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AN ACTION INQUIRY INTO NEGOTIATED LEARNING

BERT FROGGATT

A thesis submitted in partial fulfilment of the requirements
of the Council for National Academic Awards for
the degree of Doctor of Philosophy

Sponsoring Establishment
The School of Education - Sheffield City Polytechnic

In collaboration with
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December 1991

Bert Froggatt

An Action Inquiry into Negotiated Learning

ABSTRACT

This study employed action inquiry, since its aim was to improve both understanding and practice in the area of classroom negotiation between pupils and teachers, Action inquiry entails practitioner observation, practitioner interaction and practitioner intervention; in this study it was supplemented by an attempt at a phenomenological description of the essential features of negotiation, against which classroom experience could be weighed.

Information about classroom interaction was gathered, by the lone practitioner-researcher, both by participant observation and video-recording ('practitioner observation'). The model of classroom negotiation which emerged was tested against the views of other teachers ('practitioner interaction'). Alternative practices, thought by the informants to be effective, were used to make small-scale interventions in classroom practice ('practitioner intervention'). The understanding of negotiation developed in this way was finally interrogated in the light of a separate phenomenological description of negotiation.

A key aspect of the phenomenology of negotiation is the dynamic - involving communication, strategies of interaction, participation and learning - within which people are willing to examine their differences. This was found to be true of classroom negotiation: Pupil and teacher learned of the differences which existed between them in the context of an ongoing interaction in which both participated. However, classroom interaction involves an inevitable disparity of power, which must be recognised and prevented from subverting negotiation.

The validity and ethics of the framework developed are discussed, as are the implications of the findings for the classroom teacher and for teacher training.

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Non-standard Abbreviations Used

BPA	Bargain Process Analysis
CAST	Curriculum Advice and Support Team, Glasgow
CCDU	Counselling and Careers Development Unit, Leeds
DES	Department of Education and Science
ERIC	Educational Resources Information Centre
EMRAP	East Midlands Records of Achievement Project
FEU	Further Educational Unit
FIAC	Flanders Interaction Analysis Categories
HMI	Her Majesty's Inspectors
IS	Individual Studies
LAPP	Lower Attaining Pupils' Programme
LEA	Local Education Authority
NFER	National Foundation for Educational Research
NGT	Nominal Group Technique
Notts	Nottinghamshire County Council
NRA	National Record of Achievement
NRMC	Northern Regional Management College
OU	Open University
PACE	Projects in Alternative Curriculum Experience
p/c	Pupil centred
q/a	Question and answer
SED	Scottish Education Department
TES	Times Educational Supplement
t/d	Teacher directed
T/R	Teacher Researcher
TRIST	TVEI Related In-Service Training
TVEI	Technical and Vocational Education Initiative

Chapter 1

THE PROBLEM

1.1 A Brief Outline of the Problem Encountered

During the period from 1983-1989 the Holgate Comprehensive School was directly involved in the Department of Education and Science (DES) 'Lower Attaining Pupils' Programme' (LAPP). A part of the development which ensued from work at the school was the introduction of the Individual Studies (IS) programme for some fourth and fifth year pupils, where they were given more responsibility for controlling their own learning by a process which had gradually, through contact with others outside the school, become known as 'Negotiated Learning' i.e. negotiation taking place between the teacher and pupil or a small group of pupils to prepare expected learning outcomes. The background to this work is fully discussed in Chapter 3.

What must be said here however is that it was initially somewhat of a shock and disappointment for those involved in this 'negotiation' of learning to find that Her Majesty's Inspectors (HMI), in their survey of the schools involved in LAPP during 1984-1985, stated in their published findings, under the heading 'What Changes have been Achieved so far', that:

Negotiation as an approach was not fully understood or was confused with 'laissez faire' attitudes and that the evidence of improved motivation created by this negotiation was scarce.

(HMI 1986)

The researcher, being a teacher involved in Projects in Alternative

Curriculum Experiences (PACE) the Nottinghamshire LEA submission to LAPP, felt personally concerned, having instigated such a programme with certain classes and having made some preliminary excursions into the evaluation of negotiated learning (Froggatt 1986), where it seemed that there was some evidence of increased pupil motivation. After the initial shock subsided it was felt that HMI had isolated a need for greater knowledge and understanding about what precisely was involved in classroom negotiation and negotiated learning. The Holgate School was contracted into at least one further year of continued implementation and dissemination of the PACE project, and so this could enable a study of classroom negotiation to be made at the school.

1.2 The Aim of the Study

This study was not designed to assess whether classroom negotiation was right or good practice. Its aim is not to measure any increase or decrease in learning or motivation caused by negotiation. Rather the overall aim of the project is:

To improve both understanding and practice in the area of classroom negotiation of learning outcomes between teacher and pupils.

Having stated the aim of the project in such terms immediately places it within certain value systems and takes for granted the acceptance of certain assumptions within the classroom. Seeking better understanding reflects the valuing of inquiry and knowledge for its own right - a 'scientific value system' (Huebner 1966). The concern for usefulness and the desire to develop and change current practice points to a 'technical value system' (Huebner 1966).

The aim of the study has implicit within it certain questions to which the researcher will attempt to provide answers:

- What is meant by classroom negotiation? How would someone describe and delineate what was happening in negotiation as compared to say - teaching?
- What are the main aspects of the current practice of negotiation within the classroom? What does the teacher or the pupil do during this negotiation?
- Do other teachers recognise and share the practice and perform it in similar ways?
- Are there elements of current practice that can be further developed? How can what people think and believe is negotiation be allied more closely with what is actually happening as classroom negotiation?

In searching for a research method to attack the problem and answer the questions posed it is essential to look for one which is able to fulfil as many of the following criteria as possible. The method should:

- Involve the participants - for if classroom practice is to be changed it is essential that teachers are involved in the research.
- Clarify the implicit values and assumptions hidden behind the practice. Why are teachers choosing this practice rather than another?
- Observe and describe current practice in an adequate and valid way.
- Allow a critical examination of the practice in the light of the clarified values and clear description.
- Develop and change current practice where appropriate to make it more effective.
- Communicate the findings to others.

The discussion in Chapter 2 shows that if developed in the way outlined action inquiry can be a method which fulfils the criteria above, and proceeds by logical steps to provide answers to the critical questions outlined.

Chapter 2

METHODOLOGY

2.1 How Can a Practitioner Approach the Problem?

Being involved in the type of education which allows negotiation between the teacher and the pupils would appear, according to one American writer, to determine the style of research chosen anyway. For it is stated that 'open' educators i.e. those who view the child as a decision maker in the classroom:

Resist elementist behaviouristic evaluation, but try to encourage
... case studies, naturalistic observation, introspection by
participating observers and other continental methods of
research. (Talmage 1975)

This being the case some justification as to the inevitability of these methods being used in such a study is required.

The two value systems suggested on page 2 by the very aim of the project appear immediately to link inquiry with improvement or action. Using the Oxford Dictionary definitions, inquiry appears to entail three separate elements: an examination, an interrogation and a search for the truth. All of which appear relevant to the type of inquiry being outlined here.

Inquiry by a person into their own practice would then entail:

- An examination of the practice - in the form of a careful inspection carried out by the collection and recording of evidence .

- An interrogation of the practice - by a critical questioning of what the examination reveals.
- A search for the truth contained within the descriptions provided by the examination and interrogation of the practice.

Improvement implies some form of action be taken. In this project the examination and interrogation of the practice of negotiation, precedes any attempts at changing the practice.

The research investigates a social practice. Negotiation is an experience and as such is set in a whole sea of other experiences - a framework in which it takes place. Can the elementist behaviourist evaluation take this framework and the other experiences into account? To untangle the meaning of an experience according to Dilthey (Palmer 1969) we need to grasp the whole context surrounding the experience for as Merleau - Ponty states 'we are not the outcome of specifiable variables acting partes extra partes (ie separately); but act in terms of meanings constituted by consciousness and the situation' (Merleau - Ponty 1962). We are not therefore interested in the variables causing negotiation but in the meanings which constitute the experience.

Negotiation itself, as will be shown later, is a process which takes place in the present, but at the same time has an eye on the future as well as the past. Can the behaviouristic analysis measure and describe experience of negotiation in terms of the present, past and future? Behaviouristic analysis could be seen as a snapshot or set of shots cut from the whole film of total experience, taken for examination by an outside observer. Experience itself is not a set or pattern of individual behaviours. It is the totality of the film. The essence of

the present project holds that it is the practitioner experience, the practitioner problems, the practitioner skills and the practitioner actions which are being explained and understood. These would appear to be things not easily understood by the external observer of behaviour. They are better explained by one experiencing them.

The main thrust of the investigation reported here takes as its base an 'action inquiry' into negotiated learning. The project was designed to have a descriptive, questioning and formative effect upon negotiation within the classroom. Because of philosophical problems which surfaced as the long term part-time project evolved, action inquiry, with its focus on the teacher's experience of such negotiations rather than on say the origins, sources, causes, consequences or effectiveness of the negotiation, has become further surrounded by the method of hermeneutics. These problems will be discussed in their historical context, as they arose after the excursions into action inquiry.

2.2 Action Inquiry Defined

Action Inquiry has been defined by Bell as:

The systematic study of a social practice with a view to developing the performances of participants where:

- a) The overriding aim is to investigate practical problems and issues experienced by practitioners,
 - b) What counts as evidence is developed and validated by participants, preferably in dialogue with outsiders and with a view to making the outcomes accessible to critical appraisal,
 - c) The skills it develops are concerned with the development of practical professional knowledge.
- (Bell 1985)

Bell has argued forcibly and logically for the introduction of action inquiry as the mode of inquiry that is needed for the advancement of practical professional knowledge, particularly in the field of education. Thus action inquiry would seem to be the method for use here. It appears to fulfil all the requirements of inquiry mentioned earlier. Bell sees it as a combination of action research, case study and action learning. Indeed this approach has been taken up by certain universities who are introducing a 'Diploma in Educational Inquiry' (University of Nottingham) with similar aims.

This whole style of research would appear to be an extension and development of what Stenhouse (1979) refers to as the teacher as researcher where he states that 'it is not enough that teachers' work should be studied: they need to study it themselves'. Rowland (1984) appears to be repeating much of the same message in outlining what he calls classroom inquiry and justifies the use of the term inquiry rather than research by saying that 'what we are doing is different from normal academic research' but feels it is an approach which will uncover the relationship between learning, teaching and understanding children.

2.3 The Components of Action Inquiry

2.3.1 Practitioner Observation

Much of what a teacher does in the classroom is carried out without close examination and consideration - the teacher knows what to do! But if 'we seek to understand something' it 'means that we seek to make the meaning clear to ourselves' (Keen 1975). According to Rowland (1984) the inquiry must start with the teacher's experience, exercising a form of 'participant observation' and reflecting upon what is happening in

the classroom. Bell on the other hand goes further and suggests the use of practitioner case study to produce the teacher accounts of their practice within the classroom, which may then be used to highlight practical issues and problems.

Maslow (1968) suggests that the examination of 'raw experience' is carried out prior to any concepts or abstractions being made and sees this as a justified critique of orthodox positivistic science and philosophy. Schon would see case study as the observation of the professional's 'knowing in action' (Schon 1987) providing a panorama of their 'tacit knowledge' (Polanyi 1967), which is usually an unexamined part of their everyday practice. Case study gives 'the practitioner accounts credibility, transferability, dependability and confirmability' (Bell 1985). Further analysis of the case study material in the form of a participant observation as outlined by Spradley (1980) provides a 'reflection on action' (Schon 1987) which makes clear the values, assumptions and strategies making up the tacit knowledge. Schon would see the participant observation as a series of 'theories of action'. Together these provide a series of 'Practitioner Observations' on the experience of negotiating and this material will allow choices, about which of the issues and problems could be acted upon during the action programme, to be made in a more discriminating way.

2.3.2 Practitioner Interaction

Rowland joins other critics of the single instance case study (Walker 1980, Rowland 1984), when he points out that classroom inquiry should not be individual reflective analysis of what has taken place, but leads the way to the core of action inquiry, by suggesting that it must

include the sharing of ideas with other teachers and that this sharing must be critical. Thus social reflection is seen as a more powerful mode of reflection than the reflections of an individual.

The action learning stage of the inquiry would appear to be a further way of enhancing the credibility of the case study, for it 'will mean engaging in those processes which assist in diagnosing and validating the treatment of practical problems in context' (Bell 1985) and as Revans, the father of action learning, makes clear:

Whatever the project, his next moves, whether diagnostic, prescriptive or therapeutic, should be debated with his fellows.

(Revans 1980)

Thus during action learning there should be a critical appraisal and interaction with other practitioners - a 'Practitioner Interaction'. This practitioner interaction may be seen as a way of casting suspicion upon the description of practice given by the lone practitioner.

2.3.3 Practitioner Intervention

Having critically examined and subjected the practice being studied to the appraisal of others, parts of the practice may now be highlighted as problematic and in need of action. The action research phase of the inquiry aims to improve the interaction between teacher and pupil by introducing planned evaluated change. Action research consists of making 'small scale interventions in the functioning of the real world and a close examination of the effects of such interventions' (Cohen and Manion 1980). It enables the problems or some of the problems which have surfaced during the case study and action learning phases of the investigation to be re-examined and tackled by trying more considered

approaches. It is here that the processes of formative developmental change can take place as the practitioners attack problems relevant to their own context and closely monitor and evaluate the effects of these changes. We have then a 'Practitioner Intervention' into the workings of his or her own classroom.

2.3.4 Practitioner Communication

The action inquiry must end with the reporting of findings, which is a further way of laying bare the experiences to the critical inspection of other practitioners. In this particular inquiry a series of reports were made available through the PACE project - 'Practitioner Communication'.

Action Inquiry as outlined by other writer can be summarised as follows:

- Systematic study.
- Combining the use of Case Study, Action Learning and Action Research.
- Examining practical problems and issues.
- Developing and validating evidence.
- Reporting outcomes for critical appraisal.
- Introducing planned, evaluated change.
- Developing practical professional knowledge.

2.4 The Development of Action Inquiry

Action inquiry as outlined does not appear to fulfil all the requirements of the research project and it is here that the philosophical problems mentioned earlier must be discussed. The problems arose because of two sets of forces. They were the result of

the learning which was taking place as the action inquiry project progressed, raising certain critical questions, but also they were the result of the probing questions of critical adversaries (see page 27) asking for example,

'How do you know that it is not just your ideology that you are putting forward in this research?'

Is it not the case, that the researcher like any other 'experiencer' in arriving at the research project is carrying with him a biography of past experiences, which affect the very thinking, planning, execution and analysis of the whole project? As Heidegger states:

Every inquiry is a seeking. Every seeking gets guided beforehand
by what is sought. (Heidegger 1962)

This problem is even more relevant when the researcher is in fact a part of that which is being researched. It would appear to be relatively easy to observe and describe one's own practice, but immediately two questions concerning reflection upon action confront us.

The first problem is concerned with the recording of action. When anyone takes up the guise of recorder of action, they must find that the action itself has ceased. What is really being recorded is an historic event, some action which has happened in the past. This creates cause for doubt about the accuracy of any record made, for the record becomes a text (Ricoeur 1971) - it is now open to perception and interpretation due to the fact that it becomes a reflection upon the action and not a pure observation. The process of reflection must affect the description of the action, for each of us is affected by the

unique sedimentation of layers of meaning that have been built up throughout life - our biography. The reflection upon action is swayed by these invisible internal values, beliefs, assumptions that have been developed, forces which bias the explanation of the action. Even the external observer cannot escape from the bias of reflection.

The second problem is concerned with the practice itself. A practitioner (as mentioned on page 9) in performing many of the actions carried out as part of the practice, performs them automatically, without thinking about what is being done or how. Reflection must be employed in order to explain the action and this involves all of the intricacies of value, assumption and belief. 'Meaning is related to the perspective from which the events are seen' (Palmer 1969). The practitioner view may well be different from the view of other observers - for it is but one of many possible interpretations. One way, already mentioned, of casting doubt on the meanings given by the reflective practitioner is to open the description to the interpretation of others. However, in looking more closely at action inquiry, it would appear necessary to add a precursor to the whole project to allow the standpoint of the researcher as he or she enters the project to be examinable by others creating a distancing of self from the text by justifying the claims of interpretation with reference to the text itself, so that any reader would see this interpretation as a possible one.

2.4.1 The Addition of Practitioner Fore - Understanding to the Inquiry

Several workers suggest different ways to conduct this examination. We could 'look critically at past experiences dragging them out for the inspection of colleagues' (Revans 1980) or 'give details of political

standpoint, current work, relationships and general way of being in the world' (Reason and Rowan 1981) or we must make 'as clear as possible the fore-understanding with which we approach the specific field of research' (Ashworth 1987).

The inquiry it seems must therefore "begin" by attempting to describe the perspective from which the meaning has been derived. This is presented here as the biography of the researcher and the research. It attempts to make explicit where the research and the researcher have come from to reach the starting point of the project and linked with a review of the past experiences of others, through the literature, this forms a 'Practitioner Fore-Understanding' which provides a reading of the sedimentation of the whole situation prior to the inquiry taking place. It is a disclosure of the framework and of the historical past within which the experience of researching negotiation and of negotiation itself is taking place.

2.4.2 The Hermeneutic Circle

The declaration of practitioner fore-understanding as outlined above can be seen as the start of a 'hermeneutic circle' used to untangle real meaning from mere biased description and bring us through critical interpretation to understanding. Hermeneutics, originally the science of interpreting documents, has been proposed by several writers (Heidegger 1962, Palmer 1969, Ricoeur 1971) as the means of clarifying not only text but all meaningful actions.

The hermeneutic circle as seen by this researcher is shown in Figure 2.1 over the page:

The Hermeneutic Circle

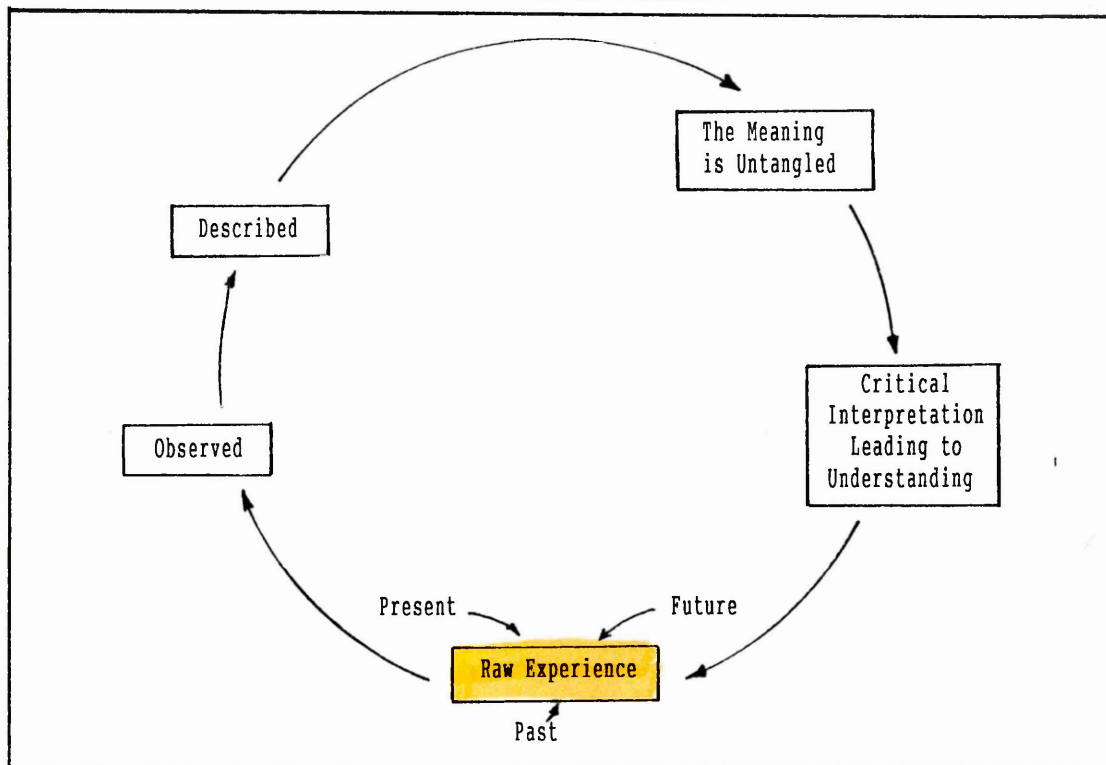


Figure 2.1

There is first 'raw experience', the matter about which we want to ascribe meaning. Our engagement in this world to be interpreted is at a naive level but of course it is not meaningless - it is that the meanings have not been raised to the level of reflection. The experience consists of a 'Gestalt', a whole surrounded by the past, present and the future. This happens within a given framework, but is more than just the sum of those individual influences. Observation of any of these parts of experience can only take place through reflection. The reflection upon the past of experience has been discussed in the previous section. Having gone through the process of reflection the experience can now be described by expression through language. The whole of the action inquiry described earlier (pages 7-11) consists of this reflection and expression.

The contention which appears to be held by those proposing action

inquiry is that by being fully immersed in the fore-understanding of the practice being researched, the practitioner is in the best possible position to perform the qualitative work needed to describe his own actions. The descriptions presented, however, will be full of the personal prejudices of the 'expresser' and all of the Goffmanesque phenomena mentioned in chapter 7 - such as presentation of self, front, secrecy etc. - may well surface. How can we get the researcher to see alternative view points to the one which they have adopted as their own?

It is this problem of casting deeper suspicion upon the whole inquiry that the final phase of the hermeneutic needs to address. It must untangle the meaning of the experience and allow a critical suspicious interpretation which will finally lead to a valid understanding of the experience itself. There will be a new awareness of the earlier fore-understanding and a revision of standpoint which must be reported.

It is now necessary to turn to the problem of the truth of expression. The problem it seems is tied to the interpretation of truth. Heidegger describes two versions of the meaning of truth (Palmer 1969). The first, taken as the norm by most western philosophers, is where truth is seen as the correctness of perception and assertion. There appear to be flaws in this conception for there may be different versions of the truth, depending upon who is judged to be correct. Does this not strike a note of caution for the earlier conception of a practitioner interaction? This problem would appear to underline the essential element that the discussions with other practitioners should be critical and not merely looking for similar perceptions. The second version of truth, that of uncovering or 'unconcealment', would seem to

be more appropriate. We come to 'unconcealment' by trying to get beneath mis-interpretation by 'doing violence' and 'using a thinking dialogue'(Palmer 1969) to analyse the original text. As Ricoeur states:

In social science ... we proceed from naive interpretations to critical interpretations, from surface interpretations to depth interpretations through ... analysis. (Ricoeur 1971)

Even the addition of this analysis as a stage in action inquiry does not complete the full reading of the situation, for, having gone through all the processes already outlined, the practitioner is no longer the same.

2.4.3 The Addition of Practitioner Interpretation to the Inquiry

The whole of the action inquiry must exist within an action research framework. New layers of meaning have been sedimented in the biography by those very experiences of research. When immersed in a project over a long time several influences upon the researcher become apparent. Taking a reflective look at one's own practice must affect the assumptions and values which are held - either strengthening and confirming them or possibly having a questioning and weakening effect. This introduction of subtle differences and change in assumption and value will affect future practice. Studying the literature may change or confirm assumptions and values in a similar way. Ideas that seem attractive to one's own personal philosophy may be adopted or modified. Assumptions and values are again changed, which may well affect the type of literature selected towards the end of the project. Discussion and interviews with other co-workers create similar processes. The whole research becomes a living, changing entity and a way of evaluating these processes is needed.

'Meaning is historical' (Palmer 1969) so that as the research proceeds history changes and becomes deeper. Much of the material of other writers and co-workers becomes absorbed and subsumed within what the researcher might call his or her own. The researcher sees things from a new perspective. A critical re-reading is necessary to complete the hermeneutic circle because of the learning that has occurred throughout the duration of the project. A new and coherent description with revised conceptual models of the social phenomenon can now be provided by the researcher.

If during this 'reflecting on a fore-understanding' (Ashworth 1987) the researcher can show that descriptions provided have passed through the critical challenge mentioned above and offer a clearer more uncluttered view of the phenomenon, then it would seem that the validity of such findings could be claimed to be stronger. Ricoeur (1971) sees this validation as being a logical process allowing us to argue for or against an interpretation by suggesting that we should be asking such questions as: What can defeat such a claim? Analysis is seen as an attempt to untangle and bring out from concealment the logic of the arrangement of 'bundles of meanings' (Ricoeur 1971), that make up an explanation. By an examination of the combination of meanings and of the operations which relate them together, the other end of the 'hermeneutical arc' (Ricoeur 1971) can be reached - that of critical interpretation. To provide validity through critical interpretation in the present inquiry it has been necessary to add a further stage, the 'Practitioner Interpretation'.

The form of analysis carried out in this research was to provide an attempt at a phenomenological description of negotiation, by using the

totality of the new meanings gained throughout the project, against which the classroom practice described earlier could be re-examined. This final process is the attempt by this researcher to 'do violence' and cast suspicion upon the previous descriptions, which will surely have contained the hidden prejudices which the researcher originally carried to the project. The analysis of the phenomenon in this way thus moves the research from the mere explanation of the original formulation of action inquiry to provide a critical interpretation and understanding of the practice of classroom negotiation.

2.5 A Summary of Action Inquiry as Presented

Reason and Rowan emphasise as the basis of all human inquiry, that it should use a collection and integration of the following techniques:

- The Humanistic psychology of Maslow and others, where the aim is to promote human growth and development and to help people to know themselves.
- The clinical psychological work of Rogers.
- Phenomenology where an attempt is made to stand outside the social phenomena being studied.
- Existentialism where the importance of the researcher being involved as a whole person and not hiding behind a role is stressed.
- Experiential research where the researcher not only contributes to the creative thinking and management but also participates like the subjects in the activity being researched.

(Reason and Rowan 1981)

The present research, including as it has, elements of all the strands above would appear to be part of the 'new paradigm research' (Reason

and Rowan 1981) and the six elements of action inquiry developed here lead logically from each other, answering a series of questions as the inquiry proceeds.

The Stages, Techniques and Issues Addressed During Action Inquiry

STAGE	TECHNIQUE	ISSUES ADDRESSED
1. Practitioner Fore-understanding	Biographical review Literature review	What leads practitioners to use this practice?
2. Practitioner Observation	Case Study Participant Observation	What does this practice look like? What assumptions are participants making?
3. Practitioner Interaction	Field Interviews Survey	How does my practice compare with yours? Are these the problems and issues?
4. Practitioner Intervention	Action Research	What will be the consequence of my changing my practice?
5. Practitioner Interpretation	Phenomenological-reflection Revision of concepts Casting suspicion	What does the pure phenomenon look like? How does this pure form match the practice described? What has the researcher failed to disclose?
6. Practitioner Communication	Reporting	Is this what you see?

Figure 2.2

The following diagram summarises action inquiry as outlined.

A Summary of Action Inquiry

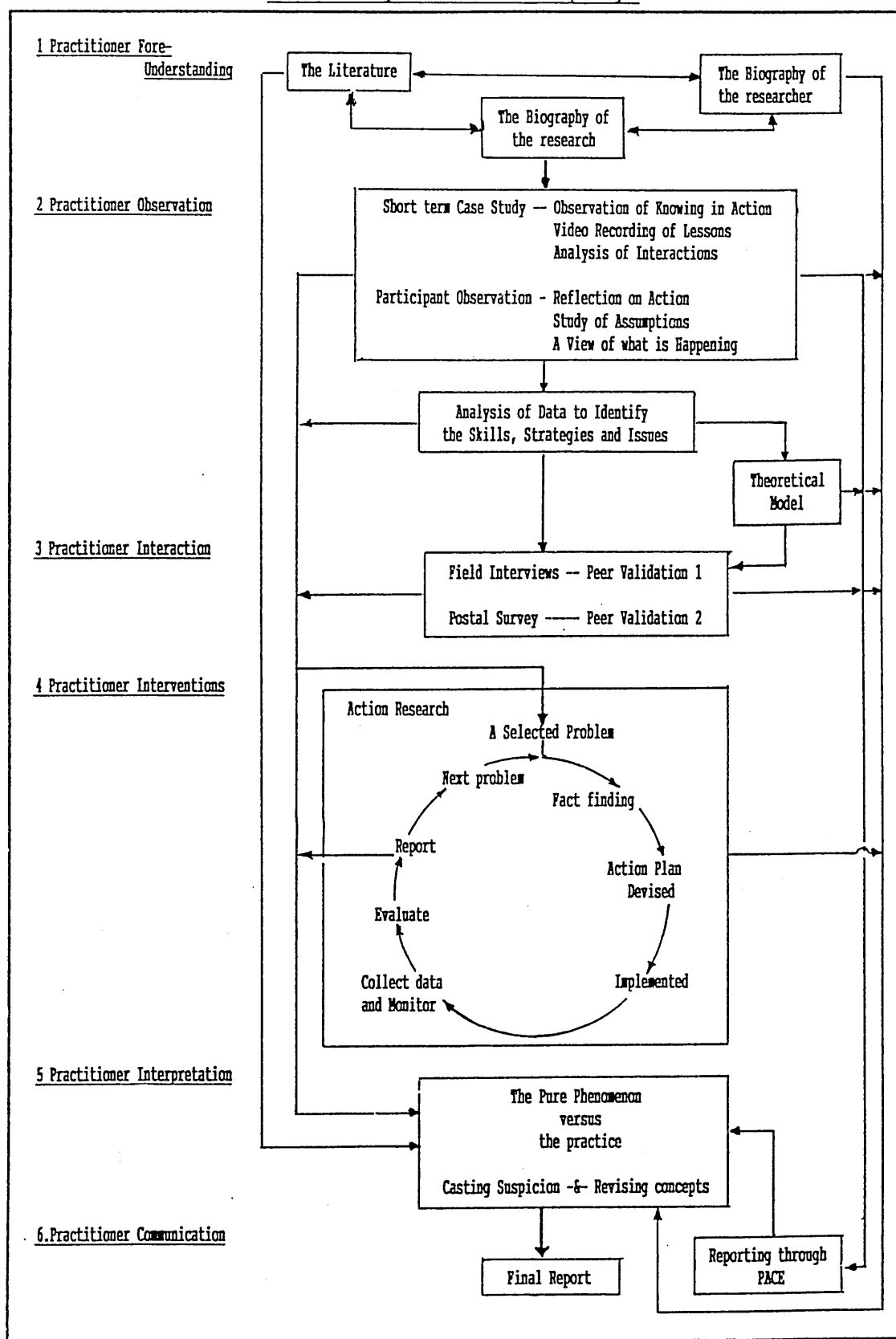


Figure 2.3

In the diagram there is a hump on the right hand side in the arrow from the action research box to the reporting through PACE line, this attempts to show that no report was made through the PACE project about the action research phase. The reason for this is is described in Chapter 8.

The six stages of action inquiry justified in this chapter have been used throughout the project and provide a structure to the remainder of this report. Icons of figure 2.3 are used as signposts at the head of each remaining chapter to make it clear to the reader which stage of the research process is being approached.

PRACTITIONER FORE-UNDERSTANDING

The Signpost to Chapter 3

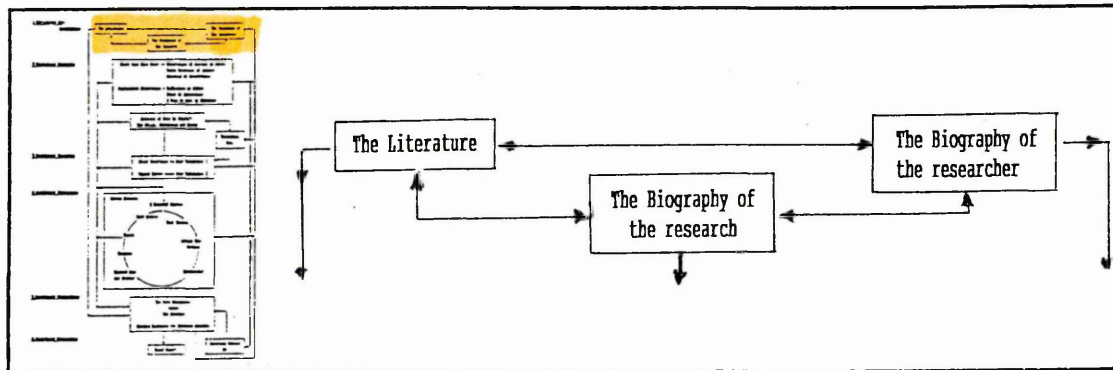


Fig 3.1

3.1 What Leads the Practitioner to Use the Practice to be Researched?

Research like any other human action and experience (as mentioned in Chapter 2) is bound to be set within a framework of other activities and all of these activities will have a biography, sediments, layers of history, from which the birth of the present and the projection into the future are spawned. The biography of the whole research situation must affect what is there to research, who is there to research it, and how it will be researched. Indeed had the National Curriculum, with its emphasis upon a mandatory set of attainment targets, arrived in schools in 1983 rather than the Lower Attaining Pupil's Programme the present research would never have been carried out at all, for the practitioner would no doubt have been working from a very different fore-understanding. This chapter is then an attempt to place the raw experience of classroom negotiation, which is to be observed and described later, within its contextual framework.

Practitioner fore-understanding is used here to encompass three areas.

(1) The earlier biography of the researcher.

(2) The starting point and prehistory of the research project.

(3) The review of literature relevant to the project.

Areas 1 and 2 make up the Part 1 of the chapter giving a sedimentation of the research situation. These are followed in Part 2 by area 3 the sedimentation of the situation surrounding the project through a review of the work of others as gleaned from the literature relevant to the project. The literature review and the background to the research are seen as essential to any research project - it is the area of the researcher biography which is not usually considered.

Being a participant, involved both as a subject of the research and as the researcher making the study, it is felt that personal biographical details relevant to the research must be included as a part of the study, for it is inevitable that our background ethical value system colours the choices that we make and that this will affect every decision made with regard to the research process and the classroom practice being researched. As Denzin states:

It is impossible not to take ethical and value stances in the
process of research. (Denzin 1978)

Indeed Denzin sees this 'making public' the personal values systems as one of the rules governing sociologist's conduct. This chapter is the making public of the value stances with which the researcher approaches this research project. They are unique, never to be repeated, for once passed they become part of history.

It is felt here that because the researcher is one of the subjects of

the research, the biographical disclosure must also be seen as an essential way of uncovering further social contexts of the practice being researched. Having the role of teacher 'normally' in this classroom, but becoming researcher would seem to reverse what Denzin (1978) terms 'role pretence' (where the researcher becomes participant) for in the situation described it is the role of researcher which requires negotiation. Thus it would appear necessary to show the assumptions behind the practice and the assumptions behind the research.

The contention apparently being held by those proposing action inquiry as a research technique is that having a deep and fertile fore-understanding of the practice being researched puts the practitioner in the best possible position to perform relevant and astute work. Is this the case however? The practitioner may perform without reference to or consideration of the fore-understanding which he or she has. Is the insider perhaps blinkered and unable to see the framework in which they themselves reside and act? Is the researcher capable of seeing the alternative viewpoints available from the one adopted as his or her own? This disclosure of fore-understanding on the part of the researcher is the only means available to allow others a glimpse of the values and ethics of the researcher.

Rowan suggests that in the new paradigm research each researcher should answer at each point of the research a set of questions which he feels will reveal the researcher's viewpoint. The points in the research he refers to are 'Being, Thinking, Project, Encounter, Making Sense and Communication' (Rowan 1981) and his questions come under the following eight areas:- 'Efficiency, Authenticity, Alienation, Politics,

Patriarchy, Dialectical, Legitimacy and Relevance'. The Being, Thinking and Project classifications would appear to equate in some ways to what has been described here and also to the fore-understandings described by Ashworth, those of 'area of interest, interpretive concepts imposed on the research and personal involvement' (Ashworth 1987). The present researcher found it very difficult to answer the self questions suggested by Rowan which perhaps itself shows something about the efficiency, authenticity and patriarchy which surround the work. It was preferred to lay things out in a biographical way.

Part 1. THE SEDIMENTATION OF THE RESEARCH SITUATION

3.2 The Biography of the Researcher

During this section of the discussion it has been felt necessary to move to the use of a more personal style, as an attempt is made to declare the layers of meaning that have contributed to the biography of the researcher, creating the stand point that has been taken as the project is reached. The laying bare of the values and being explicit in disclosing the fore-understanding will allow a critical appraisal by the reader that is not normally present in most research presentations. First there is the historical detail showing the development of the researcher. This is followed by a description of themes which appear to be emerging from the historical outline of the biography.

3.2.1 Historical Details about the Researcher

Prior to teaching

- After leaving school I started further education on part time courses in the so-called 'pure sciences' leading to Higher National Certificate in Chemistry. The courses consisted of

academic study and practical work following set recipes of some-what ritualised instructions for the preparation and analysis of chemical specimens.

- Six years of work, as a laboratory technician in industry and in a school, with a parallel period leading a successful Scout Group during evenings and weekends helped me to make a conscious decision to become qualified as a teacher.

The critical adversaries

- Also during this time a group of friends emerged with whom it was possible to discuss, debate and argue over wide ranging philosophical, moral and other issues - the critical adversaries. Their questioning, often severe, of methods used in the classroom and the philosophical underpinnings of these methods has continued throughout PACE and through the duration of the present research. The efforts of these critical adversaries has I am sure led to the self-questioning which has occurred throughout my teaching career and influenced to some extent the present research process.

Teacher training

- I undertook a full time three year course in science and education which involved some modular work, choice and self direction. The course was not academically rigorous enough to be accepted as Bachelor of Education degree material. Transfer to such a course in another college to undertake studies for the Bachelor of Education degree was unsuccessful. I felt that it was too much like school. Having been engaged in the planning of a curriculum of sorts for the Scouts and having faced some

thinking, planning and organising my own curriculum it was impossible to repeat science lectures which were no longer of interest to me. The Certificate in Education was completed in the original institution.

- Some of the assignments for the education course were open ended enough to allow some practical work and observations e.g. during one study a set of Vigotsky's (1962) blocks were made and used to make small scale observations of language development

Teaching prior to PACE

- I started teaching science and mathematics, and was also involved in a team teaching situation, planning, teaching and evaluating modules of social studies work.
- I showed an early interest in non examination work through the Nuffield Secondary Science Project.
- I became a member of the LEA social education working party and undertook much in-service training of a socio-psychological nature eg. pastoral care, counselling, behaviour modification etc.
- I undertook further part time study with the Open University (OU) obtaining credits in a variety of courses which led to a Bachelor of Arts Degree:
 - 'Technology for Teachers' involved practical assignments of a technical nature;
 - A 'Humanities Foundation' course with an introduction to politics where particular interest was shown in the Marxist view point.
 - 'Personality and Learning' which revitalised my interest in

the psychological aspects of learning, but also forced me to look more closely at the humanistic school of psychology and the work of Rogers 1969 and Maslow 1968 etc..

'Reading Development' where a practical assignment was again carried out involving a small scale investigation into mis-cue analysis with a small group of pupils.

- I had for some years been involved in small scale trial and experimentation in my classroom with such techniques as individualisation of work and choice of projects, the contracting and personal progress charts of Weber (1978,1980) and I was using these as a means of improving the motivation, self image and performance of the least able secondary school pupils, with whom I now spent almost all of my teaching time.

Joining PACE

- I was somewhat reluctant to become involved in the PACE project when it was first mooted by a Deputy Head Teacher. Was I stuck in a rut after twelve years of teaching? I was however chosen as a member of the team of teachers and two support teachers who were to initiate the changes to be introduced.
- I felt that the IS course may well have developed in any case but the PACE project speeded up its development by forcing us to consider alternatives, but also by setting deadlines by which the courses should be ready. At this time the IS course was seen as the weakest link in Holgate PACE
- Through the PACE project I was asked to explain my practice to others: teachers, head-teachers, lecturers, researchers,

inspectors, HMI and even the Secretary of State for Education.

- The PACE project also gave me time to evaluate and reflect upon the practice that I had been developing.
- As mentioned later PACE provided a large amount of in-service time for the teachers involved. I took advantage of much of this training to look at such areas as: 'Problem Solving', 'Games and Simulations in the Classroom', 'Instrumental Enrichment', 'Negotiated Learning', 'Computers in Education', 'Talking and Learning' and 'the Teacher as a Guide and Counsellor'.
- The PACE project made me dip my toe in the literature of education once again, for I am the type of person who will not read for pleasure. The type of book which I want to read is not easily available in the local library and I need a stimulus to force me to read. PACE became such a stimulus. The areas of initial impact were those of 'individualised learning', 'contracting' and special education, for example (Davies 1978, Weber 1978,1980, Hinson and Hughes 1982, Pring 1984a).
- The inservice programme of PACE introduced me to the ideas of others but it also forced me into centre stage - for more and more I was being asked to describe and explain my practice to other teachers.
- The project evaluator of PACE also gave me the impetus to think about researching my own practice. Through discussion and joint planning a small scale evaluation exercise was undertaken and reported through PACE
- Initially I did not consider what I did in the classroom as negotiation. The evaluation document (Froggatt 1986) although it is called 'Negotiating an Alternative Curriculum', in thirty

three pages of prose only uses words based upon negotiation on twelve occasions. Throughout the PACE project I introduced and learnt with the pupils techniques which gradually became known as 'negotiation' and 'negotiated learning'. These strategies became incorporated into my everyday practice.

- The final year of PACE was to be a year of dissemination and staff working on the project were asked to consider submitting reports and evaluation papers based upon case data of some type. This gave me a chance to collect and record evidence of classroom negotiation.

