormous risk. Those implementing change need to be clear about their aims and to be able not only to defend them but to persuade others to participate in the change processes. They require moral purpose:

Moral purpose is one of change processes' strange attractors because the pursuit and pull of meaning can help organise complex phenomena as they unfold. (Fullan, 2000:18)

This chapter will illustrate how the processes of introducing citizenship education into the research school served as one such 'strange attractor' to give meaning and direction to the school community.

### School context

In 1999 South Docks School in London began a campaign to become a specialist school for citizenship. Staff agreed to back this campaign partly because specialist status would bring additional resources to the school, but also because many believed a focus on citizenship was appropriate for a school developing strong relationships with community organisations and striving to promote awareness of civic society and civil duties. Although the government initially declined to recognise citizenship as a subject for specialist school status, the school was selected as a pilot for the introduction of citizenship education and received additional resources. Consequently, the school was able to appoint a youth and community worker as an additional member of staff to support the author in her role as citizenship coordinator, responsible for the development and implementation of this new area of the curriculum.

South Docks was, in many ways, a typical 11-18 inner-city comprehensive school with 1,216 pupils on roll, 56 per cent of

whom were boys. The school population is ethnically and linguistically diverse, with 55 per cent speaking English as an additional language. The catchment area has a high rating on indexes of social and economic deprivation. The unemployment rate in the area was around 12 per cent and 49 per cent of students had an entitlement to free school meals (regarded as an index of poverty). 55 pupils were registered as having special educational needs (SEN), having various severe learning or behaviour difficulties. Student behaviour was often challenging. Standards of attainment were below the national average for England, but compared favourably with schools of similar intake.

Solidarity among the staff was strong. Teachers shared a deep commitment to social inclusion and to combating inequality. This ethos was an important factor in embracing the citizenship agenda. Two rather more unusual factors were the head teacher's willingness to take risks and a comparatively open style of management that appeared to enhance teachers' motivation and self-esteem.

Most South Docks students live locally, within walking distance or a short bus journey. Many students live on housing estates whose residents have experienced decades of relatively inconsequential regeneration expenditure. The area, as a leading local community organisation stated, 'remains deprived and its citizens disempowered' (New Cross Forum, 1999). Alongside a widespread and deeply rooted sense of powerlessness, there has been, over a 10-year period, a process of accelerating community mobilisation. This, too, made the school's commitment to citizenship pertinent.

### **Developing meanings for citizenship education**

#### *Teachers' changing understandings*

At the start of the project, teachers were consulted about what form citizenship education could and should take in the school. The process included two residential weekends, each voluntarily attended by over 20 teachers. During this phase, citizenship was presented in terms of the areas of learning highlighted

by the government's advisory group on education for citizenship and the teaching of democracy in schools: knowledge and understanding; skills of enquiry and communication; skills of participation and responsible action (QCA, 1998).

Teachers generally endorsed the need for young people to learn about the key concepts highlighted in the Crick report: democracy and autocracy; cooperation and conflict; equality and diversity; fairness, justice and the rule of law; law and human rights; freedom and order; the individual and community; power and authority; and rights and responsibilities. During 2000, the school mapped citizenship opportunities and outcomes across the curriculum. It soon became apparent that it would seldom be possible through this route to provide students with specific citizenship learning experiences. Acquiring knowledge through active participation and working for change would need a separate curriculum area. So from early 2000, teachers began to plan for a Citizenship Studies GCSE course.

By 2003, at the end of the research cycle, some teachers noted how the citizenship curriculum itself contributed to students' understanding of topics within their subjects. They commented on the pertinence of understanding democracy and being able to distinguish between fact and opinion. Heads of departments also reported that where there had been an active citizenship dimension in schemes of work, notably in Geography and Personal, Social and Health Education (PSHE), attainment was higher and students were better motivated than usual. Other teachers suggested that work in citizenship lessons had helped developed students' speaking and listening skills.

