Education in the Asia-Pacific Region:
Issues, Concerns and Prospects 38

Rupert Maclean *Editor*

Life in Schools and Classrooms

Past, Present and Future

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Life in Schools and Classrooms

Past, Present and Future

Springer

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Dedication to Professor Maurice Galton
University of Cambridge, whose studies of classrooms over four decades has made a stellar contribution

This volume comprises original contributions, written by leading international scholars, policymakers and practitioners, which together provide a comprehensive portrait of key aspects of life in schools and classrooms, with regard to past, present and future practices and perspectives. Each contributor has in some way been professionally associated with Maurice Galton during the past four decades and has influenced, or been influenced by, his work.

This Festschrift is dedicated to Professor Maurice Galton, University of Cambridge, who has made a stellar contribution over many decades to strengthening the impact of educational research on improving education policy and practice, in the United Kingdom and also internationally.

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Abbreviations

ACER	Australian Council for Educational Research
ADHD	Attention deficit/hyperactivity disorder
AERA	American Educational Research Association
AfL	Assessment for learning
AifL	Assessment is for Learning
AM	Anomalous monism
AoL	Assessment of learning
ARG	Assessment Reform Group
ART	Aggression Reduction Training
ATLAS	Accomplished Teaching, Learning and Schools
AaL	Assessment as learning
BCS	Behaviour Change Scale
BERA	British Educational Research Association
BU	Boston University
BYOD	Bring your own device
CAEP	Council for the Accreditation of Educator Preparation
CB	Cognitive behavioural
CCE	Creativity, culture and education
CCSS	Common Core State Standards
CDC	Curriculum Development Council
CDCHK	Curriculum Development Council Hong Kong
CEC	Class Engagement in Community Activities
CERI	Centre for Educational Research and Innovation
CFA	Confirmatory factor analyses
CFI	Comparative fit index
CHAT	Cultural-historical activity theory
CHC	Confucian heritage culture
CIA	Central Intelligence Agency
CLASS	Classroom Assessment Scoring System
COL	Commonwealth of Learning
CRC	Commission for Rural Communities

CRE	Common Recruitment Examinations
CSPAR	Class size and pupil-adult ratio
CSR	Class size reduction
CT	Circle time
DCSF	Department for Children, Schools and Families
DESD	Decade of Education for Sustainable Development
DfES	Department for Education and Skills
DFID	Department for International Development
DISS	Deployment and impact of support staff
DP	Diploma programme
DSE	Diploma of secondary education
EAL	English as an additional language
ECER	European Conference on Educational Research
EERA	European Educational Research Analysis Association
EFA	Exploratory factor analysis
EFL	English as a foreign language
EI	Early intervention
EMI	English medium of instruction
ESD	Education for sustainable decade
ESF	English Schools Foundation
ESG	Education support grants
ESRC	Economic and Social Research Council
EU	European Union
EYLF	Early Years Learning Framework
FBA	Functional behavioural assessment
FBI	Federal Bureau of Investigation
FIAC	Flanders' (1970) Interaction Analysis Category
GBG	Good behaviour game
GCSE	General certificate of secondary education
GDP	Gross domestic product
GDST	Girls' Day School Trust
GED	General Educational Development
GERM	Global Educational Reform Movement
GES	Ghana Education Service
GMES	Global monitoring and evaluation survey
HKALE	Hong Kong Advanced Level Examination
HKDSE	Hong Kong diploma of secondary education
HKE	Hong Kong English
HLM	Hierarchical linear modelling
HMIe	Her Majesty's Inspectorate of Education
IB	International Baccalaureate
IBO	International Baccalaureate, formerly known as the International Baccalaureate Organization
ICCS	International Civic and Citizenship Education Study
ICT	Information and communications technology