3.2.2 Themes Emerging From the Historical Outline.

Disappointments

It was a shock and disappointment for me, involved as I was in the 'negotiation of learning', to hear and read the HMI findings (see page 1). Slowly I began to realise that HMI had isolated a need for greater knowledge and understanding about what was involved in negotiation. There was disappointment with myself for not having a clearer understanding of what I did seemingly automatically in my classroom. I claimed that I was negotiating with my pupils but nowhere was the process described clearly. There was a certain disappointment with the educational literature for there were no clear cut answers here either.

Personal development

Through the Open University and PACE I found that I could write material understandable to others. I had also started to evaluate the action steps which I undertook in the classroom in a more systematic way. Having to explain myself to others has created times of self doubt but more and more I am able to approach the other person on equal

terms, with the acceptance that they may be able to grasp ideas more quickly, but that given time I have enough intellectual toughness and capability to cope with tasks that I undertake. The PACE evaluator encouraged me to undertake further development by researching my own practice in an attempt to gain a higher degree.

Relationships in the classroom

There are obviously many assumptions which underpin 'negotiation' as a choice of teaching method. However it must be said that at the start of the project these assumptions were unclear and not closely examined. Negotiation seemed to fit with the philosophy of what I was trying to do in my classroom. I was wanting to create positive rather than negative relationships with the pupils and to get them involved in work of an inquiring, practical and problem solving nature. Through the in-service training course and the Open University courses I had come to accept that learning was greatly influenced by not only the nature of the teaching materials but also by the motivation and self esteem of the pupils. I had come to value the pupils as people, not persons to receive what I had to teach them. A philosophy of teaching appears to be emerging which has drifted away from the academic transmission of knowledge towards the education of the whole person.

Political influences

The setting up of the research programme was initially seen as a part of the final year of PACE reporting and dissemination and as such it was influenced to some extent by the evaluation team and the support teachers, but their influence was only minor. In order to use the Nottinghamshire County Council in-service training budget to pay my fees I was interviewed about the research proposal by a member of the

local advisory and inspection service, but this appeared to be a formality as no attempt at re-direction was made. Thus the project was only affected politically by my own personal views and the politics already surrounding PACE. My own views I would declare as apolitical - not following a particular party and having no desire to vote for one at elections. If pushed, I would have to confess to some idealised form of democracy where everything was owned by the state, no-one made a profit at the expense of another etc. I had therefore not examined the politics of the PACE project, the politics of the Holgate school system nor the politics of my own classroom.

Identifications

I feel that I identify with change and development in education - the PACE programme at Holgate was seen by me as minor tinkering - I didn't feel that the changes had been sweeping enough. After many years of teaching the less able and least motivated pupils I felt that I understood their problems and I was wanting to help them become motivated towards learning new skills though not necessarily those of an academic nature. I identified with the needs and problems of other teachers who were willing to consider negotiation in their own classrooms and finding it difficult to come to terms with such a process. I had been through these experiences. I identified most closely with the research project which was planned because I had been forced into sitting down and planning what was going to happen - I felt that the project belonged to me - it was to be in the true spirit of self-directed learning.

The researcher role

I had found through the PACE evaluation studies that I was capable of

describing and explaining the practice in my classroom and felt ready to accept with confidence the role of teacher/researcher. Initial presuppositions that I held, about the area of interest that the research itself lay, were fairly naive. I needed to search the literature of education and possibly those of politics and commerce/industry. In the educational field such areas as: autonomy, child centred education, contract learning, co-operative learning, experiential learning, goal setting, guidance and counselling, humanistic education, individualised learning, learner managed learning, open education and self directed learning appeared to be starting points but I feel that I kept an open mind. Initial interpretive concepts seemed to be that the practice could be analysed in a scientific way using some sort of analysis schedule which would tell us all we needed to know about the negotiation process. However there has been a movement in values from the pure sciences and the quantitative order towards work of a more qualitative nature.

A changing fore - understanding

The basic action inquiry methodology, mentioned earlier, was chosen; but a deeper immersion in the project itself and the literature of negotiation brought about changes in the fore-understanding of the researcher - the study moved from mere description of practice to a desire to provide a deeper interpretation and understanding of negotiation itself and there appeared a developing realisation that this work had the potential for a doctoral thesis, if I could sustain the pressure of working full time, researching part time and living a normal family life some times.

3.3 The Pre - History and Starting Point of the Research

3.3.1 Background Prior to PACE

For well over a decade schools have been getting messages of reform from many quarters. HMI in the document "Curriculum 11--16" pointed out that:

The education system is charged by society ... with equipping young people to take their place as citizens and workers in adult life ... secondly there is the responsibility for educating the 'autonomous citizen', a person able to act for herself or himself, to resist exploitation, to innovate and to be vigilant in the defence of liberty. (HMI 1977)

In most secondary classrooms the teacher accepts responsibility for what is learnt in the classroom. Subject areas follow exam syllabuses and these further dictate what knowledge the teacher needs to get across to the pupils. Pupils then are trained to follow the recipes planned out for them by the teacher. The teacher knows all that there is to know about a particular subject area and there has traditionally been little chance for pupils to practice choice, responsibility, or autonomy. As Skager points out

The ordinary school has been castigated by contemporary educational reformers for fostering dependency and passivity in learners rather than independence and motivation to learn.

(Skager 1984)

It is not only from the educationalists that these messages are emanating, employers are taking up the criticism with regard to industrial life. One such employer suggests that some of the reasons for pupils' failure to fit into industrial life are caused by schools, for they do not:

- Allow pupils to develop responsible and co-operative relationships with a wide range of adults.
- Allow pupils involvement in and responsibility for what they learn.
- Allow adequate formal preparation for some of the adult roles that pupils will take. (Hinson and Hughes 1982).

The Institute of Personnel Management in its report 'What Employers Look for in School Leavers' takes things further and states that because of the rate at which change is occurring in society and the way

- People who can cope with adapt to and manage change.
- Confident and competent learners.
- Those willing to continue to learn.
- People able to find out for themselves what they need to know.
- People capable of taking responsibility for themselves.
- People who can work as a team.
- Those who are capable of logical thought and creativity.
- Those who know their strengths and skills and can build on them.

(Institute of Personnel Management 1980)

They are obviously implying that schools do not provides these.

In 'Manifesto for Change' (TES. 1981) a socially wider group of men and women distinguished in the fields of science, industry, politics, journalism, the arts, the church and education make similar criticisms and recommend that schools change to accommodate the skills and abilities required by the modern world.

Pupils themselves have made their voices felt saying,

That the curriculum was irrelevant, academically too demanding or plain boring ... Research shows that seventy percent of talk in class is Teacher talk, pupils being talked at every day for five days a week. It sounds boring and it is especially for pupils of low ability.

(Mooney and Jones 1988)

Beside this general castigation of schools and their methods particular note was being made of the provision for the lower attaining pupils. HMI in their reports and surveys made it clear that schools were offering curricula which were narrow, undemanding, lacking in coherence and seldom pitched at a level which demanded worthwhile achievements. Course objectives for this type of pupil were often unclear, or when clear often inappropriate, and expectations were frequently unduly low among both pupils and staff (DES 1979, DES 1985).

3.3.2 The Lower Attaining Pupils' Programme

It was in this climate that the Lower Attaining Pupils' Programme was initiated. At a speech to the Council of Local Education Authorities in Sheffield in July 1982 Sir Keith Joseph then Secretary of State for Education announced plans to make available funds allowing the introduction of a programme of curriculum development projects 'to improve the education of lower attaining pupils especially in the fourth and fifth years of secondary school'

The aims of the Lower Attaining Pupil's Programme have been summarised as follows:

- To improve the educational attainments of pupils mainly in years 4 and 5 for whom existing examinations at 16+ are not designed and who are not benefitting from school;

- To do this by shifting their education away from narrowly conceived or inappropriate curricular provision and teaching styles to approaches more suited to their needs and by giving a practical slant to much of what is taught; to prepare them better for the satisfactions and obligations of adult life and the world of work; and to improve their self respect and motivation.

(HMI. 1986)

All English Local Education Authorities (LEAs) were invited to put forward submissions to be included in the programme. Nottinghamshire was one of thirteen authorities whose proposals were accepted early in 1983. Initially the programmes were to run for three years beginning September 1983 and their organisational pattern was allowed to be wide ranging - some LEAs choosing to work through a central team of development leaders involving all the schools within an LEA others relying on school based developments, in two cases based in a single school. The Nottinghamshire (Notts) programme entitled Projects in Alternative Curriculum Experiences was a school based project involving four schools, in widely different geographical locations within the county. The schools however did have the backing of a centrally resourced team of support teachers seconded to particular schools for the duration of the project.

3.3.3 The PACE Project

The Notts County Council submission to LAPP was based on two assumptions.

Firstly, that the existing curriculum is failing to meet the needs and aspirations of the less able 14-16 year olds and that schools find it difficult to propose and carry through radical

curriculum alternatives. Furthermore there has been a tendency in the secondary school curriculum to fragment learning into subject packages where essential life skills are often assumed to be in another subject.

The second assumption is concerned with the ironies of institutional behaviours. Many teachers, schools, and their advisers voice the unease outlined above yet still find themselves unable to break free from a traditional view of society's expectations. In other words, few teachers, schools and advisers find it comfortable to move from the accepted norms for the curriculum. This in turn produces a stereotyped curriculum where didactic methods predominate because the perceived goals are examination results. Thus the very laws of assessment and the curriculum they produce are bound to result in some pupils not only failing, but becoming educationally disenfranchised.

(Nottinghamshire County Council 1984)

These basic assumptions led to the aims of the Nottinghamshire submission being related both to students and staff alike. The general aim of the project was to develop courses which would recognise the needs of the less able fourteen to sixteen year olds - particularly post school needs. The aims of the project for staff were related to professional development and although the researcher was involved in this professional development it is felt that the emphasis of this present work is directed towards those aims which relate to pupils and their learning experiences, as shown below:

- To develop a relevant education for the bottom 40%.
- To develop courses which increase motivation to learn among low achieving pupils.
- To expand the range of the curriculum through the enhancement of practical learning approaches including the use of the local non-school based community resources.
- To develop courses which enhance students' basic skills of communication.
- To design programmes which introduce the pupils to the world of work through the involvement of local industry, commerce, and the caring and community agencies.
- To provide curriculum opportunities where pupils power of reasoning and independence may flourish.
- To provide curriculum opportunities for the development of personal and community responsibility.
- To provide courses which enable pupils to develop personal interests including the skills of leisure and the creative use of time.

(Nottinghamshire County Council 1984)

3.3.4 The PACE Project at Holgate School

The Holgate school at the time of inception of the project was one of the largest comprehensive schools in the county with some nineteen hundred pupils and one hundred and six staff. IS at the school had been developing over a number of years. The pace of the evolution was only speeded up by the school being accepted by the county as one of the four being involved in LAPP.

The school is in a town with a population of approximately 28,000 on

the fringe of a large Midlands city. Its catchment area is a mix of privately owned and council housing. The social composition of the pupils is mixed, but with a significant proportion from lower socio-economic groupings. The proportion of ethnic minority pupils is very low. The main employment was provided by mining, together with some textiles and light engineering. The mine has now closed and employment patterns are changing somewhat, thus 18% of fifth form leavers in 1988 were able to find local employment, with a further 50% taking up Youth Training Schemes and some 25% entering further education.

The school is an 11-18 mixed comprehensive, formed in 1976 by the amalgamation of two secondary modern schools and a technical grammar school. Two separate buildings, approximately 200 metres apart now provide the accommodation on a site with extensive playing fields. The 1988 school roll was 1420, which represents a significant decline from the start of the project and in that year there were eight forms of entry into the first year with a teaching staff of 90. The curriculum aims of the school were reported by one of the deputy head teachers as being:

The curriculum in all its aspects, both formal and 'hidden', reflects the aims of the school, in that it seeks to provide equality of opportunity to all pupils within a structured, caring community. It aims to provide a balanced education for all, that will, through the provision of significant learning experiences, allow each child the opportunity to develop his or her potential to the full, and yet remain relevant to the society in which he or she is to live.

(Flintham 1988)

Initially taking part in the project was not seen as action research, nor did the aims identified by the LEA or the DES impinge upon our consciousness or the work we talked of doing. The PACE team did identify the following aim that 'the project is concerned with the connection between underachievement and dissatisfaction and the school curriculum'. The acceptance of the school's bid to be involved in the project gave team members three valuable ingredients not normally available to teachers - time, support and open involvement.

Vital Ingredients Provided by PACE

- | |
|---|
| <ul style="list-style-type: none">■ Time to reflect upon one's own practice and that of others.■ Time to discuss openly and critically.■ Time to plan.■ Opportunity to take risks, but in a supported way, through the team and through the support teachers working in school.■ Time and support for observations to be made, analysis to be considered and evaluations to be reported in an open way. |
|---|

Table 3.1

The starting point of the project was an analysis of the existing curriculum and a survey of the opinions of the pupils (Raffell et al 1983). Prior to PACE the low ability and many of the least motivated pupils were removed from the main stream and taught in General Studies classes. The General Studies pupils only joined the rest of their peers for Registration, Physical Education and Creative Arts subjects. The remainder of their timetable consisted of Mathematics, English, and Humanities taught by one member of staff, together with special courses arranged for them. These varied from year to year depending upon the expertise of the staff available.

In the investigation of the connection between underachievement and disaffection in our school curriculum several areas were identified where it was thought that development was needed. One of the areas which needed special attention was the General Studies group, because of the 'negative labelling effect' which it was creating amongst the students; and 'the fact that they were unable to take part in the main stream options and felt cut off from the rest of the school' (Raffell et al 1983)

Individual Studies was established to ensure that the General Studies type pupil did not lose the stability that they gained from being with one member of staff in a caring situation. The teachers thought that the pupils would fall into the following types:

Pupil types in Individual Studies

- | |
|--|
| <ul style="list-style-type: none">■ Other teachers did not want to teach them.■ They have learning difficulties.■ They have limited ability.■ They tend to be apathetic.■ They have difficulties in concentrating.■ They show disruptive tendencies.■ They show signs of insecurity. |
|--|

Table 3.2

3.3.5 The Individual Studies Programme

In years four and five pupils now study a common core of subjects, comprising Mathematics, English, Physical Education, and Creative Studies. Pupils also study five option subjects chosen from an extensive programme which is common to all pupils. Subjects are offered to GCSE levels as appropriate to the pupils following the course, with

the exception of the PACE courses introduced during the project. These courses are 'Plants and Animals', 'House and Home', 'Science at Work', 'Local Studies', 'Information Today' and 'Individual Studies'. They are internally certificated (non examination) courses, allegedly available to all fourth and fifth year pupils, and were all devised as part of the schools participation in LAPP. Part of the revised plans made for the project pupils in the light of the survey was the provision of flexibility, as well as shelter and help for those in need of this, through the individual studies programme.

Initial thoughts were of modules of work with supplies of suitable materials, well thought out teacher produced assignments, and a series of short frequent module tests structured for success, which could be used in some way to produce a certificate of individual competencies. The school was requiring these pupils to join this course. They had no choice. The teacher was in control of all that was to be learned and how and when it was to be assessed. It was time to re-examine the assumptions being made by the teacher. How could this style of course re-motivate the pupils and create the desired autonomy? Individual and group contracts, as proposed by Weber (1980), had been found to produce some increase in motivation with the general studies pupils and it was thought that these could be modified to be used with the IS pupils.

The Individual Studies course was to be a "NEW IMPROVED" general studies course without the label. It was to assist pupils who needed extra help and support with their school work and encourage them to take increasing responsibility for their own learning. Each pupil would be working on an individual time table discussed and devised with the IS tutor.

The opportunity to replace one or more option choices by an individual studies programme is available to pupils with special educational needs. Upper school IS at Holgate school takes place during the option time of the fourth and fifth year. Students, who show some or all of the problems mentioned earlier, are identified in the 3rd year by their teachers and tutors in the Lower School and they are 'advised' by the staff to choose a number of IS options to replace other option choices. The number of choices may vary, between one and three options out of a total of 5 options, depending on the needs of the pupil. IS pupils have therefore a limited choice of options and no real choice about joining IS, unless their parents specifically object.

Individual Studies is only mentioned briefly in the option booklet issued to the third year, where it is described as "a course designed to assist pupils who need extra support with their school work." The teachers feel that they have to do a special selling of IS, convincing the pupils of the merits of joining. Potential pupils are therefore addressed as a group about the Individual Studies course and how it differs from the Lower School work in which they have been involved. Students from the Fifth Year are encouraged to join in this introductory talk and have shown slides and videos of their work. Individual students are then seen by the tutor from the fourth year to discuss option choices, individual studies and particular problems they might be encountering in making these choices. Parents are informed of the recommendation to join the individual studies course by letter and are invited to attend the parents' evening, option evening, and make appointments with IS staff to discuss the recommendations made.

In the first year of the project all except one of the students had

reading ages at least two years below their chronological age as shown by 'The Gapadol Test' (McLeod and Anderson 1973), 63% scored below 50 on 'The Mathematics Profile' (France 1979), and 88% scored below 90 on 'The Non-verbal Reasoning Test' (Calvert 1970). None however were 'statemented' as having special needs. The present pupils, although they have not been tested in the same way, display similar characteristics. Some tend to be apathetic whilst others have difficulties in concentrating and show disruptive tendencies. Some students show signs of insecurity, have problems with attendance, and were present less than 60% of the required time in their third year classes.

Range of Provision in IS

Number of options attended	1	2	3
Number of boys	3	11	4
Number of girls	3	5	0
Total Number of Students	6	16	4
Overall Number of Students -	26		

Table 3.3

As the IS course operates over 4 options during the week, the student personnel varies from option to option. The maximum size of group in any one option is 15 students. The IS course is staffed by two male teachers one being the tutor to the fourth year the other the fifth year tutor. The IS tutor also teaches one of the fifth year bottom sets for English and mathematics as it is here that IS pupils usually find themselves for these subjects. Thus IS, Maths and English along with timetabled counselling periods specifically to see the IS pupils make up the bulk of the IS tutor's time table.

The IS course was developed and modified as time progressed, the

contracting procedure being the area most modified. The modifications were made after making mutual observations of contracting, each tutor observing the other, checking against a ten point list of our own devising but based upon the work of Davies (1978), attempting to answer the question - Was what the teacher thought should be happening during contracting actually happening? Gradually during this initial development phase it was realised that pupils' self recording through the 'Record of Personal Experience' (Stansbury 1986) was not a sufficient record and that some form of teacher pupil evaluation and assessment procedure was required.

At about this time members of the team were asked to make contributions to the site study of PACE being prepared by Sheffield City Polytechnic. The IS teachers felt that they had a contribution to make. The work on the project was now being considered as action research and the contribution made by the Individual Studies department (Froggatt 1986) contained a review of the following areas:

IS Areas reviewed in the Site Study

- | |
|---|
| <ul style="list-style-type: none">■ Analysis of pupil attendance,■ Topics undertaken and the style of end product.■ Pupil capabilities and their comments from certificates.■ Staff opinion sampling through informal and formal meetings including the changing role of the teacher.■ Pupil opinion sampling through peer interviewing and through the use of Nominal Group Technique.■ Hypotheses that might be tested.■ Changes that had been planned.■ The essentials of the IS programme. |
|---|

Table 3.4

Having now had time to assimilate the Notts LEA submission it was felt that our aims were coming closer to those of the submission and they were finally written down in a formal way as follows:

The Aims of the Individual Studies Course

- To allow each individual to develop to his or her full potential.
- To give success, to build on that success, giving more confidence and a sense of personal achievement.
- To increase motivation to learn amongst low achieving students.
- To provide for its students time to balance their general education.
- To help every student to acquire the relevant knowledge, skills and experience to exist in modern society.
- To provide shelter and help for some students who could not cope with the full range of option choices or examination subjects.
- To provide practical approaches to learning including the use of local resources that are not school based.
- To provide opportunities for students to use their powers of thinking, reasoning, and communication to develop independence from teachers.
- To enable students to develop personal interests including the creative use of time and leisure.
- To give students the opportunity to make choices, plan, carry out and evaluate the tasks which they feel are relevant.

Table 3.5

Negotiated contracts were now seen to provide the framework in which these aims could be practised. Students were asked to identify their particular support needs, to choose projects and select problem solving activities. Negotiation then took place with the tutor prior to the completion of a learning contract for the individual student. The work was chosen, designed, organised, carried out and evaluated by the students with discussion, guidance and counselling of their tutors. This process had become known as 'negotiated learning'. The essentials of the individual studies programme were found to be:

The Essentials of the IS Programme

- The use of pupil planning and negotiation.
- The use of counselling periods.
- The development of pupil skills.
- The written contract.
- Practical experiential approaches to learning.
- The use of pupil self evaluation and assessment.

Table 3.6

3.3.6 LAPP Revisited

There was a diversity of approach among the LAPP projects (Weston 1986), but independently many projects had included attempts at negotiation with the pupils (Schofield 1983, NFER 1984, Cockett 1985, HMI 1986, Froggatt 1986, 1988, Manchester City Council 1986, Northamptonshire County Council 1986). It was thought that pupils who were treated in a more adult fashion and included in the decision making process were likely to behave in a more adult and responsible manner (Cockett 1985). The approach is exemplified through activities which try to involve pupils in the planning and decision making sequence; defining the questions or problem, generating alternative

solutions, evaluating them and reaching a decision (Weston 1986). The Oxfordshire Skills Programme put it another way in that it sought to achieve its aims by encouraging talk and negotiation, providing a structure for problem solving and decision making. (Oxfordshire County Council 1986) Many projects are explicitly trying to develop skills such as the ability to argue a case and listen to others. Others however feel that 'negotiation is the key to the realisation of the alternative curriculum which is relevant to the pupils' (Schofield 1983). The LAPP schools felt they had stumbled across a process which helped them to fulfil the aims of the programme but the reporting HMI, as mentioned earlier, felt that the method was promoting 'laissez faire' attitudes.

3.3.7 The Essence of the Research Situation

Teachers in general were in a situation where reform was being called for particularly in the education of the least able pupils. Their education being seen as not merely the acquisition of academic qualifications but of a more wide ranging nature. LAPP was offered to some of the teachers who took up the challenge to reform and attempted a variety of solutions to the problems of educating the lower attaining pupil. Many of these involved attempts at negotiation with pupils. The HMI, however, having observed the negotiations, felt that they did not match their own ideals and seemed to be little understood.

On the other hand within one of the LAPP schools where this so-called negotiation was said to take place there was a situation where a dissemination exercise was about to commence. There was some time, money and support available to help teachers to produce case studies of the practices that had been introduced during LAPP. There was also a

teacher caught up in the mesh of negotiation and dissemination apparently at a stage of personal development capable of providing a study which could deepen the understanding of classroom negotiation.

Part 2 THE SEDIMENTATION OF THE SITUATION OF OTHER PRACTITIONERS

3.4 Negotiation in the Sociological Literature

It would seem hardly surprising that teachers do not fully understand negotiation or how to carry it out in the classroom. The theory of negotiation behaviour is a relatively new study for even the social psychologists - the pioneering work being started as recently as 1964 (Druckman 1977). Yet some writers feel that ours is the age of negotiation, where it has replaced the rights of higher authority to make decisions without any consultation (Zartman 1976, Pruitt 1981) and it has become part of everyday life, especially of those involved in professional occupations (Sisson 1977, Kennedy et Al 1987, Fowler 1986). In his article on the teaching of negotiating skills to managers, Bennett notes, that such tasks as forward planning, control, organisation, counselling and guidance, relationships with customers and other workers would be impossible without negotiations (Bennett 1986). Even the writers of 'Manifesto for Change' in education recognise that we are past the days when the young will accept authoritarian edicts on trust as a basis for their lives. (TES 1981)

3.4.1 Some Definitions of Negotiation

The root of the word negotiation lies in the Latin:

neg - meaning not and otium - meaning leisure or ease,

Literally then negotiation means not idleness - not at ease with a

situation. Dictionary definitions tell us that negotiation is a course of treating with another to bring about some result. To negotiate is to confer with another for the purpose of arranging some matter by mutual agreement (Oxford dictionary). Social scientists had converted the words confer and treating into a 'form of interaction' and in an early dictionary of social sciences negotiation had become:

A form of interaction through which (parties) ... try to arrange ... a new combination of some of their common and conflicting interests.

(Ikle 1968)

Those self same conflicting interests however appear to have divided the negotiation theorists into three different yet inter-connected camps. Dean Pruitt expresses the three differing stand points as three functions of negotiation which he sees as;

- The mediation of social change.
- The development of longer term policies about roles, obligations and privileges.
- And the development of specific agreements.

(Pruitt 1981)

3.4.2 Three Differing Conceptions of Negotiation

Much of the previous work has been carried out by sociologists (Schutz 1962, 1964, 1972, Blumer 1969, 1971, Goffman 1969, 1970) and social psychologists (Young 1975, Borden and Stones 1976, Zartman 1976, 1978, 1988, Druckman 1977, Pruitt 1981) as well as those involved in industrial/commercial settings (Bartos 1976, Sissons 1977). From this work the sphere of negotiation can be represented as holding apart the poles of three inter-related continua.

The Sphere of Negotiation

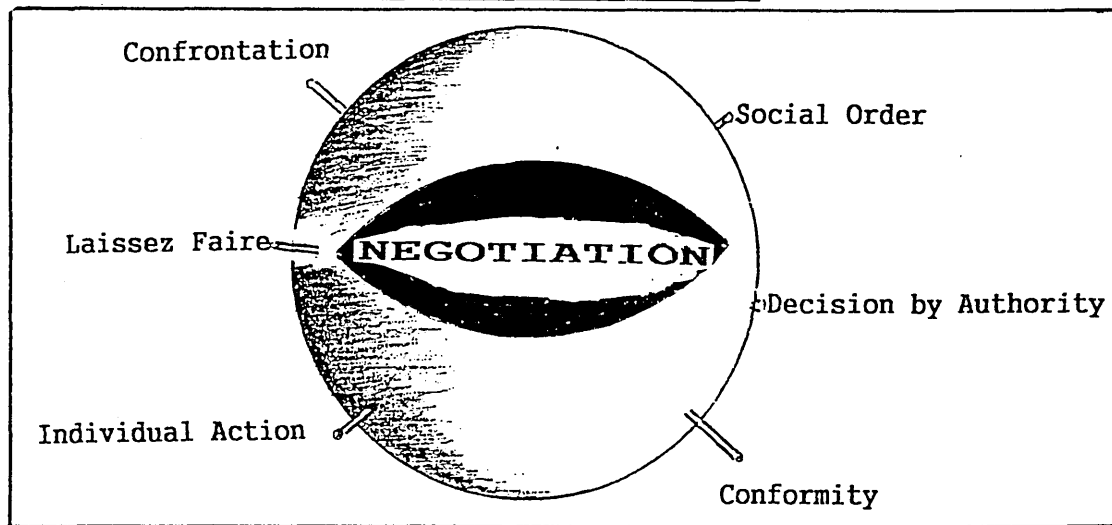


Figure 3.2

The first of these conceptualisations sees negotiation as an essential process of everyday social interaction, filling the divide between individual action and disorder at the one extreme and accord and social order at the other. Next there is the conflict model where negotiation separates confrontation from acceptance and conformity. Finally there are those who hold that negotiation is on the continuum between decision by authority and the truly laissez faire situation where everyone makes individual decisions without reference to others.

Each of the three different views of negotiation has its own use of the word. The symbolic interactionist perspective often attributed to Blumer, but having its foundations in the work of G.H.Mead, describes negotiation as:

One of the important processes by which social action is constantly being constructed, modified, checked and recommenced in everyday life. (Blumer 1969)

Other workers who have viewed negotiation as a form of conflict management have defined it as:

A form of conflict (where one party tries to influence the other and the other resists) or conflict resolution because as the negotiation proceeds the opposing parties examine and rectify the causes of the conflict. (Pruitt 1981)

Finally negotiation has been described as:

A form of decision making in which two or more parties talk together in an effort to resolve their opposing interests.

(Pruitt 1981)

Whilst 'Much of the theory appears to be confusing and some what contradictory' (Bennet 1986) often it has been derived from laboratory studies of game situations and is described in quasi-mathematical formulae (Young 1975, Wall 1985), which are of little use to the practitioner.

3.4.3 More Recent Literature of Negotiation

Zartman however in a recent attempt to rationalise the common elements and remove some of the confusion of this conflicting theory, suggests that behind the analytical diversity there lies a single phenomenon which he redefines in simple terms.

Negotiation is a process of combining conflicting positions into a common outcome by joint decision. (Zartman 1988)

The recent literature of negotiation has sprung from studies within commerce and industrial management situations. Many of these works take the form of 'How To Do It Guides' (Bartos 1976, Fisher and Ury 1982, Sparks 1982, Kennedy 1984, Guder 1985, Karrass 1986, Kennedy et al 1987, Le Poole 1987, Calero and Oskam 1988, Lunn 1990). Others emphasise the skills and abilities of the negotiator (Bacharach and Lawler 1981, Scott 1981, Raiffa 1982, Nyerges 1987, Davies 1988, Moores 1989). All appear to be stressing the problem solving-decision making

process involved in coming to an acceptable working agreement.

Some theorists suggest that the common elements which make up negotiation are 'bargaining, debating and influencing' (Druckman 1977, Wall 1985).

- Bargaining takes place when parties attempt to agree on an accepted outcome although they hold differing preferences.
- Debate is characterised by discussion, explication, posturing and persuasive appeals. Debate can act as part of the influencing technique or it can help to resolve problems, explaining differences and similarities of understanding or the differences of personal value.
- Influencing is usually performed by persuasive means, which can be hard (by threats) or soft (by promises), but occasionally the influencing may take the form of a show of power or coercion.

Other social scientists however, who consider negotiation to be part of decision making, suggest that it consists of two phases. The first of these is problem solving, in order to establish alternative solutions and define the 'pay offs' of these solutions. This could equate to the debate phase of Druckman's work. The second is a form of bargaining in order to isolate one set of these possible solutions to be the solution (Bartos 1976). This would equate to a joint bargaining and influencing phase as suggested by Druckman.

Fowler, modifying the earlier work of Strauss (1978), has provided some further points to help us towards a more detailed analysis of the hidden concepts of negotiation. These are taken up again in Chapter 7, but are essentially as follows:

- Negotiation involves two or more people or parties.
- The process is one of face to face interaction between people.
- The parties need each other's involvement in achieving something.
- Parties consider negotiation the best way of working.
- Parties start with differences.
- A party must consider that it can change the other's position.
- A party hopes for an outcome that it can accept.
- Each party has some degree of power over the other.
- The process itself and the outcomes reached are influenced by human attitudes and emotions. (Fowler 1986)

3.5 Negotiation in the Educational Literature

In the educational context negotiation as a concept which occurs in a classroom would at first glance appear to be less studied than it has been by the social-psychologists. Negotiation in the classroom has not yet reached the important stature of being included in the current ERIC. Thesaurus. The only type of negotiation mentioned here being that of bargaining between teachers and their paymasters. There is as yet little British literature or research directly relating to studies of negotiation taking place within the classroom. There are no reported British theses on negotiation in the British Educational Theses in the years 1952-1983 inclusive.

3.5.1 The Rise of the Usage of Negotiation in Educational Literature

There has however, since the mid nineteen seventies been an increasing usage of the word negotiation in the educational literature, mirroring the rise in publishing of text relating to negotiation from the world of sociology, psychology, politics, business and industry.

Many of the earlier educational uses of the word negotiation appear to follow the interactionist perspective proposed by Blumer. These earlier uses also reflect the division amongst the negotiation theorists. Negotiation on the one hand being used to describe a natural form of on-going interaction between the teacher and pupil (Delamont 1976), a way of developing attitudes and the processes of social order within the classroom (Martin 1976, Weston 1979, Hammersley 1979, Ball 1980, Denscombe 1980, Pollard 1980). The term negotiation here is being used as a probing for common ground and is seen as containing all the elements described by Druckman - bargaining, debate and influencing. It recognises a willingness by the parties involved to come to agreement.

On the other hand there are those who have followed the second description of negotiation, who see it as a form of conflict management which can be used as part of the survival strategies of both the teacher and the pupil in the classroom (Woods 1978, 1979, 1980a, 1980b, Reynolds 1976, Hargreaves 1979) and 'adopted when normative methods fail' (Cohen and Manion 1981). Negotiation here is seen as a form of bargaining 'based on the principle of exchange' (Cohen and Manion 1981). The differing positions do, however, define some of the concepts of classroom negotiation. As well as re-iterating the concepts noted by Strauss, negotiation is seen as an essential part of the social system and as a mechanism for realising the curriculum. Indeed Martin concluding his book states that:

Negotiation must be seen as a natural state of human activity, even in the schoolroom. Hence, it is not to be stamped out but harnessed for the good of the aims of education.

(Martin 1976)

Interesting and informative though these works are in describing the informal negotiations which no doubt do take place within the classroom, both to provide a social order and to manage the conflicts which arise, they are not the concern of this work. We are concerned here with the way in which decisions are made during the negotiated management of learning and as such we must examine more closely this element of negotiation theory.

3.5.2 Negotiation as Part of Classroom Decision Making

The third continuum of the educational writers is that of negotiation as a decision making process. At one end of this spectrum would be a truly anarchic, 'laissez faire' situation where the teacher and probably the school itself becomes redundant, the pupil making all the decisions with regard to 'his own unique curriculum, where he asks and seeks answers to the questions raised by his own experience.' (Truefitt and Nevell 1973) The other extreme would appear to be the traditional, autocratic, transmission model of teaching, where the teacher knows best about all that is to be learnt. This is based upon a mandatory curriculum set by either public examination systems or the government (Hargreaves 1988). There are those who see this non-negotiable curriculum as the only way to give pupils a broad balanced education. (White 1973, Barrow 1985, Naismith 1987, Makin 1988)

The early studies of negotiation mentioned above, which took place mainly in the "closed classroom", where the teacher controls what is learned, indicate that negotiation of the curriculum will still go on in spite of its mandatory nature. Between these extremes lies planned negotiation of the curriculum. The link between negotiation and classroom decision making was made over twenty years ago by Mosston

(1966) and also later by Hammersley (1979), but the part played by the negotiation process was never openly discussed in their work.

3.5.3 Negotiation as a Tool to Aid Learning

If one changes certain rules within the classroom and takes the principles of democracy as the basis for the interaction, (Hunter 1980) then there is a need for 'planned negotiation' as the teacher and learner become partners. They are dependent upon each other in reaching a common interest and in that there must be some degree of voluntary concession. In talking of the 'openness' of the classroom Weston points out that the negotiating system has to change. The rules about what and how things are to be learned have to be revised in the light of experience (Weston 1979). Thus it is in the 'open classroom' where 'planned negotiation' will take place. This is when organised groups get around the table to discuss and decide what is to be learned by mutual agreement. Negotiation becomes a deliberate part of the organisation of learning, a tool to help teacher and pupils plan learning outcomes. Open education as defined in the ERIC Thesaurus emphasizes the right of students to make decisions - the teacher becomes a facilitator of learning rather than a transmitter of knowledge. Talmage discussing open education says that:

Implicit in the approach is a view of the child as a significant decision maker in determining the direction, scope, means, and pace of his education. Open education differs from teacher-centred, child-centred, and programmed, textbook, or other materials-centred approaches in both the teacher and the child determine learning goals, materials and activities.

(Talmage 1975)

According to some writers the teachers who take on this open style of education are making decisions about how the power within their classroom will be used. They are using the legal authority structure of the school to 'Empower' (Boomer 1982, Brandes and Ginnis 1986 1990, O'Hagan 1986, Brown and Hawkins 1988) the students in their charge. They would say that they are adjusting the balance of power to exercise it in a more healthy way.

Boomer, summarising action research projects concerned with negotiation of the curriculum in Australia, suggests that the very essence of the power within classrooms should be brought out and fully aired during the negotiations with students.

There will always be inequalities of power in both schools and society, and the harmful effects of power will be offset only if those in power make quite explicit the values, assumptions, and criteria upon which they base their action. In this way others will have a better chance to defend themselves, more opportunity to question and more chance of negotiation.

(Boomer 1982)

The style of working with pupils, that includes the pupil as a significant decision maker, is not new and indeed there are many labels that have been attached to the type of learning that ensues. All of the styles are pupil centred and imply the use of negotiation in the classroom. Some of the styles are shown in the table below which also indicates their main proposer:

Educational Terms Which Imply the Use of Negotiation

■ Inquiry	Socrates
■ Experiential Learning	Dewey
■ Humanistic	Weinstein
■ Confluent	Brown
■ Student Centred Learning	Rogers
■ Andragogy	Knowles
■ Progressive	Bennett
■ Active Tutorial	Button
■ Participatory Learning	Brandes and Ginnis
■ Enterprise Skills Approach	Johnson et al
■ Self Directed Learning	Leach and Raybould
■ Individualised Learning	Talbert and Frase
■ Negotiated Learning	Boomer
■ Democratic Learning	Smith

Adapted from Brandes and Ginnis 1986

Table 3.7

3.5.4 The Changing Relationship in the Classroom

The relationship in the classroom has moved from the superordinate - subordinate to one where both adult and child have certain responsibilities. It is assumed that the child has the competence to make decisions and the teacher has a responsibility to help him (Barth 1972). Education is being seen as a partnership (Dean 1985) of negotiation, where there may well be an interchange of role between teacher and learner (Glynn 1985).

Hall and Kelves stress the importance of this role change and feel that:

Teachers must change from commander to collaborator in helping students devise their own course of action, eliciting from the students the interests and motivations best implemented in an individually designed academic programme. (Hall and Kelves 1982)

Many other writers reiterate this change of role (Skager 1979,1984, Hunter 1980, TES 1981, Coleman and Coleman 1984, Jones 1984, Martin 1984, Froggatt 1986, Gray and Chanoff 1986, Boland 1987) to the democratic relationship. It is terrifying to some (Jones 1984) and to others it is unworkable seeming like an abdication of their duties (Cockett 1985). The locus of control of learning has moved from the teacher and the academic acquisition of facts and knowledge to one where the teacher and pupil participate in planning the developmental change (Chickering 1976, Leach and Raybould 1977, Cant and Spackman 1985), which is now seen as important in the learning process and will include setting goals (Dean 1985, Punnett 1986) and reviewing progress towards those goals (Pearce et al 1981, Boud et al 1986).

This style of relationship being participatory, is according to Becket derived from:

- The beliefs of the Humanistic school of social psychology which has as postulates that the ideal relationship between people is where each values the other and that each person is responsible for his own life.
 - The work of those concerned with the introduction of the concept of democracy to all levels of society.
 - The ideals of the participatory left, whose task is to reduce alienation and increase motivation.
 - Different perceptions of the approach to management particularly in industry.
- (Becket 1986)

Although this movement towards participatory learning may have been influenced initially by the 'open education' movement and those concerned with the Humanistic school of psychology etc., it can now be detected in many more recent initiatives, which according to Collins have come in to being:

Partly as a result of social pressure, such as the recession, increased awareness of minority culture, new attitudes to physical and mental impairment, the impact of equal opportunities policies, the rapid growth of information technology and changes in attitude towards the rights and responsibilities of young adults. (Collins 1986)

3.5.5 The Different Settings for Classroom Negotiation

How these changes have come about are of little importance here. What is important is that since the mid nineteen seventies there has been a plethora of educationalists suggesting the use of negotiation in many different settings. Negotiation in educational terms has become a part of:

- A particular style of personal and social education in which the stress is placed upon developing student autonomy and responsibility through guidance and counselling (Knowles 1975, Pratt 1980, Boud 1981, Pearce et al 1981, Pring 1984a,b, Jones 1984, Hamblin 1985, CCDU 1984, SED 1985, Davies 1987).
- A way of giving students control and responsibility for their own learning (Denscombe 1980, Boomer 1982, Salmon and Claire 1984, Cockett 1985, Dean 1985, Paget 1985, Thomas and Harri-Augstein 1985, Brandes and Ginnis 1986 1990, Collins 1986, Millar et al 1986, Punnett 1986, Pelissier 1987 Meighan 1988).

- A device for helping students with project work and in the supported self study programme (Wray 1985, Rainbow 1987, Coates 1987, Harris 1988, Jones 1988, Waterhouse 1988).
- The planning and individualising of learning experiences (Homme 1969, Berte 1975, Weston 1979,1986, Artingstall 1982, CAST 1986, Stevenson and Trowbridge 1986, Bos and Cross 1987).
- A form of management of the classroom and of conflict situations (Wheldall and Merrett 1985 ,Croker and Brooker 1986, Roderick 1987, Mooney and Jones 1988, St. John-Brooks 1988, Polan 1989).
- A vehicle for modifying pupil ideas and learning strategies (Clegg 1986, Nisbet and Shucksmith 1986).
- Many of the curriculum initiatives based on vocational education (FEU 1981, 1982a,1982b,1985, Bennett 1986, NRMC 1986, Crompton 1987, Johnson et al 1987, TRIST 1987, BEMBAGS 1988, Gale 1989).
- Modern assessment techniques and a part of government policy on records of achievement (Burgess and Adams 1985, DES 1986, EMRAP 1986, Broadfoot 1987, Hargreaves 1987, Training Agency 1990, Employment Department Group 1991).

3.5.6 Some Complications Caused by Classroom Negotiation

Some educationalists (Martin 1976, Cook 1982) view the negotiations which they conduct, as being similar to those in politics or industry where:

All the parties in an operation come together, bringing with them their own points of view, needs, and wants, and together they work for the outcomes most satisfactory to all concerned.