#### *Citizenship in the curriculum*

From September 2001, all students in Years 10 and 11 (aged 14 to 16 years) had a weekly one-hour GCSE citizenship studies lesson. Most units of work ended with some change-oriented activity. For example, the unit on global politics and power ended with students writing letters to the *Sun* and *Mirror* newspapers about their coverage of the war in Iraq. The students were impressed to have replies to their letters and for their

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views to be heard. At the end of the unit on globalisation, students chose either to make posters for the staffroom promoting ethical consumption and advertising fair-trade products or to write letters to the director of Nike about workers' conditions and pay.

In addition, assessed coursework promoted active citizenship and making a difference. Many students embraced the opportunities to investigate an issue that concerned them directly. They chose to engage in a variety of projects, for example, preventing mobile phone theft, improving local leisure facilities, dealing with bullying and making local streets safer. Students researched their areas of interest using surveys, photographs and video and presented recommendations to panels of local decision-makers. They evaluated their own work, and reflected on how they collaborated with other students.

Each class in Years 7 and 8 devoted a morning (equivalent to three one-hour lessons) to citizenship learning twice a term. The major focus during the first half of the year was an investigation of local leisure facilities, with students making recommendations as to how these might be improved. This was real situated learning: students undertook fieldwork in the local area, including photography and interviews, and developed presentations, which were delivered to people with power locally.

Interviews with a sample of 30 students across Key Stages 3 and 4 (Years 7-11) during the spring of 2003 included questions relating to the meaning of citizenship, one of which was: do you think learning about citizenship is useful? Student responses were almost entirely positive. There was a general tendency among students to identify citizenship learning with the specific issues they had investigated. So, for example, when commenting on the implications of their citizenship studies, they tended to assess the importance of the particular topic they had focused on, such as the community development issue they had investigated or the issue of fair trade.

### *Citizenship and school culture*

In 1999 the school re-launched its School Council, providing relevant training for staff and students. By 2002, the Council was perceived by students as well as outside organisations as being effective and dynamic – a view supported by evidence collected in interviews for this case study. In 2002 a Students as Researchers project was launched to further enhance students' ability to influence school improvement.