IDEA	Individuals with Disabilities Education Act
IEA	International Association for the Evaluation of Educational Achievement
IEP	Individualised education programme
IMAR	Inner Mongolian Autonomous Region
IQ	Intelligence quotient
IRF	Initiation response feedback
IRT	Item response therapy
ISES	International Schools Examination Syndicate
IT	Information technology
ITR	Instructional tools and routines
IUFM	Institut Universitaire de Formation des Maitres
IWB	Interactive whiteboard
KIS	Knowledge Increase Scale
KMOFAP	King's, Medway and Oxfordshire Formative Assessment Project
LEA	Local Education Authority
LfL	Leadership for learning
LHTL	Learning how to learn in classrooms, schools and networks
MAST	Making a statement
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MDG	Millennium Development Goals
MD	Medical degree
MI	Modification indices
MIT	Massachusetts Institute of Technology
MOI	Medium of instruction
MOOCs	Massive online open courses
MSW	Master of social work
MYP	Middle years programme
NACCCE	National Advisory Committee on Creative and Cultural Education
NAEP	National Assessment of Educational Progress
NAPLAN	National Assessment Program – Literacy and Numeracy
NASA	National Aeronautics and Space Administration
NC	National curriculum
NCES	National Center for Education Statistics
NCR	Norwegian Research Council
NEET	Not in education, employment or training
NEP	New Economic Policy
NET	Native-speaking English teacher
NPDT	National Primary Care Development Team
NSW	New South Wales
NUT	National Union of Teachers
OECD	Organisation for Economic Co-operation Development
OFSTED	Office for Standards in Education, Children's Services and Skills
ONS	Office for National Statistics

ORACLE	Observational Research and Classroom Learning Evaluation
OWP	One-way permit
PACE	Parent and child enrichment
PD	Professional development
PDLs	Professional development leaders
PERMA	Positive emotions, engagement, relationships, meaning, and accomplishments
PGCE	Postgraduate certificate in education
PIRLS	Progress in International Reading Literacy
PISA	Program for International Student Assessment
PLC	Professional learning community
PLCA	Professional learning communities assessment
PPR	Positive peer reporting
PPW	Principle of personal worth
PRC	People's Republic of China
PSHE	Personal, social and health education
PYP	Primary years programme
RCT	Randomised clinical training
RET	Rural educational tourism
RMSEA	Root mean square error of approximation
SAGE	Student Achievement Guarantee in Education
SAP	Student active participation
SAT	Scholastic Aptitude Test/Scholastic Assessment Test
SBA	School-based assessment
SCE	Small-class education
SCT	Small-class teaching
SDSU	San Diego Unified School District
SEBD	Social, emotional and behavioural difficulties
SEN	Special education(al) needs
SES	Socio-economic status
SLC	Student-led conference
SMS	Short message service
SMT	Science, math and technology education
SPC	Students' participation in class
SPēD	Security Professional Education Development
SPRinG	Social Pedagogic Research into Group-work
SPS	Statement of Professional Standing
SSRC	Social Science Research Council
STAGE	Student-Teacher Achievement Guarantee in Education
STAR	Student-teacher achievement ratio
STEM	Science, technology, engineering and math
STOS	Science Teacher Observation Schedule
SWB	Subjective wellbeing
SWE	Schools Whiteboard Expansion
SWEEP	Schools Whiteboard Expansion Evaluation Project

TA	Teaching assistant
TAs	Teaching assistants
TCRU	Thomas Coram Research Unit
TEC	Teacher engagement in the community
TEFL	Teaching English as a foreign language
TES	Teacher engagement in school
TESSA	Teacher Education in Sub-Saharan Africa
TGAT	Task Group on Assessment and Testing
TIMSS	Trends in International Mathematics and Science Study
TLP	Teaching and learning paradigm
TLRP	Teaching and learning research programme
TTC	Teachers' teaching confidence
TVET	Technical Vocational Education and Training
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNESCO-UNEVOC	International Centre for Technical and Vocational Education and Training of the United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
UNRWA	United Nations Relief and Works Agency
US/USA	United States of America
USDA	United States Department of Agriculture
VISTA	Volunteers in Service to America
WWII	World War II
WWW	World Wide Web
ZER	Zones escolars rurals
ZPD	Zone of proximal development

Series Editors' Introduction

For the vast majority of pupils and students undertaking formal education, the core learning activities largely occur in schools and classrooms where learners and teachers meet and interact. This is true at all levels of education: in kindergartens, primary and secondary schools and at the post-secondary level in universities and colleges. This book is a timely contribution to that field of research which seeks to better understand what actually occurs in classrooms in the Asia Pacific and worldwide. The volume examines *life in classrooms* within a context where it is also at the same time recognised that lifelong learning, and non-formal and informal learning, is also important.

The volume provides a comprehensive portrait of life in classrooms, with regard to past, present and future practices and perspectives. In doing, this the evidence-based views of a wide range of eminent researchers, policymakers and practitioners, from different parts of the world, are presented.