(Cook 1982)

Others see negotiation as a matter of developing a repertoire of

teaching and learning strategies involving choice, decision, commitment and action (Campbell 1982). Cook adds to this statement that 'the focus is on bringing about the best possible learning for the learners'. He is moving us once more to the development of learning. In a more recent definition Collins points out that in educational terms negotiation has become defined as:

The process whereby two or more people develop a learning contract which is mutually agreeable. (Collins 1986)

Collins feels that it will normally imply a climate of mutual respect and understanding rather than an atmosphere of disagreement and competition. In opposition to this however Denscombe maintains that the blurred boundaries between having a chat and 'proper' work could be exploited in the negotiation of work and that pupils were more concerned with exploiting this than making work more relevant and interesting. (Denscombe 1980) Cockett seems to echo this feeling stating that:

The pupils found that they could use the negotiation as a weapon, or a means of avoiding lessons or teachers that they could not get on with. (Cockett 1985)

He feels however that this was due to the inexperience of both teachers and pupils who were lacking the necessary skills to carry out negotiation. However, during his research, Martin, observed three different attitudes which pupils exhibited. He labelled these, the 'continuous negotiator', who will always carry out negotiations, the 'intermittent negotiator' who will negotiate on occasions and the 'non negotiators, pupils, who will never negotiate with the teacher (Martin 1976). The pupil types described could depend upon the inexperience of the pupil or their attitude to the negotiation process, but other

writers have attributed the problems to:

- The person/environment fit - does the student prefer more or less openness? (Morstain 1974, Fraser and Fisher 1983).
- The readiness of such learners for self direction (Guglielmino 1977, Long and Agyekum 1983, Long 1987).
- The characteristics of the environment which either support or negate independent learning (Glynn 1985).

3.5.7 The Use of Contracts in Negotiation

To overcome some of the problems mentioned above contracts have been used (Homme 1969, Barth 1972, Stephens 1974, Berte 1975, Knowles 1975, Davies 1978, Weber 1980, Boud 1981, Hopson and Scally 1981, Bell 1983, Waterhouse 1983, Stevenson and Trowbridge 1986). Contracts can take many forms from verbal agreements between teacher and pupil to formal documents signed by both. The contract need not be between the teacher and individual pupils - groups of pupils, parents, employers, etc. may be included. They are not new, but were introduced in the 1920's (Stephens 1974). Nor are they always developed through negotiation. Homme describes teacher directed contracts, a spectrum of teacher/pupil planned ones and the student planned contracts of self directed learners (Homme 1969). The so called 'contingency' contracts (Cantrell et al 1969, Englemann et al 1975, Macdonald et al 1970, Stuart and Lott 1972, Gobell 1984) are based on 'behaviour modification' principles, rewarding prescribed steps when they take place.

The 'learning contracts' which concern us here, are those which are designed to enable pupils to take a greater control and responsibility for the planning and organisation of programmes of work which they are

to carry out. Such contracts, which are usually written documents, have been defined by Davies as:

A means of assigning more responsibility to individual students or small groups by agreeing with them that they should try to achieve certain goals or cover certain areas of work in a specified period of time. (Davies 1978)

The contract in this case requires the student to take initiative and responsibility for setting goals as well as attempting to reach those goals. The agreements made will be achieved by the processes of negotiation with both the teacher and the pupil contributing to the learning goals set. The value of the contract has been discussed by several writers (Berte 1975, Weber 1980, Hopson and Scally 1981) and can be summarised as follows:

The Value of Contracts

- They show the growth from childhood to independence.
- They invite student initiation and participation.
- They combine freedom and responsibility.
- They are likely to produce more student commitment.
- They send messages of shared responsibility for learning.
- They promote mutual agreement.
- They teach the skills of negotiation and persuasion.
- They are a focus for the teacher/pupil negotiation.
- They list the things to be done.
- They make specific the objectives chosen.
- They set goals and give an organised structure.
- They provide a reference point for future assessments.

Table 3.8

Valuable, as they no doubt are, the contracts which have been described are still not without their pitfalls and problems as shown below:

Pitfalls and Problems of Contracting

- | |
|---|
| <ul style="list-style-type: none">■ Can the contract be achieved by this student?■ Does this pupil prefer prescribed learning experiences?■ Is the pupil ready to assume an active role in learning?■ Can the pupil handle information, sorting relevant from irrelevant material?■ Does the teacher foresee difficulties the pupil may meet?■ Can the teacher cope with the negotiation required?■ Can the teacher monitor pupil progress?■ Can the teacher recognise pupils with problems and help them? |
|---|

Table 3.9

3.5.8 Models of Classroom Negotiation Proposed in the Literature

Some writers have developed models of teaching and learning which see the contracting phase as the only part of the learning process involving negotiation. Thus a contract has become defined as:

The agreement between two parties emerging from a negotiation process. (Johnson et al 1987)

In surveying the work on classroom negotiation, however, there appears to be a spread of its use from negotiation taking place only in the contracting phase to negotiation surrounding the whole process.

The first of these given different names, by different authors, but essentially embodying the same processes, the 'exploratory' (Rowland 1984,1988) or the 'loose ended approach' (Lea 1986) see figure 3.3, uses negotiation as a basis for deciding upon the aims of the activity and as such is only important at the beginning of the learning process.

The 'Loose Ended Approach'

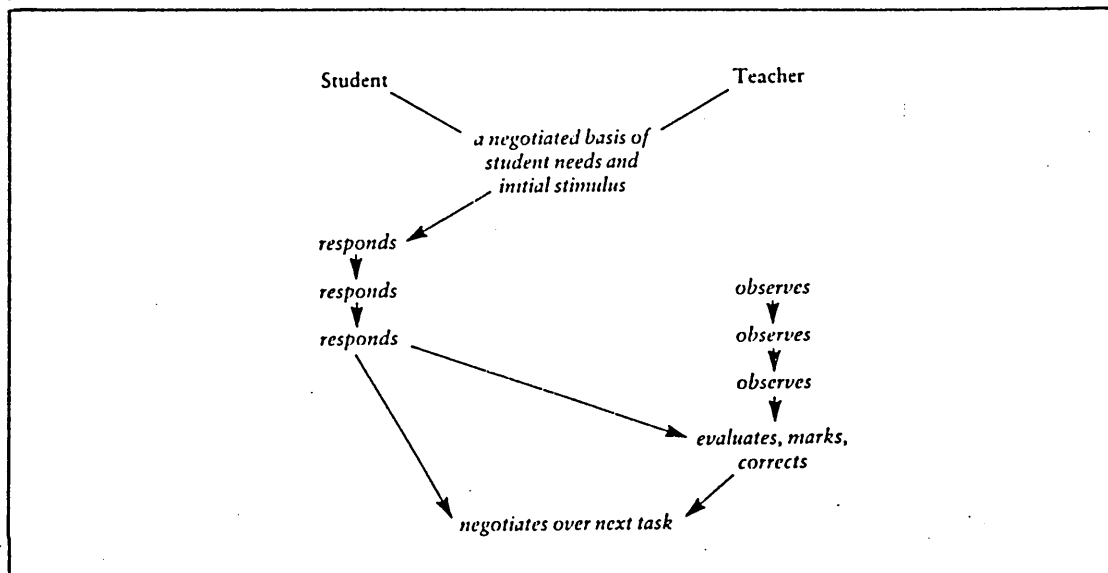


Figure 3.3

If the learning steps were small and the teacher evaluations and observations produced reinforcement, this process could equate to the behaviour modification contracts mentioned earlier.

In a further model, the 'interpretive' (Rowland 1984,1988) or 'interactive' model (Lea 1986), there is a hint that negotiation may also be involved, where the teacher is acting as a reflective agent, which would appear to be a type of repeating and redefining process prior to a renegotiation of the next course of action, for as Rowland states:

Both student and teacher are engaged in a two way process of expressing what it is they are trying to formulate.

(Rowland 1988)

Indeed Boomer has proposed his own model of 'negotiated learning', which appears to take these actions into account, by the use of what he calls negotiable intent this is shown in figure 3.4.

Negotiated Learning

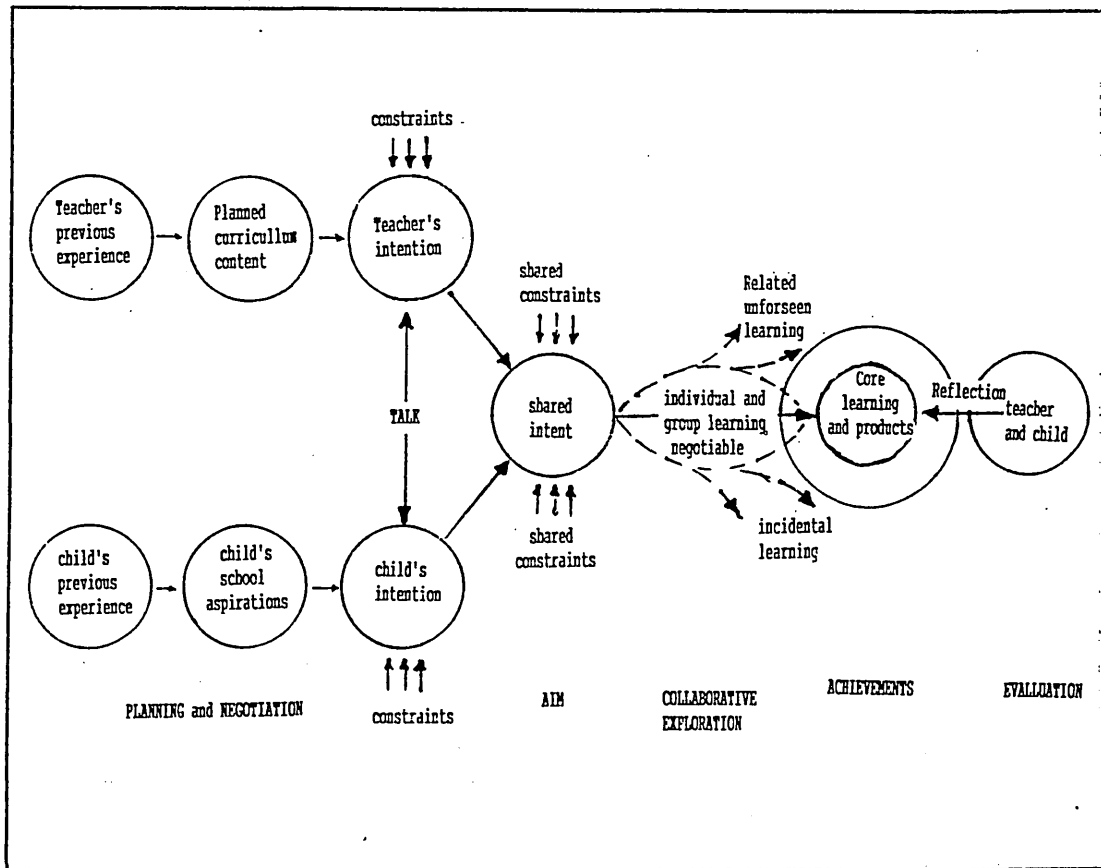


Figure 3.4

Having collaboratively made a fairly tightly structured unit in which 'the groups, each child and the teacher all contract to make contributions' (Boomer 1982), then the groups are still allowed to make any re-negotiations and the necessary reflection to move the project forward. The process makes it clear that 'the unit is tightly constrained but open to negotiation at all points by either teacher or children' (Boomer 1982). Thus, Boomer is hinting at a way of working that allows a renegotiation during the exploration phase and the contract is not sacrosanct.

In a contemporary work to that of Boomer, Cook proposes that negotiation becomes the process helper (Figure 3.5) in what he calls

the 'optimum learning process', suggesting that negotiation occurs at every stage of the process.

Negotiation as the Process Helper

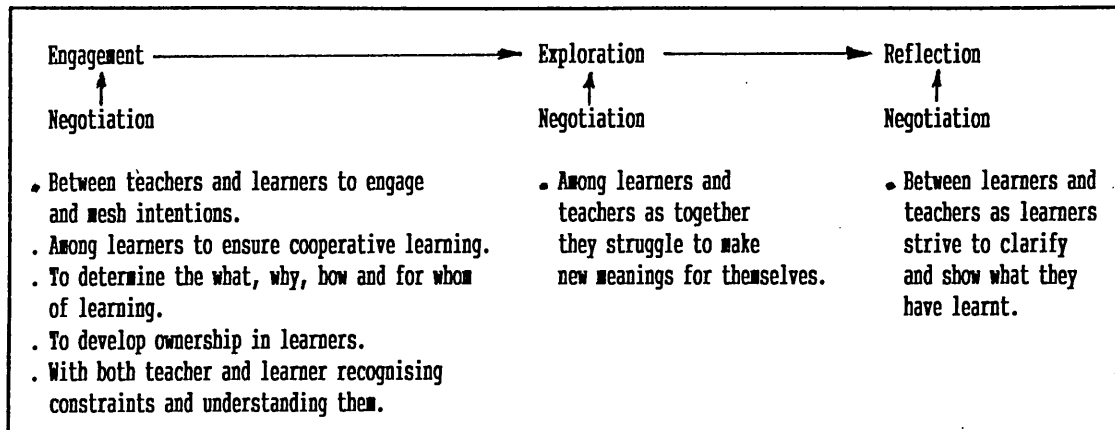


Figure 3.5

There is negotiation of intent, negotiation during the exploratory stage and negotiation whilst reflection is taking place, but as yet there has been no suggestion of negotiation during assessment, which the present writer sees as a different process from reflective evaluation and is discussed in Chapter 4.

We have been discussing what Martin (1976) would call the content of the negotiation, what is negotiable. For some it is the stimulus, for others both the contract and the review of work, whilst still other workers see the whole process as involving negotiation. However, all would agree that the negotiations in the classroom are all taking place so as to develop learning on the part of the pupil. What has not yet been considered are the processes that take place between the teacher and pupil in order to carry out the negotiations.

3.5.9 The Negotiation Process in the Classroom

A few educationalists have suggested models for the internal workings of these negotiations. Martin suggests an eight part process which he sees as occurring in the following stages:

- 1 Communicating the goals of the interaction.
- 2 Defining and redefining the situation.
- 3 Attempting to put the other on the defensive by drawing attention to new materials and or using persuasive tactics.
- 4 Displaying ones bargaining counters and evaluating those of others.
- 5 Evaluating positions.
- 6 Repeating the processes 1-5.
- 7 Reaching a working agreement concerning the issues negotiated.
- 8 Solemnizing the agreement

(Martin 1976)

This process although originally concerned with the negotiation of social order and only briefly mentioning the use of negotiation as a tool for planning the curriculum, may still be steeped in the older conceptions of negotiation where negotiation is seen as winning and losing. The modern conception according to Zartman and many other writers is 'away from conceding and winning, instead to a positive sum process where everybody wins' (Zartman 1988).

We are moving towards the participatory decision making process proposed by Richardson, which contains six elements and although concerned with social policy making, all of the elements seem to be relevant to the educational negotiation process. These are:

- Defining the issues for consideration.
- Amassing appropriate information about the consequences of alternative courses of action.
- The establishment of collective priorities or goals..
- The adopting of a particular position.
- Appointing some one to oversee the implementation .
- The assessment of the results.

(Richardson 1983)

Indeed similar processes are suggested by Waterhouse who sees negotiation as a disciplined approach to decision making' (Waterhouse 1988). To him negotiation of the contracts, necessary for supported self study, takes place through a four step process:

- Collecting together all the facts likely to be relevant to the decision in question.
- Listening and getting the perceptions of the other people in the group.
- Identifying the problem areas and decide what needs to be resolved.
- Getting an agreed statement which all have a hand in shaping.

(Waterhouse 1988)

Collins on the other hand, discussing negotiation as part of the new teaching skills sees the teacher's role as one of facilitator and negotiation as a part of the learning relationship within the classroom. He suggests an approach to the negotiation process, which he claims has 'proved' itself in the school context. He calls this the 'exploratory/ affirmative' approach (Collins 1986), and outlines it as follows:

- The teacher and student explore issues and interests across the broad scope of the programme. No agreement is sought at this stage.
- The teacher's role is to listen carefully, translate and clarify, summarise and recapitulate, and avoid criticism and invalidation.
- At some point the discussion must focus on what has been decided, what issues remain unsolved and what predilections have been acknowledged.
- These can be summarised, without commitment, on paper.
- If the negotiation has been successful so far the actual contract will evolve...which gives the student clear guidelines for action but leaves open the possibility of amendment to the programme.

(Collins 1986)

To some extent Collins appears to be following the decision making model of participation. Thus he is defining the issues and amassing information about the consequences of alternative courses of action. He is establishing priorities but it is felt here that these are not collective priorities for it would appear that the teacher's role is not that of full participant. He is a mirror reflecting and clarifying the pupil ideas, but he is not being allowed to share his full stock of knowledge, his ideas or his greater experience with the pupil, allowing them the opportunity to accept or reject these on the way to adopting their own particular position. The implementation and assessment phases are mentioned as parts which could come under separate negotiation rather than integral parts of the process.

Having considered the few process descriptions it is now possible to summarise the classroom negotiation process as outlined in literature.

Summary of Negotiation Processes Outlined

Richardson	Waterhouse	Collins
Define the Issues Amass information look at consequences	Collect relevant facts	Explore issues and interests
	Listen to perception of others recapitulate	Listen, translate clarify, summarise
Establish collective priorities & goals	Identify problems & areas to be resolved	Acknowledge issues unresolved and pupil preferences
Adoption of a position Oversee implementation	Get an agreed statement	Summarise and contract Use contract to act Amendment possible
Assess results		

Table 3.10

In looking at the suggested processes of negotiation in the classroom, we appear to have reverted to earlier statements that negotiation mainly takes place during the contracting phase with some possibility of contract amendment, through, it is assumed, a re-negotiation. It must however be admitted that Waterhouse does include, in what he calls the 'management cycle' for 'supported self study' (Waterhouse 1988), regular tutorials. These contain a review and assessment of work completed as well as a re-briefing for new work to be tackled, but by the very nature of supported self study negotiations are not possible

when the pupils are working on assignments.

Through the present description it becomes apparent that, in certain circumstances, the nature of the role of the teacher in the classroom is changing. The emphasis is away from being a 'teacher' to being the provider and enabler of learning for the pupil. Learning is seen as an internal negotiation process that a person has to go through in order to create his or her own understandings of the experiences and activities undertaken - Weston calls this process 'conceptual negotiation' (Weston 1979). The teacher's role then is to facilitate this learning process. What skills do the educational writers see a teacher needing to carry out the negotiations taking place in the classroom?

3.5.10 The Qualities of a Skilled Classroom Negotiator

As mentioned previously many writers concerned with negotiations in industry and commerce have produced extensive skill lists and how-to-do-it guides for the aspiring negotiator. In educational terms however little appears to have been written with regard to the qualities that make a good negotiator.

We have to turn once more to the work of Nigel Collins (1986) for such a description. There are also a limited number of works from the field of further education both in England and Scotland providing other sources (FEU 1982b, SED 1985, CAST 1986).

The qualities depicted in the four works may be summarised as being visible in a person if they have the ability to:

Qualities Shown by the Skilled Classroom Negotiator

- Use negotiation as a two way process.
- Be flexible, forward looking and adaptable.
- Accept the views of pupils.
- Be sensitive to what the pupil will accept.
- Act with positive attitudes, showing trust and encouragement.
- Be optimistic about the abilities of pupils.
- Believe that the negotiation will get things done.
- Accept that there will be set backs but also has the will to move things forward.
- Differentiate between the different phases of a negotiation.
- Move the pupils through the phases of a negotiation.
- Listen and attend to the meanings being proffered.
- Observe and respond to these meanings.
- Question and probe behind statements and gestures
- Clarify and translate where there is obscurity.
- See alternatives and analyse the consequences of these.
- Identify themes and set targets.
- Paraphrase, reflect back, recapitulate and summarise.
- Manage the timing and pace of the negotiations.
- Manage silences that occur during the negotiations.
- Use reason and not pressure.
- Acknowledge and deal with conflict and emotion.

Table 3.11

Negotiation in the classroom would appear to be more than 'a matter of developing a repertoire of teaching strategies' as suggested earlier by Campbell (1982). Nor are the qualities that a skilled classroom negotiator would employ 'identical to those of the good lecturer or

organiser' (Collins 1986). Classroom negotiation would appear to require many of the skills and aptitudes that we use in our day to day dealings with others, but also includes some special capabilities allied to those of guidance and counselling, such that the teacher is able to bring about the development of learning for which the negotiation is intended.

Through this prolonged and extensive search of the literature it can be seen that several models of how the process of negotiation impinges upon the development of learning outcomes have emerged. It has also been shown that some initial approach has been made towards describing the actual processes involved in the way in which these negotiations take place and in the skills required by the teacher to carry out negotiation. It has therefore been established in the literature that the phenomenon called 'negotiation' and indeed 'negotiated learning' can exist in the classroom and that this involves talk and interaction between the teacher and the individual pupil or groups of pupils. It is to the observation of the classroom, in particular, to the study of the negotiations taking place there that the following chapter will turn.

PRACTITIONER OBSERVATION

The Signpost to Chapter 4

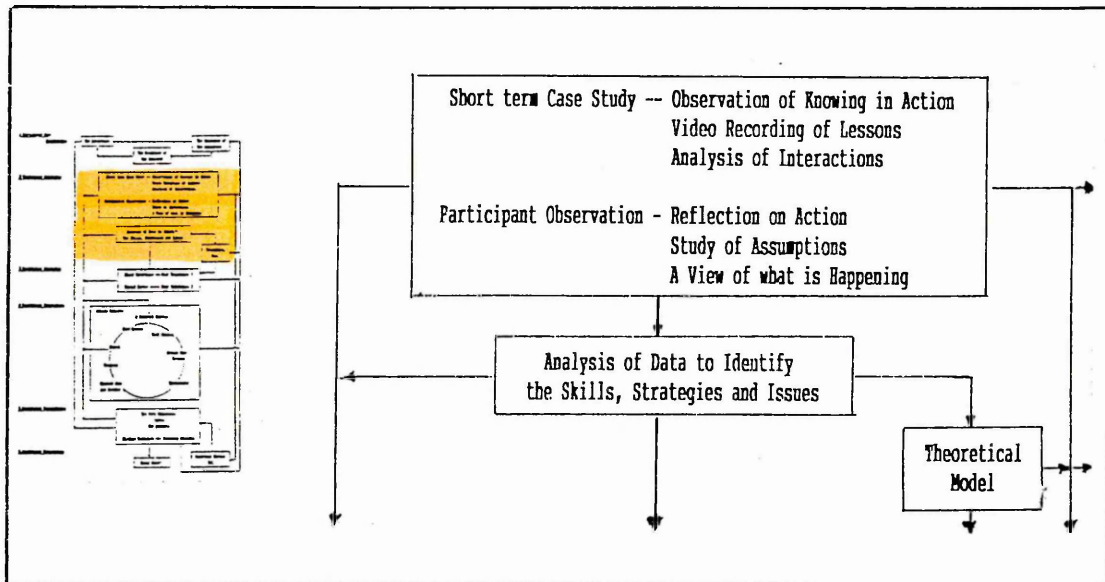


Fig 4.1

The study of the literature has shown that the phenomena called 'negotiation' and 'negotiated learning' can exist in the classroom and that these clearly involve interactions between the teacher and the pupils. The following study is designed to look closely at 'negotiation' and 'negotiated learning', record the interactions that take place, expose the framework in which they are taking place and provide the teacher's description of what they mean.

4.1 The Meshing of Participant Observation, Case Study and Reflection

The research presented here is an unusual form of 'participant observation', which is usually described as 'a commitment to adopt the perspective of those studied by sharing their day to day experience' (Denzin 1978). The teacher-researcher in the present research cannot avoid sharing the day to day experience for it is his experience. He

has become both researcher and researched - both observer and observed. The research could also be seen as a different form of case study, for although it typically studies one unit, a classroom, it is unusual in that it attempts observations of both a qualitative and quantitative nature side by side. As can be seen from the overall methodology summarised at the head of this chapter practitioner observation has been divided into two sections both of which could be called either participant observation or case study. It would appear that this is the combination of ethnographic and interaction analysis research called for by Hamilton and Delamont (1974).

4.1.1 Techniques Defined

A choice has been made. What is called case study here is the section of the observations where an attempt has been made to act almost as a non - participant. The teacher is taking on the role of researcher, making use of video recordings and a set of observational categories to provide an analysis of negotiation in the classroom. On the other hand, the participant observations described here are those observations where it is accepted that the teacher is a participant and would appear to be using all the techniques suggested by Denzin of interviewing, direct participation and observation, and introspection (Denzin 1978). The interviewing is a kind of self interviewing. Asking such questions as - What does this section of the tape mean? What do you observe happening here? What, on reflection, do you feel you are assuming or taking for granted here?

This section of the research presents a description of practice based upon systematic observation and analysis carried out by the practitioner. It will provide a description of the 'raw experience' of

negotiation and the analysis that is incorporated into practitioner observation will also outline the issues involved and state some of the problems aroused by classroom negotiation.

Had this work been an attempt at a mere descriptive account of what was meant by negotiation in the classroom then, either a case study approach or a participant observer record may well have sufficed. However from the outset, there has been the element of suspicion mentioned in Chapter 2. Even the earliest proposal for the present work mentions two types of observation. There is the desire to look at events from several different vantage points. Thus a case study recording deliberate, systematic observations, with analysis from different angles, has been placed alongside a set of descriptions of events in the classroom and assumptions made there from the point of view of the teacher. This phase of the researcher's project places the techniques of qualitative and quantitative fields side by side. This use of multiple methods could also be viewed as a form of 'triangulation', (see Chapter Five for a further discussion of triangulation) designed to raise this sociological work 'above the personalistic biases that stem from single methodologies (Denzin 1978).

4.1.2 Dilemmas Faced When Observing Classroom Processes

Having chosen to observe in the classroom, the Teacher/Researcher (TR) is faced with many more decisional dilemmas. How will the observations be made, and who will make them? Choices made here will either be determined by the biography of the researcher and his expectations for the future or they may be decided by circumstances beyond his or her control. No method chosen can be without this biographical bias and the circumstantial decisions must be clearly explained.

Diagram of Dilemmas Faced When Making Observations In the Classroom

The continuous line shows the progress of the case study material via acceptance of particular solutions.

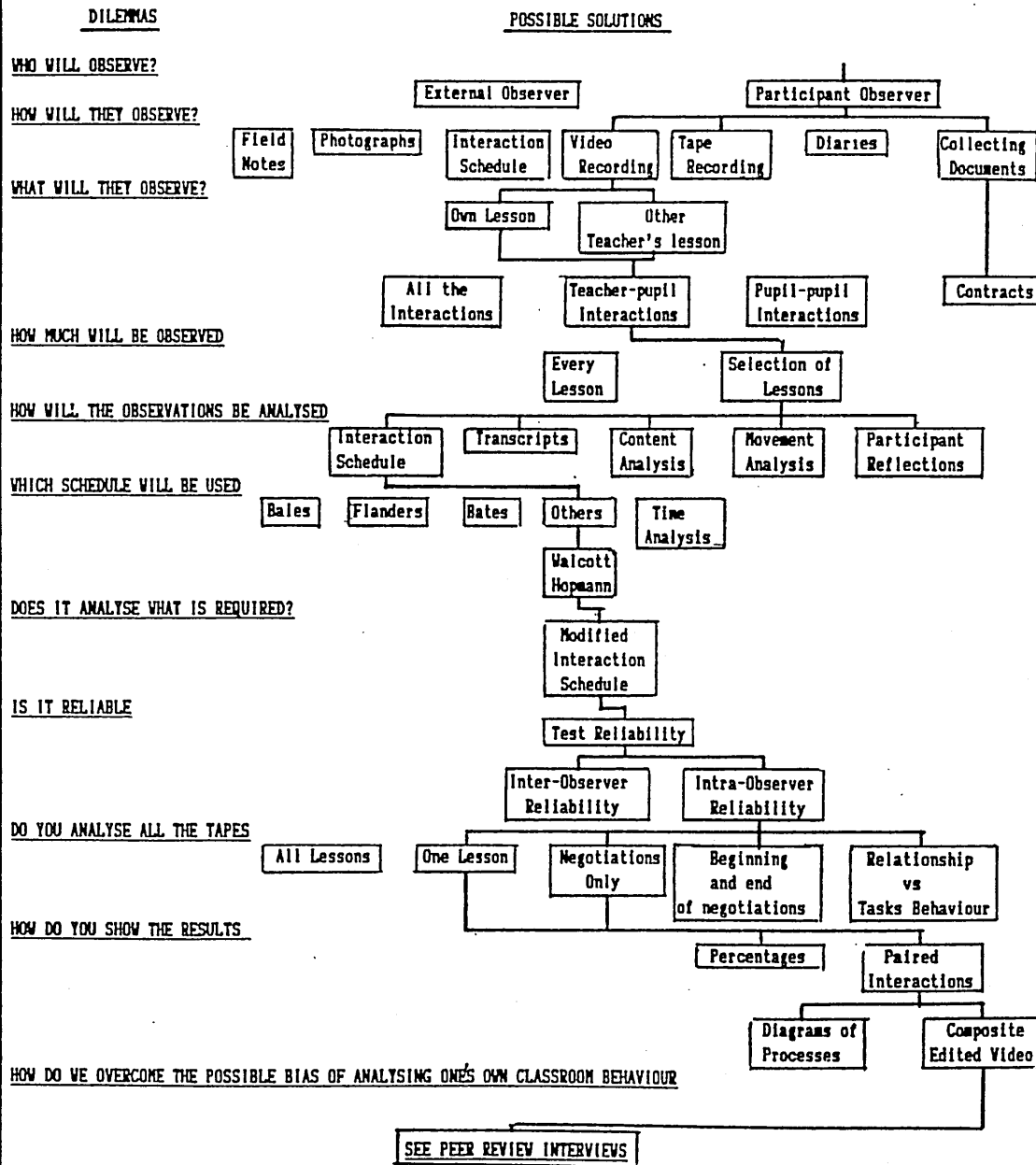


Figure 4.2

The previous diagram reviews and summarises some of the dilemmas faced and solutions examined, by the researcher at different stages of observing and analysing the classroom situation.

4.1.3 Recording Data in the Classroom

There was little negotiation required to get the case study under way, the researcher being in his own school and classroom and having the backing of the Headteacher. It was decided that the Fourth Year Individual Studies pupils should be involved in the study, as they had become fairly skilled in what the experience of this teacher called negotiation. The pupils were also used to other teachers coming into the room and it being an 'open' classroom in more ways than one; teachers from the department often coming in for advice on computer faults, resources, and numerous visitors to the school who came to look at the work of the PACE project. The pupils were also used to the video camera being in the classroom, when, for example, it was being used by groups of pupils to record topic material.

The pupils readily accepted the explanation which was given by both the teacher and the video operator that it was the teacher who was being recorded so that he could improve the way in which he talked to and helped pupils. Without knowing it the researcher and video operator were using a similar stance to that taken by Stenhouse, that 'the teacher in the 'open' classroom can become an observer researcher, provided he makes it clear that the reason he is playing the role of researcher is to improve his teaching and make things better for them' (Stenhouse 1975).

The original proposal for the research stated that an external observer

would make the observations in the classroom recording the frequency and type of interaction, together with tape recordings of the lessons which could subsequently be used by the teacher concerned to make observations. By the time the case study got under way video recording had been chosen as the method of recording the teacher-pupil interactions. The practicalities of finding another teacher willing to give up time to video the lessons were not insurmountable, but to ask them to learn to use an interaction schedule and then spend time using it in the classroom was an impossibility. The other circumstantial problem was the fact that the only analysis schedule which attempted to describe negotiation was from the world of politics (see page 98) and not immediately suitable for use in the classroom. The researcher had to modify the schedule. The only way to do this was to have video materials to observe to help make the modifications and try out adapted schedules.

Video recording of lessons was chosen because of the fairly permanent nature of the record and the ease with which the tapes can be played and replayed during the analysis stage which had to take place at a later date. Adams and Biddle (1970) and Middleton (1981) have reported the advantages of video recording, the main ones for this research being that the 'classroom is shown in a natural and realistic way' and that 'the participants themselves rather than observers, can select the significant events of their lessons', and reflect upon them. One other advantage would seem to be that one could obtain a record of both verbal and non-verbal interaction on the same tape. This was found to be untrue in a classroom where there was a large amount of movement, practical work involving sawing and hammering and teacher pupil interactions which on occasions took place quietly in the distant

corners of the room.

A portable hand held camera or the attachment of a radio microphone as in the OU recording (see page 86) might have overcome these problems. The hand held camera may have introduced further bias by its intrusion into the negotiations, whereas the camera placed in the middle of the room was quickly forgotten and normal interactions soon resumed. A further advantage of the video material seemed to be that it could be used in the dialogue between the researcher and other teachers working in the areas of negotiation. It would also form a vital part of the case data, becoming a part of the 'archive of descriptive material'(Adelman 1980, Rudduck 1985) which is available to re-interpretation by other researchers.

The first attempt at video recording was virtually unusable, due to the internal microphone attached to the camera picking up too much of the extraneous noise in the room and not the interaction between teacher and pupils. It was decided the teacher should carry a small, hand held, battery operated portable tape recorder with a built in microphone, as there was no radio microphone in the resource centres available to the researcher. The small recorder was carried by the teacher and placed close to the interacting groups. Even this method of recording was not without its problems, which included; the tape time being shorter than the lesson time, the tape stopping in mid interaction, and the batteries failing. The teacher did have to keep an eye on the recorder to check if it was still in operation, but this did not appear to affect the quality of the negotiation taking place. Four usable videotapes were made using the techniques outlined above and they covered one lesson of each of the four option periods in which IS

occurred. A visiting OU production team, collecting material for a teaching package called 'Frameworks for Teaching' provided another professionally produced tape. Another teacher was kind enough to allow the OU video of his lesson to be analysed to give a comparison between one teaching style and another. This recording showed some of the same IS pupils and other non examination fourth year pupils being taught in a different (more teacher directed) situation.

4.2 Participant Observation

According to Spradley the participant observer has two purposes. The first is 'to engage in activities', the second is 'to observe activities' (Spradley 1980). In this research participant observation must appear prior to any discussion of the case study, for the constant playing and replaying of the video tapes in order to modify and revise the analysis schedule forces the observer to form descriptions of different areas of the activity. In making the observations the participant tries 'to become explicitly aware of things usually blocked out to avoid overload' (Spradley 1980). The observer is constantly asking of him or herself 'contrast questions' (Spradley 1980). What makes that different from that action? Thus the 'domains' (Spradley 1980) of the research will be set by the participants.

Firstly in this case we are looking for instances of negotiation. How is negotiation different from other activities in the classroom? Secondly, it is necessary to look through the domains of negotiation to provide more focussed observations of what is included in each domain. What things are included in negotiation because they are stages in the negotiation process? Once again the focus must move from similarities

to differences. Although these items are all included in negotiation, what differences exist between them? Participant observation is gradually moving the focus of observation from the general to the specific. Having found specific instances of negotiation, the participant can now use his or her powers of introspection and reflection to add to the description of the practice. This process of reflection will be held back in this case for not only can the reflection take place upon the participant observations but it can cover the observations of the case study as well.

4.2.1 Observations of the Layout of the Classroom.

The IS classroom is in many ways similar to most other rooms in the Holgate School, being of a similar size and decor etc. It differs in that:

Differences between the IS room and other rooms at Holgate school

- It contains no blackboard.
- Chairs and tables do not face any particular focus.
- It has practical and study areas.
- It is not subject focussed.
- It has computers permanently in place.
- Most equipment is stored in cupboards in the corridor outside.
- Book shelves are down the centre of the room.
- Much of the wall space is covered with student display
- Each student has a shelf to store books, topic work etc.

(cf. Waterhouse 1983)

Table 4.1

Diagram of the IS Room

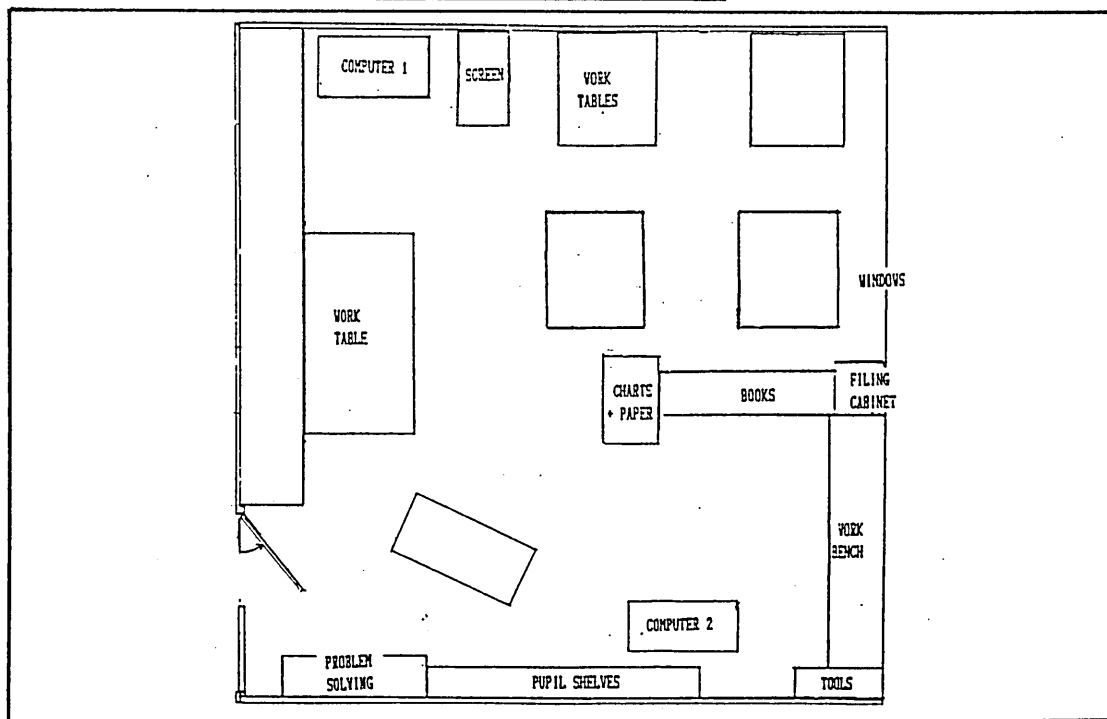


Figure 4.3

4.2.2 Observations of the Lessons

As noted earlier the IS pupils have more or less individual timetables and they attend for different numbers of periods. Thus the clientele appearing on the videos do vary to some extent but as noted earlier all four of the option periods have been included in the observations. Each option contains a pair of lessons per subject and each lesson lasts for seventy minutes. The teacher and the pupils and the ways in which pupils attend individual studies have already been described in Chapter 3 as a part of the fore-understanding of the research.

Where do the interactions occur?

The observation of where the interactions occur has been recorded by observing the movement about the room by the teacher. These are shown below in Figure 4.4:

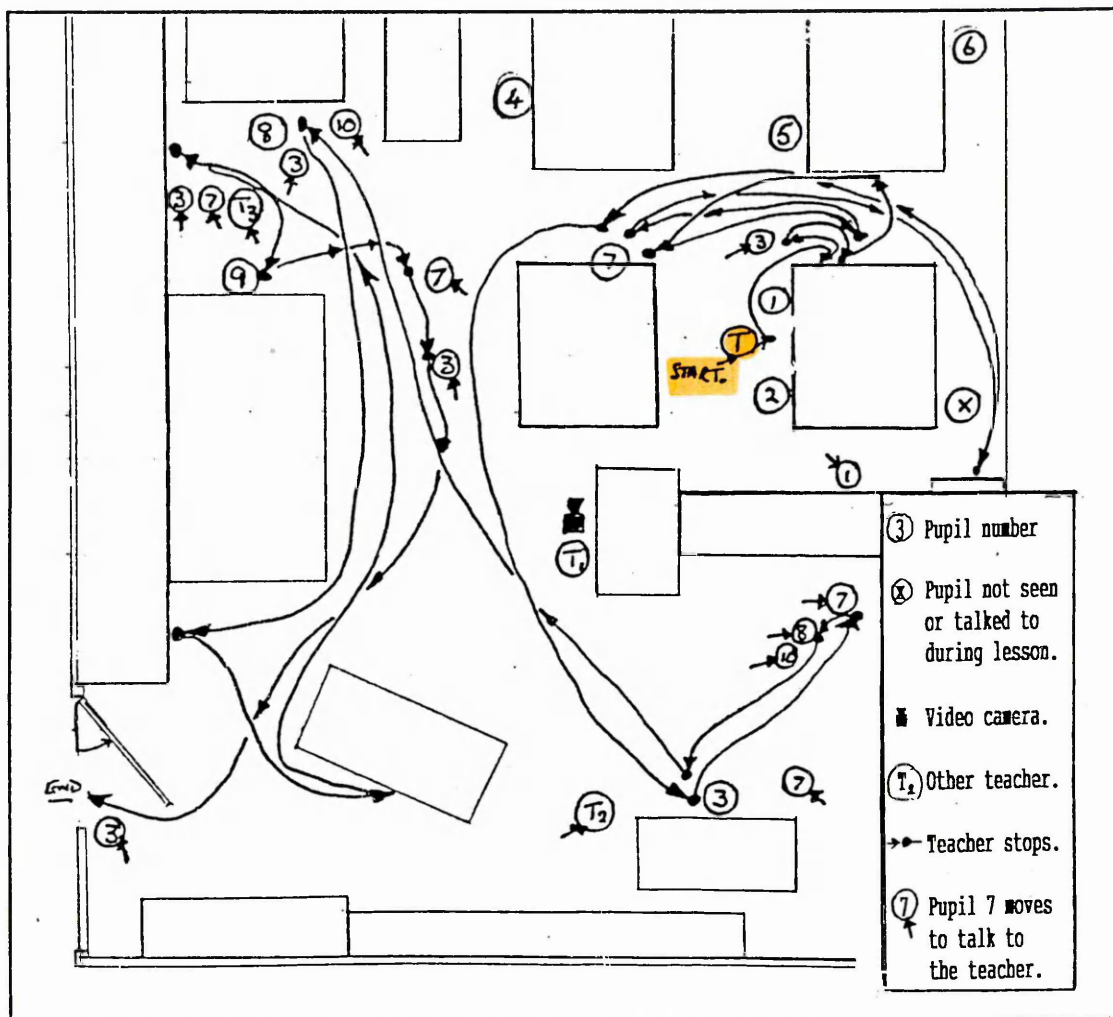


Figure 4.4

The movement analysis was recorded by playing the video and noting on a plan where the teacher started in the room and subsequently recording where the teacher stopped for particular sets of interaction. The pupils he was interacting with were also noted. The teacher in this room moves from group to group to make interaction and pupils requiring extra interaction move to the teacher in an attempt to gain his attention.