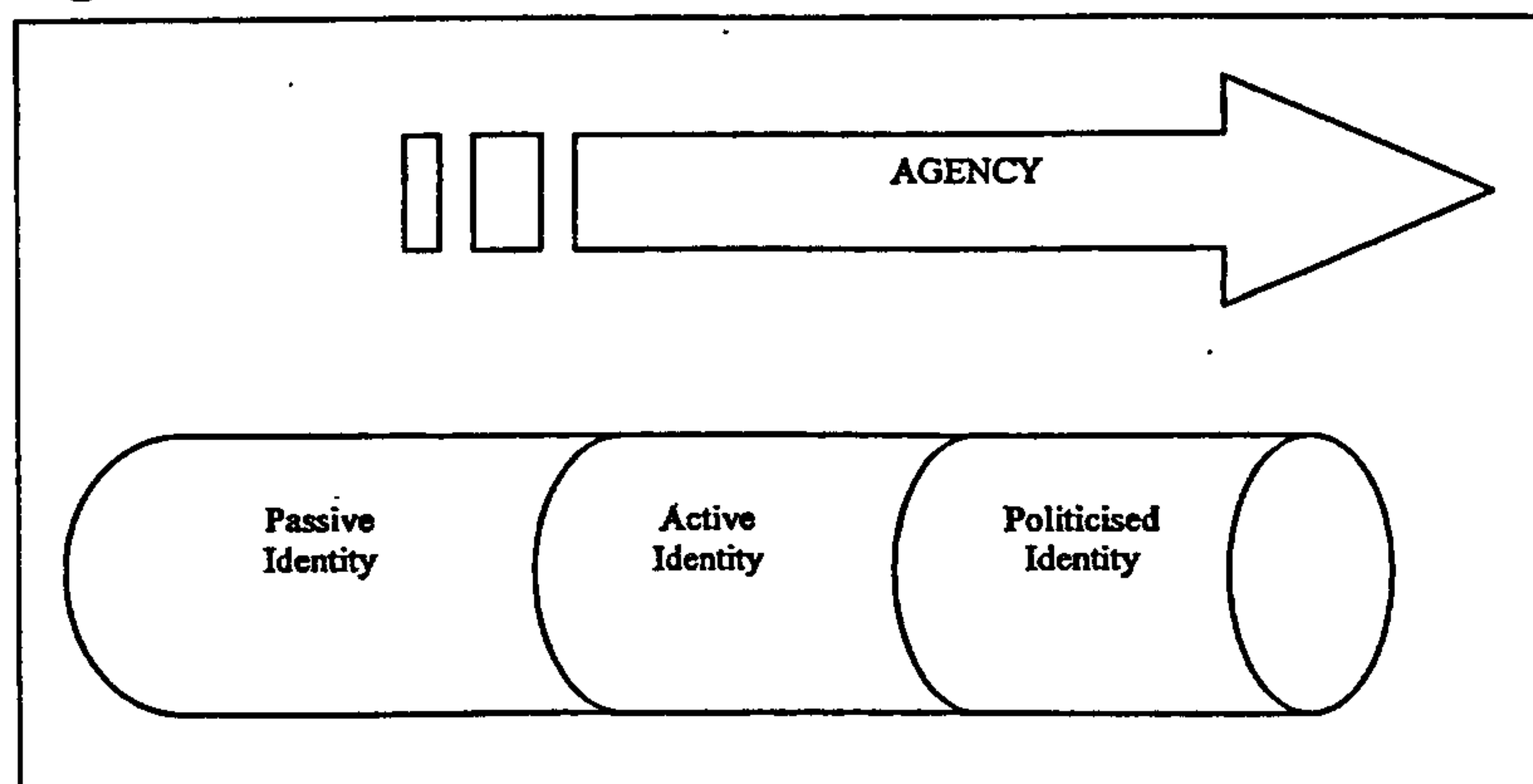
### **Student identities**

Interviews with students revealed that the project had an impact on their notion of the community to which they felt they belonged. Their replies reinforce citizenship as a feeling of belonging (Osler and Vincent, 2002) and demonstrate that citizenship learning is fundamentally linked to individuals' engagement and identities in the community. It is important to distinguish between 'personal identity', referring to the construction of the self, and 'social identity', which refers to the way that we locate ourselves within the society in which we live, according to such factors as class, gender and ethnicity (Bradley, 2003).

### *Identity and agency: a framework*

Bradley (2003) identifies three levels of social identity: passive identities, active identities and politicised identities. He sees passive identities as potential identities in a sense that they

**Figure 7.1: Relationship between agency and identity**



derive from the sets of lived relationships in which the individuals are engaged, but they are not acted on. Active identities are those that individuals are conscious of and which provide a base for their actions. Where identities provide a more constant base for action and where individuals constantly relate to these, they can be described as politicised identities. Figure 7.1 extends this analysis and applies it to learning and action in the community. If we see the three levels of identity as a continuum then they may be said to relate to an individual's growing sense of agency. As a person develops from a passive to a politicised identity, so that individual's sense of agency also develops. This is part of the process of citizenship learning. Agency – the notion of one's potential power over situations – grows as this learning and community engagement develops. Power is inescapably linked with control, both latent and manifest (John, 2003). Once young people sense and begin to exercise an internal locus of control (Wallace, 2000) their identities can become active.

#### *Passive identity and shared belonging*

For many students, who may not have had the inclination or opportunity to become active members of the school community, there was, nevertheless, an awareness that they were part of a shared school community enterprise. The project included two annual Citizenship Days. Surveys showed that the most popular aspect of these days, for students, was working with people in different year groups. The Citizenship Days undoubtedly promoted a sense of community. Participating in the citizenship mornings in Years 7 and 8 and the presentations of coursework by Year 10 and 11, students also served to promote the notion of belonging to a community of practice for citizenship. The term 'community' had become a new kind of artefact in the life of the school. It was used not only to denote the school itself as a community, but also to refer to the wider community of the locality and the school's catchment area.

Students' GCSE coursework topics emerged out of their community surveys in which members of the local community were asked what issues concerned them most. It appears that



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students' sense of belonging was reinforced by their discovery that issues of personal concern coincided with the concerns of the wider community and by their further investigation of these issues. Crime was the most frequently cited issue of concern within the community and 27 out of 128 students surveyed by the author chose crime as the focus of their coursework project; 15 chose to work on improving the school grounds and 15 investigated local leisure facilities.