After examining the context of schooling with regard to historical and international perspectives, the book goes on to provide a wealth of data to enhance readers' understanding of such important matters as how and under what conditions students and pupils most effectively learn, including what can be done to improve the dynamic of classroom practice and the accuracy of student assessment. It showcases how classrooms (and ways of studying classrooms) have changed over the past several decades in education systems worldwide. It examines teachers' work in classrooms and how policymaking and research interact with one another to change teaching and teachers themselves in terms of their constructions of reality. The book provides an international perspective on research, policy and practice in the Asia Pacific and beyond concerning teaching and living in a global village, the international agenda in education and teaching in and for different cultural contexts.

In addition to being a major contribution in its own right to policy- and practice-orientated research, to better understanding life in schools and classrooms, this volume is also a Festschrift which celebrates and recognises the enormous contribution of Professor Maurice Galton, University of Cambridge, to this important field of research, policy and practice. Professor Galton has been effectively working in this field for more than half a century and as such has made an enormous contribution to

our understanding of life in classrooms, not only in the United Kingdom but also internationally. His sphere of influence has been significant with all of the contributors to this volume having either been students of his or else they have been influenced by his insightful and ground-breaking work in this area of study.

This is an important book on an important subject. As such, it deserves to be widely read by researchers, policy makers and practitioners worldwide.

In conclusion, the book series editors, and the editor of this volume would like to thank Dr. Marion Myhill of the University of Tasmania, who was initially involved as coeditor of this volume until pressure of work required her to relinquish this role. We also thank the two hard-working research assistants in the Centre for Lifelong Learning Research and Development, the Education University of Hong Kong, Dr. Xie Qing (Jenny) and Ms Ada Kwok, who were involved at all stages in the project and who worked tirelessly and efficiently to bring the project to fruition. Thanks are also due to Ms. Mitzi Legge and Ms. Benita Judith, in the Office of Applied Research and Innovation, College of the North Atlantic–Qatar, and to Sally Roach and Bryony Horsley-Heather, staff in the former Centre for Commonwealth Education, at the University of Cambridge, for their assistance in finalising the manuscript.

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Part I
Introduction

Chapter 1
Life in Schools and Classrooms: Past, Present and Future (An Overview)

Rupert Maclean

Abstract The chapter provides a brief overview of the contents of this book on *Life in Schools and Classrooms: Past, Present and Future*. It refers to the importance of this topic for better understanding the process and outputs of education and schooling, provides a rationale for how the book is organized with regard to its division into sections and subsections and examines the interrelationship between research, policy and practice concerning life in classrooms. In addition to this volume being a contribution to the field of study in its own right, it is also intended as a Festschrift to celebrate the research and publications of Professor Maurice Galton, University of Cambridge.

Keywords Schools • Classrooms • Purpose of education • Functions of schools • Lifelong learning • Formal • No-formal and informal delivery systems • Teacher behaviour and outcomes • Evaluation and assessment

Ancient philosophers such as Aristotle, Plato, John Locke, Rousseau, Mo Tzu and Confucius, and also more modern educational philosophers such as John Dewey and Ivan Illich, have written extensively about the purpose and functions of education and schools in society. Likewise, the founding fathers of sociology, namely, Marx, Weber and Durkheim, and more recent sociologists and philosophers of education, such as Everett Reiner, Postman and Weingartner, Ivan Illich and Paulo Freire, have identified and analysed what they regarded to be the functions of schools in society (Easthope et al. 1990; Hughes 2006).

Each of these scholars has sought to answer the question: what is the purpose of education and schooling? While some emphasize that a key aim of education is to prepare individuals for gainful employment, others focus on the intellectual purposes of education and the development of reading, writing and arithmetic. What is clear from such discussions is that education and schooling do not have a single purpose,

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but serve multiple purposes with the relative importance of objectives sometimes being very specific to the society in question. However, although these thinkers vary in their areas of emphasis regarding the purposes and functions of schools in society, over time there has been developed a general agreement that the following are the main goals of education and schooling:

- To cultivate a skilled workforce with the necessary knowledge, skills and understanding required in the society and economy in question.
- To help students become critical thinkers who are able to explore new ideas, think independently, make evidence-based decisions and develop social and moral responsibility.
- To teach cultural history and develop cultural literacy.
- To help learners, teachers and the education system as a whole cope with the major emerging tensions in societies as they modernize, such as the relationship between competition and cooperation, between the needs of individuals and those of the group and between modernization and change.
- To prepare learners for effective citizenship, including assisting with the assimilation of immigrants.
- To help students compete in both the local and the global marketplace.

While these are interrelated goals, they demonstrate the diversity of expectations and the prioritization that societies and its educators must manage. The emphasis varies somewhat according to different levels of the school system, the age group being taught (ECE, primary or secondary) and the cultural and economic characteristics of the society in question.