How long do these interactions take?

By timing the interactions with different pupils or small groups of

pupils it was also possible to calculate the amount of time that certain pupils had the attention of the teacher. This is shown in the table below for the one lesson which was fully analysed.

Time spent interacting with pupils on 31st March

Pupil 3	36.6 %
Pupil 7	27.9 %
Pupils 8+10	10.6 %
Pupils 1+2	6.4 %
Pupil 9	1.1 %
	82.6 %

Table 4.2

It will be noted that, One pupil (X), a girl sitting in one of the further most places in the room, (see the movement analysis figure 4.4 page 89) never interacts with the teacher at all during the lesson, even though he passes behind her to get to a filing cabinet. Three others, pupils 4, 5 and 6, are only seen for the very briefest of interaction, about half a minute, during periods of class organisation etc, occupying 0.8 % each of the total interactions during the lesson. Two other individuals take up over half of the interaction time of the teacher.

What type of interactions are there?

A form of content analysis, a variant of what Spradley calls 'domain analysis' (Spradley 1980) has been used here. One of the videos in particular (31st March) was viewed several times and incidents of different teacher behaviour or domains were identified. This was done by noting the boundaries between discrete sets of the interactions, which were recorded by noting the reading on the counter on the video

recorder. The interactions between the boundaries were then classified under a general heading for that particular domain the classification is shown in table 4.3:

Classification of Teacher Behaviour in the IS Classroom

- Teaching, where the teacher is actually giving direct instruction to one or more pupils quite often at a computer.
- Negotiation, where teacher and pupil are exchanging views prior to making a decision about developing the work in hand.
- Resourcing, the teacher is looking for or collecting resources.
- Answering queries, answering direct questions put to the teacher by a pupil.
- Talking to other teachers who come into the classroom for advice, resources etc.
- Class organisation, preventing disruption, checking that pupils are present, reading notices etc.
- Looking at work, looking at work the pupils have produced but not making suggestions about changes or giving instructions.

Table 4.3

How long is spent on each domain?

The domain analysis was used to calculate the percentage time that these behaviours were exhibited by the teacher during the lesson. The domains that had been identified were timed using a stopwatch with a split lap timer, which allowed the film to carry on running whilst the times were recorded. Times for each batch of interactions were recorded and these were grouped and totalled to give percentages. The results of the domain analysis is shown over the page in table 4.4

Time spent on different classroom behaviours by the IS teacher

Teaching	39.8 %
Negotiations	38.7 %
Resourcing	13.1 %
Other Teachers	3.7 %
Class organisation	2.2 %
Answering Queries	1.3 %
Looking at Work	1.2 %
	100.0 %

Table 4.4

It has been possible for the T/R to separate periods of negotiation from other classroom activities, negotiations taking up a considerable proportion of the time in this classroom. Teaching and negotiation take up almost equal amounts of time - about two fifths of a lesson.

Is all the negotiation the same?

During the observations it was noted that teacher/pupil interactions sometimes used sheets or documents, whereas at other times no such documents were visible. Pupils starting a new set of work, for example, are given a planning sheet (Appendix 1) upon which they are asked to put down their plans for the next topic, their work with which they need most help and the type of problem solving which they will undertake. They will move away from the teacher to consider these three areas. This is the preparation phase.

Having completed the planning sheet the pupil or group of pupils will again approach the teacher or the teacher will approach the pupils. The sheet will form the basis of a type of negotiation where the plans are

discussed and modified before decisions are made about what will be included on the next document - the Contract Sheet (Appendix 2). During the completion of this sheet decisions will be finalised as to what work will be undertaken by the pupil, the order that it will follow and the length of time that the contact will last. This is the contracting stage of negotiation.

The decisions having been made, the pupil can now start to work on the problems, remedial work and topics. It is during this stage that other working negotiations take place. These negotiations are not documented but they are concerned with joint decisions that are being made in the classroom. It may be a renegotiation of part of the project that is not going to plan. It may be a negotiation of resources. It may be a negotiation by the teacher attempting to make subtle differences to the direction of the work. They are different to the teaching behaviour described earlier as they are not giving direct instructions. They are providing initiations which could be agreed upon or not.

When the contracted work is drawing to a close, or maybe when the length of time for the contract has expired, an evaluation sheet is presented to the pupil (Appendix 3). This will usually be filled in by the pupil away from - and independently of - the teacher. The sheet guides the pupil through the process of evaluation. The completed sheet will once more be discussed with the teacher before final decisions are made about what has gone right or wrong with the contracted work - the evaluation stage. This sheet is also used in the final phase of the negotiation - the assessment phase. This stage takes place at a computer, where the teacher and pupil make decisions about where the pupil's work fits against a set of objectives or descriptors. The set

of descriptors used are contained in a school devised computer program (Appendix 4/5).

By asking certain critical questions it has been possible to show similarities between the parts of the negotiation process used in IS. These are shown in table 4.5 below:

Similarities and Differences in the IS Negotiation Process

Critical question	Part of negotiation process				
	Preparation	Contracting	Working	Evaluation	Assessment
Is it really negotiation?	Could be pupil - pupil	Yes	Yes	Yes	Yes
Who's involved?	Pupil alone or Groups 2 to 3 Pupils	Pupil & Teacher Group & Teacher Maybe 2 Teachers	Pupil & Teacher Group & Teacher	Pupil alone Pupil & Teacher Maybe group & Teacher	Pupil & Teacher
Where?	Sit at table	Sit at table Teacher beside pupil	Anywhere in room standing or sitting	Sit at table Teacher beside pupil	Sit at computer Teacher beside pupil
Is a Document used?	Spider diagram	Spider diagram Contract sheet	May use contract	Evaluation sheet compare with contract sheet	Evaluation sheet Computer program
Time taken?	Short 5-10 mins	Long could be 60 - 70 mins	Usually short 1 - 10 mins	Short 5-15 mins	Medium 15 - 30 mins
What are they doing	Thinking Writing	Looking at plan Thinking Talking Writing Signing contract	Maybe looking at work or contract Thinking Talking	Thinking Writing Looking at sheet Thinking Talking	Looking at evaluation Thinking Talking Using computer
Why?	Collecting pupil ideas	Finalising ideas into firm decision about stages of work	Revising decisions New decisions about developments resources etc.	Comparing decisions At start with final product - making decision on value	Checking on process skills. Making decisions about skill levels
Who makes the decisions?	pupil	Pupil & Teacher	Pupil & Teacher	Initially the pupil followed by Pupil & Teacher	Pupil & Teacher

Table 4.5

4.3 Case Study

The processes of case study usefully follow a convention outlined by several workers (McDonald and Walker 1973, Cohen and Manion 1980, Walker 1980, Bell 1985 and Rudduck 1985). The overall aim of case study is to develop insight into 'existing realities' (McDonald and Walker 1973). The first stage builds up the case data. This involves making and recording observations and analysing and comparing the data collected. The second phase produces the case record, which is a lightly edited, ordered, indexed and explained version of the case data. The case study itself is a critical report making clear the features of the educational practice studied. This report is made available to the judgement of other interested practitioners because the main strategy of validation is 'cross-checking' (McDonald and Walker 1973).

This case study is typical of case study method in that it observes the characteristics of a single unit, in this instance the IS programme as operated in the collaborating school. In particular, it records the interactions between the teacher and pupils in this classroom, with a view to identifying the incidence of negotiation and its main components. It is in essence a short term, single site, 'insider', exploratory study. The researcher being involved in the teaching in this classroom becomes once more an observer and feels that this will generate a more natural and realistic description of the practice in the classroom, than would a study made by an outside observer.

Verbatim transcripts, as suggested by Stenhouse (1975), of selected sections of combined video and audio materials were made. The selection being that only those interactions which contained sections of

negotiation behaviour as outlined by the participant observation were included. To these transcripts of the verbal interaction have been added the non verbal behaviour as 'stage directions' to the main plot. The transcripts have been used in two ways. First to help carry out the case study analysis i.e. the transcript has been used side by side with the analysis schedule to aid analysis. Second, the transcripts have also provided the examples of negotiation used during the teacher reflection section 4.4 of this chapter and in Chapter 7.

4.3.1 The Search for an Interaction Analysis Schedule

The main case study analysis has taken place using a modified and tested version of the Bargaining Process Analysis (BPA). The BPA is but one of a large number of interaction analysis techniques which have grown from the early work of Bales (1950). The Flanders Interaction Analysis Categories (FIAC) (Flanders 1970) is the most publicised and best known of this type of coding system for the study of classroom interaction. However as Walker and Adelman (1975) point out the FIAC is of little use in the 'open' type classroom in which the talk is not of the teacher dominated instructional type but is of a more intimate nature between the teacher and an individual or a small group of pupils. The same problem was found by the researcher when consulting the thirty analysis scales recorded in 'British Mirrors' (Galton 1978). Although the work of Bates (1970) was considered, as this seemed to provide a means by which teachers could examine their own work critically prior to making decisions about change, the categories did not appear to help analyse negotiation. There was no British analysis schedule which appeared to analyse negotiation and it was also found that such analysis schedules produced for other purposes had their critics.

4.3.2 Critique of Interaction Analysis

Hamilton and Delamont have summarised the criticisms of the use of interaction analysis as being restricted in that although they can indicate the norms of teacher and pupil behaviour they suggest that most interaction analysis systems fail in the following ways:

- They ignore the context in which the data are collected.
- They make no provision for data concerning, for example, the lay-out of the classroom or the equipment being used.
- They are usually concerned only with overt behaviour.
- They take no account of the intentions which lie behind such behaviour.
- They are expressly concerned with 'what can be categorised and measured',
- The system may well obscure, distort, or ignore the qualitative features they claim to be investigating.
- They focus on 'small bits of action or behaviour rather than global concepts'.
- They generate a super abundance of data. Yet to interpret such data it has to be linked to a set of descriptive concepts - typically the categories themselves - or to a small number of global concepts built up from the categories.
- They utilize pre-specified categories.
- If the systems are intended to assist explanations, then the explanations may be tautologous.
- By placing firm boundaries on continuous phenomena, the systems create a bias from which it is hard to escape.
- Reality -frozen in this way - is often difficult to liberate from its static representation.

(Hamilton and Delamont 1974)

The research reported here has used an analysis schedule despite these criticisms for it is felt that the research has attempted to overcome some of these difficulties by including the qualitative alongside the quantitative analyses of the same video materials. The physical lay out of the room has been clearly shown and the background contexts to the negotiations have been indicated clearly in the transcript material and the teacher description following the case study. The intentions or at least the assumptions being made in this classroom by the teacher have also been clearly stated. However those of the pupil are ignored. By placing the personal reflections and descriptions of the teacher alongside the descriptions from the observations and analysis materials, a more comprehensive picture has been developed and the global concepts of negotiation can be compared with the categories measured. Indeed an attempt has been made to show the multiple truths of the situation for 'it is implicit in the notion of case study that there is no one true definition of the situation' (Walker 1980). Transcripts of the tapes and the inclusion of the video material in the case data do allow for the reading of qualitative features of the research by other interested practitioners if they so wish and the composite video mentioned later has been shown to teachers in the triangulation phase of the work. The search continued for an instrument that would measure the interactions which might be considered as negotiations and the researcher turned to the study of politics, where such negotiations as arms reduction and military base concessions have been studied.

4.3.3 The Development of a Negotiation Analysis Schedule

The instrument which was tested was the Bargaining Process Analysis (BPA) (Walcott and Hopmann 1975). This consisted of thirteen variables

which were contained in five general categories of behaviour;

General Category Headings of the Bargain Process Analysis

- | |
|--|
| <ul style="list-style-type: none">■ <u>Substantive behaviour</u>: Behaviour directly associated with the subject matter of the negotiation.■ <u>Strategic behaviour</u>: Behaviour designed to affect the behaviour of others in the negotiation, but not implying a substantive change of position on the part of the initiator.■ <u>Task behaviour</u>: Behaviour primarily designed to promote business-like discussion and the clarification of issues.■ <u>Affective behaviour</u>: Behaviour in which the negotiators express their feelings or emotions towards one another or the situation.■ <u>Procedural Behaviour</u>: Behaviour designed to move the discussion along but which does not fit any of the above categories. |
|--|

Table 4.6

Four of the general categories were retained, but procedural behaviour was not used. After small scale trials many of the definitions included in the BPA did not appear to fit the classroom setting. There also seemed to be many interactions in the classroom negotiation which were not accounted for by the BPA. It was at this stage that the strategies suggested by the work of Martin (1976) were added. A further strategic behaviour, that of movement, other specific classroom task behaviours and an expansion of the category questions into four separate types of question were also added and the title of the category 'Commitment' was changed to 'Stance' during this trial period. The definitions of categories are shown in table 4.7. Those taken from the work of Walcott and Hopmann and transposed for use in the classroom are indicated * and those adapted from the work of Martin are marked #.

The Negotiation Analysis Categories

Substantive Behaviour: Behaviour that is directly associated with the subject of the negotiation

- * Initiations The teacher or pupil proposes new ideas, suggestions or put forward action plans etc.
- * Accommodation Concedes to the other party or gives in when facing of resistance.
- * Retraction Retracts or modifies a previously stated point.

Strategic Behaviour: Designed to affect the Behaviour of others taking part in the negotiation but not changing the substance of the negotiation.

- * Stance The teacher or pupil takes a position that is clearly non-negotiable (will you take your coats off please?)
- * Threat The teacher or pupil predicts negative consequences if the other does not behave in the stated manner.
- * Promise Teacher or pupil offers positive consequences as the result of certain actions.
- * Comparison Comparing the behaviour of one individual or group with that of others.
- * Playing off Playing off one individual or group against another by withholding or only declaring part of the information that you hold about them or their actions.
- * Group pressure Using an individual or group to exert pressure on others within the class to follow a course of action.
- Movement Actual movement about the classroom in order to perform different activities and interact with different pupils.

Task Behaviour: Designed to create a working atmosphere within the classroom.

- * Agreement Teacher and pupil agree with each other.
- * Disagreement The rejection of the others ideas proposals or facts.
- * Questions 1 Requests for information about the content ideas or intentions.
- Questions 2 Requests for clarification of feelings , values, reactions etc. What do you think?
Do you feel ready to? How did you get on with...?
- Questions 3 Those questions offering a choice. Which would you choose?
- Questions 4 Those to do with resources Where is the...? Have you got ? Did you take the....?etc.
- * Answers Teacher or pupil supplies information clarifies a previous position.
- Repeating Teacher or pupil repeats what has been previously said.
- Listing Teacher or the pupil makes a written list or verbally lists the items previously discussed.
- Choosing A person makes a choice from alternatives that have been discussed.
- Teaching Giving direct instruction to another or a group, showing or telling someone how to perform a task.
- Resourcing Collecting and returning resource material for self or another.
- Practising Practising a task which has been shown or explained.

Affective Behaviour: Where the teacher or pupil express their feelings or emotions towards one another or towards the situation.

- * Positive Teacher or pupil jokes, relieve tension express approval or satisfaction.
- * Negative One or other becomes irritable, shows tension, expresses disapproval or dissatisfaction.

Table 4.7

This revised negotiation analysis was tested using parts of the poor quality video tape and although the analysis was at first painfully slow it appeared to be possible to use the definitions and categories for analysis of the tapes. The tapes for the 31st March were then analysed using the schedule and the interaction being recorded on specially prepared coding forms. The coding forms of the Negotiation Analysis Categories (NAC), two different versions, can be found in Appendix 6. The analysis of later tapes was assisted by the transcripts mentioned earlier. These were used alongside the video material to assist the understanding of the verbal interaction and cut down the constant play and replay of the video in order to gain understanding of a particular interaction. The later analyses were therefore subjected to the selection process, referred to above, which had been used to select the transcript material. Thus, only material from the tape deemed to contain negotiation by T/R was analysed.

4.3.4 The Reliability Study

It was at this stage that two forms of reliability study were introduced. Inter-observer reliability - could other teachers use the analysis schedule and analyse the same events as the same code ? Intra-observer reliability - could the researcher analyse the same event on different occasions and record the same variable for this?

Two teacher volunteer coders were given a very short introduction to the negotiation analysis: a fifty minute training session using a typed copy of the definitions of the variables of the schedule with the March 31st video and the first page of the transcript for that tape. Categories that occurred during that first page of transcript were explained and discussed and the coders were instructed in the use of

the coding form. The coders were then asked to analyse as much of the video and transcript material as they could in two separate one hour sessions. The first of these took place a few minutes after the training session and the second one week later. They worked in the same room at their own pace and were able to play and replay the video as required. The researcher did not return to the room until the end of the session so that no collaboration with him could take place. The codings from the forms of the coders and those generated by the researcher's recoding have been added to the transcript of this tape and appear in Appendix 7

The intra observer reliability was carried out by filing away the analysis of the 31st March tape carried out without the use of the transcript and then the whole of the tape was re-analysed using both transcript and video material onto a new set of coding forms some four weeks later. Comparison of the intra and inter observer reliability studies were made using two dimensional matrices as follows. If observer 1 records an interaction as, for example, 'answer' and the researcher records the same interaction as an 'initiation', then a tally is placed at the intersection of observer column answer and researcher row initiation. This process was repeated until all of the interactions had been recorded on the matrix.

The two matrices below show (a) the results of the comparison of the reliability of observer 1 versus the researcher - the inter observer reliability and (b) the researcher record 1 compared with record 2 - the intra observer reliability. Appendix 8 shows all the matrices for the reliability study.

Inter Observer Reliability

OBSERVER 1 VS RESEARCHER RECORD 2	
RESEARCHER 2	OBSERVER 1
	Mo. In. Q1. Q2. Q3. Q4. An. Re. Li. Ch. Te. Rs. Pr. Ag. Po. We. Ac. Rt. Di. St. Th. Pm. Co. Pl. Gp. No R.
Movement	1 2
Initiation	6 1 1
Question 1	1 4 1 2 1
Question 2	3 1 1
Question 3	1 1 1
Question 4	1 1 2
Answers	11 2 2
Repeating	1 2
Listing	
Choosing	
Teaching	1 1 2 1 1
Resourcing	
Practising	
Agreement	1 12 2 2
Positive	
Negative	
Accommodation	
Retraction	
Disagreement	
Stance	
Threat	
Promise	
Comparison	
Playing off	
Group pressure	
No record	1 3 1 1 1 1 1 6 2 4 1 1 1

Table 4.8

The figures above show the total numbers of interactions reported by two observers. The matched interactions fall within the square. Some interactions however were reported by one observer but not the other and vice versa. These are then placed in the 'No record' intersections. Interactions of absolute agreement are shown in the diagonal across the table. The table also shows where the matched interactions do not appear to agree, i.e. where 'initiations' for example correspond on six out of seven occasions but on another occasion is recorded as an answer by observer 1. Such discrepancies have been termed 'misplaced codings'.

Intra Observer Reliability

RESEARCHER RECORD 1 VS RESEARCHER RECORD 2																											
SECOND ANALYSIS	FIRST ANALYSIS																										MoR.
	Mo.	In.	Q1.	Q2.	Q3.	Q4.	An.	Re.	Li.	Ch.	Te.	Rs.	Pr.	Ag.	Po.	Ne.	Ac.	Rt.	Di.	St.	Th.	Pm.	Co.	Pl.	Gp.		
Movement	4																									3	
Initiation	17					1	1				1																7
Question 1	1	22				2	2																				1
Question 2			3			1																					1
Question 3				3																							
Question 4					5																						
Answers						27																					2
Repeating		1					4							1													5
Listing																											
Choosing																											
Teaching			1					1			9	2															
Resourcing												4															
Practising																											
Agreement													27														5
Positive														6													4
Negative															4												3
Accommodation																1											1
Retraction																	1										
Disagreement																		2									
Stance																			5								2
Threat																				1							
Promise																					1						
Comparison																						2					
Playing off																							1				
Group pressure																											
No record		3					2	2					2														

Table 4.9

The total number of all the 'misplaced codings' on all four of the inter-observer reliability sheets is shown in Table 4.10 over the page. The largest percentage of these misplaced codings is in the area of questions. There are 11% of these in total but 10% of them are recorded as other types of question. Had questions not been divided into four types then there would have been an increased agreement overall.

Misplaced Codings on all Four Inter Observer Reliability Sheets

	.In.Q1.Q2.Q3.Q4.An.Re.Te.Ag.Po.Me.St.Gp													
Movement	2													
Initiation	1				4	1	1							
Question 1	2	1	2	6	1	2		1						
Question 2	8		2											
Question 3		4			2						2			
Question 4	1	3												
Answers	3	1					6							
Repeating	1						2							
Teaching	5			4	5							1		
Agreement	5			3	5			3						
Accommodation								1						
Threat									2	2				
Comparison											2			
Playing off											2			
	18	14	5	4	6	12	15	1	9	4	2	4	5	≥ 99 misplaced codings -
%misplaced interactions	7	5	2	2	2	4	6	0.4	3	2	1	2	2	270 total codings in the four squares of reliability

Table 4.10

The category causing the greatest discrepancy would appear to be that of 'initiation' (correlation coefficient 0.57). Indeed, this echoes Walcott and Hopmann's (1975) findings. They recorded inter coder correlations for initiation as 0.65, this being the lowest in their study, which uses a much larger quantity of data.

Summary figures for all the reliability tests are shown in the Table 4.11. The intra-observer analysis of the same tape, on different occasions, by the researcher produced 91% agreement. It can be seen that the inter-observer reliability between the observers and the researcher however was greater, in both cases, when using the second analysis of the researcher, increasing from 58 to 68% and 60 to 67%. The second analysis, it will be recalled, was carried out by the T/R with the assistance of the transcript material.

Summary of Inter and Intra Observer Reliability Study

	PERCENTAGE AGREEMENT IN MATCHED INTER-ACTIONS	PERCENTAGE OF EXTRA REPORTING			
		TASK		RELATIONSHIP	
		Total	Largest categories	Total	Largest categories
Researcher 1	91%	5%	2% Initiation 1% Agreement	0%	
Researcher 2		12%	4% Initiation 3% Repeating	5%	2% Positive Affect 2% Negative Affect
Observer 1	58%	12%	4% Initiation 2% Agreement	19%	11% Positive Affect 3% Stance
Researcher 1		9%	3% Question 1 3% Answers	1%	1% Positive Affect
Observer 2	68%	7%	3% Initiation 2% Movement	26%	16% Positive Affect 4% Stance
Researcher 1		6%	3% Question 1 1% Ans 1% Repeat		1% Neg 1% Comp 1% Stan 1% Play
Observer 1	68%	9%	3% Initiation 3% Question mixed	16%	6% Positive Affect 4% Stance
Researcher 2		10%	2% Move 2% Answer 2% Agreement	4%	1% Accomodation 1% Thre 1% Stan
Observer 2	67%	8%	3% Initiation 2% Movement	21%	10% Positive Affect 4% Stance
Researcher 2		8%	3% Movement 1% Quest 1% Ans	5%	1% Neg 1% Threat 1% Comp 1% Play
Observer 1	89%	4%	2% Agreement 1% Repeat 1% Que 4	4%	2% Stance 1% Pos 1% Gro Pre
Observer 2		7%	2% Agreement 2% Repeating	9%	6% Positive Aff 2% Negative Affect

Table 4.11

All the records show 'extra reporting', for example, where observer one reports 3 initiations the researcher does not record. The researcher on the other hand records 2 answers the observer does not report. These

have been divided into the two areas: task and relationship behaviour mentioned later on page 115. Under the task heading the observers both reported extra initiations which had not been picked up by the researcher. The second analysis by the researcher also notes extra initiations. The researcher however noted increases in 'questions' and 'answers' on the first analysis and 'answers' and 'agreement' on the second. Looking at the extra reporting of relationship behaviour it is seen that the observers record a greatly increased number of positive affective behaviour than the researcher. In one case this is as high as 16%. The other increase in reporting by the observers is in the area of teacher or pupil taking a 'stance' that is non-negotiable. Both observers report a large percentage of extra relationship behaviour, 26% in one case. The percentage of extra reporting of task behaviour is about the same proportion as that recorded by the researcher. The researcher however does report a small increase in the area of negative affect and also in the areas such as 'playing off', 'group pressure' and 'comparison' which have been added to the analysis schedule.

4.3.5 Discussion of the Reliability Study

Taking into account the small amount of interaction which the volunteers were able to code, the inter observer reliability would appear to be a little low, but this may well be due to the length of time spent training the observers. The researcher was already more familiar with the schedule, being involved in its development, but Walcott and Hopmann report that 'the training of coders in the use of a system as complex as the BPA is a relatively demanding task. However it is possible to obtain fairly impressive results.' The training period of fifty minutes would appear to be small for the complex nature of the analysis schedule. Other problems which the reliability study seems to

highlight are:

- Under reporting of positive affective behaviour by the researcher. Is the researcher taking for granted the relationship behaviour - particularly the positive affective comments and non-verbal gestures which occur in his own classroom?
- The observers wanting to introduce other categories for areas where they felt that they could not find a fit for a particular interaction. Did they fully appreciate the interaction analysis which they were using or did the schedule still not match the educational setting in which it was being used?

The researcher does not appear to be concentrating upon tasks to the detriment of relationships. He appears to be unaware of his own relationship behaviour. Is the researcher taking these for granted as a part of the tacit understanding of the classroom?

The observers admitted that they had conferred greatly during the analysis but remarked how frequently they appeared to agree without this conference. It would seem that the revised schedule would show even greater reliability with extra training. This training would be especially important if the scale was to be used independently in the classroom to record the interactions. The use of the transcripts by the researcher does appear to provide extra reliability to the recordings made as shown by the greater reliability of the second analysis using these.

4.3.6 Analysis of the Video Material Using the Schedule

It was decided to continue to analyse the video material using the transcripts to increase the reliability. By using the domain analysis mentioned earlier it has been possible to compare the interactions

which occur during the whole of a lesson (31st March). Periods of teaching and of negotiation chosen from the video material using the domains previously identified have been subjected to analysis. For this lesson therefore it is possible to compare the results of the Negotiation Analysis for these different types of behaviour. See Table 4.12 below.

Comparison of Interactions between Teaching and Negotiation

	Whole lesson		Teaching		Negotiation	
	Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
<u>Substantive Behaviour</u>						
Initiation	3.5	4.4	2.2	0	6.5	5.9
Accommodation	0.3	0.3	0	1.1	0.6	0
Retraction	0	0	0	0	0	0
Total %	3.8	4.7	2.2	1.1	7.1	5.9
<u>Strategic Behaviour</u>						
Stance	2.5	0.3	1.1	0	2.9	0.6
Threat	0.3	0	0	0	0.6	0
Promise	0	0	0	0	0	0
Comparison	0.3	0.6	0	0	0.6	0.6
Playing off	0	0.3	0	0	0.6	0
Group pressure	0.3	0	0	0	0	0
Movement	2.8	3.5	1.1	4.4	1.2	1.2
Total %	6.2	4.7	2.2	4.4	5.9	2.4
<u>Task Behaviour</u>						
Agreement	5.4	2.5	2.2	2.2	8.8	8.2
Disagreement	0.3	0.6	0	0	0.6	0.6
Questions	18.6	5.0	22.0	3.3	20.6	2.4
Answers	4.1	13.2	1.1	18.7	2.3	15.3
Repeating	0	0	0	0	2.3	1.8
Listing	0	0	0	0	0	0
Choosing	0	0.3	0	0	0	0
Teaching	17.6	0	26.3	0	6.5	0
Resourcing	2.2	0	2.2	0	3.5	0
Practising	0	4.4	0	7.7	0	0.6
Total %	48.2	26.0	53.8	31.9	44.6	28.9
<u>Affective Behaviour</u>						
Positive	5.4	0	4.4	0	3.5	0
Negative	0.3	0	1.1	0	1.8	0
Total %	5.7	0	5.5	0	5.3	0
% Interactions	63.9	35.4	63.7	37.4	62.9	37.2

Table 4.12

The comparison of teaching and negotiation

In order that comparison can be made with the results obtained by Walcott and Hopmann the category of questions which appears here has not been divided into the four separate areas.

It must be noted that this set of interactions has been analysed from a lesson containing 'working negotiation' as outlined earlier on page 93, where there is both teaching and negotiation taking place at different times during the lesson. How then is the negotiation different from teaching?

It is seen that during negotiation, teaching - in the sense of giving direct instruction or explanation - actually decreases. This is replaced by initiation and agreement made by both the pupil and the teacher in almost similar amounts. Behaviour related to tasks decreases whilst the substance of the negotiation is moved along by the initiations, but other substantive behaviours such as accommodation and retraction however appear only to play a very minor role in the negotiation within this classroom. The negotiative strategies which are used appear to include taking a stance, threat, comparison and 'playing off one pupil against another, whereas 'promises' and group pressure do not appear to be used. Behaviours which are used in similar amounts during both teaching and negotiation in this classroom are question and answer techniques and both positive and negative affect. The two areas which appear to be present more when teaching as opposed to negotiating are those of practising what has been taught and movement to the teacher to be instructed - both being made by the pupil.

Using the OU tape made available it has been possible to compare the

lesson of the researcher and that of another teacher - see table 4.13 below.

Comparison of Different Classroom Styles using NA

	Researcher's lesson		Another Teacher's Lesson	
	Teacher	Pupil	Teacher	Pupil
<u>Substantive Behaviour</u>				
Initiation	3.5	4.4	2.1	0
Accommodation	0.3	0.3	0	1.1
Retraction	0	0	0	0
Total %	3.8	4.7	2.1	1.1
<u>Strategic Behaviour</u>				
Stance	2.5	0.3	7.5	0
Threat	0.3	0	0	0
Promise	0	0	0	0
Comparison	0.3	0.6	0	0
Playing off	0	0.3	0	0
Group pressure	0.3	0	0	0
Movement	2.8	3.5	1.6	0
Total %	6.2	4.7	9.1	0
<u>Task Behaviour</u>				
Agreement	5.4	2.5	0	1.6
Disagreement	0.3	0.6	2.7	0
Questions	18.6	5.0	18.2	1.6
Answers	4.1	13.2	3.7	9.6
Repeating,	0	0	9.6	0
Listing	0	0	0	0
Choosing	0	0.3	0	0
Teaching	17.6	0	32.6	0
Resourcing	2.2	0	0	0
Practising	0	4.4	0	2.7
Total %	48.2	26.0	66.8	15.5
<u>Affective Behaviour</u>				
Positive	5.4	0	5.3	0
Negative	0.3	0	0	0
Total %	5.7	0	5.3	0
% Interactions	63.9	35.4	83.4	16.6

Table 4.13

A comparison of different classroom styles

The most striking difference between the two classroom styles is the number of interactions made by the teacher, taking up 83% in one classroom and 64% in the other. Initiations in the other observed lesson are all made by the teacher, whereas in the TR lesson initiations are made by both teacher and pupil in almost equal amounts.

The one lesson we might term more teacher-directed (t/d), the other more pupil-centered (p/c). The main strategic behaviours observed are those of the teacher taking a non-negotiable stance and moving about the room. In the t/d class however the pupils do not move, whereas in the p/c room the pupils in fact move to negotiate more than the teacher. Classroom negotiations appear to elicit agreements and disagreement from both parties whereas the analysis indicates that the teacher using the more t/d style attempts to ensure that the pupils agree with his proposals whereas it is he who disagrees with their interactions. Around 20% of the interactions in both classrooms are questions delivered mainly by the teacher. The questions vary in intent. In the t/d classroom the majority are of content whereas other types are used by both pupil and teacher in the classroom using negotiation. Both teacher styles use the technique of repeating as a means of making clear the tasks involved. The teacher using negotiation also uses 'listing' as a technique to help clarify the pupil's ideas.

One teacher it would appear is attempting to transfer a body of knowledge and skills that are subject related to his pupils. Teaching behaviour, giving instructions, explaining etc. is almost doubled. The other is trying to allow the pupils to take control of their own learning at least to some extent and teaching behaviour is lower and pupil interactions are increased.

The video material has been subjected to selective analysis using the domains outlined earlier. The tapes for different days containing all of the phases of negotiation - preparation, contracting, working negotiations, evaluation and assessment - the whole negotiation process outlined has been analysed. The results are shown in Table 4.14.

Analysis of the Different Domains of Negotiation

	18th March Contract		25th March		31st March Working		6th April		12th May Evaluatn		12th May Assessmt	
	Tea	Pup	Tea	Pup	Tea	Pup	Tea	Pup	Tea	Pup	Tea	Pup
<u>Substantive Behaviour</u>												
Initiation	11.9	11.2	9.6	7.9	6.5	5.9	9.0	6.6	15.5	0	3.5	0.5
Accommodation	0.7	0	0	0	0.6	0	0	0	0	0	0	0
Retraction	0	1.1	0	0.8	0	0	0	0	0	0	0.5	0
Total %	12.6	12.3	9.6	8.7	7.1	5.9	9.0	6.6	15.5	0	4.5	0.5
<u>Strategic Behaviour</u>												
Stance	4.0	0	3.3	0	2.9	0.6	0	0.5	0.9	0	4.9	0
Threat	0	0	0	0	0.6	0	0	0	0	0	0	0
Promise	0	0	0	0	0	0	0	0	0	0	0	0
Comparison	0	0	0.4	0	0.6	0.6	0	1.4	0	0	1.0	0.5
Playing off	0.4	0	0	0	0.6	0	0	0	0	0	0	0
Group pressure	0	0	0.4	0	0	0	0	0	0	0	0	0
Movement	0.4	0	0.8	0.8	1.2	1.2	0.5	0	2.7	0.9	1.5	0.5
Total %	4.8	0	4.9	0.8	5.9	2.4	0.5	1.9	3.6	0.9	7.4	1.0
<u>Task Behaviour</u>												
Agreement	6.1	10.8	4.2	12.1	8.8	8.2	2.8	3.3	2.7	2.7	3.9	3.0
Disagreement	0.4	0	1.7	2.5	0.6	0.6	0.5	3.3	0	0	0.5	0.5
Question 1	12.2	1.1	11.7	2.1	10.0	1.2	10.9	0.9	21.8	0.9	10.8	1.5
Question 2	0.4	0.4	2.1	0.4	1.8	0	6.6	0.5	7.3	0	5.9	0.5
Question 3	4.0	0.7	1.7	0.4	3.5	0	1.4	0	0	0	4.4	0
Question 4	1.4	0	4.2	1.7	5.3	1.2	7.1	2.4	3.6	0	0.5	0
Answers	1.4	9.3	1.2	11.7	2.3	15.3	1.4	19.0	0	22.7	2.0	11.8
Repeating	7.2	0.7	3.7	2.1	2.3	1.8	3.8	0.5	4.5	0	14.3	0.5
Listing	7.5	1.4	0	0	0	0	0	0	0.9	0	0.5	0
Choosing	0	0	0	0	0	0	0	0.9	0	0	0	3.9
Teaching	1.4	0	2.9	0	6.5	0	7.1	0	0.9	0	5.9	0
Resourcing	0.4	0	2.1	0.4	3.5	0	0.5	0	0	0	0	0.5
Practising	0	0	0	0	0	0.6	0	0.9	0	0	0	2.5
Total %	42.4	24.4	35.5	33.4	44.6	28.9	42.1	31.7	41.7	26.3	48.7	24.7
<u>Affective Behaviour</u>												
Positive	2.9	0.7	7.1	0	3.5	0	2.4	0	7.2	1.8	9.8	1.5
Negative	0	0	0	0	1.8	0	0.5	5.2	0	0	0	1.0
Total %	2.9	0.7	7.1	0	5.3	0	2.9	5.2	7.2	1.8	9.8	2.5
											uncodeable 1.0	
<u>Total %</u>												
<u>Interaction</u>	62.7	37.4	57.1	42.9	62.9	37.2	54.5	45.4	68.0	29.0	70.4	28.7

Table 4.14

The behaviour patterns of classroom negotiation

Negotiation in the classroom, as would be expected, has different behaviour patterns from those of the Arms Control Negotiations studied by Walcott and Hopmann, where both parties have equal power bases. Disagreements between teacher and pupil occur much less frequently. This raises the question about the power in the classroom. Dare the

pupils disagree? Agreement does take place for about the same amount of interactions. Both teacher and pupil do however take up non negotiable stances, although it is the teacher who is most prone to this behaviour. Positive affective behaviour by the teacher, and in some instances the pupil, occurs in somewhat similar amounts to that found elsewhere. Questions are used in very similar amounts throughout teaching, classroom negotiations and arms negotiations. It seems however that some of these questions are never answered for answers do not compare equally in the classroom situation. Initiations by the pupil and the teacher appear to be the most distinguishing feature of classroom negotiation, where there is a twofold increase compared with teaching and the analysis of arms negotiations. (Is the total of all teacher and pupil initiations about double those of arms negotiations because initiation within the classroom is potentially less harmful?)

Walcott and Hopmann discuss the use of several ratios. The ratio of soft to hard bargaining is calculated by finding the total interactions of soft bargaining (initiations, promises and accommodations) and dividing by those of hard bargaining (threat, stance and retraction). It is reported that this ratio is very low when the negotiators' attitudes towards one another are more negative. In most instances negotiations in the classroom operate under soft bargaining conditions the ratio being higher than that produced by teaching 12:3 in the same classroom. The teacher directed classroom however appears to operate on the principles of hard bargaining (ratio 0.4). The ratio of agreement to disagreement is also higher in negotiation than in both other forms of teaching. The ratio of positive to negative affective behaviour is higher during negotiation than during teaching. These ratios are both reported as 'positively related to the production of agreements at the

conclusion of the negotiation' (Walcott and Hopmann 1975). The frequency of one party or another taking a stance however is 'negatively related to the production of agreements at the conclusion of the negotiation' (Walcott and Hopmann 1975). The average of the stance taking behaviour during negotiation in the classroom is 2.9, which is not greatly different from the 3.5 found by Walcott and Hopmann.

A comparison of relationship and task behaviour

It was at this stage that a comparison of relationship and task behaviours was undertaken using the same coded information. The ratio of task to affective behaviour in Walcott and Hopmann's terms shows negotiation as lower when compared with teaching in the same classroom and teaching by another teacher (12:17:28). Affective behaviour, in most instances positive, appears to play a vital role in negotiations whereas in teaching the task becomes the more important area. If the criteria are re-classified under either task or relationship headings, as suggested by the work of Fisher and Ury (1982), then a re-allocation of categories can be made as follows:

Task	Movement, Initiation, Questions, Answers, Repeating, Listing, Choosing, Teaching, Resourcing, and Agreement.
Relationship	Positive and Negative Affect, Accommodation, Retraction, Disagreement, Stance, Threat, Promise, Comparison, Playing off and Group pressure.

It would appear from Table 4.15 that the task is the prime concern of the classroom. Relationship behaviour, can be seen from the table, as reaching its height during the negotiated assessments. It would appear however that the pupil does get a greater share of the task interactions in the classroom of the T/R than in the other classroom

investigated. Walcott and Hopmann figures when re-allocated to task and relationship headings are 64% task and 36% relationship whereas in classroom negotiation the figures are 85% and 14% respectively.

Comparison of Task to Relationship Behaviour for Different Activities

Type Date Person	Full 31st Te Pu		Contract 18th Te Pu		Work 1 25th Te Pu		Work 2 31st Te Pu		Work 3 6th Te Pu		Eval 12th Te Pu		Assess 12th Te Pu		Teaching 31st Te Pu		Another Teacher Te Pu	
Task	58	36	54	36	44	40	49	35	51	35	60	27	53	25	54	33	68	16
Relationship	3	1	8	2	13	4	11	2	3	10	8	2	17	4	10	2	16	1
Overall percentage during negotiation Task 85% - Relationship 14%																		

Table 4.15

Is it as Fisher and Ury (1982) suggest that the negotiators in a win-win situation concentrate upon the problem and not the people' or could it be that the teacher and the pupil use mainly task behaviour because of the unequal power sharing in the classroom? The teacher could be perceived as holding the legal and legitimate power and therefore it may be that the relationship behaviour of the pupil must be diminished for he or she can rarely if ever have an equal say in what goes on in the classroom. What is happening in the classroom of the T/R where the pupil interacts on over twice as many occasions than in that of the other teacher?

An analysis of the starting and ending of negotiations

A further analysis using the boundaries between the negotiations identified by the content analysis and the interaction analysis schedule has been possible. This shows the interactions used at the start and end of negotiations and has been carried out by recording the first and last six interactions of each negotiation see figure 4.16.