In their written responses to the question as to whether everyone can 'make a difference' 74 out of the 136 students who responded mentioned the word 'community' in their answers. 25 students specifically referred to the need to 'work together' in order to make a difference. An overwhelming majority of students in Years 7 and 8, after a year's citizenship activities, used the word 'community' in their definitions of citizenship.

*Active identity and student engagement*

The GCSE Citizenship Studies coursework invited all students to engage in a 'change activity'. Many of these were publicly presented to people with power. In their written responses to the question about making a difference, five students explicitly used the word 'coursework', but another ten mentioned using evidence and 21 wrote about their presentations as examples of making a difference. They cited concrete examples, usually based on their own experience. More than one in four students made a link between doing coursework designed to affect the school or local community and seeing themselves as agents of change. Of 136 written responses analysed, only one was sceptical about whether school students can make a positive difference. Through participating in these learning and assessment activities, students were developing active identities.

The school programme appears to have encouraged students to consider partnership with agencies which they may previously have mistrusted. In writing about making a difference to the local community, 28 students wrote about the difference they could make to crime. The police were mentioned 30 times as partners in such change processes. This was interesting as, in discussions during lessons prior to the coursework activities,

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many students had indicated scepticism as to how trustworthy and reliable the police were. It would appear that the presence of police representatives at the presentation events and their responses to the students led them to revise their perceptions of the police. Given the sense of powerlessness expressed by members of the local community in relation to crime, it is significant that students' statements about tackling crime show such confidence.

Some students focused on the fact that people could pass information to the police:

...by telling the police who the thieves are because everybody knows who they are that are scared to tell the police. Have neighbourhood watches. More cameras in places people often get robbed, and tell the mobile phone company to make better security on the phones. *Layton, Year 11 boy*

Others stressed the importance of influencing people in positions of power:

I think I can make a difference because I told my opinions to my group – we shared these with our year and an MP – and those people might then go on and do something about it or tell someone else, so making the Community more aware of such problems in society and then in the world. *Keeley, Year 11 girl*

A few weeks ago we did make some kind of difference by presenting our research and findings about mobile phone theft to the local MP. The way we made this difference was by bringing up important issues which everyone knew about to present to people in power who can make that change which we desire ... many people agreeing means power and power means making changes. *Joshua, Year 11 boy*

The School Council was also seen as a direct means through which students could directly influence the school and the wider community:

Everyone can make a difference by spending the form time discussing what is wrong and what needs to be done outside school. Some students can make a difference if they are part of the School Council it will get our points across to teachers who have the main power if our views go ahead. *Martin, Year 10 boy*

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Many students gave concrete examples of the School Council's achievements:

Pupils can make a difference now more than ever because of projects like these. We also have a School Council which put people's views through. Already in year 10 they have made a rule that you can wear hats in the playground, jumpers in playground and in the building, fixed up the toilets and organised some parties. So there are a lot of ways which pupils' views can easily be heard. *Mark, Year 11 boy*

These latter examples illustrate how receiving visitors and engaging in the School Council had given some students the experience of power, supporting the observation that: 'In order to learn about power, children need to be given opportunities to exercise it' (John, 2003: 48). The students' responses suggest they are developing active identities as citizens. Of course, this may be a temporary, situation-specific phenomenon (Solomon and Rogers, 2001). If this is the case then citizenship learning may need to support in further developing a sense of agency. Effective citizenship education might be said to be achieved when individuals develop politicised identities.