Sociologists, whether they be functionalists, symbolic interactionists or phenomenologists in their theoretical orientation, seek to analyse and understand how schools and classrooms function to impact on the knowledge, skills, understandings and in particular the behaviour of learners.

Schools are one of the major agents of socialization in society along with the family, community, mass media and peer group. Schools must strike a suitable balance between preserving the past, by passing it onto each new generation, and being an agent of social change to assist learners to adapt to an ever-changing society and economy. At the same time, school systems themselves are in a constant process of change, as they seek to most effectively adapt to the changing needs of the society in which they are located. In cases where the changes are profound, reference is made to ‘re-engineering education for change’. At the micro level, it is what transpires in individual classrooms that is at the cutting edge of such change, with the interface between teachers and learners being particularly important and complex. What occurs in individual classrooms is intended to be an expression at the micro level of the purposes and functions of education. Through the curriculum that is taught, the choice of teaching and learning materials, the ways in which a classroom is organized in terms of the architecture of furnishings and the teaching pedagogy and methods used to assess student progress are all an attempt to achieve the aims of schooling (Andy Hargreaves 1994; Bob Connell 1985). What happens in class-

rooms (and, indeed, what does not happen in classrooms) is therefore of profound importance in affecting learning outcomes.

The aim of this edited volume is to explore the interface linking the broad purposes of education with various aspects of life in classrooms. The book consists of 54 contributors in 40 chapters, which have been organized into 6 sections and 12 subsections which examine:

1. Introduction (overview of life in classrooms and the research and writing of Professor Maurice Galton; the context of schooling concerning historical and international and perspectives).
2. Looking in Classrooms (how have the ways of studying classrooms changed; have classrooms changed and what are the key issues of debate).
3. Changing Teaching (social leadership and teachers' professional development; school-based professional development; sustaining communities of practice).
4. Understanding Students and Pupils (psychological and social aspects of pupils and young persons' development; assessing student learning; coping with children's' special education needs and disabilities).
5. The Impact of Technology on Teachers and Students (new technologies – new relationships).
6. Summing Up (life in schools and classrooms in the twenty-first century).

The volume mainly presents evidence-based findings which draw on the main researchers, policymakers and practitioners working in this field. In some cases it also presents the micro, classroom level social construction of reality of classroom teachers. The book draws on different theoretical perspectives in the sociology of education, including those of structuralists, functionalists and phenomenologists. Although many of the chapters are written about schools and classrooms in the Asia-Pacific region, there are also chapters that examine the situation in the United States of America and Europe.

In addition to seeking to make a contribution to the field of study in its own right, this book is also a Festschrift, a tribute book to celebrate the research and publications of Professor Maurice Galton. As reflected in his numerous publications (e.g. Galton et al. 2014; Gay et al. 2011; Galton and Macbeath 2008; Galton and Moon 1983), Maurice Galton has spent a professional lifetime as researcher and writer studying aspects of teaching and learning as it manifests itself in classroom activity. He has examined how and why some classrooms are effectively organized so they achieve their aims successfully, often in what appears to be an effortless way, while others are not; why some classrooms are happy and productive places where there is an effective interaction between teachers and learners, and between learners themselves, while others do not possess such desirable and well-functioning characteristics. One of the truly praiseworthy features of Galton's important work, over so many years, is that he is not just a theoretical or armchair observer of such matters. Instead, he 'rolls up his sleeves', having spent a significant time in actual classrooms, observing and analysing the dynamic between teachers and learners, and between learners themselves, at first hand. As such he does not just observe, but has also often taken on the role of teacher, to experience at first hand what it means to

be a teacher in the twentieth and twenty-first centuries. This is why, in many different parts of the world and over many years, Galton's research and publications are so widely appreciated and respected internationally. Insights gained from this work have proven to be very helpful worldwide, as researchers, policymakers and practitioners explore the pros and cons, for example, of moving to models of small class teaching (Galton et al. 2015) finding ways of easing the transition from the elementary to the secondary phase of education (Galton and Willcocks 1983; Hargreaves and Galton 2012) or improving the quality of group work (Galton and Williamson 1992; Galton et al. 2009) to give but several instances. More recently, he has turned his attention to the contribution of artists, and the arts in general, in bringing about improvements in the wellbeing of young adults in school settings, particularly for the demotivated students who have 'switched-off' learning in many of today's schools (Galton 2015).