The Analysis of the Starting and Ending of Negotiations

STARTING First six interactions						Number of pupils		ENDING Last six interactions					
Mo	Po	Q1	An	In	St	2		Di	In	Rt	Ag	In	St
Mo	Q2	An	Ag	An	Re	1		Ag	Ag	Po	Q4	Ag	Rs
Mo	Q1	Rs	Q1	An	Ag	1	31st March Working	An	In	Rs	Ag	Rs	Te
Q1	In	Mo	Q1	An	Q1	2		Q3	An	Q4	Ag	In	Po
Mo	In	Q1	An	In	Ag	1		Te	Q4	An	Rs	Re	In
Q1	Po	Q4	Q1	An	Re	2		Rt	Ac	St	In	St	Ag
Mo	In	Q1	An	In	Q1	1		In	Ag	Li	St	Ag	Re
Mo	In	Q1	Ag	Po	Q1	1	18th March Contract	An	Te	Q3	St	In	In
Mo	In	Q2	Po	Q1	Ag	2		In	In	Re	Ag	Te	Po
Mo	In	Q1	An	Po	Q1	2		An	An	Te	Q1	An	Po
Mo	Q1	Q1	An	Q1	An	1		Q4	Ag	Po	In	In	In
Mo	Q1	In	In	Q2	Re	2		Te	In	Q4	An	Te	In
Q1	An	Re	Q1	An	Te	3	6th April	In	An	Pr	In	Ag	Ag
Mo	Q2	An	Ne	An	Ne	2		Q2	An	Q2	An	In	Q1
Mo	Q2	An	Q1	Q1	An	1		In	Te	Ag	Te	Ag	Po
Mo	Q4	An	Ag	Q1	Q3	1		Co	Q4	Q1	In	Q4	Rs
Te	D1	Rt	In	Ag	In	1	25th March	Q2	Ag	In	Ag	In	Te
Mo	Q1	St	Ag	Po	In	2		Di	In	In	In	Ag	Po
Mo	Q2	An	Q1	Po	An	2		Q1	An	In	Rs	St	Po
Mo	Q1	St	An	Po	In	1	12th May Assessmt	Q2	Po	Te	St	In	St
Mo	In	St	Po	Q1	Te	1		An	Re	Po	Te	Po	In

Pupil interactions are An

Teacher interactions are Q1

The code letters are the initial letters from the Analysis categories Table 4.7 page 100.

Table 4.16

It can be seen that the teacher is the person responsible for the starting and ending of the negotiations. The teacher:

- Making 60% of the first six interactions and 70% of the last six.
- Making the first interaction 76% and the last interaction 90% of the time.
- Moving starts 62% of the negotiations whilst movement by the pupil only accounts for 19% of the initial interactions.
- Asking questions (57%) is the most common first verbal interaction. Whereas the pupil makes an initiation as the first verbal interaction.
- Asking questions is 24% of all starting interactions and the majority of these are questions of content. The pupil asks only 7% questions in the total starting interactions.
- Poses a question during the starting of 86% of all the negotiations whereas only 29% of the negotiations contain a pupil question.
- Uses positive affective behaviour in the first six interactions of 38% of the negotiations recorded, whilst the pupil uses this behaviour in only 5% of the negotiations.
- Agrees with the pupil at the start of 24% of the negotiations and the pupil agrees with the teacher in 14% of the negotiations.
- Takes a stance in 19% of the starting and 29% of the ending of negotiation.
- Closes the negotiation with positive affect on 29% of occasions.

It would appear to be the pupil who provides answers in the initial stages and agrees with the teacher in the final stages of the negotiations, although initiations are made by the pupil in 38% of negotiations.

4.3.7 The Production of Flow Diagrams

A final analysis of the data has been made using an analysis of paired interactions similar to that proposed by Flanders (1970). By examining the way in which pairs of interactions follow each other it is according to Flanders possible to produce 'flow diagrams' giving some indication of how the whole process works. If a sequence of interaction is examined the transcript shows for example:

Teacher "John what are you sitting on a table for?"

Which is analysed in the T/R second observation as follows:

Movement/ Question type2/ Negative affect/ Stance.

The following pairs can be extracted from this:

Movement followed by Question type 2

Question type 2 followed by Negative affect

Negative affect followed by Stance

These pairs were then recorded in the corresponding cell of a twenty five by twenty five matrix as shown below, where the rows represent the first interaction in the pair and the columns show the next interaction (See the work of Flanders 1970 for a full description). Indeed the pairs shown above are subsumed within those shown on the matrix for working negotiations Table 4.17 below. The full set of pairs analyses are shown in Appendix 9. Movement followed by Question type 2 is among the three records along the Movement row under the Question type 2 column as highlighted.

The matrix can be read as it stands, for example it can be seen that, as one would expect, a question is followed by an answer. However looking further along the answer row it can be seen that answers lead to further questions. Almost equally an answer could be followed by a repeat of what has been said or an agreement with the statement by the

second party.

Matrix Showing Pairs of Interactions which Follow Each Other

The Recording of Pairs of Interactions																						
Working Negotiation- Combined Totals for Three Analyses																						
.Mo.In.Q1.Q2.Q3.Q4.An.Re.Li.Ch.Te.Rs.Pr.Ag.Po.We.Ac.Rt.Di.St.Th.Pm.Co.Pl.Gp.																						
Movement	1	4	3		1								1								1	
Initiation	1	9	9	6	1	8	5	4		5		24	3	2		1	7	3				
Question 1		9	6		3		4	7	3		2	1		2	4			1		2	1	
Question 2		2		1		1	1	1	1		1		4	1	2				1			
Question 3		1	1		1	1	7						1					1		1		
Question 4		3	3	1	1	4	2	1		1	6					1	1					
Answers	2	12	20	3	2	6	7	14		2	8	1	2	15	4	8		5	1		1	
Repeating		7	8			1	4	1		1	1		5	2								
Listing																						
Choosing		2																				
Teaching		7	10		1	7		1					4				1				1	
Resourcing	1	3	1		1			2		2			2				1	1				
Practising		1									1		1									
Agreement	1	19	8	5	4	5	2	6		9	1	1	7	10	1	1			2			
Positive	3	5	5			3	8			2	1		1					1				
Negative		3	2	4			2						1		1			1	3			
Accomodation						1																
Retraction		2											1									
Disagreement		5	1	1						3			2	1	2		1	3	1			
Stance		2	1	1		1		1					3	3				1				
Threat						1																
Promise																						
Comparison			2			2									1						1	
Playing off													1									
Group pressure							1															

Table 4.17

In the production of flow diagrams from such a matrix Flanders outlines two 'ground rules':

First - You should choose some minimum number which is the lowest frequency that you will mark.

Second - All cells with this frequency or above must have entry or exit arrows.

Using the first rule actually allows a simplified matrix to be produced

as shown below in figure 4.18, where the lowest cell frequency marked is eight. The area of question has again been reduced to one category for this analysis to simplify the matrix further.

Simplified Pairs Matrix for Working Negotiation

Simplified Matrix with five transitions marked Working Negotiation	
	In. Q. An. Re. Te. Ag. Po. Ne.
Movement	
Initiation	8 9 (24) → (24)
Question	(15) (23) (86) 13
Answers	12 (31) 14 8 15 8
Repeating	9
Teaching	17
Agreement	19 22 9 10
Positive	8 8
Negative	6

Table 4.18

On this simplified matrix the first five parts of the flow diagram have been marked in the following way. The highest cell frequency is the starting point of the diagram. In this case, question followed by answer occurred 86 times out of a total of 629 interaction pairs, about (14%). Therefore the chances are about one in seven of a teacher or pupil asking a question 'should a visitor inadvertently walk in the room' (Flanders 1970) during a period of working negotiation. This cell is marked with a circle. The next step is to look along the row which contains the second half of the pair - in this case the answer row. The highest cell frequency here 31 turns out to be answer followed by question which is again marked and then joined to the earlier marked cell by a curling arrow. The question row is returned to and the highest unmarked frequency 23 found, marked and joined to the previously marked cell. The next highest unmarked frequency 15 is found

- question followed by initiation - initiation is followed by agreement
 24 - agreement followed by more questions 22 etc. The same procedure is
 followed until the whole of the series of interactions is marked.

Simplified Matrix with All the Transitions Marked

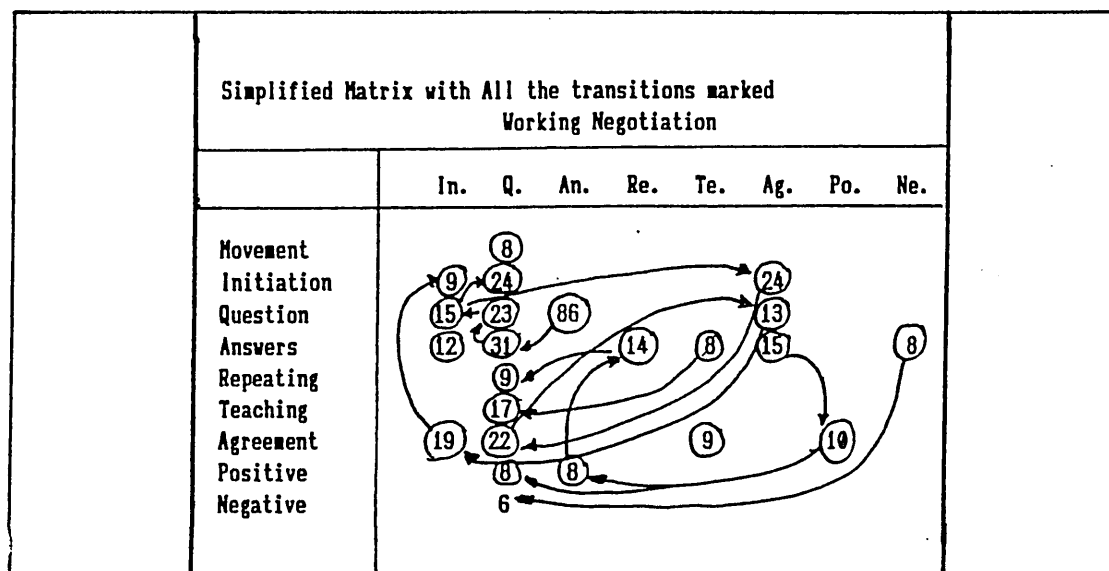


Table 4.19

It is now possible to look at the whole series of most likely cycles of interaction using the pairs analysis to provide a reading of the events. The start of the working negotiation cycle appears to consist of large amounts of question and answer (q/a). Following on from these there are initiations, suggestions and ideas being presented, which again feed back into further q/a. Initiation however can also set up small scale cycles of its own which bring forth agreements from both the teacher and the pupil. These agreements can return us to the q/a or can feed back into the initiation of ideas. The q/a cycles can also elicit agreement leading to positive affect usually from the teacher but in some cases from the pupil. The positive affect returns events once more to the q/a cycle. Answers are quite often repeated by both the teacher and the pupil leading back once more to the q/a cycle. Answers once again can bring forth teaching, giving explanation and

instruction by the teacher and this once more feeds the q/a cycle. Agreements made may also lead to teaching. The q/a cycle it appears may also bring negative affect to the surface with both teacher and pupils showing this type of behaviour, which once more leads back to the q/a cycle. The only interaction not yet engaged in the transitions is movement, which would appear to feed the whole system. The process can be summarised diagrammatically:

Flow Diagram for Working Negotiation

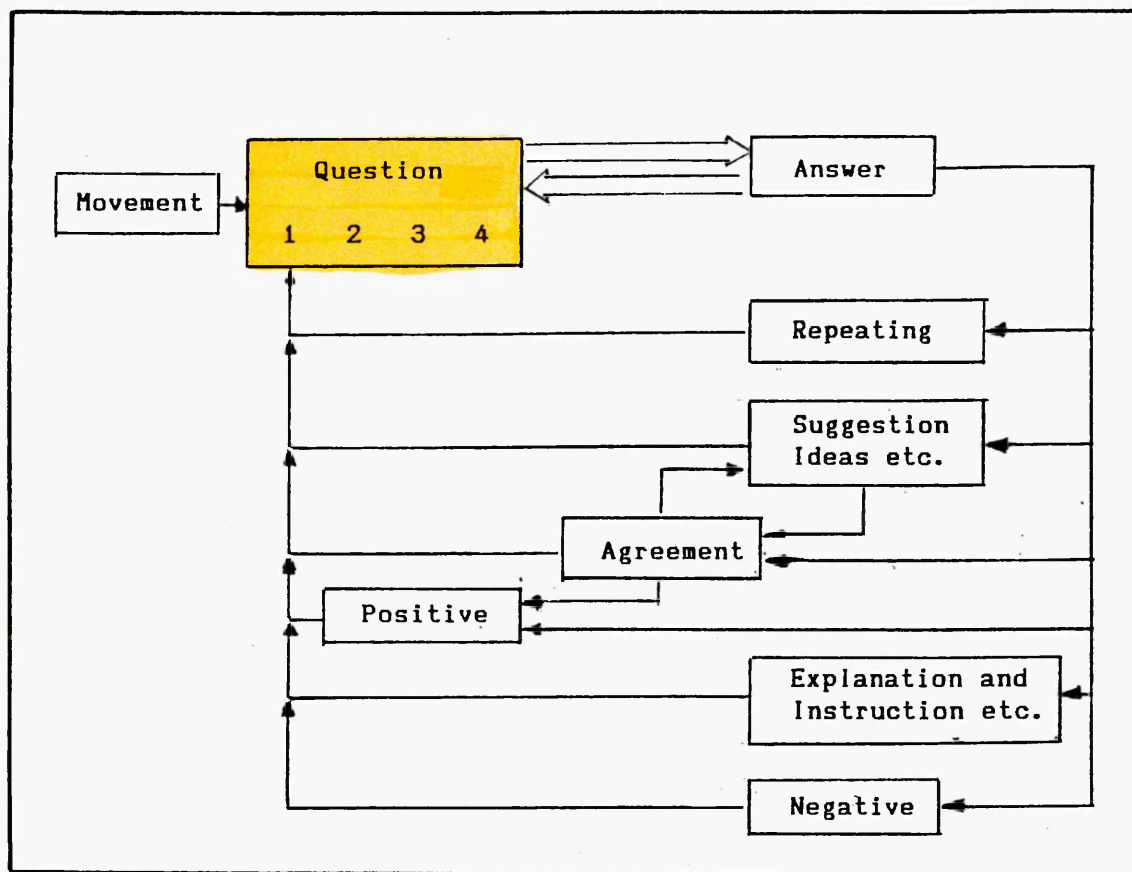


Figure 4.5

The flow diagrams which follow have been produced in the same way as Figure 4.5. Appendix 9 shows the full matrices, simplified matrices, with the transitions marked, alongside the flow diagrams.

The analysis of teaching produces much simpler flow diagrams than the one for working negotiation shown above. In the IS classroom it appears

that the process starts once more by the q/a cycles which are followed by teaching, which either leads to further q/a or it can lead to practise of what has been instructed on the part of the pupil. Practise leads the interactions back into the q/a cycle.

Flow Diagram for Teaching in the IS Classroom

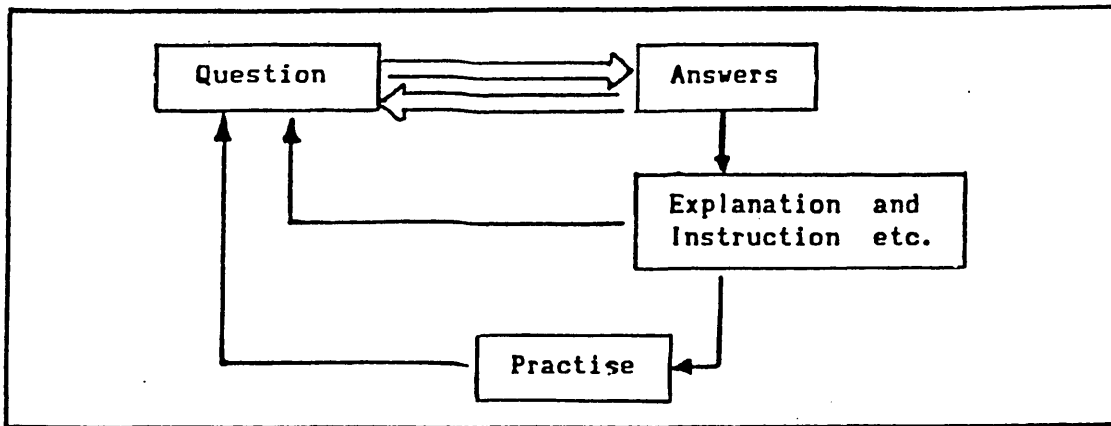


Figure 4.6

In the other teacher's classroom examined somewhat similar techniques appear to be used.

Flow Diagram for Teaching in Another Classroom

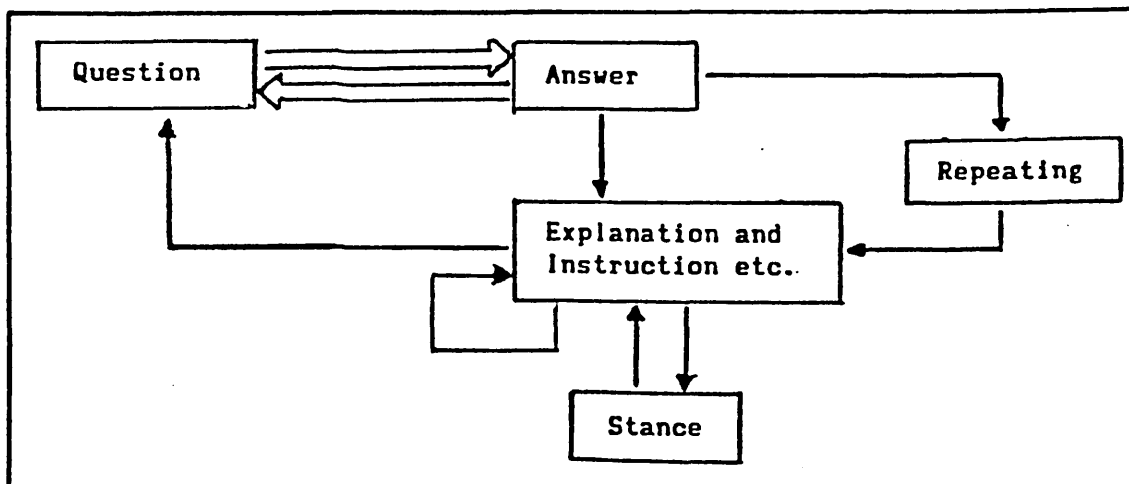


Figure 4.7

The q/a cycle leads into repeating, to be followed by explanation and instruction, which in turn leads back to the q/a cycle or into the

teacher taking a stance about the way things are to be done.

As is shown in Figures 4.8-4.10 the other domains of negotiation all start with the q/a cycle, but each appears to have its own special features.

Flow Diagram for Contract Negotiation

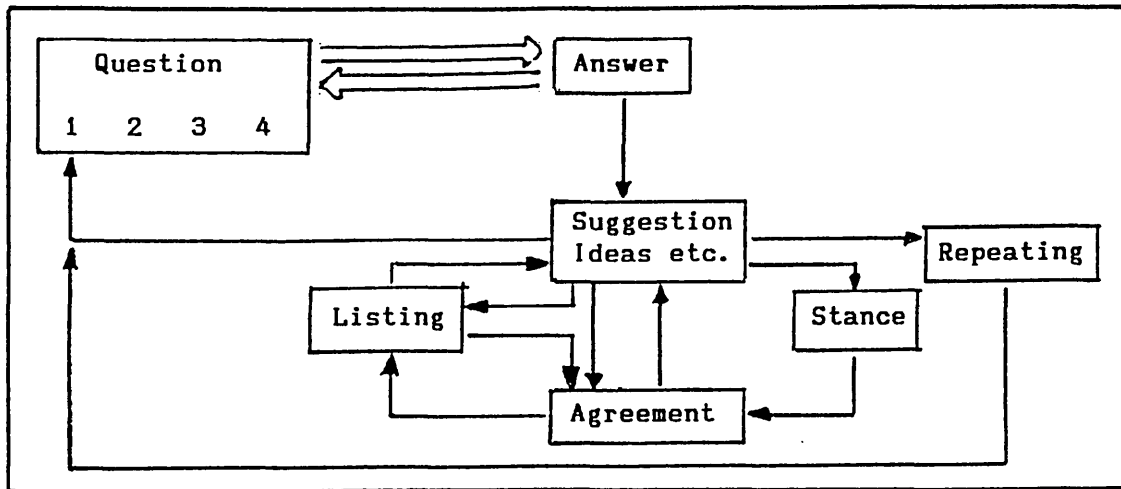


Figure 4.8

Contract negotiation as shown above contains cycles of initiation leading to listing or agreements being made. Stance taking by the teacher appears here as a special feature, where the teacher is laying out the non negotiable areas of the contract to the student.

Flow Diagram for Negotiated Evaluation

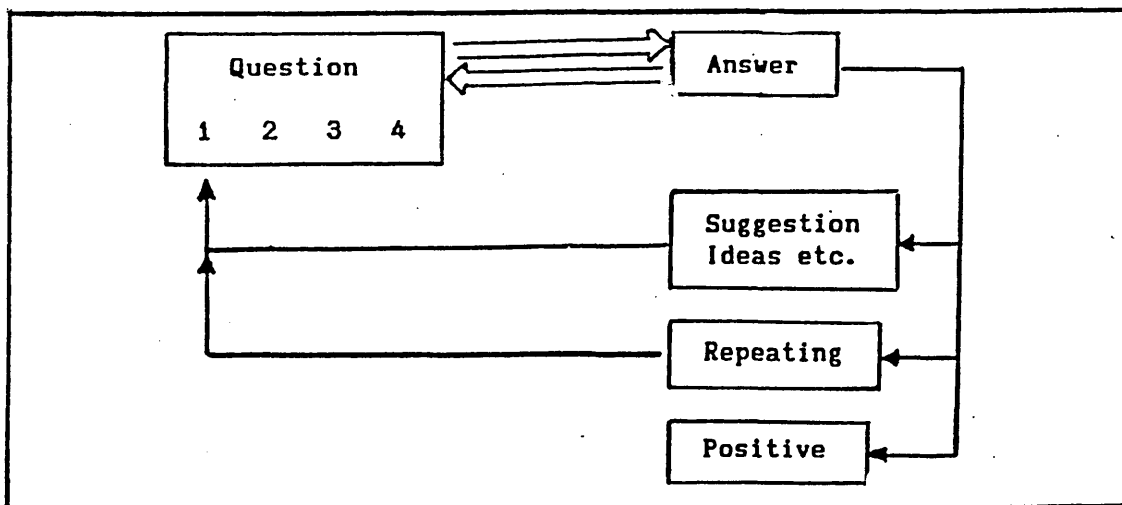


Figure 4.9

During negotiated evaluation repeating answers and positive affect by both the teacher and the pupil appear to be the special features, with suggestions and ideas being made by the teacher. These are apparently not followed by other interactions apart from other initiations. Here we have highlighted a problem caused by the small number of interactions and also the first ground rule. The interactions that follow initiation are spread so thinly across different areas that they do not reach the minimum number chosen for marking on this matrix. Small numbers of initiations can in fact lead back to the q/a cycle.

Flow Diagram for Negotiated Assessment

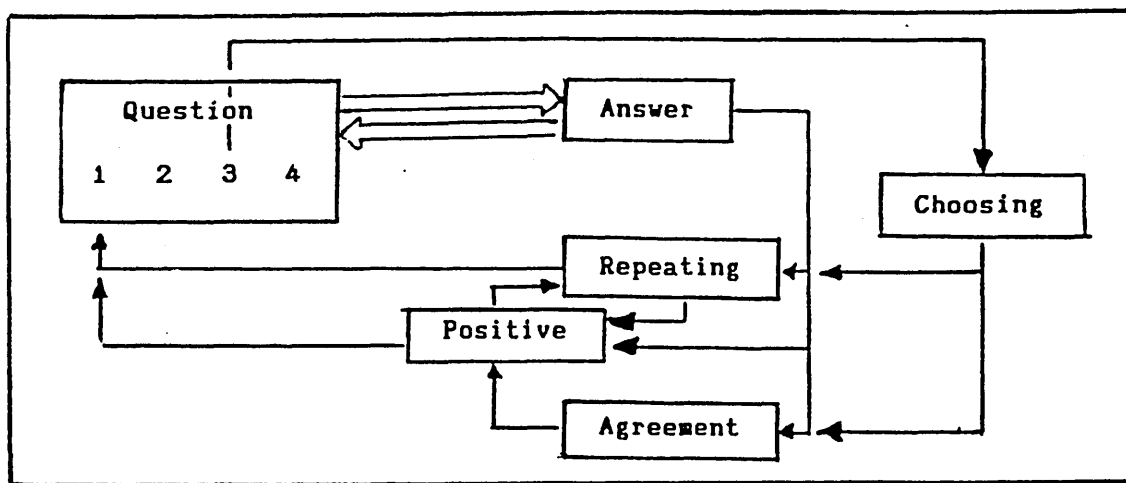


Figure 4.10

The special features of negotiated assessment appear to be cycles of repeating answers followed by positive affect mainly by the teacher and the pupil making choices prior to agreements being made.

4.3.8 Discussion of the Flow Diagrams

Both 'negotiation' and 'teaching' in the classrooms examined, start with the teacher firing questions which the pupils are expected to answer. The apparent difference is that during teaching the teacher is likely to know the answers, whereas in negotiation the teacher is hoping that the pupil will generate at least part of the answer for him

or herself by giving suggestions and ideas. In every stage the teacher repeats statements made by the pupil. Is this to give himself time to think or to help the pupil clarify the ideas which have been put forward? Agreements do follow from slightly different cycles of interactions in every phase of the negotiation process, although they are not apparent during evaluation due to the small number of interactions analysed. They do in fact follow from initiations and answers. The agreements do not just come from the pupil. On some occasions teacher and pupil make an almost equal number of agreements, whereas on other occasions it is the pupil who agrees with the teacher. The taking of a non negotiable stance by the teacher does take place at every stage of negotiation but it is most prevalent during contracting and assessment. It is only during the negotiation of a contract that stance taking by the teacher appears to impinge upon the cycles of interactions leading to agreement. The teacher takes up non-negotiable stance about certain parts of the contract, with which the pupil, it appears, is expected to comply.

4.3.9 Review of the Analyses

The forms of analysis performed thus far have allowed us to determine several pertinent features of the negotiations taking place in this classroom. The first of these is that negotiation is not a constant feature, indeed teaching appears to take place more of the time. Content analysis showed that on the particular lesson analysed fully the following interactions took place:

- Teaching 40% of a lesson.
- Negotiation 39% of a lesson.
- Resourcing pupils 13% of a lesson.

The timing of interactions has showed that not all pupils are necessarily taught or negotiated with during a particular lesson.

- Some pupils interact with the teacher for about a third of a lesson.
- Others are not involved in interaction with the teacher at all.

The negotiation analysis schedule has allowed comparisons of two classrooms showing different styles of interaction in the IS classroom the pupils are more likely to:

- Be involved in interactions.
- Move around the classroom.
- Initiate suggestions and ideas of their own.
- Ask questions of the teacher.

The analysis has shown that the IS classroom is a place where negotiation can take place and where the teacher:

- Makes about 60% of all the interactions.
- Gives less direct instruction and explanation.
- Begins and closes the negotiations.
- Makes more initiations and suggestions.
- Asks large numbers of questions.
- Agrees with the pupil on more occasions.

Participant observations by the T/R have shown that:

- Pupils prepare for negotiations with the teacher.
- Teacher and pupil negotiate a contract of work.
- Working negotiation takes place, to overcome difficulties, plan visits and manage resources, whilst the contract is fulfilled.
- Teacher and pupil review and evaluate work.
- Teacher and pupil feed the computer with negotiated skill levels.

A comparison of the different types of negotiation and the preparation of the flow diagrams from these analyses has shown that there are cyclical processes involved where it can be seen that:

- The teacher uses different types of question during different phases of the negotiation process.
- The teacher and pupil are involved in making suggestions and generating ideas.
- The teacher is prepared to take up a non-negotiable stance particularly during contracting.
- The teacher and the pupil do make agreements but it is the pupil who is more likely to agree.
- The teacher increases the use of positive affective behaviour as negotiations move from contracting to assessment.
- The teacher uses the technique of listing items during the contracting phase.
- The teacher repeats pupil statements during contracting and assessment.

Negotiation in this classroom would appear to be practised using certain techniques which are not necessarily the same as those required by the teacher who is attempting to pass on a body of knowledge to the pupils in his or her charge.

Some of the techniques highlighted in this study are summarised in the following table

■ Accepting attitudes-	The teacher and pupil are able to accept each other as negotiators and each is prepared to consider the suggestions put forward by the other.
■ Listening -	Teacher and pupil listen to what is being said rather than dismissing the ideas of the other outright.
■ Soft bargaining -	The use of ideas, suggestions and initiation to stimulate discussion and persuasion rather than working through shows of power, threats and disagreements.
■ Questioning -	The use of question and answer to clarify the full meaning and content of the suggestions, including questioning the resources being used, questioning the feelings of participants, and allowing questions of choice.
■ Summarising -	Using repeating and listing to summarize what has been discussed.
■ Agreeing -	Agreement by both teacher and pupil on what has been summarised and decided.
■ Affective behaviour -	The use of mostly positive suggestions, praise etc. by the teacher to encourage the pupils to consider new possibilities.

Table 4.20

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4.4 Reflection on the Lessons Analysed

The final analysis is more 'traditional' to the educational case study method whereby the participant observer reflects upon and describes what is occurring in the classroom. This 'reflective analysis' was built up over a fairly long period of time because of the other analyses mentioned earlier. The description includes further clarification of the type of negotiation taking place in the room using material gleaned from the earlier analyses and a collection of the assumptions which the teacher feels are being made. It is here that this researcher is able to combine the qualitative, participant observations with the quantitative case study data. It is an explicit statement of the revised fore- understanding which has settled as a new layer of sediment upon the biography of the researcher.

Throughout the following discussion the T/R has numbered a series of assumptions which appear to be being made by both teacher and or pupil.

(The numbered assumptions shown bold are reported later page 143.)

To cast some suspicion at this stage it might be necessary to ask - why the pupils have not been asked what they assume is happening? Some pupil descriptions can be found in an earlier report. (Froggatt 1986)

4.4.1 The IS Negotiation Process

It would appear that in IS there are rather elaborate procedures in place to give the pupils back the choice (1) that they have lost through the enforced placement in the IS group. A major part of the aims of the programme have been described as motivational (Open University 1988a) - allowing success in small steps (2). The successes are monitored and recorded as quickly as possible after the event so that the motivation gained might be used to further aid the planning

for development of individual skill deficits by the pupil (3). As outlined earlier the negotiation process in IS is considered to take place in the distinct phases shown below:

- An Induction Course feeds pupils into the negotiation process.
- Pupils prepare for negotiations with the teacher.
- Teacher and pupil negotiate a contract of work.
- Working negotiation takes place, to overcome difficulties, to plan visits and to manage resources, whilst the contract is fulfilled.
- Teacher and pupil review and evaluate work.
- Pupils negotiate skill levels with the teacher and feed them into the computer to be printed later.

As a result of working through the analyses the T/R would now describe the negotiations in IS as a cyclical process (cf. Pearce et al 1981, Harris 1988) which surrounds negotiated learning. It has been shown diagrammatically in the Individual Studies programme guide as follows:

The IS Negotiation Process

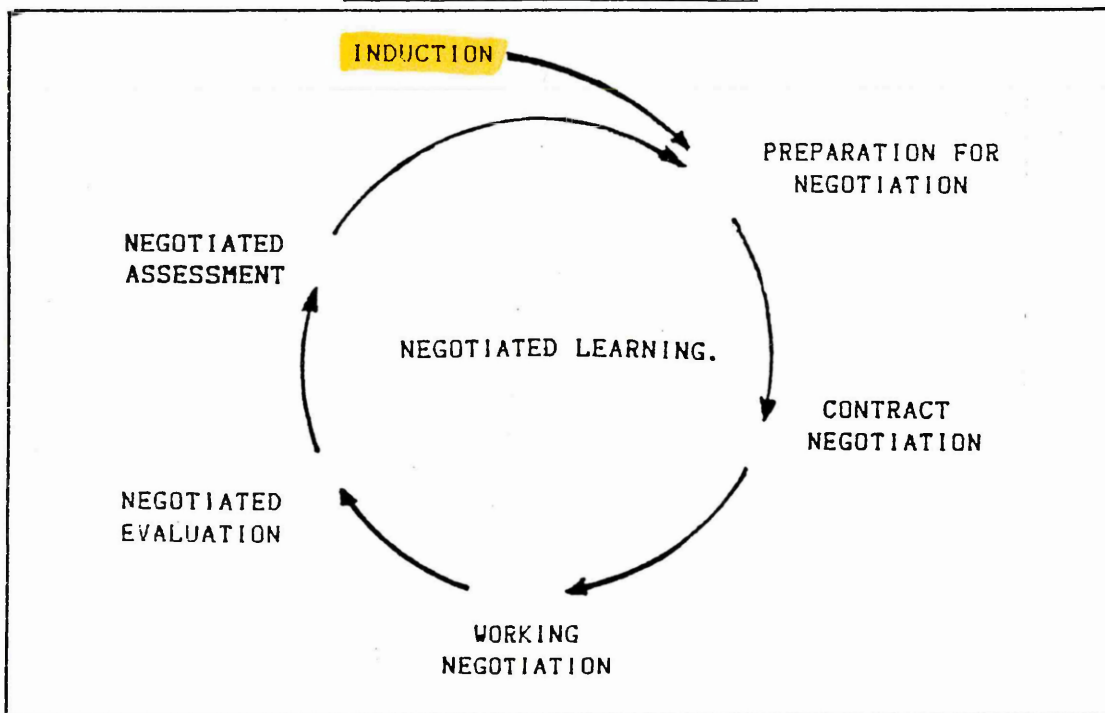


Figure 4.11

4.4.2 Induction

This is a phase which has not yet been studied in this project, but was briefly examined during the early part of the PACE initiative, and which is revised annually. Induction is seen as an important part of the whole IS negotiation process. The pupils from the Third Year who have been invited to join the IS programme attend this induction. They are those experiencing the problems mentioned earlier in the practitioner fore-understanding section. The course entails the pupils being withdrawn from two of their normal third year lessons during the last part of the Summer Term. The course is led by the tutor who will be taking the group in the fourth year and includes work of a problem solving nature as well as instruction in the use of computer programs needed in Upper school IS.

4.4.3 Preparation for Negotiation

This phase is not a negotiation, in the terms set out earlier, but it is considered by the IS teachers as essential. In it the pupils are given time to consider the following three questions (4): "What work do I need help with?" (5) "What problem solving work will I undertake?" (6) "What topic would I most like to learn about?" (7) The answers, written out by the pupil or pupils onto a prepared planning sheet (Appendix 1), form the basis of the next phase of the negotiation. It is also expected that the ideas forming the topic of study will have developed into a spider diagram showing all the items pupils feel important about the topic chosen. (8) The only restrictions on the choice of topic according to the teacher are: that it must be legal and that it must be something that they could tell their parents about. Pupils are allowed to work in small groups, but the permitted maximum is three pupils (9). If the pupils are working in a group, then

negotiation will take place within the group during the formulation of the plan but this negotiation has not been monitored in the study (10). The group or individual will now negotiate the prepared ideas into a contract of work with the teacher.

4.4.4 Contract Negotiation

This phase of the negotiation produces the contract (11) - the agreed set of work which the pupil will then carry out. The aims of the Holgate contract have been summarised elsewhere (Froggatt 1986). Several of the aims to do with planning impinge upon the negotiable content of the contract.

The Negotiable Areas of the Holgate Contract

- | |
|---|
| <ul style="list-style-type: none">■ What might be learnt.■ How it might be learnt.■ Where it might be learnt.■ When it might be learnt.■ For how long it might be learnt.■ What form the end product of the learning might take, |
|---|

Table 4.21

The ideas and plans that the students bring to the negotiating table can be visualised as lying somewhere along a continuum between doing no project at all and doing the perfect project. The teacher will also have ideas about what students can achieve. These ideas will no doubt lie at a different place on this continuum. Negotiation is seen as the process that will bring the two sets of ideals somewhat closer together to produce the final plan of the work. Quite often the pupils in IS underestimate their abilities and such a continuum is shown in figure 4.12 over the page.

The project planning continuum type 1

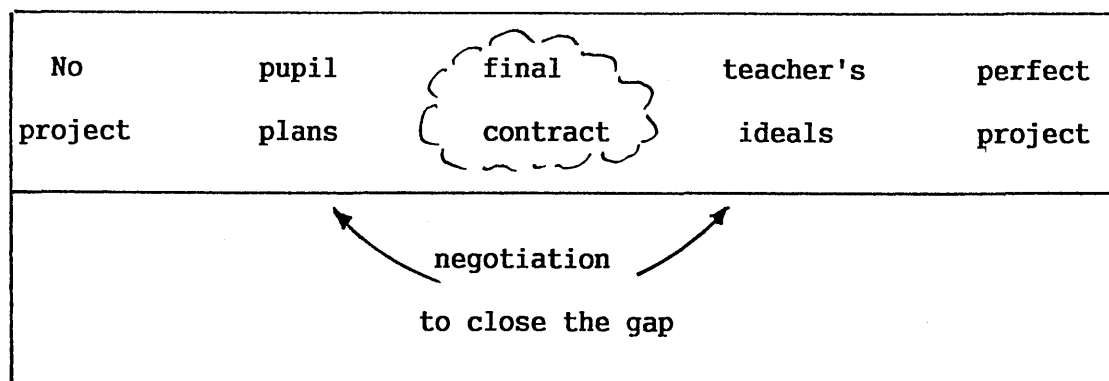


Figure 4.12

On the other hand it may be that the teacher has such low expectations of the pupil that it is the pupil plan which is closer to the ideal or a further possibility is possible where the pupil aspirations far outweigh actual capabilities of carrying out such a project - either way the teacher ideals and pupil plans are exchanged as shown in Figure 4.13 below:

The project planning continuum type 2

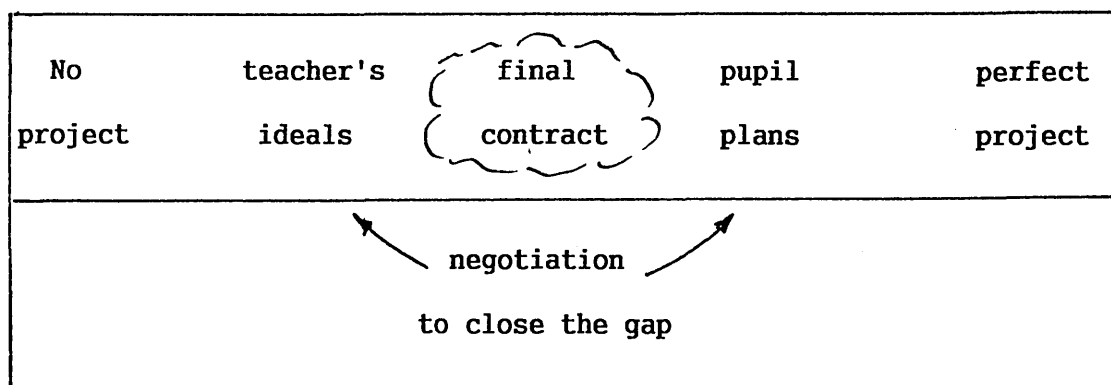


Figure 4.13

The teacher and pupil or pupils will use the planning sheet to discuss the ideas generated (12) and much of the early negotiation takes the form of clarification. The teacher using question and answer cycles to

create an expansion and development of these ideas as the following extract from the transcripts shows.

Clarification Through Question and Answer Techniques

- | | |
|-----|---|
| T. | Now what are you doing then? Are you comparing trains busses lorries planes? Are you going to do some sort of comparison on those or? (Looking from one to the other) |
| P1. | Yeah. |
| P4. | Do something like that. |
| T. | So what about the different ways for instance that trains might work? |
| P4. | They go on rails and that. |
| T. | They go on the rails but what makes them go? |
| P1. | Engines. |
| T. | So perhaps that's something that you need to look at. What different ways trains might work from for instance busses? |

Transcript 1

(It must be noted that all transcripts used in this report are verbatim and as such may not be grammatically correct. Spellings used for some words not found in normal writing are phonetic in an attempt to record what was actually said. The convention used is shown in appendix 10)

Initiations - suggestions, ideas and action plans - abound (23%), coming almost equally from the pupil and the teacher. (13) These are closely followed by questions relating to the content of the topic (13%), coming mainly from the teacher answers being supplied by the pupil. In many instances the teacher will act as the scribe (14), listing (8%) many of the suggestions and repeating much of what is discussed (7%) in an attempt to gain agreement over what is acceptable for this project. The pupils will suggest an end product. The teacher will put forward ways of combining the project ideas with the suggested end product, often bringing in the help of other pupils or other teachers (15). During contracting the teacher will often take a non-negotiable stance - repeating the instruction that a contract must

contain, besides the project, some form of problem solving, as well as some remedial work (16). This is illustrated below:

The Teacher Taking a Non Negotiable Stance

- T. Right but you also need to think about you're problem solving one.
P4. We could do some LEGO or som'at sir.
T. You could do a LEGO one yeah.
P1. We could do a model of a
T. Come on there's a problem coming here I can see. Model of a thing or sommat what's that mean Graham?
P4. We could do a LEGO thing to show how a thing works.
T. What showing how the engine works? Somebody's already tried that and found it very difficult. That's one. Come on Graham what were you thinking of?
P1. 'Bout doing a model of a train or something.
T. Yeah.
P1. Oh that won't be a problem.
T. It wouldn't be a problem really ..No. Well Its another little thing for you to think about in the next few minutes.
T. There's no need to come out with that instantly. And the other thing we need to decide on is what work you're gonna try and improve on in your sort of school work. What help work are you gonna have a qo at. OK.