### *Politicised identities*

If politicised identity is categorised as becoming operational where identities provide a more constant base for action and where individuals constantly think of themselves in terms of an identity, interviews with school council representatives suggest that many of their identities are 'politicised.' When asked why they chose to stand for the Council, several interviewees reported that they had done it before and considered it to be worthwhile:

I believe the three years that I've been in the school council... I believe that we've improved more and we're getting more things that we want. Because in the School Council in Year 7 and 8 I don't think we got that much. But in these years we're really developing and getting a lot of things that we want. *Charlene, Year 10 girl*

I have done it before and I thought it done quite well for the school and so I just wanted to be a part of that. *Emma, Year 9 girl*

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Well the first year I tried, I didn't get through. I think that's because the pupils in class wanted someone with experience but when I actually started it I realised how it was helping me because I got more confidence in speaking out in public because mostly I would not do it. I would just sit down and watch someone else do it. It gave me other skills like running workshops and working with big presentations. It's quite amusing when you actually see yourself doing something like that because I didn't think I was going to do stuff like that. I wasn't expecting it because in our primary school we never had a school council so I didn't really know what it was about and I thought it would be a good experience to stand for School Council. So I did it last year and it was a really good experience and I thought I would do it again this year. *Mabina, Year 9 girl*

Asked how they felt about their work in the Council, all the respondents were very positive about their own efficacy:

It's helped the school so I'm quite pleased with that because it is what the School Council is about: to improve the school. *Emma, Year 9 girl*

I do think it's been effective because usually quite a lot of different points come up at each meeting and lots of them get sorted out, especially things to do with lessons and how teachers can improve themselves. *Theo, Year 9 boy*

Even more obviously 'politicised' are the identities of those students who chose to engage in the Council of Champions. Local community organisations in the catchment area of the school decided to set up a democratic forum to parallel the borough's official council. This organisation is called the Council of Champions. It was agreed that the Community Champions could be as young as 12 years old, and that anyone aged 12 or above could vote. Students at the school were encouraged to stand and vote for the Council of Champions and four were elected. Candidates had to write a statement for publication in a leaflet distributed to over 20,000 households locally for voting. Significantly, over half the Council of Champions are young people. The main goal of the Community Champions is to listen to local people, to stay informed about what's going on locally and to influence the organisations that make decisions that directly affect people's lives. Clearly, the decision to stand for election must be based on a fairly powerful sense of self-efficacy.

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This was reinforced when the candidates were successful. For example:

I chose to stand for the Council of Champions because I felt I could make a difference by putting my views and other people's views into action. Like issues to do with education and safety and housing issues ... I actually feel encouraged to do more things for the community. ... I've learned like how to go into the world to make a stand for myself. *Luke, Year 7 boy*

... I'm much sharper now. I feel more confident in myself and in my work. And that's really good. I can go to meetings now and actually talk. So School Council was really useful. (She was a school council rep in Year 7) *Anma, Year 8 girl*

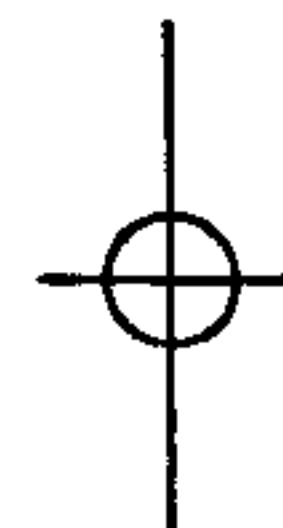
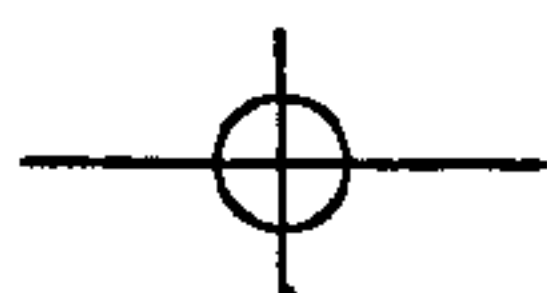
### Dynamic identity

For young people in particular, identity is fluid. As the arrow in Figure 7.1 shows, some students are in the process of moving from passive to active or active to politicised identity. The research showed that involvement in citizenship projects and activities was perceived by the students as enabling them to develop. In her often disturbing account of how young people survive abuse and develop, John (2003) relates development to challenge and risk. Success in confronting a challenge has a positive impact on young people's sense of agency.

The responses of students interviewed or those who provided written answers to the question about making a difference showed the importance of initial success in their sense of self-efficacy. Those who have gone on to stand a second time for the School Council, or who have moved from being Council representatives to standing for the Council of Champions; those who have successfully participated in projects such as Cash for Cans, the school grounds project or organising their Year parties and gone on to face other challenges are in the process of developing politicised identities. Being someone who believes she or he has the power to change things is such an identity.