For nearly three decades, Galton has worked regularly as a consultant and adviser within various countries in East Asia, particularly Hong Kong. Throughout this period policymakers in the West have sought to understand and imitate the classroom practices of those East Asian countries that regularly top the international league tables of achievement, while at the same time policymakers in the East seek to change existing classroom practices and create a curriculum for the twenty-first century that offers greater pupil choice and more active learning approaches, including building the capacity for students to engage in self-regulation. The book, therefore, because many of its authors are from both East and West have either collaborated at one time or another with Maurice Galton or have worked in related research areas, can hopefully make a valuable contribution to the above debate to the benefit of all students worldwide.

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Chapter 2
The Research and Writing of Professor Maurice Galton: His Contribution to the Field

John Williamson

Abstract This chapter provides an overview of the influential contribution of Professor Maurice Galton to knowledge about life in schools and classrooms, through his research and numerous publications over some five decades. It identifies the various themes examined by Galton in his research studies, many of which have had a major impact on educational policy and practice, and other researchers, not only in the United Kingdom but also in other countries worldwide. The chapter goes onto place Galton's work in context by examining the various changes in attitudes to teaching and learning which have taken place over the past five decades during which time he has investigated life in classrooms principally in England and Hong Kong.

Keywords Pedagogy • Classroom practice • Teaching styles • Pupils' attitudes and attainment

Introduction

Maurice Galton's research and publications have made a significant contribution to our understanding in a number of educational areas and influenced other researchers in their investigations. As reported in this volume, Galton's investigations into Nuffield Science (Eggleston et al. 1975) not only led to the methodological development of the first UK home-grown systematic observation system, the Science Teacher Observation Schedule (STOS), but also the ability to look more deeply and objectively into classrooms (in this case Science) to see what teachers were actually doing in their lessons. One of the clear findings was that in the implementation of the Nuffield curriculum, the teachers' classroom actions as observed and recorded were often different from what they reported they had done. From this emerged the notion of a *perception gap in teaching*. Later in his account of returning to teach in a primary school, he relates his own experience of this phenomenon (Galton 1989)

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when frustrated by the failure to recover a set of large darning needles, a task the teacher had repeatedly emphasised was a priority before leaving him to it, he shouts at the children that he will cancel their play unless the needles are found. Yet on writing up his daily diary, he had no recollection of the incident until the next morning when the teacher with the class next door teased him about his behaviour. It is a feature of all his writing that 'he tells it as it is', even if this sometimes reflects critically on his own practice, and this has been a recurring feature of his work which explains why it tends to resonate with teachers.

This early classroom-based study was followed by another at the University of Leicester which Galton co-director with Brian Simon. The Observational Research and Classroom Learning Evaluation (ORACLE) programme had its genesis in Simon's concern for how *disadvantaged* students would be engaged and perform in primary classrooms once streaming was discontinued and mixed ability grouping became the norm as the comprehensive education movement gained strength. The ORACLE study resulted in five data-rich volumes which were presented in a manner that made them accessible to practitioners, policymakers and researchers (Galton et al. 1980; Galton and Simon 1980; Galton and Willcocks 1983; Simon and Willcocks 1981; Delamont and Galton 1986).

Even today, the ORACLE study remains one of the most cited in contemporary educational research, and the first volume, *Inside the Primary Classroom,* was recently selected by the British Educational Research Association as the outstanding publication of its decade. ORACLE again showed clearly that teachers' classroom behaviour was not always congruent with how they recalled or talked about it. For example, teachers reported the use of working groups but the observational data described it as pupils seated together, but with very little constructive engagement as a group. The line of research into group work fitted with both the then existing national policy guidelines and the observed practice of children sitting either around tables or at desks pushed together to allow shared participation. The investigation led to a publication that not only described the group work in the primary classroom but also aimed 'to provide teachers with a set of principles which should enable them to increase the effectiveness of collaborative group work in the primary classroom' (Galton and Williamson 1992).

The utility of observational techniques was shown in subsequent studies in small rural schools (Galton and Patrick 1990). In the context of the introduction of the new National Curriculum, the authors showed how the sharing of teacher expertise through clustering meant many small schools, previously thought to be inadequate in curriculum provision, were in fact able to adjust and benefit from the curriculum changes which were predicated on the sharing of teacher expertise.

The ORACLE methodology was again used in replication studies, often in the same schools, in the 1990s. The findings were contrary to what was being reported in the popular media at that time, which was asserting there was a general movement in classroom pedagogy to more student-centred or 'progressive' teaching styles and that this was contributing to the United Kingdom's poor showing in international league tables of attainment. The observation data showed, in fact, that the classroom practice, two decades after the original ORACLE, was very similar to