(Assumptions 17 and 18 appear to be hidden here!) Transcript 2

The stages that the project will pass through to reach the end product suggested by the pupil will also be discussed, with the teacher introducing ideas and suggestions which have been successful in the past. The length of time that the project will take as mentioned earlier is another negotiable item but often it is the teacher who makes the final decision (19). The planning stage closes with the recording of the decisions onto the prepared contract sheet (Appendix 2), which it is felt may also give guidance in the planning of stages of the work. (20,21) The recording is usually done by the pupil, sometimes from a copy which the teacher prepares. The document is then signed by the teacher and the pupil. (22)

The contracting stage of the negotiation would appear to be teacher

directed, for 63% of the interactions are made by the teacher. About 67% of the interactions concentrate the discourse on the task in hand, with only 5% of the behaviour being of a strategic nature. The pupil is encouraged by the teacher who uses positive affect rather than dismissive attitudes and negative feelings. Having formulated a plan of work to be done, being guided by the teacher, the pupil can now start to carry it out.

4.4.5 Working Negotiations

It is in this phase that negotiation and re-negotiation of the tasks which are included in the contract will take place. How is this working negotiation different from teaching? Teaching is seen by the teachers of IS as the imparting of knowledge, explaining or giving direct instructions to the pupil. Working negotiation is an attempt to get the pupils to come up with suggestions, ideas, new plans (23) or it may be the proposal of several suggestions from which the pupil may make a choice (24), rather than giving them bald statements of fact.

During working negotiation the teacher and pupil make deliberate interactions with each other. The teacher as shown in the participant observation (page 89), is involved in a great deal of movement around the room. Moving to different pupils or groups (25) to the teacher will check and monitor progress, support and develop flagging interest, (26) help surmount problems and generally guide pupils to develop the contract which they are carrying out (27). The pupils will move to the teacher (28) as they require help and assistance, instruction, and knowledge of the boundaries (29) of this particular project. The movement analysis and the timing of interactions with different pupils have highlighted some problems with the quiet unassuming pupil and

those who tend to dominate the teacher's attention.

It is here that the interactions proposed by Martin (1976) would appear to become enmeshed with the negotiation process. Giving and seeking advice, bargaining, general discussion, question and answer, explicit directives and pupils abandoning their roles would all appear to be part of this negotiation process. In giving advice the teacher might suggest trying or developing the ideas that have brought success to other pupils past or present (30). This is shown by Transcript 3 below:

Using the Ideas of Other Pupils

T.	He actually drew stuff like that. (Looking through the sheets)
P2.	Umm.
T.	I mean if you want to use his pictures. Is that any good?
P2.	Yeah.
T.	It's showing you float fishing i'n't it? Following the stream down.
P2.	Umm.
T.	I mean that'll photocopy cos it's nice and dark. So if you want to borrow that one as well.
.....Interruption.....	
T.	Knots! (Holding out a sheet for the pupil to see) Showing you how to do four different knots I don't know whether he drew those or I've done those. Ah. That's the thing he did look. Now he's not stuck them on very well. But that's the Idea.
.....Interruption.....	
T.	OK.
P2.	Umm.
T.	So that's an idea worth trying.
P2.	Yeah.
T.	I mean you could improve on that cos that's you know a start but you could make that better than that couldn't you.

Transcript 3

Preparing or even persuading pupils (31) to work and negotiate with other adults both within and outside school would appear to be enabling pupils to abandon their normal role (32). The teacher supports the pupil in small steps through what might be felt by the pupils to be risk taking situations. (33) This persuasion and support is shown in transcript 4.

- T. So he's actually in room fourteen. Do you want to nip down and go down and see him.
- P3. We will do...
- T. Take a couple of you're posters? Ask him if you could have a word with him outside, so you don't get too embarrassed in the room.
- P4. Come on Loretta, your thinking, you said room fourteen.
- T. What do you think to that idea?
- P3. I daren't go.
- T. So what would you say then Loretta?
- P3. I don't know?
- P5. She not go and Loretta not.
- P4. I know she makes me do all the work.
- T. Come on then what would you say to him?

Transcript 4

Working negotiation still contains large cycles of question and answer techniques by the teacher, but it would appear to be slightly less teacher directed than the contract negotiation, the pupil making 42% of the interactions here. Almost three quarters of the interactions made concentrate on task behaviour and the interactions made by the teacher include teaching - giving explanation and instruction to the pupil, although there is the possibility of negative affect being introduced. Having worked through a contract and possibly made changes to the original proposals the pupil will move to the evaluation and assessment stages.

4.4.6 The Negotiation of Assessment

This part of the negotiation process involves two stages - evaluation and assessment. To the teachers in IS evaluation is the clarification of the differences between what was planned, (the goals or intentions) and what was actually done or achieved. In this classroom again a printed evaluation sheet (Appendix 3) is used, where a series of questions guides the student through evaluation (34) of the contract.

The teacher will discuss the questions (35) with the pupil.

This stage of the process is once again more teacher directed in that the teacher made over 70% of the interactions. The main cycles of interaction involve large amounts of questioning - 33% in total with the pupil again supplying the answers (23%). The type of questions asked are: questions of interests-involving requests for information regarding content (22%), those involving questions of feelings and reactions (7%), and those involving resources (4%). There are no questions of choice in this type of negotiation. The teacher may well have to make suggestions etc...(16%) to remind the pupil of parts of his contract (36) which have been completed successfully.

This particular negotiation was quite favoured with positive affective behaviour, (9%) both teacher and pupil expressing satisfaction and approval. The pupil had carried out the contract well, making many improvements to the original and even including planning a mini bus trip to a local country park. This pleased both the teacher and the pupil. Evaluation with other students may well evoke disapproval or dissatisfaction. Although strategic behaviour appears here approximately as 5% of all interactions this appears to be caused predominantly by the movement of teacher and pupil and uncovers a possible weakness in the coding system. Movement by the teacher and pupil can indeed be a strategic behaviour but here appears, from the video, to be movement to find space to work.

Assessment, is used here to mean the checking of the position of the student in relation to a set of objectives or descriptors. The set of sixteen descriptors which are used are contained, as mentioned

previously, in a school devised computer program (37), where they come under two categories: a) Personal and Social skills and b) Topic or Activity skills (38) (Appendix 4 and 5). The assessment which was made during the case study was of the topic or activity skills variety. The pupil is asked to decide which of the four statements offered (39) on the screen are most applicable to their skill level. This is once again done by negotiation with the teacher. (40)

Negotiated assessment is also teacher dominated (70% of interactions by the teacher) and involves a great deal of questioning (22%). The questions are of all four types included in the schedule: content questions (11%), questions of feelings (6%), questions of choice (4%), questions of resources (1%). The teacher once again asked the questions with the pupil providing answers. Repeating the items which appear on the computer screen also make an impact (14%) although this may be influenced by the fact that the student involved is a poor reader (41). Positive affective behaviour (11%) is again in evidence from both teacher and pupil along with a small amount of dissatisfaction (1%) with his work from the pupil. The teacher once again took a non-negotiable stance (5%) over some of the issues (42). The pupil was making choices (4%) in reply to questions of choice. Suggestions and ideas play a much smaller part in assessing than they appeared to do in the evaluation process.

Having completed the assessment process the pupil may now move on to preparation of the next contract (43). The pupils have been involved in and hopefully internalised a process whereby they can plan and carry out work for the development of interests and skills.

4.4.7 A Summary of the Assumptions Made By the Teacher

The assumptions gathered from section 4.4 are recorded in Table 4.22.

The Assumptions Made by the IS Teachers

1. Pupil choice is important.
2. Motivation of these pupils is important.
3. Pupils can plan for skill development.
4. Pupils have a right to make decisions in the classroom.
5. Pupils can diagnose their own remedial needs.
6. Solving problems is an important and worthwhile activity.
7. Pupils know what it is that they want to learn but teachers can manipulate these areas to what the pupils should learn.
8. Pupils feelings are important.
9. Group size is important. Large groups can cause problems.
10. Inter-group negotiation is not as important as are teacher-pupil negotiations.
11. Contract documents focus the planning and performance of the work of pupils
12. Pupils want to negotiate with teachers.
13. Teacher and pupil have an equal say in planning the work.
14. The teacher feels that some pupils have poor writing skills and may not get every thing down in time.
15. Teachers do not know all the answers.
16. This is not negotiable. It will contain remedial work, problem solving and a topic.
17. Topic work is different to ordinary school work.
18. It doesn't matter how long the planning takes.
19. The teacher is often the best judge of the time a topic will last.
20. Pupils are capable of splitting work up into manageable sections for a contract.
21. Pupils will use the contract sheet to help them decide when to carry out the work.
22. Once committed to the work, through the contract, pupils ought to carry it all out.
23. Pupils are capable of making different suggestions, ideas etc.. in order to improve and change their work.
24. Pupils are capable of making choices which will help to improve their work.
25. Movement around the room has an important function in this classroom.
26. Pupils need an extra motivational push from time to time.
27. The contract is a plan that can be modified as work progresses.
28. Pupil movement in the room is not restricted.
29. The boundaries can be moved as the contract progresses.
30. Records of projects are kept to be used by other students as a basis for development of their own project.
31. It is good for pupils to abandon their normal role in school.
32. Pupils want to abandon their normal role in school.
33. Using others in the community is a worth while part of the curriculum.
34. Self evaluation is a worthwhile educational aim.
35. Pupils need help through discussion to carry out evaluation.
36. Pupils can forget or under value the work that they have done.
37. Computers can be used for recording of assessments.
38. Certain skills are important in this classroom.
39. Four statements is enough to provide valid descriptor levels.
40. Negotiated assessments are important and desirable.
41. Teachers will read the words for the poor reader.
42. The teacher can take up non-negotiable stances over certain areas within assessments.
43. Pupils will move onto another contract - they have no choice!

Table 4.22

DO THE PUPILS SHARE THESE ASSUMPTIONS ?

4.4.8 *The IS Teacher's Summary of the Skills Required for Negotiation.*

The skills which appear to be required in order to carry out successful negotiation were summarised as followed by the teachers in IS:

The IS Teacher's Skill List for Negotiation

- | |
|--|
| <ul style="list-style-type: none">■ Using Questions and answers to clarify needs, content and feelings.■ Listening to both what is said and what is left unsaid.■ Having patience to allow the other party time to consider.■ Coping with the silence that waiting for answers brings.■ Having a wide repertoire of alternative suggestions and ideas.■ Using praise and encouragement to draw ideas from the pupil.■ Being able accept and use the ideas of past and present pupils.■ Getting pupils to report on what they have done.■ Helping pupils over disappointments.■ Lurking by the pupils... to gain the attention of the teacher. |
|--|

Table 4.23

4.4.9 *Some Questions Raised By the Practitioner Observations*

In all forms of negotiation questions play the most vital part, on average 22% of the interactions involving the teacher. The pupil, on the other hand, requires to know how to answer those question for this makes up 14% of his interactions. The present schedule only considers four types of question whereas Hunkins (1976) considers that there are at least ten types of question involving both the affective and the cognitive domain. Perhaps the teacher should consider widening the range of questioning behaviour that is used in the negotiation process? Related to this must be an unmeasurable quantity, that of listening, which must be vital to the teacher's understanding of what has been

said and perhaps even what has not been said. Coping with the silence which can occur after the posing of a question is another hidden skill. Can teachers cope with this? In this study the longest silence was found to be of seven seconds duration and it was always filled by the teacher. Pupils in another study have noted the differences between teachers and personnel officers where 'teachers would not have allowed the silence but bolstered us up' (Boland 1987) Do teachers have the required skills of asking the right questions at the right time, allowing pupils time to answer and listening to the answers?

A behaviour which both teacher and pupil use in almost equal quantities is that of initiation - proposing new ideas, suggestions and action plans. Does the teacher have a sufficiently wide repertoire of alternative suggestions that can develop and improve topics, moving them away from the 'laissez faire' to a process based education, and how can this repertoire be improved? The teacher must also be able to draw out the initiations from the pupil. Using the techniques of positive affective behaviour may well be an area that enables this to occur. Can teachers improve their skills at relieving tension, expressing approval or satisfaction about what pupils do or say?

What are the attitudes of the teacher and the pupil towards the negotiation process? Can they negotiate together or do their personalities make negotiation impossible? The three types of pupil personality which Martin (1976) suggests are important here. The quiet and passive pupil has been noted earlier, but the undisciplined who will not respond to suggestion, has not.

Physical movement around the classroom by both teacher and pupil

appears to be part of the negotiative strategies employed. Movement may be akin to the 'adjournment' (Fowler 1986) which occurs in industrial negotiation situations. Here it is suggested that the adjournment gives each side time to reconsider its position and prepare for the next tactical move.

Some pupils have developed well a technique which might be called 'lurking', where the pupil moves to a position close to the teacher whilst the teacher is involved with other pupils and awaits an opportunity to be noticed. Can we teach the quiet unassuming pupils the skills of 'lurking' or other ways of gaining the attention of the teacher?

Repeating and listing seem to be skills which this teacher uses as part of the repertoire of task behaviours. The use of listing may be compared to the periodic summary discussed by Fowler as a means of reviewing progress. The use of the ideas of other students would appear to be an adaptation of the use of hypothetical suggestion - an approach which gets new ideas into the discussion without the different parties taking a stance to defend or oppose the idea.

The physical position of the teacher in relation to the pupil would also be an important strategy in negotiation. In contract planning the teacher sat between or at the side of the students. In working negotiation the teacher and student may well stand, sit close to each other or face each other from opposite sides of the table. In negotiated assessment the teacher will nearly always sit beside the pupil so they can both look at evaluation sheets or the computer screen.

Shared rather than confrontational relationships would appear to exist between the teacher and the pupil in the classroom where negotiated learning is taking place. The type of pupil who is a continuous negotiator (see page 65) makes use of this atmosphere to develop skills and use the processes of negotiated learning.

What of the other pupil types? Are we forcing them into situations where the assumptions made by the teacher conflict greatly with the assumptions which they themselves are making?

Summary of Questions Posed by the Practitioner Observation

- a) Can teachers improve their skills of questioning to develop negotiations
- b) Are teachers trained to listen?
- c) Can teachers cope with silence?
- d) How do the skills of repeating and listing fit into the process of negotiation?
- e) Can teachers widen their repertoire of ideas, suggestions and action plans?
- f) Can teachers improve the skills of affect management for both themselves and their pupils?
- g) How can teachers make sure they interact with all the pupils in the group?
- h) What are the attitudes of the teacher towards this pupil in this particular negotiation?
- i) Can teacher improve the skills of the non negotiator and the intermittent negotiator?
- j) Can the quiet passive pupil get the help that they need in this type of classroom?
- k) Can the teacher and the pupil manage the movement about the classroom?
- l) Can the passive pupil be taught the skills of gaining the teacher's attention?
- m) Can teachers make reviewing a standard practice in the formation of contracts?
- n) Can teachers help pupils record the basic ideas of projects for use by other pupils?
- o) Do teachers use the best positional strategies in their negotiations with pupils?

Table 4.24

The Practitioner observations contained in this chapter have been changed very little during the writing of this final report. There has been an editing and correction process and some re-organisation of the material but it remains largely as it originally appeared along side five other evaluation studies as part of "Holgate PACE: Phase 2. Evaluation Studies" in March 1988. It was felt that no major change or critique, nor the casting of suspicion, should be included here as they are to follow during Chapter 8.

The 'Phase 2 Evaluation Studies' generated little response from other teachers and it was at this stage that the researcher decided to use vignettes from the video material to produce a filmed attempt to show the negotiation process. This film has been used with teachers in two ways - it was used during an in-service training event at the collaborating school and was shown to selected teachers with a view to validating and refining the model of the negotiation process which had been developed by the researcher. It was also hoped that it could be used in discussion with teachers to generate issues and problems which might be acted upon in the Intervention phase of the inquiry. The discussion of the validation processes involving other teachers is the subject of Chapter 5 - The practitioner interaction.

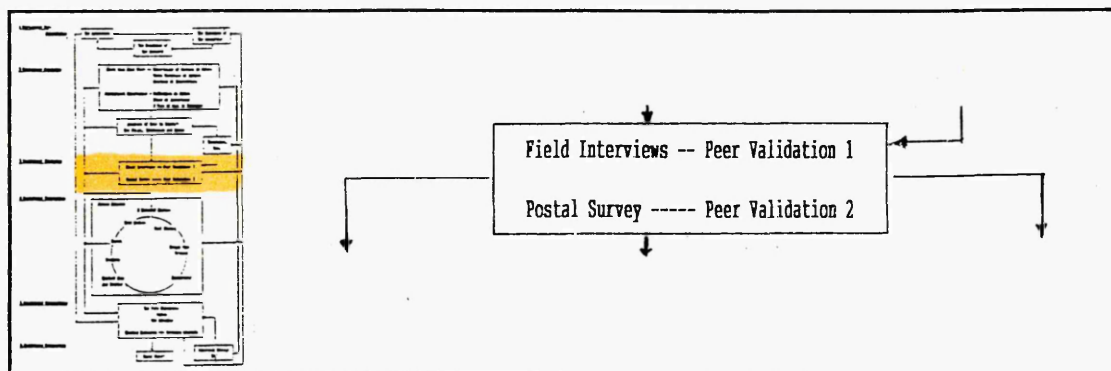
PRACTITIONER INTERACTIONThe Signpost to Chapter 5

Fig 5.1

During this phase of the research, as shown above, the T/R is seeking the views of other practitioners. Moving away from the case study and individual reflective analyses of the 'practitioner observation' towards the critical sharing of the practitioner views as they have crystallised so far. A start is being made at the untangling of the meaning from the descriptions made in the previous chapter. Suspicion is being used to cast doubt upon the description made by the lone practitioner. Asking the question - How do other practitioners view the research situation? Seeking the views of other interested practitioners in this way would appear to be using a form of triangulation.

5.1 Triangulation

In this research triangulation has been used to add credence to the practitioner observations made at a single site. The triangulation in a participant observation, similar to the one described earlier, is seen by Denzin as:

combining survey interviewing, document analysis, direct observation and observer participation. (Denzin 1978)

Cohen and Manion using the work of Denzin and others as a base have defined triangulation as:

The use of two or more methods of data collection in the study of some aspect of human behaviour, attempting to describe it more fully by studying it from more than one standpoint.

(Cohen and Manion 1980)

Indeed Denzin goes on to describe six different types of triangulation, two of which would appear to be relevant here in a modified form:

- Space triangulation - which attempts to overcome the parochialism of some studies by researching across different cultures or countries.
- Methodological triangulation - which use either the same method on different occasions or different methods on the same object of study.

(Adapted from Cohen and Manion 1980)

It would appear that this research has included several types of methodological triangulation already, as briefly mentioned in the previous chapter. Different methods were used to look at the same case - negotiation in the IS classroom. Greater validity however is now being sought by the use of space triangulation through the techniques of the survey, in this case a 'Delphi Survey' (Guglielmino 1977).

The survey has been described as 'a sociological technique requiring systematic collection of data from populations or samples through the

use of interview or self administered questionnaire' (Denzin 1978). In this study both methods have been combined and the whole of the validation process is allied to that of the 'Delphi' technique.

5.2 The Delphi Survey

Delphi technique has been used in many disciplines including defence, public health and educational planning. It has also been recommended (Judd 1972) as a way of obtaining agreement on the characteristics of a good teacher and for finding consensus about educational values. Guglielmino sees the method as 'a tool for obtaining the most reliable opinion consensus of a group' (Guglielmino 1977) and it is suggested that 'Delphi' can be used wherever action has to be based upon informed judgement. It would appear to be an essential part of action inquiry used, as it is here, as the link between 'practitioner observation' and 'practitioner intervention'. In this project it forms the 'practitioner interaction' phase of the inquiry.

The usual procedure is to produce a series of questionnaires:

- The first offering one or more open ended questions concerning some central problem.
- The second includes a summary of the responses obtained and directs the respondents to evaluate the list on some criterion.
- The third includes the revised list after analysis and a summary of the distribution of the responses, which respondents are again asked to rate.
- A fourth communication allows respondents to consider the choices once more and revise them after seeing an adjusted list from the third survey.

(Based upon Guglielmino 1977)

During the action inquiry described, the technique has been modified somewhat. The initial open ended questions were presented not by questionnaire, but by face to face interview with other practitioners (as described below). The interview, it was thought, would allow the possibility of opening up and probing into issues in greater depth than the postal questionnaire alone could allow. The summary of the interview responses was presented in the form of a self administered questionnaire which respondents were asked to rate against set criteria (described later page 174). A third questionnaire was contemplated but several problems prevented this taking place (see page 194).

In order to widen the net of opinion encompassed in this research it was felt that different groups of practitioners should become involved. They have included:

- Teachers known to the researcher and using the techniques of negotiation in the classroom.
- Another group of teachers and Further Education lecturers reported to be using negotiation in the classroom.
- A group who were not presently teachers themselves, but showed a more academic interest in negotiation.

The field interviews and the small scale postal survey, comprising the Delphi survey, are an attempt by the researcher to gain triangulation on the description of negotiation provided in the previous chapter and the following assumptions have been made in the collection of data:

- That the respondents had, in some way, experienced negotiation in the classroom.
- That the panels of respondents participated thoughtfully.
- That their responses were truthful

5.3 Field Interviews...Peer Validation 1

The research interview has been described as 'a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information' and three uses of such interviews have been recorded (Cohen and Manion 1980).

- That they may be used as a primary means of gathering information.
- That they may be used to test hypotheses or suggest new ones.
- That they may be used with other methods to validate results or to follow up the unexpected.

(Based on Cohen and Manion 1980)

The interviews in this project are primarily aimed at collecting and recording the meanings and descriptions which other teachers place upon the act of classroom negotiation, so that these may be compared with the description of negotiation provided by the researcher. Thus a particular model of negotiation is being critically tested and validated with the provision also of new information being generated which may be used during the action research phase of the inquiry.

5.3.1 The Focussed Interview

Denzin in a comprehensive review of the different types of sociological interview suggests that if 'the criterion of ascertaining the respondents' meanings and definitions' is what is considered important then 'less structured interviews are more suitable' (Denzin 1978). The interviews in this research are not therefore of a highly structured nature, but follow, more closely, those known as 'focussed interviews' (Merton and Kendall 1946). Focussed interviews are described as differing from other types of research interview in the following ways:

- The interviewees are known to have been involved in a particular situation.
- A set of meanings in that situation have already been identified by the researcher.
- Using the areas already identified the researcher constructs an interview guide.
- The interview is focussed on the experiences of the interviewee in order to test validity and collect unanticipated responses.

The interview panel in this research consisted of ten people who had been involved with PACE and were known by the T/R. Two were teachers from Holgate school, seven others taught in Nottinghamshire and the tenth member was a local inspector who had oversight of the four PACE schools. All had shown an interest in the IS programme, visiting the school to see it in action. The interviewees had also been involved in negotiation and negotiated learning with pupils, although not necessarily to the same depth that occurs in IS. In two schools the teachers were interviewed in pairs. The other six interviews were conducted on an individual basis.

The focussing in the interviews carried out in the present research was made even more stark by the showing of the composite video mentioned at the end of the last chapter. Thus the set of meanings described by the researcher in the video tape were used to focus the thoughts of the interviewees onto the negotiation process. They were being provided with the conceptual framework of the negotiation process as it occurred in IS to compare with the framework that they themselves hold of their own practice. This is similar to the written description of assumptions presented to the panel of survey respondents by Guglielmino (1977).

5.3.2 The Interview Procedure

All of the interviews were divided into two parts but designed to collect information on the following three areas:

- Other teachers' opinions about the skills required for successful negotiation.
- Other teachers' opinions of the problems and issues which face those attempting to carry out classroom negotiation.
- Other teachers' opinions about the negotiation process shown and their own alternative meanings about the process.

As a general introduction to the interview it was explained that the purpose was to help with a research project designed to describe and improve classroom negotiation. It was also explained to the interviewees that a report of the findings from the interviews would be made available to them and their permission to tape record the interview was also sought at this stage. None refused permission.

After initial exchanges of a friendly nature the interviews were all started using the following schedule as a guide and presenting the interviewees with the list showing the IS negotiation process.

Part one

1 "You know I have been carrying out research into classroom negotiation. This is negotiation as I see it in my classroom:

a Induction

b Preparation

c Contracting

d Working Negotiation

e Evaluation

f Assessment

2 You are going to watch a video recording of what I feel are some examples of this process and how it seems to be carried out. Whilst the video is playing I would like you to think about the way in which you work in your own classroom and to comment on the process I have outlined in the video. I would like you to make particular note of:

What you feel is adequately described?

What you feel has been missed from the description?

3 We will now look at the video and I would like you to have in mind your thoughts on the process and your own ways of negotiating."

After the viewing of the video tape the first part of the informal interview was recorded, with the interviewer attempting to solicit answers to the question of difference in the negotiating process as seen and as practised by the interviewee. Is the description of the process adequate? Has anything been missed?

As the interview proceeded and it became apparent that information for the first part of the interview had become exhausted part two was introduced. The respondents were shown a list of skills which had been noted by the researcher from the observations of the classroom and the interview proceeded using the following schedule as a guide.

Part Two

4 "These are the skills required for successful negotiation as I see them:

- a Using question and answer to clarify needs, content and feelings.*
- b Listening to both what is said and what is left unsaid.*
- c Having patience to allow the other party time to consider.*
- d Coping with the silence that waiting for answers brings.*
- f Having a wide repertoire of alternative suggestions and ideas.*
- g Using praise and encouragement to draw ideas from the pupil.*
- h Being able to accept and use the ideas of past and present pupils.*
- i Getting pupils to report on what they have done.*
- j Helping pupils over disappointments.*
- k Lurking by the pupils... to gain the attention of the teacher.*

5 Would you like to look at the video again to view it in terms of the skills necessary for negotiation.

What skills do you feel are needed?

What skills have been missed from my list?

6 What do you see as the major problems and issues facing teachers attempting to carry out classroom negotiation?"

The interviewees all declined when asked if they wished to view the video again to see the skills. The interviewer then proceeded to inquire about the skills required for successful negotiation.

As the skills topic became exhausted the front was again moved to the third area under investigation - the problems and issues which face teachers attempting to carry out classroom negotiation.

5.3.3 *The Analysis of the Interviews*

During the first two interviews the researcher made notes whilst the interview was proceeding but this was found to be unnecessary when the tapes had been listened to after the interviews. The tapes of all of the interviews were listened to and the following areas of interpretation were expanded from the initial areas of the interview schedule. They appeared to accommodate much of the significant information:

- 1 Teacher skills, attitudes and abilities required for successful negotiation.
- 2 Problems and issues related to pupil skills, attitudes and abilities.
- 3 Problems and issues inherent in the principle of negotiation.
- 4 Problems and issues inherent in the practice of negotiation.
- 5 Alternative practice used to carry out negotiation.

Having decided upon the criteria for analysis the interviews were then analysed by listening closely to the tapes several times and recording significant phrases or quotations against their relevant interpretation using a three column method as shown in Table 5.1 below.

(It must be noted that the statements reported in the remainder of the Delphi survey are used as recorded in this way. There has been little alteration to the wording used by the teachers and punctuation may be a little scant - they are 'untouched statements'. There has, however, been some amalgamation of similar statements as outlined on page 159. The full analysis using the three column method is shown in appendix 11)

Part of the Analysis of an Interview Using the Three Column Method

Tape counter	Significant phrases or quotes	Interpretation
048	You make the children aware that it is negotiated - These are processes they are going to go through - Whereas we don't make our kids aware of it formally.	Difference in practice
059	We don't have the three questions - Don't sit formally at the end - Asking What have you learnt? Have you answered the questions you set for yourself	Difference in practice
071	You've got to be able to judge - How much input from the teacher - which will vary from kid to kid.	Skills of the teacher
077	Some need more teacher input to begin with. How do you gauge how much to drop the teacher input back as skills of the child increase?	Skills of the teacher Problems of practice
083	It's easy as teachers to organise it for them.	Problems of practice
090	How do you assess which kids can cope with the type of process we are using?	Problems of practice
096	If you leave it too much to the kids they can't cope - They're not going to do so well so they're not going to get any positive feed-back from it.	Problem of principle

Table 5.1

The analysis of each of the taped interviews gained in this way, was photocopied and cut up into individual significant quotes. These clippings were then grouped under the relevant area of interpretation, being glued onto large sheets of paper. Appropriate sub-headings were generated by the researcher as the necessity for these emerged during the grouping and analysis process. The large number of statements generated in this way was thinned down by the amalgamation and joining of statements with similar meanings.

The areas of interpretation and sub-headings generated by the researcher are shown in Table 5.2 below as are the number of quotations recorded under each of the different areas of interpretation.

The Number of Quotations Under Different Areas of Interpretation

<u>Area of Interpretation</u>	<u>Number of Quotes</u>
<u>Teacher skills, attitudes and abilities required for successful negotiation</u>	33
<u>Problems to do with pupils skills, attitudes and abilities</u>	10
<u>Problems inherent in the principle of negotiation</u>	Total 30
Divided into these areas:	
The background to the negotiation	8
The changing role of the teacher and pupil	10
Pupil choice and responsibility	4
Motivation and attainment	5
Assessment and evaluation	3
<u>Problems inherent in the practice of negotiation</u>	Total 29
Divided into these areas:	
Group composition	4
Starting negotiations	4
Preparing for contracts	1
Making contracts	7
Content of contracts	2
Length of contract	1
Counselling and tutorials	2
Involving parents	1
Resources	1
Group management	3
Assessment and evaluation	3
<u>Alternative practice in carrying out negotiation</u>	11

Table 5.2

The initial analysis of the interviews was written up as 'A Collection of Issues, Hypotheses and Dilemmas Concerning Classroom Negotiation' which was returned to the participants asking for further comment and thoughts on the following areas:

- Are these the most important issues and dilemmas facing us as we negotiate with our pupils?
- Have any of these hypotheses been tested in your classroom?
- Do you have any evidence of a particular hypothesis working?
- Are there any interventions that we could make in our classrooms to make these hypotheses work?

Examples of the Hypotheses, Issues and Dilemmas

Dilemma

The difference between teachers and tutors is that teachers direct and tutors are non-directive. People assume that because you are a good teacher you are a good tutor and the two don't always coincide.

Issue

How do you move from teacher directed to child-directed learning and create the overall negotiative atmosphere?

An Hypothesis to do with pupil choice and responsibility

If you attempt to start from where the pupils are and give genuine choice, then it must improve the learning process.

Table 5.3

This line of inquiry was not followed up as no replies came and doubt was felt about some of the so-called hypotheses. It was felt that widening the net through the postal survey would gain more meaningful validation.

The statements for skills, attitudes and abilities were recorded and used for the follow up questionnaire as they appear below in Table 5.4:

Teacher Skills, Attitudes and Abilities for Successful Negotiation

To carry out successful negotiation it was thought that teachers need training, and practice to develop many of the skills attitudes and abilities mentioned below.

- 1 Having the ability to accept and use the ideas of past and present pupils.
- 2 Having the ability to be very flexible.
- 3 Having a lot of things going on in the classroom and still being in control of them.
- 4 Using question and answer to clarify needs, content and feelings.
- 5 Being particularly able to ask open ended questions in small steps.
- 6 Using praise and encouragement to draw out the ideas and options available from the pupils themselves.
- 7 Listening to both what is said and unsaid.
- 8 Giving undivided attention and showing genuine interest in what the other person is thinking and feeling.
- 9 Having the patience to allow the other party time to consider.
- 10 Waiting, becoming less directive and considering before jumping in with options and feeding ideas to them.
- 11 Coping with the silence that waiting for replies creates.
- 12 Being aware of why the pupil is in the group.
- 13 Being aware of the feelings of the pupil.
- 14 Being aware of how much encouragement to give.
- 15 Being aware of how much input to give, working at about the pupil's pace
- 16 Knowing when to drop that input as the skills of the pupil increase.
- 17 Being aware of which kids you will get little back from in the way of ideas and suggestions
- 18 Being aware when you are taking over and the kid is doing a project that is the teacher's.
- 19 Being aware of the processes involved in planning, action and reviewing.
- 20 Being able to act as a consultant.
- 21 Helping pupils to review, reminding them about the work.
- 22 Summarising their intentions.
- 23 Suggesting ways out of problems.
- 24 Acting as a resource base.
- 25 Having a wide repertoire of alternative suggestions and ideas.
- 26 Storing, remembering and recording, what has been done.
- 27 Being able to assess what is happening in the room by observing the pupil behaviour for clues as to where they are going and where they need to go next and using the observations to decide if those pupils who appear to be quietly engrossed in work might be stuck and undecided what to do next.
- 28 Being able to persuade kids to have work displayed in public.
- 29 Helping them report on what they have done.
- 30 Being able to deviate pupils from some of the things they suggest, because they are impossible or not easily carried out, without fobbing them off with some thing which teacher knows more about.
- 31 Helping pupils over disappointments.
- 32 Deciding which pupils you can leave to learn from getting stuck and those who will never try another thing if left to get stuck.
- 33 Keeping an open mind to learning situations, looking at the practice of others and being able to interpret, adapt and apply it to ones own practice and to new situations.

Table 5.4

5.3.4 A Comparison With the Skills Gleaned From the Literature

The skill, attitudes and abilities list produced by the analysis of the interview data corroborates, but also adds, to both the list generated by the practitioner observations and those skills attitudes and abilities generated by the literature study (see page 77 - Table 3.11). Three of the skills, attitudes and ability areas reported in the literature are however not mentioned during the interview under the skills heading. They are:

- The ability to move pupils through the phases of negotiation.
- The ability to acknowledge and deal with conflict and emotion.
- The belief that negotiation will get things done.

The third of these however, the belief that negotiation will get things done, appears to be implied in two statements recorded as problems inherent in the principle of negotiation under the heading of the role of the teacher (numbers 19 and 20 in Table 5.8, page 168). It is stated that:

"the teacher has to make a conscious decision to change his ideas of what a teacher's job is..... whether it's right to do what we are doing..... If a teacher believes that it's right then negotiation is a fairly logical commonsense process."

The interviews have also produced ten skills, attitudes and abilities which are felt by this group of practitioners to be part of the negotiating teacher's repertoire.

These are:

Ten Extra Skills, Attitudes and Abilities Mentioned In Interviews

- 3 Having a lot of things going on in the classroom and still being in control of them.
- 8 Giving undivided attention and showing genuine interest in what the other person is thinking and feeling.
- 12 Being aware of why the pupil is in the group.
- 17 Being aware of which kids you will get little back from in the way of ideas and suggestions.
- 18 Being aware when you are taking over and the kid is doing a project that is the teacher's.
- 20 Being able to act as a consultant.
- 21 Helping pupils to review, reminding them about the work.
- 24 Acting as a resource base.
- 26 Storing, remembering and recording, what has been done.
- 27 Being able to assess what is happening in the room by observing the pupil behaviour for clues as to where they are going and where they need to go next and using the observations to decide if those pupils who appear to be quietly engrossed in work might be stuck and undecided what to do next.
- 28 Being able to persuade kids to have work displayed in public.

Table 5.5

5.3.5 The Problems and Issues Raised By the Interviews

The problems and issues raised by the interviews have been classified into the general areas shown above (Table 5.2, page 160). The first of these, problems and issues related to pupil skills, attitudes and abilities, raised the ten statements shown below:

Problems and Issues Related to Pupil Skills, Attitudes and Abilities

- 1 Pupils are learning the skills as they go along, from you and from their own experience.
- 2 How do you assess which kids can cope with the type of process we are using. There are kids who you feel that you will never get any ideas back from. It would be interesting to find some way of distinguishing between those ready to cope with negotiation and those who are not.
- 3 If you ask many kids to talk about their work they do not have the skills to do so.
- 4 How well do less able kids cope when faced with a written evaluation.
- 5 If kids are quiet then can it mean that they do not know what they are supposed to be doing.
- 6 If you want some pupils to ask for help then they must be taught how to gain the teacher's attention.
- 7 Pupils doing interviews need the skills of note taking in order to record the interview.
- 8 Pupils began to learn that as long as there is a purpose for them being there then its alright.
- 9 If the teacher is constantly talking to small groups of kids within the classroom will the others have the self discipline to get on with their work.
- 10 We had contracts but the kids couldn't remember what they had written on them.

Table 5.6

The skills and issues under question here reflect the teacher worries about the pupils being able to cope with not only the negotiation process, but also, the type of classroom atmosphere that negotiation implies. Will the pupils be able to plan and talk about their work and carry out evaluations? Which pupils will be able to use the contracts and get on with the work planned, whilst the teacher talks to other groups? Are there ways of finding out who is ready to use negotiation so that the skills of those that are not ready may be developed?

Further problems and issues have been placed under the general headings of 'Problems inherent in the principle of negotiation' and 'Problems and issues inherent in the practice of negotiation'. It was here however that it was found necessary to divide each of these general sections into several sub sections.

Problems and issues inherent in the principle of negotiation provided five such sub sections:

- The background to the negotiation. Table 5.7
- The changing role of the teacher and the pupil. Table 5.8
- Pupil choice and responsibility. Table 5.9
- Motivation and attainment. Table 5.9
- Assessment and evaluation. Table 5.9

The first of these, the actual background or framework within which negotiation takes place, is important to both teacher and pupil alike. Each school had in fact made decisions of this type - different negotiators providing, for example, different selection criteria for their pupils. There were those who selected a group of pupils because

of the lack of academic skill in the pupil to follow 'normal' examination courses. Others hoped that the pupils given some necessary counselling would select themselves. Some pupils were placed in the negotiating situation because of their arrival in hospital. A further group had been difficult in the classes of other teachers and were being helped to return to a 'normal' situation through the negotiation process.

With whom to negotiate is an important decision for a school to take and it will be noticed in the table below that although this set of interviews took place between June and October 1988 doubts about the continued viability of classroom negotiation, under the aegis of the forthcoming 'National Curriculum', were already being expressed.

Problems and Issues Inherent In the Principle of Negotiation - 1

<p style="text-align: center;"><u>The background to the negotiation</u></p> <p>11 Part of the hidden curriculum of what negotiation is about is the question 'How do pupils get to negotiate with you?'. Do you start by saying that everyone in every class negotiates about the following? Or do you say because you are in a special unit you can negotiate your curriculum?</p> <p>12 If you negotiate in special units then is there a stigma associated with this.</p> <p>13 If you have people coming to individual studies with the feeling that they've been put in there because they are failures or aren't very good at something then that creates a climate in which negotiation is going to happen.</p> <p>14 Teachers thinking about negotiating must realise that pupils arrive with different 'luggage' and have to work through the feelings of why they are there and how their luggage is different.</p> <p>15 When you get deeper into negotiation then you have got to work out what is negotiable, what are the outside constraints and do the pupils understand these.</p> <p>16 Do the boundaries and limits of negotiation depend on the pupil being worked with? what's worked for one won't necessarily work for another.</p> <p>17 Perhaps not every one should be negotiating. Do you allow certain pupils to do things when it's been shown that they have failed to do these in other areas of the school?</p> <p>18 What will happen to the practice of negotiation when the national curriculum is finally agreed and working?</p>

Table 5.7

Further teacher worries expressed in this section follow from the selection of pupils mentioned above. They are concerned with the feelings of the pupil being placed in such programmes as IS. Do these feelings of rejection and failure affect the negotiation process or can the actual negotiations produce success fairly quickly for the pupils, so as to build up their self esteem?

Having chosen the path of negotiation the teacher's decisions are not over, for the boundaries and limits of what is to be negotiated must be clearly established first in the mind of the teacher and then in the minds of the pupils who will be negotiating with that teacher. The teacher must also realise that the background of the pupil will also affect the negotiation process.

The second sub section that arose from the problems and issues inherent in the principle of negotiation was that of the changing role of the teacher.

This section contained ten statements which the researcher felt raised issues for those who were about to embark upon negotiation in their classroom. Question which must be answered by teachers before actually taking the plunge into a different style of classroom management.

The changing role of the teacher and the pupil

- 19 To use negotiation in the classroom the teacher has to make a conscious decision to change his ideas of what a teacher's job is and that a pupil has the right to be involved, assisting in the planning of his own learning.
- 20 Whether it's right to do what we are doing? That's a major issue if teachers firmly believe that it is right then negotiation is a fairly logical commonsense process.
- 21 How do you move from teacher directed to child directed learning and create a situation where negotiation can take place? Does negotiation create a better atmosphere?
- 22 Negotiation is something you can only do well if you are genuinely interested in the person with whom you are negotiating. Teachers normally see their job as providing information, telling people how and what to do, generally they are not genuinely interested in people.
- 23 If negotiation is pretend then a youngster will soon find out negotiation has to be genuine.
- 24 If the relationship between teacher and student is to become a working partnership as opposed to being a presentation from the teacher then the students have to come to terms with this. If you build up confidence first then pupils can be persuaded that their point of view matters.
- 25 Do you need to build up a relationship or is it better to be taught by somebody new? If the pupils have met the teacher in a different teaching situation further down the school then will this adversely affect the relationship needed for negotiation to take place?
- 26 Can pupils cope with the contradiction of being taught in different styles and with different teacher expectations or does this affect the negotiation process?
- 27 The difference between teachers and tutors is that teachers direct and tutors are non-directive, people assume that because you are a good teacher you are a good tutor and the two don't always coincide.
- 28 If you use negotiation in the classroom then it is very demanding upon you as a teacher.