#### *Dynamic identity: developing the self*

Students were asked, during the interviews, whether the citizenship project had changed them. Several respondents said they thought it had made them more 'mature':



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Yeah I think I'm becoming more mature ... seeing it from different points of view because now I can see it in the adult's perspective as well as my own. *Rita, Year 9 girl*

Others seemed to feel it had empowered them in other ways – for example enabled them to know where to go for information or support, or made them feel generally more capable:

My friends say I do more things than I'm capable of. Like my friend said to me yesterday 'I'm quite shocked that you have really good grades and you still do all those things.' ...I have probably become more involved than I was before. *Anma, Year 8 girl*

One of the interview questions was designed to discover whether students' citizenship experiences had affected their identities in ways that extended beyond the school. Mabina certainly seemed to be aware of it:

Yes. During the summer I went with Sadie to Wales and we had different activities which we had to do and we had to work with children we never met in our lives. We had to do some activities like we had to do rock climbing. We had to trust them to hold us up and stuff like that. It gave us a stronger trust between people you don't know like your first impressions of people can be quite strong. It has helped us relate to different things in our lives more. *Mabina, Year 9 girl*

Another example of promoting self esteem in this way came from Shadrack:

Yeah. My friends sometimes say 'Look at your picture in the Oi magazine. I am a little famous star around my friends. It does because I have joined several clubs. So yeah it does affect outside of school. *Shadrack, Year 8 boy*

### *Dynamic identity: future self*

Perhaps even more salient evidence could be found in responses to the question about how the work affects students' vision of their own future.. Rita was able to relate it to education:

Yes because I believe that if we ... like in Students as Researchers if we do develop something that can build up on our education... Yeah, I'll have a better future. *Rita, Year 9 girl*

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Other students reported that they felt their life choices had become wider:

Yes. I might like... because I'm more confident I might like.. I don't know... be more like a speaking person. Like in conferences and stuff like that and like to organise stuff. Like be in a school and organise all the things. Like the rules and stuff like that. *Emma, Year 9 girl*

Well, it helped me to be a bit more open minded about what I do in the future. Like I had one thing that I wanted to do but then the School Council made me look at what other options I could choose for a career. I wanted to be an actor but now I want to do something like helping with .. Maybe politics or something like that. *Theo, Year 9 boy*

### Rights and responsibilities

#### *A crisis of rights and responsibilities?*

The ethos or culture of citizenship, particularly student voice, was to become an area of anxiety for teachers. Discussions with staff during the project's construction were structured in a way that separated the values, ethos and pedagogical issues from the knowledge and understanding. This attempt to simplify the citizenship project may have militated against a more desirable holistic approach to the concept. Locating it within the themes identified in the official government documents on citizenship education, it is now suggested, drew insufficient attention to political literacy and circumvented the notion of a human rights framework. A major thrust for developing the school's citizenship culture had been the development of student voice, particularly through the School Council. In the absence of directly confronting the potentially thorny issue of students' and staff's rights, there was little discourse addressing teachers' concerns and expectations about this.

Subsequent interviews with teachers revealed significant unease. Clearly, many teachers held notions of citizenship that emphasised students' responsibilities rather than their rights. There had been hopes, in several quarters, that the project would help improve student behaviour and generate greater respect for the school environment. The following excerpts from interviews with Heads of Year and Heads of Department testify to this:

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I still think that they have difficulties with understanding the rights and the *responsibilities* part of it and my expectations were that they would become more involved in dealing with the responsibility side of it. *Head of Year B*

I think the difficulty's been the balance between rights and responsibilities. Because I do think from the point of view of the staff they see certain pupils that have been very very assertive but still don't have an understanding that there has to be a payback or there has to be some sort of balancing out. *Head of Department A*

The head teacher and some key staff recognised the difficulties arising from teachers' notion of the rights agenda. He actually referred to a 'crisis of rights and responsibilities,' commenting on the importance of understanding that the correlation between rights and responsibilities is part of a long learning process. Osler (2000: 55) writes about the 'misunderstanding of the nature of children's rights' and 'fear amongst teachers that children's rights may be in opposition to the rights of teachers'. The research for this study certainly highlighted these misconceptions. It showed that in most cases the students were keen to embrace the responsibilities the citizenship agenda opened up for them. Indeed, the interviews with students indicated that some of them had begun for the first time to consider issues from the perspective of teachers and to recognise the importance of other points of view.