Table 5.8

The teachers here appear to be stating certain worries about behaving differently in their classroom from the class next door. Can pupil and teacher accept the changing relationship that negotiation needs? What ways are there of moving from teacher directed to a more pupil directed - negotiated style? Can they be genuine and work as tutors rather than information givers in their classrooms?

The three other sub divisions which were generated during the analysis

of problems and issues inherent in the principle of negotiation were as follows:

Problems and Issues Inherent In the Principle of Negotiation - 3

Pupil choice and responsibility

- 29 The problem of giving choice is very difficult how do you know what experiences young people have had. If pupils have not had a wide experience and have never been asked to think for themselves then quite often they can't think what to do or they go back to things they have already done.
- 30 Plans are usually in the teacher's head rather than the pupils. It can only improve the learning process when we attempt to start from where the pupils are and give genuine choice.
- 31 If the formulation of plans moves from the teacher to the child then how do we get them to take responsibility and stick to the plans they've made.
- 32 If pupils are choosing topics then the teacher can worry that they have to be cross curricular geniie knowing all things and having interests every where.

Motivation and attainment

- 33 How do you address the problems of stretching kids, getting them to set high standards for themselves, poor and shoddy work, inadequate work, or failure altogether.
- 34 If the child is at the centre and choosing the work then it could all be at one level.
- 35 How do you get the vertical progression and lead the pupils to new ideas?
- 36 Does pupil motivation carry project work through to completion?
- 37 The negotiation process shows that the content doesn't really matter, it's the preparation that is absolutely vital.

Assessment and evaluation

- 38 We talk about skills and concepts but that's not the language of the learner. There is doubt about the degree of reflection that pupils are asked to do about skills. Do children recognise complicated skills or should self assessment be in terms of feelings.
- 39 Pupils recognise that their achievements are not as good as those of others in the school. How can we make them feel proud of their work?
- 40 If youngsters see that there is a difference between two assessment statements then it doesn't matter about the size of that difference.

Table 5.9

Negotiation offers pupils choice. This raises questions concerning the pupil experience of setting standards, recognising skills and achievements, progressing with work and the content that they should include. With pupil choice being available does the teacher have to know everything about all things in order to provide help and guidance?

Under the heading of problems inherent in the practice of negotiation eight new sub sections were created:

■ Group composition	Table 5.10
■ Starting Negotiation	Table 5.10
■ Contracting	Table 5.11
■ Counselling and Tutorials	Table 5.12
■ Involving Parents	Table 5.12
■ Resourcing	Table 5.12
■ Group Management	Table 5.12
■ Assessment and evaluation	Table 5.12

In the first of the sets of problems inherent in the practice of negotiation worries over group composition and the starting of negotiations surface:

Problems Inherent In the Practice of Negotiation - 1

<p style="text-align: center;"><u>Group composition</u></p> <p>41 With what optimum size of class can you carry out negotiation?</p> <p>42 Can the groups with whom you are negotiating include the disaffected kids?</p> <p>43 Will there be more boys than girls in the groups</p> <p>44 Boys can be more demanding, and look out for attention, than the girls who seem more self sufficient.</p> <p style="text-align: center;"><u>Starting negotiation</u></p> <p>45 If you negotiate with pupils then it is time consuming and it is not possible organisationally to be negotiating with all the group at the same time. What do you do with the others, are the contracts staggered so that some work while others contract with you?</p> <p>46 If you have some content free stuff that they can work on then they will all come at slightly different times so that you can talk with individuals and small groups.</p> <p>47 If you want to give kids a positive learning experience, building self esteem and confidence then you have to encourage them be flexible and allow them fairly easy work at the start.</p> <p>48 Teachers new to negotiation will need frequent counselling to help them know that the responses and advice given to pupil was valid or not.</p>	
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Table 5.10

Worries about-who is in the group? How big the group is? The balance of the sexes? The problems of not being able to negotiate with all the pupils at once and what you do to overcome this? Do you allow - easy work? - content free material? - staggered contracts? These are all mentioned by the teachers

The second group which appears to make a natural sub division of the problems inherent in the practice of negotiation is that of contracting.

Problems Inherent In the Practice of Negotiation - 2

Contracting

Preparing for contracts

- 49 If you know as much as possible about them at the start, like preparing your self before you do it then you will know what offerings to make to them.

Making contracts

- 50 If you use some form of negotiated contract then the transition from teacher directed to pupil directed learning can be made.
- 51 If you use contracts then do you put pressure on pupils to use your wording , shared wording or their own words? Do you act as scribe, leaving them free to do the thinking?
- 52 What do you do when some one really hasn't got a clue? How long do you keep giving them options or do you let them flounder?
- 53 What do you do when someone is really motivated to start on a project which you know is too way out and difficult for them?
- 54 Can written contracts can be built up from very general spider diagrams which gradually expand into thematic plans? Pupils taking responsibility for writing the plans in their own handwriting onto contract documents.
- 55 Unless you keep careful records a child could do the same topics every year.
- 56 If you have signed a contract with the pupils then do you hold them to it or do you accept it's got limitations and allow it to be flexible, covering valid changes in direction.

Content of contracts

- 57 If pupils are involved in other subjects then they can do work for those subjects in individual studies time.
- 58 If you get pupils to produce visible end products, something like a booklet, or survey etc, then learning is most effective and pupils most motivated.

Timing of contracts

- 58 There is an optimum time for kids on contracts there can be too little or too long.

Table 5.11

The questions raised here appear to be concerned with - the teacher's preparation - the wording of the contract - the problems of those with no ideas or aiming too high - and how binding the contract is?

The final areas of problems concerning the practice of negotiation are those shown below:

Problems Inherent In the Practice of Negotiation - 3

<u>Counselling and tutorials</u>	
60	If someone doesn't stick to the contract then do you re-negotiate with another counselling period.
61	Teachers and pupils can find one to one tutorials very threatening.
<u>Involving parents</u>	
62	If you involve parents in the decisions about whether an activity is OK then you will feel better because you have shared it.
<u>Resourcing</u>	
63	Do you allow access to the library, other staff, resources ?
<u>Group management</u>	
64	How do you manage groups working on different projects.
65	If pupils seem to be working quietly then how do you know that they are not stuck or skiving.
66	If you balance the time spent with individuals then the rest of the group will not feel that the you are doing someone's project for them.
<u>Assessment and evaluation</u>	
67	Students seem to need a lot of guidance on the early stages of the evaluation and assessment then they need to understand that you are talking about skills.
68	If you use criteria for each of the assessment stages then the assessment will not be subjective.
69	If you disagree about the assessment statements then who's decision is recorded.

Table 5.12

These seem to require little explanation.

5.3.6 Suggested Alternative Practice

The final section of the analysis provided some suggestions from the

interviewees about some of the differences between negotiation as they practise it and negotiation as they saw it shown on the individual studies video tape. The eleven alternatives are shown in Table 5.13:

Alternative Practice In Carrying Out Negotiation

- 1 Parental Involvement takes place in some schools and a triangular negotiation between the pupil, parent and school takes place to build up a public statement of intent.
- 2 Others do not follow a formal process and try to foresee and discuss problems before building up a verbal contract with the pupils.
- 3 Perhaps in the contracts the tutor's role and jobs should also be stated, helping the student understand the jobs tutors are prepared to undertake on their behalf.
- 4 If you use content free thinking skills exercises then you can help the students identify areas that they are not very good at.
- 5 By getting pupils to look at the end products of others and commenting upon these then you are also offering ideas and suggestions.
- 6 Asking pupils to identify what the different levels of an assessment might mean then they will be negotiating their own assessment criteria.
- 7 Getting pupils to fill in assessment check lists to help them to pin point skills learnt and deficiencies to overcome.
- 8 Encouraging pupils to become more reflective about the strategies that they have used and how effective they were.
- 9 Using negotiation with groups deciding how parts of GCSE syllabuses can be done.
- 10 Slotting pupils back into other groups for a limited period when they reach a point where someone else is doing the same topic in their classroom.
- 11 Attending INSET into knowing and recognising good practice in other subject areas.

Table 5.13

If the content free thinking skill exercises, mentioned in number four of the alternatives, equates to the problem solving work of the IS programme then it is clear that this is the only one of the alternatives which the IS teachers have gone some way towards using. It is the second part of the practice which is not used - that of using these exercises to identify skills which the student needs to work at.

Having analysed and whittled down several hours of recording to the one hundred and thirteen statements above it was time to proceed further.

5.4 The Postal Survey....Peer Validation 2

As stated earlier, the second phase of the Delphi survey requires a summary of the results from the open ended questioning to be sent to respondents so that they can evaluate this summary against some criteria. The intention of the postal survey was thus to use the statements generated by the interviews to triangulate and gain a consensus of opinion between differing groups of people involved in classroom negotiation. Although different groups may see negotiation from different stand points, do they share opinions of;

- What are the essential skills required by the teacher?
- What are the problems and issues of negotiated learning?
- What alternative practices may aid negotiation?

After small scale trials, involving a few staff in the participating school, it was decided to divide the survey into three sections, each with its own four part semantic differential scale as described by Guglielmino (1977). The semantic differentials were devised by the T/R for each of the three areas generated by the peer interviews and it is assumed that the semantic differentials offer a continuous spectrum of choice to the respondents.

The headings and number of elements created by the peer review interviews were as shown below:

- | | |
|--------------------------|-------------|
| ■ Teacher skills. | 33 elements |
| ■ Problems and issues. | 69 elements |
| ■ Alternative practices. | 11 elements |

5.4.1 The Sample Surveyed

As already mentioned, the first sample of teachers had been coopted into helping in the present research by their personal acquaintance with the T/R during the PACE programme. The other two samples were chosen in a somewhat different way. The group of secondary and further education lecturers were identified by a form of 'snowball sampling' (Cohen and Manion 1980).

Several members of the Nottinghamshire Advisory and Inspection service were asked to help with the survey and also to recommend people who would qualify as 'teachers who carry out negotiated learning with their students'. The remainder of this group, who did not in fact reply, were colleagues of three of these staff who, the researcher was assured over the telephone, would take part and fill in questionnaires. The final group consisted of the three local inspectors mentioned above, three lecturers in higher education establishments and four writers who had included the theme of negotiation in their work. The sample size of thirty contained the minimum number recommended, by Cohen and Manion (1980), for statistical analysis.

5.4.2 The Semantic Differential Scale

All of the responses from the interviews were compiled into a set of rating sheets contained under a set of semantic differentials, one for each heading of the survey. The respondents were asked to rate each of the statements by choosing one of the four values available on the semantic differential, which it was assumed were placed at regular intervals along a continuum.

The spread of values in each of the differentials is:

Skills.....Essential - Necessary - Desirable - Unnecessary
 Problems...Immediate - Pressing - Secondary - Unimportant
 Practice...Most helpful- Helpful - Supportive - Un-helpful

An example of the definitions used in the scales is shown in Table 5.14 and the full survey is shown in Appendix 12.:

The Semantic Differential Used to Rate Teacher Skills

Would you please rate the teacher skills below according to the following four part scale, circling the appropriate letter.

- E Essential A teacher cannot work as a highly successful negotiator in the classroom without this characteristic.
- N Necessary This characteristic would be present in a teacher who makes successful negotiations with pupils. (about 85% of the time)
- D Desirable Possession of this characteristic would increase the chance of the teacher being a successful negotiator with pupils, but negotiated learning is possible without it.
- U Unnecessary This characteristic probably has little or no relationship to a person's ability to function as a successful negotiator with children.

Please feel free to add and rate qualities and skills teachers practising negotiation with children must possess that you feel have not been mentioned.

- | | |
|---|---------|
| 1 The teacher is able to accept and use the ideas of past and present pupils. | E N D U |
| 2 Having the Ability to be very flexible. | E N D U |
| 3 Having a lot of things going on in the classroom and still being in control of them. | E N D U |
| 4 Using question and answer to clarify needs, content and feelings | E N D U |
| 5 Being particularly able to ask open ended questions in small steps. | E N D U |
| 6 Using praise and encouragement to draw out the ideas and options from the pupils. | E N D U |
| 7 Listening to both what is said and unsaid | E N D U |
| 8 Giving undivided attention and showing interest in what the other person is thinking and feeling. | E N D U |
| 9 Having patience to allow the other party time to consider. | E N D U |
| 10 Waiting becoming less directive and considering before jumping in with options and feeding ideas to students | E N D U |

Table 5.14

It can be clearly seen that the respondents were also asked to add and rate skills, problems and alternatives which they felt had been missed from the original scales - none were added.

The survey was sent by post, with a covering letter and stamped addressed return envelope, to the ten members of the original interview panel, to the ten Nottinghamshire teachers and further education lecturers and to the ten 'experts' as described earlier. Early returns were very low and follow up telephone calls helped a final total of nineteen replies to be obtained from the thirty issued (63% return). 100% return by the original interview members was not too surprising considering the interest that they showed in the research by volunteering to be interviewed. Some of the problems with the returns from the new group of teachers were caused by the T/R allowing 3 members of the panel to elect to take survey copies away for their friends or colleagues whom they were 'sure would complete them'. They never came and were impossible to follow up.

5.4.3 The Analysis of the Results

The results have been subjected to statistical analysis using the Kolmogorov-Smirnov one sample test (Cohen and Holliday 1982) which allows the examination of the amount of agreement between the observed distribution of values with theoretical expected set of values. The null hypothesis H_0 for each of the semantic differential scales is that the participants have no preferences for the statements and will choose equally amongst the options. The expected values for the null hypothesis is therefore that each element will contain the same number of choices. Statistically significant results are those where there is less than 5% probability of the spread of results having occurred by

chance. Where the test statistic Dmax exceeds the expected D at the 5% level and better, comment has been made. In most cases the results are also significant at the 2% level, where there is a 2% probability of the spread of results having occurred by chance.

The tables below show the spread of replies across the semantic differential, the statistically expected values at the 2% and 5% levels and the agreement statistic of each significant item. The results presented are then compared with practitioner observations made earlier as a form of validation and triangulation of the observations.

Significant Results for Teacher Skills

Element	Essential	Necessary	Desirable	Unnecessary	D..5%	D..2%	Dmax
2 Flexibility	13	4	2	0	0.30	0.34	0.434
4 Using question and answer	8	9	2	0	0.30	0.35	0.395
7 Listening	11	7	1	0	0.30	0.34	0.447
8 Showing genuine interest	9	8	2	0	0.30	0.34	0.395
9 Having patience	5	11	3	0	0.30	0.34	0.342
11 Coping with silence	6	10	3	0	0.30	0.34	0.342
21 Helping review	6	10	3	0	0.30	0.34	0.342
28 Persuading to display work	1	0	10	8	0.30	0.34	0.447*
31 Helping over disappointments	5	12	2	0	0.30	0.34	0.395
32 Knowing the pupils	5	11	3	0	0.30	0.34	0.342
33 Open to new practice	9	9	1	0	0.30	0.34	0.447
* Desirable/unnecessary end of the spectrum							
(All of the results are significant at better than the 2% level)							

Table 5.15

The panel members feel that the most essential skill is that of

flexibility. Listening, showing genuine interest, and keeping an open mind to learning situations lie at the essential/necessary end of the continuum. Other necessary skills are seen as using question and answer to clarify needs, content and feelings, having patience, coping with silence, helping pupils over disappointments, helping pupils review and knowing your pupils. At the other end of the spectrum, towards the unnecessary, was the skill of persuading the pupils to have work displayed in public, which this panel of respondents did not value.

It has been possible to analyse the results of different groups of respondents (Appendix 13 shows the full results) and the four teachers of Group 2 introduced at this second stage of the Delphi survey were unanimous in thinking that the following skills were essential:

- Asking open ended questions
- Using praise and encouragement to draw out the ideas from pupils.
- Being aware when you are taking over the pupil's project.

Needless to say, the five experts, who replied, were never in complete agreement!

The skills for the negotiating teacher have been reduced from thirty three to ten essential/necessary elements and six of these compare with the skills reported earlier in the practitioner observation. Those which do not agree are the four items below:

- 1 Being able to accept and use the ideas of past and present pupils.
- 6 Using praise and encouragement to draw ideas from the pupil.
- 25 Having a wide repertoire of alternative suggestions and ideas.
- 29 Getting pupils to report on what they have done.

As mentioned above 'praise and encouragement' is seen by Group 2 as being essential. Indeed it appears to be the 'experts' who have moved this skill from the essential towards the desirable end of the spectrum. On the other three elements no consensus has been reached.

Respondent consensus on the problems and issues faced when taking part in classroom negotiation can be divided into two main areas, not the three which were developed by the interviews. The area of problems and issues concerning the skills, attitudes and abilities of the pupils receive no elements of significant consensus. The problems and issues inherent in the principles and practices of negotiation each contained eight significant elements which the respondents feel require immediate or pressing attention.

Significant Results for Problems and Issues of Principle

Element	Immediate	Pressing	Secondary	Unimportant	D..5%	D..2%	Dmax
<u>Background to Negotiation</u>							
11 Who to negotiate with?	8	6	2	0	0.33	0.37	0.375
15 What's negotiable?	9	6	3	0	0.31	0.35	0.333*
<u>Changing Role of Teacher and Pupil</u>							
19 P.s right to be involved.	16	2	0	0	0.31	0.35	0.639
21 Change from T to P directed.	9	9	0	0	0.31	0.35	0.500
22 Genuine interest in P.s.	14	3	1	0	0.31	0.35	0.528
23 Negotiation has to be genuine.	12	5	0	0	0.31	0.35	0.444
24 Building confidence of P.s.	14	4	0	0	0.31	0.35	0.528
<u>Pupil choice and responsibility</u>							
30 Giving genuine choice.	7	8	3	0	0.31	0.35	0.333*
T. = Teacher P. Pupils * Significant at the 5% level only.							

Table 5.16

The results, as shown, fit into the sub categories of background to the negotiation, the changing role of the teacher and pupil choice/responsibility.

Three of the most pressing problems were concerned with the changing role of the teacher. The teacher making the conscious decision to involve the pupil in the decision making processes to do with his or her own learning - thus giving the pupils a right to be involved. The teacher then changes role from provider of information to facilitator of learning. This change of role has to be genuine, providing genuine choice and opportunity and genuine negotiation. Both teacher and pupil have to realise that the role of the pupil has also changed and that this new role needs training and confidence building to enable the pupil to come to terms with a situation where it is accepted that their point of view matters.

Having made the decisions above, the next most pressing problems are those of how to change from teacher directed to pupil directed learning. Which groups are you prepared to negotiate with? What are the areas that you are prepared to negotiate about? What are the outside constraints? Do the pupils understand the negotiable and non negotiable areas? Having once made these decisions of principle the teacher has then to move into the realms of practice.

Can these consensus results be compared with the practitioner observations made earlier? It would appear that the teachers carrying out the IS programme have already made certain of the decisions mentioned above. Thus the Delphi results would appear to validate these decisions and many of the assumptions declared on page 143.

5.4.4 Delphi Results Compared With the IS Assumptions

The IS teachers have made a conscious decision to involve the pupils in the decision making processes concerning their learning. They are, to reiterate and compare these assumptions, assuming that:

- 1 Pupil choice is important.
- 2 Motivation of these pupils is important.
- 3 Pupils can plan for skill development.
- 4 Pupils have a right to make decisions in the classroom.
- 5 Pupils can diagnose their own remedial needs.
- 7 Pupils know what it is that they want to learn.
- 8 Pupils feelings are important.

The changing role of the teacher has been reported elsewhere (Collins 1986, Froggatt 1986, 1988) and has not been a major concern of this study. This role change is indeed implied in many of the assumptions. One assumption does seem to clearly depart from the teacher as imparter of information.

- 15 Teachers do not know all the answers.

Some parts of the necessary pupil role change have been mentioned briefly as is shown below:

- 12 Pupils want to negotiate with teachers.
- 31 That it is good for pupils to abandon their normal role in school.
- 32 That pupils want to abandon their normal role in school.

In all these cases the description is of the teacher's making. All of the assumptions are those reported by a teacher and not the pupil. What is the pupil's expectation of the teacher role in the classroom?

Changing from a teacher directed role to a more pupil directed one would appear to have been achieved in the IS classroom by the use of the negotiated contract, where....

13 Teacher and pupil have an equal say in planning the work.

The teachers and the school have decided that IS pupils will be those involved in negotiations with the teachers there. The decision about the areas which the teachers are prepared to negotiate with the pupils, has also been taken - the negotiable items becoming fixed within non-negotiable boundaries the instant the decision is made. Some of these are shown by the following assumptions:

16 This is not negotiable. The work will contain remedial work, problem solving and topic work.

6 Solving problems is an important and worthwhile activity.

38 Certain skills are important in this classroom.

34 That self evaluation is a worthwhile educational aim.

40 Negotiated assessments are important and desirable.

42 The teacher can take up non-negotiable stances over certain areas within assessments.

Both the teachers themselves and the contract document remind the pupils of the areas open to negotiation. Involvement in the negotiation process in the IS classroom is non-negotiable. However, having completed one contract:

43 Pupils will move onto another contract - they have no choice!

Do the pupils understand the negotiable and non negotiable areas?

As shown by the practitioner observations (page 137), during the contracting process the teacher does remind the pupils about the necessary areas of work required.

Do the pupils share any of the assumptions made by the teachers?

The teachers in the IS programme do feel that they are offering the pupils genuine choice within the boundaries of the IS contract and that the:

23 Pupils are capable of making different suggestions, ideas etc. in order to improve and change their work.

24 Pupils are capable of making choices which will help them improve their work.

Having once made these decisions of principle the teacher has then to move into the realms of practice.

The consensus reached on the problems and issues inherent in the practices of negotiation (see below) fall under six sub groups which the survey reveals need pressing rather than immediate attention.

Significant Results for Problems and Issues Inherent in the Practice

Element	Immediate	Pressing	Secondary	Unimportant	D..5%	D..2%	Dmax
<u>Starting Negotiation</u>							
45 Organisation of negotiation.	6	11	1	0	0.31	0.35	0.444
<u>Contracting</u>							
50 Do you use negotiated contracts?	4	11	3	0	0.31	0.35	0.333#
52 How much help do you give?	9	8	1	0	0.31	0.35	0.444
53 Coping with the over ambitious.	6	9	3	0	0.31	0.35	0.333#
<u>Counselling and Tutorials</u>							
60 Do you re-negotiate contracts?	5	12	1	0	0.31	0.35	0.444
<u>Resourcing</u>							
63 Access to other staff etc?	7	8	2	1	0.31	0.35	0.333#
<u>Group Management</u>							
64 Managing different projects.	5	9	2	1	0.32	0.36	0.324#
<u>Assessment and Evaluation</u>							
68 Criteria for assessment.	5	10	1	2	0.31	0.35	0.333#
T. = Teacher P. Pupils # Significant at the 5% level only							

Table 5.17

If contracts are to be made with pupils the teacher must realise that he or she cannot negotiate with the whole group at once and needs to prepare some way of staggering the contracting which is to take place.

Other problems and issues follow from the earlier decisions. What do you do if someone really doesn't have a clue or on the other hand wants to start a project which you know is far too ambitious? How many options do you give the one and do you let the other flounder? If someone doesn't stick to the contract do you re-negotiate another? Contract work seems to need resourcing. Do you allow pupils access to other staff, the library etc.? How do you manage different groups working on different projects? What criteria do you use for assessment to make it less subjective?

Once again it is possible to set these problems and issues relating to the practice of negotiation against assumptions made by the T/R. The teacher is concerned with the group size and appears to be assuming that the work will take place with small groups of pupils:

9 Group size is important. Large groups can cause problems.

The staggering of contracts in the IS classroom takes place through the use of problem solving work. Pupils are directed to do this in the early stages of their work in IS. The use of the preparation phase in the negotiation process - where the individual or small group is required to prepare ideas prior to the negotiation with the teacher - also creates some staggering of contracts, groups taking different times to prepare because of the inter-group negotiations required, although the teacher feels that:

10 Inter-group negotiation is not as important as teacher-pupil negotiations.

In IS negotiations a written contract document is important and the IS teacher feel that:

11 Contract documents focus the planning and performance of the work of pupils

20 Pupils are capable of splitting work up into manageable sections.

21 Pupils will use the contract sheet to help them decide when to carry out the work.

It is hoped that the negotiation process will solve the problem of the over-ambitious, for it is not just the pupil ideas that are important. The teacher's suggestions and ideas fed into the negotiation are equally valid in setting up the contract and the assumption is that:

18 It doesn't matter how long the planning takes.

As for the pupil who doesn't have a clue, these teachers assume:

30 That records of projects are kept to be used by other students as a basis for development of their own project.

Problems arising from the lack of ability to carry the contract through to completion are next and appear to be tackled by the next group of assumptions:

22 Once committed to the work, through the contract, pupils ought to carry it all out.

But teachers are aware:

26 That pupils need an extra motivational push from time to time.

So the assumptions are made:

27 That the contract is a plan that can be modified as work progresses.

29 That the boundaries can be moved as the contract progresses.

The problems of access to other staff and resources and the managing of different projects appear to be answered by the assumptions made regarding movement. Different projects appear to be managed by the teacher moving around the room in order to oversee progress and the pupils moving to negotiate with the teacher with regard to resources, other teachers, library visits or work in the community.

25 Movement around the room has an important function in this classroom.

28 That pupil movement in the room is not restricted.

33 Using others in the community is a worth while part of the curriculum.

The final area of consensus, that of the selection of criteria for assessment, to make it less subjective, appears to be one which is not validated by the survey respondents. For although there are four assumptions (see below) made with regard to assessment and evaluation none of these appears to answer the problem.

35. Pupils need help through discussion to carry out evaluation.

36. Pupils can forget or under value the work that they have done.

37. Computers can be used for recording of assessments.

39. Four statements is enough to provide valid descriptor levels.

All of these assessments and evaluation assumptions could still include subjective elements however.

Four of the problems and issues reported by a teacher taking part in the interviews were considered of a secondary or unimportant nature to the participants in the Delphi survey. These are shown in Table 5.18 over the page.

Issues Showing a Secondary or Unimportant Significance

Element	Immediate	Pressing	Secondary	Unimportant	D..5%	D..2%	Dmax
1 P.s learning going along.	2	1	10	5	0.31	0.35	0.333*
32 T.s cross curricular genii?	0	3	9	5	0.32	0.36	0.324*
43 More boys than girls?	1	2	2	11	0.33	0.37	0.437*
44 Boys are more demanding.	2	1	5	9	0.32	0.36	0.324*
T. = Teacher P. Pupils * Significant at the 5% level only							
* Desirable/unnecessary end of the spectrum							

Table 5.18

It is of a secondary or unimportant status to these teachers that the pupil is learning new skills as he goes along both from the teacher and from other pupils. It was also felt that the teacher having to be a cross curricular genius was of a secondary nature. Unimportant to the whole group but important to some one in the interview panel were the composition of the groups. 'If there are more boys then they would be more demanding' was also considered of a more secondary nature by the panel members.

None of the issues mentioned as being of secondary importance appears to have a corresponding assumption made by the IS teachers. It must be noted however that the practitioner observations did highlight a girl who was not communicated with by the teacher during the whole of a lesson. Perhaps the demands of the remaining boys did take the attention of the teacher, for it was a group of four boys who dominated 75% of the attention of the teacher in this same lesson (see page 90).

The Significant Alternative Strategies

Item	Most/helpful	Helpful	Supportive	Unhelpful	D..5%	D..2%	Dmax
6 P. identification of criteria.	7	9	2	0	0.31	0.35	0.389
7 Using assessment check lists.	7	8	3	0	0.31	0.35	0.333 #
8 Encouraging P. reflection.	11	7	0	0	0.31	0.35	0.500
9 Negotiating GCSE work.	3	12	3	0	0.31	0.35	0.333 #
# Significant at the 5% level only.							

Table 5.19

Of the eleven alternative strategies suggested by the interviewed teachers only four appeared significant, as shown above. Three of these are again concerned with assessment. 'Encouraging pupils to become more reflective about the strategies that they have used and how effective they were', was considered by the survey panel to be the alternative practice which would make a significant improvement to the negotiations taking place in the classroom. The other significantly helpful practice is that of asking pupils to identify what the different levels of an assessment might mean so that they are negotiating their own assessment criteria. Two other alternative practices which are significant at the 5% level are getting pupils to fill in assessment check lists to help them pinpoint skills learnt and deficiencies to over-come and using negotiation with groups deciding how parts of the GCSE syllabuses can be done.

There were no assumptions which should match these alternative practices for this is the very reason why they were chosen by the T/R - they were ideas that had not been tried in IS.

It would appear that the panel members are most concerned with the alternative practices that could take place in assessments. This would also tie in with the problems inherent in the practice which do not appear to validate the practice being carried out in the Holgate School Individual studies classroom. Here also it is the concern with the making of assessments less subjective that is important. Should this be the area which receives attention during the intervention phase of the inquiry? Can the practitioner make interventions into the practice of assessment along the lines outlined during the problems and issues of practice and the suggested alternative practices?

The following four assumptions are the only ones remaining after the validation exercise:

- 17 Topic work is different to ordinary school work.
- 19 The teacher is often the best judge of the time a topic will last.
- 14 The teacher feels that some pupil have poor writing skills and may not get everything down in time.
- 41 Teachers will read words for poor readers.

It would appear that there is no validation for these. Are they peculiarities of the classroom being considered? Two of them are most certainly to do with working with special needs pupils, which is not general for teachers throughout the survey, as mentioned later (page 192). The other two appear to be assumptions made by the researcher and irrelevant to other teachers.

5.5 Discussion of the Delphi Survey

By using the Delphi survey questionnaire to ask respondents to examine their value judgments in relation to a set of statements created by interviewing other practitioners of negotiation, it has been possible to compare the significant results with the stated assumptions of the teachers running the IS programme. The survey does seem to provide some validation for these assumptions. Of the forty two assumptions noted in the practitioner observation thirty eight can be matched with the consensus items from the survey questionnaire.

There are concerns about the choice of interview panel - in choosing friends and close colleagues known to the researcher has this generated the critical discussion required by action inquiry or are the statements made more likely to fit the researcher's perception of negotiation anyway? By widening the net of opinion and allowing respondents the time and privacy of self administration however, the survey questionnaire has attempted to overcome some of the bias introduced. Still there are some problems, for many of the respondents to the questionnaire were known to the researcher. In fact only three of the nineteen replies came from people whom the researcher did not know. How do you find a large group of teachers and other experts in classroom negotiation who are willing to give up time to fill in a lengthy questionnaire? - cash incentives and advertising campaigns were not in the budget range of this small scale research.

The questionnaire itself was not without problems. Eight (42%) of the respondents made comment of one sort or another about it. General comments about the difficulty faced in filling out the rating scale included that they:

"Had spent ages on it",

"Found it hard"

"Found it really difficult to rate"

"Needed a lie down after filling it in"

Part B, where the panel was asked to rate the sixty nine 'problems', created the most comment. These it will be recalled were composed of the statements selected from the tape recordings by the T/R. Several of the respondents suggested that they *'could not match the response made to the statements as given'*, for the phrasing appeared to be wrong. Was problem the right word for these statements? *'They don't seem to be problems but views, feelings, beliefs etc.'* Another comment was that the quotations in general seemed *'more related to negotiation in special circumstances rather than in the un-exceptional classroom'*.

Thirteen of the sixty nine items (19%) in part B received no rating from one or more of the respondents. The most ill favoured was item 8 which no fewer than four (21%) of the panel did not rate. Items 41, 42 and 43 evoked the response *'I want to agree disagree'* rather than rate them on the scale. One respondent felt that the whole of section B could not be rated and declined to complete that section, as another did with the whole of section C. Another type of response from some panel members was that of suggesting answers to the problems posed. Seventeen notes were made alongside the rating scale by three respondents suggesting answers to the problem stated. With regard to the National Curriculum it is stated that:

"This 'has got to be worked around ... I can see my schools link course up the chute - other courses are not affected'".

With regard to pupils facing the contradiction of being taught by six different styles and with different teacher expectations -

"They have to cope with this anyway - negotiation makes it easier".

"This is an acute problem in colleges at times - one negotiates another won't".

Further problems related to the questionnaire have been found. Re-examination of the trial material, which contained an identical part A to the one sent to the panel (page 176) shows that the responses of the three members taking part to the same rating scale on differing occasions have moved. Their rating moved, on average, for fourteen of the thirty three items. Two of the teachers moved their response (maximum eight items) most often towards the unnecessary end of the scale, whilst the other teacher moved eight items towards the essential end of the spectrum. The items unaffected by this change of response were:

Having the ability to be very flexible.

Having the patience to allow the other party time to consider.

Knowing when to drop input as pupil skills increase.

Being able to act as a consultant.

Having a wide repertoire of alternative suggestions and ideas.

Being able to persuade kids to have work displayed in public.

The items which attracted the greatest change by the teachers were:

Being particularly able to ask open ended questions in small steps.

Coping with the silence that waiting for replies creates.

Being aware of which kids you will get little back from in the way of ideas and suggestions.

Summarising their intentions.

Suggesting ways out of problems.

Helping them report on what they have done.

The question as to whether the whole of the responding panel was subject to this problem of shift in response was not addressed. The assumption was still being held that they had answered truthfully and with due consideration. It is felt that any set of questions and problems considered and answered formally by a person would indeed create some of this shift in response. This is due to the change in the nature of fore- understanding with which the respondent is bound to approach the second attempt at the survey. There has been new information, that of the first survey, which has been processed into the biography to be used in the second attempt. The three members of the panel were close allies of the researcher with a keen interest in negotiation. Two had actually been involved in the interviews. Was their biography changed even further by involvement in the trial?

Was it worth doing a second survey, to be true to the methodology of Delphi technique, with these considerations in mind? Indeed other more mundane problems prevented this taking place anyway. In order to carry out the second and even a third sampling required by a 'true' Delphi survey time, to rewrite many of the items would have been required because of the problems mentioned above. A second reason for the failure to proceed with the follow up surveys was the problem caused by the small scale returns and greater than expected delays in receiving the returns. Time was required to carry out the remaining parts of the action inquiry as it had been planned. The practitioner interventions had to be undertaken. Time to reflect on the negotiation process and produce a phenomenology against which the practitioner work could be placed, was required. The extra time required by all of the problems mentioned was not available to a researcher carrying out a full teaching commitment and a part time research project.

The practitioner interaction through the Delphi survey had collected a large amount of data, the analysis of which has provided some validation of the practitioner observations. If we allow for the fact that generalisations are not to be drawn from this work because of the nature of the very small sample and that the aim of the whole survey process was to validate a particular model of negotiation used in one classroom it was thought that the inquiry should proceed, albeit shrouded as it was in a certain amount of bias and some doubt as to the reliability of the questionnaire itself.

5.5.1 A Summary of the Problems of the Delphi Survey

Could the choice of 'friends' as the participants in interviews with the researcher have created bias or is the interview situation one where an atmosphere of friendship is developed so as to enable the researcher to coax the interviewees into revealing their innermost thoughts?

Has the background of the research interview used to create the questionnaire created more problems than it has solved?

Are the statements taken out of context liable to need more explanation of the events discussed earlier in the interview to enable a true interpretation to be made?

Has the use of interviewees in the trial of the questionnaire made significant difficulties in its wording and content due to their understanding of the processes and its descriptions?

There are obviously a great many problems and issues concerned with

negotiation and negotiated learning in the classroom which the interview and survey of the Delphi technique have started to bring to the surface and crystallise, but has a lack of certain methodological polishings as shown below allowed these to remain a little opaque and ill defined?

Some suggested improvements to the postal survey

- The language of conversation used by teachers is not the language of the survey - don't use it.
- The bald statements made by teachers in an interview need to be drafted and re-drafted, re-examined and re-worded.
- Use people in the trials who are not directly involved in the research process.
- Small print makes difficult reading - don't use it.
- The length and difficulty of the questionnaire may well relate to the possibility of; thoughtful and accurate completion as well as return by the panel members - make it short.
- Some pruning of unimportant and ambiguous statements should take place at the trial stage of the questionnaire - make it understandable.
- Having to constantly refer back several pages to the rating scale is a deterrent to completion - reprint the rating scale on every page.

Table 5.20

PRACTITIONER INTERVENTION

The Signpost to Chapter 6

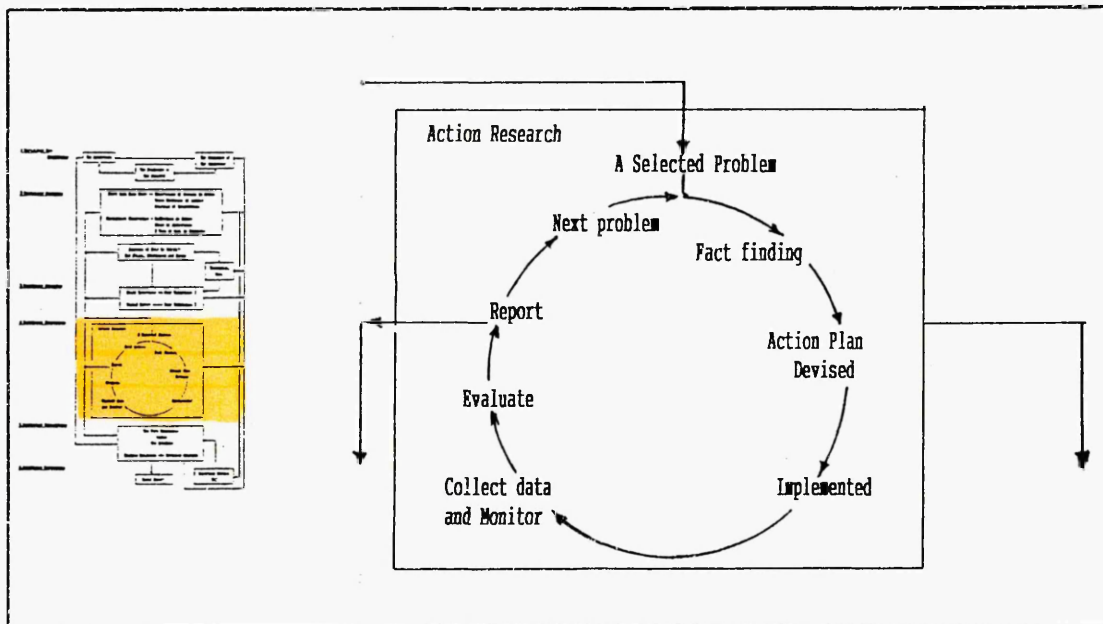


Figure 6.1

6.1 The Action Stage of Action Inquiry

This chapter is a report on the action phase of action inquiry where 'substantive' (Stenhouse 1979) or 'strategic' (Grundy and Kemmis 1983) acts are carried out. All educational acts could be considered as substantive, for educational practice is not (yet) God or government given or laid down by the causal rules of science. It is chosen - 'judged to be desirable' (Stenhouse 1979) - by the practitioner, through the essence of his or her biography, the cultural upbringing, beliefs, assumptions and values developed through experience.

The strategic action of action research, however, goes beyond these 'natural' substantive acts and is seen as being:

Consciously and deliberately undertaken on the basis of rational reflection by the practitioner, rather than on the basis of custom, habit, unreflective perception or hearsay.

(Grundy and Kemmis 1983)

The practitioner intervention, in this case, is a result of the new layers of sediment which have been deposited in the biography by the very experiences of research process. Taking a reflective look at one's own practice as mentioned on page 17, must affect the very assumptions and values which are held, either strengthening and confirming them or, possibly, having a questioning and weakening effect. Studying the literature may change or confirm assumptions and values in a similar way. Discussion and interviews with other co-workers create similar processes and the whole research becomes a living, changing entity. Ideas that seem attractive to one's own personal philosophy may be adopted or modified for use later.

Lewin, it has been said, describes action research as consisting of 'spirals' of events similar to those shown at the start of the chapter. These consist of 'fact finding and conceptualisation about problems, planning of action programmes, executing them and then more fact finding or evaluation' (Carr and Kemmis 1986).

The early work of Lewin (1946) was concerned with the change of social attitude and conduct towards minorities. Modern educational action research, however, is depicted as having purposes which could fall under the five categories, shown over the page, where it is seen as a way of:

- 1 Resolving problems or improving circumstances.
- 2 Helping teachers change an educational system which is normally against change.
- 3 Helping teachers become more objective in classroom problem solving.
- 4 Training teachers - Sharpening analytical skills and self awareness.
- 5 Improving communication between teachers and researchers.

(Based on Cohen and Manion 1980)

There are then two important aims of action research 'to improve and to involve' (Carr and Kemmis 1986). The improvement elements in the present case, implicit in the very aims and key questions set out on page 2-3, are concerned with three areas:

- The improvement of the practice of negotiation in the IS classroom.
- The improvement of the situation in which negotiation takes place.
- The improvement of the understanding of classroom negotiation both in this classroom and in the wider community of education.

The involvement aspects of this research are concerned with:

- The involvement of the teachers in the IS programme.
- The involvement of the pupils in the IS programme.
- The involvement of others interested in classroom negotiation.

Other teachers have been involved through the interaction phase as reported in Chapter 5. The pupils had been involved throughout, for they have to undertake the processes laid out for them by the teacher.