**Rights and responsibilities: breakthrough and conflict**

The research, which triangulated evidence from the view of students, staff and outsiders, revealed differences of perception. It suggested that the legacy of participation and reification (Wenger, 2001) in the initial construction of the project, particularly the absence of a human rights framework, brought limitations to the adults' senses of the meaning of citizenship. It showed that the adults viewed the impact of the project on the curriculum as significantly beneficial, to a greater degree than the students. Tensions were revealed between the students' sense of empowerment and being listened to and the adults' notion that the emphasis on young people's rights ignored implications for responsibility. Conversely, the adults appeared less aware than the students of its positive effects upon identity.



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The development of identity as a sense of belonging to an effective community of practice was found to have a powerful positive effect upon students' attitudes towards the school and to have had a potentially beneficial effect upon relationships between students and staff.

**Rights and responsibilities: changing relationships**

Of the sample of students interviewed, nineteen responded directly to questions about the nature of relationships in the school. Nine of them responded with almost unqualified statements that relationships were good; five that teachers related well to students and two that pupils were generally respectful although teachers were not always. Only one student seemed to feel she had been treated unfairly, in this case by her peers rather than teachers. Students frequently articulated a growing ability to empathise with adults and teachers. For example:

I have learned that actually pupils can work with teachers and be on the same level and get respect and get what we both want and we can communicate and discuss things that we all want together. Instead of teachers making all the plans we can actually tell them how we feel about things. So that's what I've learned. That we can actually discuss things. I think I have become more mature now. And I understand where teachers are coming from. *Chardelle, Year 10*

Sharing the research findings with the teachers would be an important next step of the change process. It underlines the reality expressed so succinctly by Fullan (2001:22) 'Conflict, if respected, is positively associated with creative breakthroughs...' It could raise awareness of the reality that, in addition to the noticeable impact on the curriculum, the young people in the school benefited in ways not immediately visible to teachers. Their positive identification with the community of practice for citizenship education had improved their perceptions of their relationships with teachers.

### **Schools as communities of practice for citizenship education: some lessons about inviting students into identities of participation**

As Fullan (2001:22) notes, transforming the culture is the main point. Teachers' anxieties may diminish when the process of students identifying with the project and their community of practice is further advanced. Teachers will be able to discover how students' sense of being listened to enhances their commitment to the school community and its norms. Had this been evident at the point where some teachers became concerned about the balance of power, the process might have provoked less anxiety. For other schools embarking on such reculturing it will be helpful to visit schools where student voice could be shown to 'work'.

Sharing learning of this kind across schools could bring enormous benefits. Were the South Docks project to begin again, an important starting point would be to develop the whole community's understanding of human rights, including the relationship between rights and responsibilities. Clarity about the importance of active citizenship learning and political literacy would be high on the agenda too. School-based projects like this one are always context-specific, so that it could never be totally replicated. What the South Docks experience showed is that inviting students into identities of participation through citizenship education can begin to transform attitudes and relationships. South Docks' journey along that route thus far was possible largely because of its relatively democratic and open management style, a culture difficult to sustain in the era of the 'managerial school' (Gewirtz, 2002).

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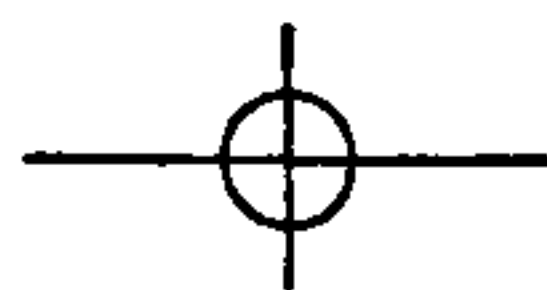
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