Without realising, at first, the teachers involved in the IS programme

had been immersed in cycles of action research since the inception of PACE. There was critical observation prior to the setting up of the programme itself (see Raffell et al 1983). They had made plans, enacted them and evaluated the changes almost continuously since that time. The practices used to carry out the teaching and learning of the least able 14 to 16 year old pupils at the Holgate school changed remarkably during the period 1983-1986. This change of practice involved a necessary change in the situation for both the teachers and the pupils. The classroom, as shown earlier, changed physically, the amount of resources that were available increased and the social situation of the pupils also changed. They were now expected to take more control over their own learning and classroom activities.

The present action inquiry is but a part of the curve in the spirals of action research undertaken in IS. This chapter is only concerned with a part of that curve - the most recent interventions made during and after the practitioner interactions. Other documents elsewhere in the PACE archive record other parts of the spiral. The interventions made here have not been reported through PACE, for the project was finished by the time the evaluations were collected. The evaluation of recent practice is now an established event taking place at least annually during the in-service training time allocated to the IS department.

The previous sections of this report record the essential fact finding and look, in a critical way, for the problems and issues which face those negotiating learning with pupils. From the reflections, deliberations and analyses made during the previous sections come a series of action plans which have been introduced and enacted as a part of the IS work. Thus reported here are the practitioner interventions

into the working of the IS classroom. The interactions may have little relevance to other classrooms and other situations involving other teachers and pupils. They do however relate closely to the new fore-understanding of the practitioners involved. The actions taken here are but small scale tinkering within the existing limits, constraints and boundaries that exist in the Holgate school and the IS classroom since the more profound changes of PACE. They are seen as evolution rather than revolution and it must be realised that action although aimed at improvement does not necessarily fulfil that aim. The 'action moment' according to Carr and Kemmis (1986) 'is a probe into the future'. Action entails risk and it may be that things will turn out differently from the expected.

It is not easy to keep track of the developments made over a long period of time, during an era of almost continuous change and development. The IS programme booklet produced as a guide to IS staff and as information to the Holgate school management team and other interested teachers, shows progression in several areas. Some of the interventions acted upon as a direct result of this research programme were based upon the discussions with other practitioners. Others were based on the critical analysis of Delphi technique. Yet others were developments that the IS teachers themselves thought necessary through immersion in the literature of educational negotiation and immersion in their own classrooms. These interventions have been evaluated informally, by the teachers discussing the modifications and improvements needed. Others have been evaluated in a more formal way by involving the pupils, an important element within any educational action research programme and a resource so far untapped in this project.

6.2 Evaluating the Action by Nominal Group Technique

Pupils' opinions have been sought in other evaluations concerning PACE and these have been reported elsewhere (Raffell 1983, Froggatt 1986 1988 Roys 1986). The pupil opinion sampling, on the interventions made during this phase, has been carried out through the use of 'Nominal Group Technique' (NGT) (O'Neil 1981, O'Neil and Jackson 1983).

6.2.1 Nominal Group Technique Described

NGT has mainly been used as a source of evaluative feed-back from students in Higher and Further education to their tutors. The technique claims to 'Map' group perceptions and ideas about a particular educational programme the group has experienced. O'Neil identifies the advantages of NGT over other group evaluation techniques as follows:

- The quantity of views expressed is greater.
- Rank ordering of priorities is provided.
- It 'taps' consumer rather than producer interests.

Quoting other writers O'Neil, reports that NGT 'May be used as a bridge to cross the gap between superiors and subordinates and assessing the effectiveness of innovation'. It appears ideal for the purpose of gaining pupil opinions. Two reports (Froggatt 1986, Roys 1986) on the use of NGT with PACE type pupils in school outline similar advantages:

- It is an economical way of gaining feed back of pupil opinion and ideas.
- Gives a priority list which can focus group discussion.
- Helps map pupil thinking.
- Sifts data quickly.
- The pressure to produce different ideas is reduced.

However the two reports do recognise that when used with these pupils there may be certain disadvantages caused by the possible 'eroding of power differentials' (Roys 1986). These are that:

- NGT can degenerate into a forum for levelling abuse.
- Personalities of certain teachers and pupils can be mentioned by name.

Another problem which is relevant to using this technique as a research tool is that the researcher must have rehearsed carefully the intricacies of the technique for, once underway, there is no time to look up what it is that should be happening at the next stage of the process.

The Teacher/researcher had used NGT on several occasions (since first using it in 1986 during the PACE evaluation) to evaluate modules of work undertaken by small groups of pupils in Mathematics and English. Thus the last mentioned problem of knowing what to do was no longer present.

6.2.2 The Stages of an NGT Meeting

The process of conducting an NGT meeting involves the six stages which are outlined to the group by its leader at the beginning of the meeting. These are shown below:

- a) Presentation of the question.
- b) Individual silent writing of answers.
- c) Listing of the points on a master list.
- d) Discussion and clarification .
- e) Evaluation by rank ordering of the items.
- f) Discussion and subsequent action.

The following instructions for group leaders are also important and are stressed by O'Neil:

- Do not re-interpret a person's idea(s).
- Use the participants wording.
- Do not interject your own ideas.
- Give people time to think.
- This is not a debate - do not allow participants to challenge each other.
- Do not try to interpret results - do not look for a pattern.

(O'Neil 1981)

The way in which the technique was used with the IS pupils is set out below:

Presentation of the question.

A group of up to eight pupils was assembled, during lesson time, around a group of tables. The tables were arranged in a horse-shoe facing a 'flip-chart' and the teacher. Each had in front of them a supply of sheets of blank paper. The question posed to the group was written at the top of the 'flip-chart' and it was also read clearly to the group, who were asked if they understood what was meant. The stages of the process were again repeated at this stage along with the question.

Individual silent writing of answers

Following the task presentation the pupils were asked to write down, without discussion, all their responses to the set question. They were encouraged to write in note form, just to 'jot' down a few words that will remind them of what is meant during the next spoken stage. The pupils were reminded that private silent activity was essential for

this stage to be successful and that they should write down as many points as they could.

Round-robin listing (Master list construction)

After a short time most students had completed the list and were ready to move onto the next stage. On the flip chart the tutor recorded one answer from each student in turn, writing down exactly what the student said. The items were given a code letter rather than a number to avoid confusion at the voting stage. No editing nor evaluative comments are allowed at this stage. The round-robin activity allowed each pupil the opportunity to participate periodically until each had exhausted their list. Pupils were allowed to add any new items which they thought of whilst the listing took place and each was given the opportunity to add to the list and make further contributions if they required.

Item discussion and clarification

During the discussion and clarification stage the pupils were asked if there were any items on the master list which they did not understand. These were clarified, not necessarily by the proponent. Each item was discussed until each member of the group understood what was meant.

Item evaluation and rank ordering

The pupils were asked to read through the list displayed on the chart and to choose the five most important items, recording the letter of that item on the blank paper before them. They were then asked to vote for those five items giving five votes to the most important down to one vote for their fifth item chosen. The votes were collected from each member in turn and recorded directly onto the chart. Addition of

the votes for each item took place so that the group members could see the consensus which emerged - the highest score being obtained by the most important item. Items with tied scores were dealt with at this stage in a manner slightly divergent from pure NGT. A simple show of hands, after the leader had read out the two items, was taken and the highest voted item at this stage was starred on the master list.

Discussion and subsequent action

According to O'Neil this stage can be used to gain further information. It was here however that NGT in the classroom started to diverge from the pure method. Quite often time ran out. By the time the voting and totalling had taken place the bell signalling the end of the lesson had rung and pupils did not want to stay. When there was time left the pupils were not interested in discussing the findings. The result was the end product to them. Even when presented with the typed version of the master list and the order of voting at the start of a subsequent lesson the discussion was not meaningful and tended to break up because of minor disruptions and disturbances within the group - the T/R deciding to move on to different work with the pupils. It would appear that the discussion stage of NGT with this type of pupil cannot be used to gain further data.

6.3 The Interventions Made in the IS Programme

Interventions have been made in all five areas of the IS negotiation programme (as can be seen from Table 6.1) and these are discussed below under each appropriate heading. All of the revisions are the result of the changes in fore-understanding caused by immersion in the totality of the research - the literature, the practitioner observations, the discussions and interviews with other practitioners and as a result of

the findings of the Delphi survey. The changes made are adaptations or modification of ideas which fit the personal philosophy of the T/R.

All of the changes made will be discussed, but only those which have been evaluated by the pupils through NGT will receive full coverage. The changes that have happened through the immersion in this research programme are summarised below:

Interventions Made in the IS Programme

- | |
|--|
| <ul style="list-style-type: none">■ The induction course has undergone revision on several fronts.■ Revised Contract sheets have been introduced.■ Revised Preparing for a contract documents have been used.■ Learning from experience such as visits, work experience has been more closely monitored.■ Skill check sheets that the pupils can use in their preparations for a negotiated assessment have been introduced.■ Parents have been involved in both the negotiation of visits and also the assessment of some areas of work. |
|--|

Table 6.1

6.3.1 Changes To the Induction Course

The induction course is designed to be an insight into negotiation and has undergone revision on several fronts - by the introduction of:

- Self assessments of small scale objectives.
- Work with the pupils about expectations, decision making, project planning, contracting and IS assessment.

Other changes have been made to the problem solving work and to the computer skills course, but these have not been evaluated by NGT.

The main use of NGT in this case was to identify the pupil expectations about what a teacher should do in the classroom, so that the T/R knew the degree of difference between the pupil expectation and those of the teacher. (The NGT itself being used as a classroom intervention.) These differences could then be used as a starting point for changing pupil thinking - getting them involved in talk and action about decision making and project planning. The discussion of difference was now being seen as an essential part of the negotiation process (See Chapter 7). Induction to negotiation should, it was thought, begin with the discussion and explanation of such differences.

The question which was posed to two different groups of five third year pupils, at the first meeting with the T/R on the induction course, was:

"What things do you expect a teacher to do in the classroom?"

The words *"you expect"* were emphasised and some explanation was offered in the following way.

"We are looking for what you expect not necessarily what happens".

Each group of pupils produced impressive lists of expectations - twenty seven in one case and thirty seven in the other. Fifteen items on each list gained votes and four sets of items were tied in each case. These were dealt with as explained earlier. Several similar items on each list gained votes and combining the votes for those items gave a 'top ten' ordered list which is shown in Table 6.2 over the page:

(Full NGT results are given in Appendix 14)

What I Expect A Teacher To Do In The Classroom

Comment	votes
To help people who need more help	23
Not to hit the pupils	18
To set a good example by not swearing, sitting on tables etc.	15
To help people with reading and spelling	14
To ask pupils and be nice about things when they don't understand.	12
To be strict and tell people off who are mucking about.	10
Not to give homework every week	10
To be clever and be able to do the work they set the pupils	8
Not to have a pet pupil and to treat people all the same.	6
To make the work interesting not boring	5

Table 6.2

The discussion which followed during the next meeting of the group focussed on what the teacher expected to be doing in the classroom, based on the list which the IS teachers had prepared and presented to pupils as a part of the revised contract sheet (see Appendix 15). All of the items addressing pupils needing help were covered by the document. Some items from the list appeared to require answers such as "*I don't*" or "*I do*". Were the pupils questioning the teacher about the way in which 'He' acts in the classroom, as this was the first meeting with the group?

Several items from the full list of pupil expectations seem to indicate that there is a rift between the IS teacher's ideals and the ideals of the pupil. The pupils, it appears, are still expecting to be treated as they are in their Lower School classrooms with the teachers:

Preparing work.

Teaching them.

Giving pupils work to do.

Marking the pupil work.

It is not only the teacher, as mentioned in the Delphi survey, who has to make the change from 'teacher directed to a more pupil directed approach'. The pupils have also to make that change. How can this change be brought about during the induction course or must it be done more slowly throughout the start of the Fourth Year course?

6.3.2 Changes to the Preparation Stage

From the practitioner observations made earlier in the research the most significant change has been the introduction of a 'preparing for a contract' sheet to help the pupils to prepare for the negotiations with the teacher. It was realised that if the pupil was expected to think about three questions then perhaps the three questions should be presented to them and if planning should result in a spider diagram of some form then this should be indicated on the planning sheet. The preparing for a contract sheet was redesigned to accommodate these changes. (see Appendix 16)

The preparation sheet gives the pupils a chance to examine their own intentions and gain more information, within some of the limits and boundaries, before attempting to negotiate the shared intentions with the teacher. If the pupils are working in a small group then the sheet is a primary focus of the group's shared intentions. The IS teachers feel that preparation is a way of equalising some of the power differential that exists between the pupil and the teacher. The pupil,

it is suggested, having thought about and planned what should be included in the contract, is in a stronger more informed position to negotiate with the teacher.

A group of five Fifth Year pupils who had used both styles of preparation sheet were first asked to look carefully at copies of both sheets. They were then asked the dual positive-negative questions.

"What ways do the sheets help you to make better contracts?"

"What ways do the sheets not help you to make better contracts?"

The NGT procedure was followed separately for each of the questions posed. The nine ordered statements below were the total number of statements obtained for the positive question:

Statements For the Ways the Planning Sheets Help

Comment	votes
You get to write down what you have thought so you don't forget.	13
It helps by giving more information.	12
There are more lines for ideas.	11
There is more on this sheet so there is more on your contract sheet. So you get more work done .	10
It asks more questions about the subject that you are doing.	8
There are more places to write.	5
The title on the sheet makes you realise what you are doing.	5
There is a new question ' What is the most important thing that I want to learn'.	4
The sheet gives you more ideas	3

Table 6.3

Do the pupils feel that they have examined their intentions? It would appear so, for they mention that *'you get to write down what you have thought so you don't forget'*. They also feel that the sheet *'makes you realise what it is that you are doing'* - planning. If you generate *'more ideas on this sheet then you have more on your contract and so you get more work done'*. The sheet seemed to give them more information about what to plan, for *'it asks you more questions about the subjects that you are doing and what is the most important thing that you want to learn'*. It would appear that the planning sheet has done all it set out to do. However, has this equalised the power or made the power of the teacher stronger?

The negative question raised only six replies from the five pupils taking part and these are shown below:

Statements For the Ways the Planning Sheets Do Not Help

Comment	votes
Too much work to do on the new sheets.	17
The old sheet seems simpler to fill in.	16
The old sheets haven't got much on and do not tell you what to do on your project.	12
The old sheet should ask more questions.	11
On the new sheet there is not so much space to write answers.	10
The new sheet asks too many questions.	9

Table 6.4

The revised planning sheet has, according to the pupils, given them *'too much work to do, by asking too many questions'*. The old sheets, although they *'did not tell you what to do on your project, were simpler to fill in'*.

There appears to be something of a contradiction here, for on the one hand, the pupils feel that the sheets help them plan better contracts. On the other they do not appear to like the amount of work that this better planning entails. Would this be true of all pupils? Is work avoidance one of their traits? Do the pupils want to examine their intentions about work and to look at the limits and boundaries to which their contract might stretch? Is it not easier to have a chat with the teacher and let them plan most of the work because that is the way it has always been done in the past?

6.3.3 The Changes Made to the Contract Document

From suggestions made during the peer interviews, contracts have undergone several revision stages in an attempt to make them more user friendly. They now include (see Appendix 15) the idea of one teacher that *'if the tasks of the pupil for their project work are laid out on the contract then why aren't the jobs which the teacher expects to perform not set out there also'*. Again this would be seen as a power sharing device - not allowing the teacher the weapon of gradually divulging what it is that she or he is prepared to do, but openly stating what is to be done and allowing space for recording the extra teacher input necessary for the particular contract under negotiation.

The final contract document is seen by the teachers as a map. It is a visual aid to guide and chart the course of the pupil through the uncertain area of the future - the project and other work which the pupil will undertake. It is a long term map but it is hoped that it can contain short term steps that can be reached and monitored by the pupil as the work progresses towards the end products.

A group of eight Fourth Year pupils who had used both styles of contract were asked, as before, to look carefully at copies of both sheets. They were then asked the questions.

"What ways have the contract sheets improved my planning and working?"

"What ways have the sheets not improved my planning and working?"

Again the NGT procedure was followed separately for both of the questions posed. A list of twenty eight items were generated by the eight pupils taking part and the following ordered statements were obtained:

The ways the contact sheets have improved my planning and working

Comment	votes
The sheet helps with information that you didn't know about.	21
The sheet helps you plan your project out stage by stage.	12
The sheet helps you with different skills that you could not really do before.	10
The sheet gives you some idea of what the contract is all about.	9
The sheet helps you learn more about computers and that.	9
The sheet helps us with planning and organisation.	8
The sheet gets you used to working with other people.	8
The sheet helps you set all your work out.	7
The sheet helps you work with different people outside school.	7
The sheet gives you some information - like how to find other information - like using the library etc..	6

Table 6.5

The revision of the contract sheet has helped the pupils in some ways. It appears from the list above to have given them a better 'idea of

what the contract is about'. It also seem to have 'helped them with planning and organisation' - setting out the planned 'work for the project, stage by stage'. Pupils feel that they are able to pinpoint different skills which they can attempt to improve because 'they could not really do them before'.

From those items not in the 'top ten' above, the pupils find the new contract sheet easier to work from because it:

'Helps you remember the different stages you have planned'

'Helps you to organise trips better'

'Helps when working unsupervised'

'Helps you plan what you are allowed to do'

The pupils also seem to be indicating that they feel that it is useful to be told on the contract sheet that there is 'always a teacher there to:

'Help with your contract'

'Help with writing and spelling'

'Give support and encouragement to overcome difficulties'

'Help you to understand things'

Once again, however, there is a contradiction in these statements when the pupils are asked to describe the ways that the new sheets have not helped improve their contracting (see Table 6.6 over the page). Amongst the ten replies, but with the lowest number of votes, is the statement that; *'the sheet would be better if you got rid of all the writing on the back of it so you could write your own ideas on the back'*, indicating that at least one pupil felt that the teacher's side of the contract sheet was unnecessary and probably unhelpful.

The ways the contract sheet has not improved my planning and working

Comment	votes
The sheet does not help you in Maths or English lessons.	32
There are some times when the teacher cannot help you with your problems.	15
The sheet doesn't help you decide what problem solving to do.	13
The sheet doesn't always help because you don't have enough time to do your project.	13
The sheet makes it a lot harder to plan your work.	11
The sheet could have given you more information about your work.	11
Sometimes the equipment that I planned to use is not there.	9
The sheet doesn't give you much help on what project you would like to do.	8
The sheet don't give you enough information about handwriting and spelling work.	4
The sheet would be better if you got rid of all the writing on the back of it so you could write your own ideas on the back.	4

Table 6.6

The changes made to the contract, however, have not helped the pupils in other subject areas. Indeed *'the sheet makes it harder to plan your work'* and it doesn't help you make decisions about:

'What project you would like to do'?

'What problem solving to do'?

'How to improve your handwriting and spelling'?

Nor does the contract help you to overcome such problems as:

'The equipment that I planned to use' not being there.

When 'you don't have enough time to do your project'.

The teachers of the IS programme would see these as eternally present problems for these pupils. How do we help pupils make decisions? It would appear that this is the essence of why a negotiated curriculum was chosen as the way of working with these pupils in the first place. Indeed contract negotiation is about making joint decisions, whereas renegotiations about the length of a contract or about the equipment to be used are seen as essentials of the next phase of negotiation - working negotiation.

6.3.4 Changes Made to Working Negotiation

From the significant results of the Delphi survey have come a review sheet to help pupils reflect on experiences they have undertaken (see Appendix 17). This is one of the areas which have not been formally evaluated by the pupil NGT. The teachers do, however, feel that the sheets have made improvements to the learning which pupils have gained after embarking on such experiences as self organised visits, work experience etc. The sheet is based upon phenomenological principles, first asking for a description of the experience, which is followed by a simple analysis of the strategies that were used. The sheet then looks at the success or otherwise of the strategies prior to the pupil projecting into the future with thoughts of how the strategies may be changed or improved for the next similar experience. The sheet is once again a preparation document allowing the pupil to prepare prior to a discussion with the teacher, or some other adult that they choose to help them evaluate the experience. The teacher would also introduce at this stage a 'record of experience card' or an 'evidence of experience card' (Appendix 19- 20) which the pupil could complete and save as a part of 'The Record of Achievement' processes of the school.

6.3.5 The Changes Made to Negotiated Assessment

The final area of intervention was in the negotiation of assessment. It will be recalled that the areas of practice which were most recommended by the panel of respondents in the Delphi survey, beside that of encouraging pupil reflection on strategies, were those of pupil identification of assessment criteria and using assessment check lists. These areas have also been revised by the IS teachers. The original assessment statements were contained, as mentioned earlier, in the statement bank of a school-generated computer program. Each of the sixteen general descriptors is divided into four graded statements from which the pupil was asked to choose the correct level for their achievements. This was done at the computer in the presence of the teacher.

After considering different alternatives the IS teachers produced a set of skill check sheets (Appendix 21) with the criteria for the attainment of different skill levels set out and graded. The pupil is asked to consider the evidence from work completed and to go through the sheets marking off the different achievements that they have made. They have once again the maximum information before them when they come to negotiate the assessment at the computer with the teacher.

The revised skill check sheets are again seen by the teachers as an attempt to share power with the pupil. If the pupils can examine the evidence that they have produced in order to make a statement about their attainment it would appear that they have a stronger base from which to negotiate assessments with the teacher. The skills that the teachers feel are important and that should be being developed by the pupil are now clearly shown - not hidden in the computer data base as

previously. The skills are displayed at the head of the contract sheet as something which the pupil should be aiming for and the levels of attainment by which the pupil can achieve certain levels are shown on the new assessment sheet. Eight fifth year pupils who had used the revised skill check sheets on two separate occasions, as well as the old sheets on previous assessments, were asked to evaluate them using the NGT. The pupils were once more presented with both sets of sheets, which they were asked to look at and consider changes made. Again a pair of positive-negative questions were used. The questions were:

"What ways have the sheets improved?"

"What ways have the sheets not improved?"

The pupil 'top ten' statements for the improvements to the skill check sheets are shown in Table 6.7 below:

Ways the Skill Check Sheets Have Improved

Comment	votes
The new sheets make it easier to understand the statements.	23
The purple sheets don't tell you what level you are at.	15
A more definite answer to the question is given.	14
The new sheets are set out more neatly.	13
The new sheets are more spread out.	12
The new sheets give you a more detailed statement.	11
The new sheets are set out better & are more interesting to do.	6
The new sheets take a bit longer but are more worthwhile.	5
It asks a lot of questions on one thing.	4
It asks more questions so the teacher knows more about your skills.	4

Table 6.7

The changes to the skill check sheet are seen by the pupil as helping them *'to understand the statements'* and give a *'more definite answer to the question'* about *'what level you are at'*. The new sheet gives a *'more detailed statement'* so *'the teacher knows more about your skills'*. The sheets are better because *'they are spread out'*, *'made neater'* and *'more interesting to do'*. From the remaining statements, those not in the table above, it appears that the pupils have *'more things'* that they can *'mark off on the new sheets'*. The things that they put down can help them decide *'to mark what level'* *'they are on'*, but they have got *'to be honest'*. The pupils are now seeing the skills that they are attempting to develop displayed for them, so that they can set themselves targets to be attained. The objectives that have not been attained so far are laid before them and can hopefully be used by the pupils to help plan for the next contract.

The pupils also provided eleven statements about the ways in which the skill check sheets had not improved. Ten of these are shown in Table 6.8 over the page.

Although the sheets seem to be better in some ways for the pupils, they do appear to suggest that the sheets appear somewhat daunting because:

'There are a lot of sheets of paper to look at'.

'It looks as if there is too much to do'.

'There seem to be too many questions to do on the new sheets'.

'The questions seem to repeat themselves in different ways'.

'The old sheets were much quicker and simpler to do'.

The pupils also point to their own failings and those of their peers when they state that *'people won't look at the evidence, they will only*

look at the levels'. The eleventh suggestion (see Appendix 14 page A80) was to make the sheets brighter colours - a practical but unhelpful suggestion for the evaluations that are being made here.

Ways the Skill Check Sheets Have Not Improved

Comment	votes
On the new sheets the questions seem to repeat themselves in different ways.	25
People won't look at the evidence-they will look at the levels	18
The coloured sheets take a lot longer to do.	14
Purple sheets are simpler to do.	14
The purple sheets are much quicker to do.	13
It looks as if there is too much to do with the new sheets.	9
The old sheets are more easy to do.	7
There are less questions on the purple sheets.	6
There seem to be too many questions on the new sheets.	6
There are a lot of sheets of paper to look at with the new sheets.	5

Table 6.8

If the assessment process becomes more objective for the pupils and teacher alike, will the need for negotiation over the assessments diminish? The teacher and the pupil will evaluate the evidence - if the pupil has been honest and the teacher observant. There will be agreement and no negotiation will be required. It would appear that this group of pupils is interested in finding their own level of skill, but the skills highlighted are those skills that the teachers in IS feel are important. Are these skills important to the pupils? Does looking at sixteen skill levels detract from the overall process? Would it be better to concentrate on a few skills? Perhaps those which the

pupil finds are the weakest. Assessment, however, is not merely seen as the end of the process. It is also viewed, by the IS teachers, as the start of the next cycle of negotiation. Assessment and planning can be linked more closely into the cycle once the pupils have learned to use the process, assessments providing the diagnostic information with which to start planning the next contract (See Chapter 10).

6.4 Interventions Revisited

As mentioned earlier the interventions made are minor compared with the major upheavals of PACE, which caused the birth of IS in 1984. Since that time a fairly complex and elaborate negotiating process has evolved which has been the subject of this examination. Examining the pupil perception of the behaviour of the teacher has proved revealing, for it does show difference in perception. The examination of such difference is, as is shown later, the starting point of negotiation and indeed learning. (If we do not examine and assimilate different information how can learning take place?). Is a re-education of the pupils necessary before any true negotiation can begin? The process of realignment of the fore-understanding of the pupils must be made explicit during the induction course. The ways in which the teacher and pupils are to act should be openly discussed.

Pupils must be made aware that the preparation for a contract is essential, for it is here that they can overcome their concerns about the difficulties of the decision making process. It must be made clear that it is a hard process that entails quite a bit of effort by them. Discussion of the small scale decisions that are being made during the problem solving activities need to take place in order to prepare them for the larger scale decisions of contracting, which come later.

Pupils do feel that the contract document helps them to prepare a plan for the work that they are to undertake, which can be used by some as a step by step guide towards the completion of the work. Can they be persuaded that this plan is used during lesson time to help them organise work for the period?

The skill check sheet appears to allow the pupil to relate the assessments made with the work that they have been doing through their contracts. The vast quantity of sheets, however, appears to be a deterrent to their completion. Can the sheets be completed in small stages as different contracts come to an end? In this way small quantities of skill development work can be tackled, making it easier for the pupil to see the progression.

Much of the negotiation in IS is surrounded and accompanied by documents which, in the opinions of the teachers, 'help the negotiation process'. The sheets are non-negotiable and it is the pupils who have to complete them. Has this increased the power of the pupil in the negotiation process? Or has it squeezed them into a negotiating mould drawn up and set by the teachers?

The interventions may have provided some answers, but it appears that they have raised further questions:

- How do we change the expectations of someone?
- How can we help pupils prepare for negotiations?
- How do we show pupils that the negotiation process is difficult yet it is still worth their while?
- Have we the teachers made the power of the teacher and the pupil more equal or is the gap still wider?

6.5 Discussion of the NGT Technique

As noted earlier, the quantity of views expressed during NGT is often quite large. Indeed NGT, in this case, has provided a quantity of information about the interventions made by the teachers, some of which appears to show the interventions as improvements. Rank ordering of priorities has been provided, but this has largely been ignored by the researcher, as it did not appear to provide extra credence to the evaluations. NGT does appear to gain pupil opinions in an economical way, which is sifted quickly, giving a priority list of pupil thinking. The reported disadvantages (see page 203) of the use of NGT with pupils did not arise. The NGT did not degenerate into a forum for levelling abuse, nor were the personalities of certain teachers mentioned by name even during the questioning of pupil expectations of teacher behaviour.

However there are problems with the NGT technique, for there are some anomalies apparent where the improvements made seem to be contradicted by statements about the lack of improvement in the same area. These are difficult to explain. Can it be that this is a problem raised by the use of the double positive-negative type questioning? Or is it a failing of the NGT technique? Another problem encountered was that the pupils did not appear to want to discuss the findings. The vote being the final part of the process in their minds.

Having described the actions taken and examined the feelings of those on the receiving end of the actions - the pupils, action research has several possible courses. The researcher could suspend further interventions until the present actions had welded into the negotiation process, allowing time for a re-appraisal later. All further actions could be stopped, as the present interventions were deemed the best

possible solutions to the problems of classroom negotiation. Or new interventions could be planned, enacted and evaluated continuing the spirals of action. In this research it is felt that further interventions will take place, as negotiation is not yet honed to perfection. However a lull in the proceedings is called for - a time to reflect upon the whole process of action inquiry in order to present the practitioner interpretation which follows in Chapter Seven

PRACTITIONER INTERPRETATION

The Signpost to Chapter 7

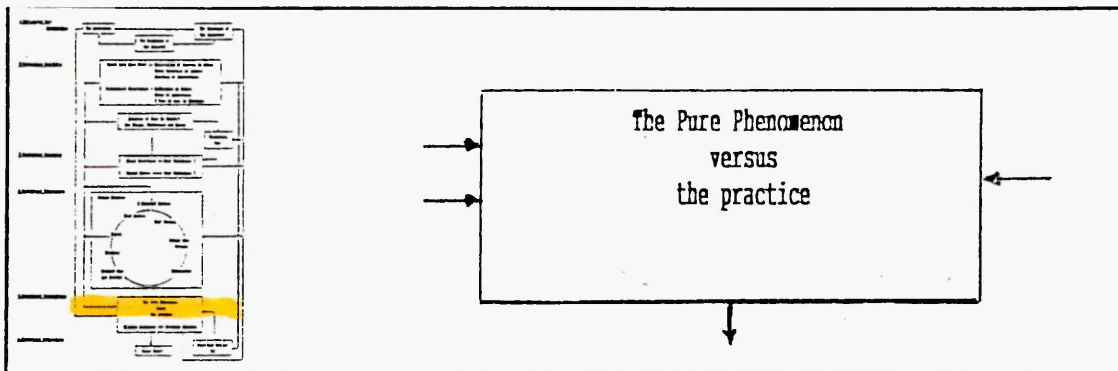


Figure 7.1

This Chapter is intended to provide a check on the adequacy of the descriptions, for it presents a phenomenology of negotiation (the analysis to untangle the meaning shown in Figure 2.1), followed by a critical re-interpretation of the practice using this different standpoint. Even more necessary is the possibility of casting doubt on the previous descriptions, models and theoretical standpoints which may have arisen from a blinkered approach to the research (see Chapter 2). The final stage of the hermeneutic has now been reached.

The conceptual analysis and the practitioner observations of negotiation made in earlier chapters do not completely provide an adequate description of the lived meaning of the experience of negotiation. In order to describe the phenomenon of negotiation, as it is given to consciousness, it has been necessary to attempt an analysis by stepping outside the practitioner way of thinking, putting aside beliefs, feelings or attitudes for or against negotiation as a

technique and dismissing at this stage any concern with the particular real context of this work - that of classroom negotiation, We are concerned here with the essential features of negotiation per se. The phenomenology presented - freed from biographical clutter - allows a re-interpretation of the real situation. Classroom negotiation can now be re-described in terms of the phenomenon which has been clarified. The hermeneutic circle may now be completed by providing a critical re-reading of the practice explained in the earlier sections of the research. As mentioned in Chapter 2, 'violence' must be done to the text and critical questions must be asked which will cast further suspicion upon the earlier descriptions of negotiation in the classroom. An openness to alternative interpretations must be held until the final stages of this chapter.

7.1 Preliminary Considerations

In Chapter 3 some inchoate definitions of classroom negotiation were emerging where negotiation could be taken as a part of some form of joint decision making. This being the case, it seems essential that prior to examining negotiation, a brief excursion into decision making must be made.

The whole process of decision making and choice are interlinked, decision being the adoption of a course of action and choice being the selection of one of two or more alternatives. They are but parts of the whole sphere of conscious action and as such assume that individuals are behaving as conscious agents, not in a preordained nor haphazard way. 'Man is pictured as one who determines what it is he perceives and what he is going to respond to' (Mead 1934), and behaviour is seen not as caused but as 'grounded in reason'. Thus behaviour is

performed in order to fill a felt need (Sartre 1957). Husserl suggests that 'in every action we know the goal in advance in the form of an anticipation that is empty in the sense of vague and lacking in its proper filling in' (Husserl 1968). A second assumption is of course that there are different options available to be considered. The performance of the decision making in this case fulfils the 'in-order to motives' described by Schutz (1964) The overall intention of making the decision is in-order to ... gain something useful ... or benefit the individual.

Schutz (1970), following the argument of Husserl, suggests that the first requirement of choice is that of projecting into the future to develop a mental picture of what the final action may be, so that 'a contemplation of the means to bring it about' may be made. This projection requires having certain information available; i.e. information about the courses of action which could be taken, and about the effects of taking a particular course of action. This would include the value, usefulness or expected costs to the individual of that action. An actor in the present is therefore planning for the future by considering information gathered in the past.

To some extent this process of choosing between options could be considered as a form of negotiation - a negotiation with one's self - similar to the 'conceptual negotiation' referred to by Weston (1979). These internal negotiations and other forms of negotiation described in the early part of Chapter 3 are not the negotiations being considered. It is the practice of negotiation of the curriculum which concerns us here.

7.2 Prerequisites to Negotiation

The most obvious element in the present analysis would seem to be, that negotiation involves others, thereby introducing the intricacies and complications of social interaction. Negotiation needs a minimum of two people and although it is possible to make decisions in isolation, these decisions are the extremes of the continuum which negotiation holds apart (see page 53) and are not important here. This study is concerned with the negotiated decision taken by a small group.

Prior to discussing the joint action several prerequisites must be considered. There must, for example, be a genuine need to take joint action or joint decision. The so called 'rubber stamping' of a unilaterally taken decision is not a negotiation. The people involved in negotiation are drawn to the interaction by the problem at hand which affects them - the decision to be made. There are thus three facets to every negotiation - the situation, 'the people and the problem' (Fisher and Ury 1982). Within the framework in which people interact there must also be a genuine opportunity to make any negotiations required to make a decision. Without opportunity there can be no negotiation. Also if a higher authority will over turn any decision made, why negotiate at this level?

Negotiation is a conscious action involving all of the human capacities, personal qualities and abilities, including the ability to store, draw from memory and deliberate upon previous interactions with significant others. These memories may affect the decision to interact and thus it can be said that negotiators make a commitment to interact. Having made the commitment to interact the negotiators need time to carry out the negotiation. The final prerequisite would appear to be

the need for time. Negotiation is a time consuming process.

7.2.1 The Classroom Situation

Immediately we consider the classroom situation there is divergence from the pure phenomenon. For although schooling is not compulsory, the parents of most children between the ages of five and sixteen do not exercise their right to make the choice to educate them elsewhere. The conforming majority of pupils are, in most schools, placed in groups and are obliged for various reasons to be with one teacher in a classroom for certain periods of time. The definition of the situation which both teacher and pupil have is not open to negotiation. Once in the room with their teacher, in a face to face situation, negotiation may start although many teachers would not feel a need for joint action or decision making with the pupils.

7.2.2 Is There Opportunity to Negotiate?

The practitioner observations of the T/R's classroom showed that opportunity was available for teacher and pupil or small groups of pupils to negotiate. The setting up of the formalised negotiation cycle, described earlier, containing planning, contracting, working negotiations, evaluation and assessment does seem to ensure that at certain stages in the cycle all pupils will have, or be forced into having, the opportunity to negotiate with the teacher.

Having said this however, once the teacher and pupil are engaged in negotiation, this denies all but the most determined of the rest of the pupils access to negotiations with the teacher - for the time being at least. Thus classroom negotiation may become a waiting game. Could it be that the waiting creates the intermittence or the

non-negotiability of some of the other pupils as reported earlier and by Martin (1976)?

The T/R does not, as a normal routine, record which pupils have been interacted with during the lesson and as reported in the time analysis (page 90) there may well be an inequality of opportunity to negotiate caused by excessively long negotiations with other pupils. The quiet unassuming pupil may well be denied opportunity not only by this lack, but also by the more boisterous members of the group taking over greater amounts of time. Does the quiet unassuming pupil need to negotiate or are they quiet because they can get on with the work without too many problems (cf Nash 1988 reporting on research into Girls in Mathematics)? Equality of opportunity to negotiate is then a vital factor in negotiated learning and possibly other classroom activities. The teacher and the pupils are aware of these problems as can be seen from the following extracts from the transcripts.

The Teacher Recognising that Another Pupil Needs to Negotiate

- T. There's no need to come out with that instantly. And the other thing we need to decide on is what work you're gonna try and improve on in your sort of school work. What help work are you gonna have a go at. OK.

P. Umm.

T. Right Simon looks as though he wants me.....
.....Interruption.....

Transcript 5

The teacher is prepared to break off negotiation as well as tolerating interruptions and some pupils have developed a technique described earlier as 'lurking' - moving close to the negotiation to be noticed by the teacher. This is shown in Transcript 6 over the page.

The Lurking Pupil Gains the Teacher's Attention

P4. Yeah somewhere there. (Pupil 6 moves over from where he has been working and stands behind the teacher)
T. OK. So that's a good idea. That's the planning sheet.
..... The conversation continues
T. You want the simplest things don't you for an introduction to pool. really the very simple how to...You know. Where the balls go on the table. Setting up the balls. Breaking off. And then just some simple shots into pockets.
(Pupil 6 moves round to the side of the teacher)
And you can dubb over some of the rules can't you? with sound.
P4. I've got a book of pool rules anyway.
T. Yeah. That sounds great.
.....
(The lurking pupil has gained the teacher's attention)
T. Now then Martin what you got to tell me?

Transcript 6

Contracting, evaluation and assessment appear to be lengthy processes and it is during these times that the teacher may be out of circulation for the remaining pupils. This was partially overcome, in the early part of PACE, by the teacher having a counselling period where individuals and small groups could be withdrawn from lessons to negotiate contracts, evaluations and assessments away from the distractions of the rest of the class. Falling roles and the consequent re-scheduling of timetables have meant the denial of such timetabled luxuries. Should negotiating time be re-introduced?

7.2.3 Is There a Genuine Decision to be Made?

Having been given the opportunity to negotiate. have the participants a genuine decision to make? In the classroom studied a central question is placed before the pupil in the preparations for negotiation.

What is the most important thing that you want to learn?

Learning has been placed centre stage. Many teachers have expressed a certain horror at this, for the central activity in their class, what

they are paid to do, is teaching. Teaching is what happens in most classrooms and any learning is almost incidental. A different view appears to be presented here - the teacher during the early part of the contract preparation is noted stressing this point.

The Teacher Stressing that it is Learning that Matters

- T. Right good so this is the idea for the next contract. (Pupil 1 comes and sits down beside the teacher who is now between the two boys) Can I pinch your pen John.
Transport! (Reading from the sheet) General transport or any thing in particular ?
- P1+4. All transport
-The conversation continues.....
- T. Count them as lorries.. diggers ...yeah
so we have got all that big list there on transport.
(Points to the list) Now what do you want to learn about transport?
What are you trying to get out of that?
- P4. How they work and that.
- T. How they work Have you got that down then John...No?
- P4. No.
- T. OK. so how they work has got to go on your list. There we are.
-Interruption.....
- T. OK so you've got how they work. Anything else about 'em that you want to learn?
- P1. We've got how fast they go.
- T. The speeds Yeah.
- P4. How much they cost.
- T. Now what are you doing then. Are you comparing trains busses lorries planes? Are you going to do some sort of comparison on those or? (Looking from one to the other)
- P1. Yeah.
- P4. Do something like that.

Transcript 7

There is a decision to be made but it is a decision that the teachers running the IS programme have chosen to place before the learners - to decide jointly upon a plan of work which the pupil will complete. They do not assume that they have before them competent self-directed learners, for they see immaturity, low attainment and lack of motivation. Negotiation to these teachers appears to present a solution. The very theses of 'alter ego' and 'consciousness' would appear to give credence to the notion of pupil involvement in the

creation of the curriculum - having a mind of one's own, one should be allowed to use its own unique perspective in this creation. Being aware of the situation and having the capacity to plan and monitor one's behaviour, one should be allowed to use these capacities in the learning process. The teachers accept that the pupils have different options, ideas and alternatives and that most of these pupils will also have different values and aspirations to their own. They also accept that pupils can make choices. What they doubt at this stage is that the pupils have all the information, alternatives or options available to them to make the more rational informed decisions of self-directed learners. The teacher is not yet redundant - teacher's help is needed to overcome these problems, hence negotiation and negotiated learning. As is shown later, the teacher appears to seize ideas, presented by the pupil, which most closely match teacher expectations. Both teacher and pupil become involved in the decision making necessary to plan a programme which will help the pupil to learn.

7.3 The Intention to Negotiate

In the type of negotiation under discussion, as opposed to much of the negotiation of social order or of conflict management the negotiation is explicit. It is openly stated that this is the way to solve problems, decide on outcomes and plan courses of action. By taking the path of negotiation at least one of the parties is showing their belief that this way of working is the way to get things done. Fowler (1986) believes that both parties must have a commitment to negotiation for it to work successfully.

It is the premise here however, that there might be a two fold interpretation of negotiation depending upon the 'prevailing system of

relevance' (Schutz 1972). On the one hand one party is aspiring to negotiate, whilst the other may be required to negotiate because of the conditions in which they find themselves. Thus, where only one party is showing a commitment to the cause of negotiation - having the deliberate intention of engaging the other in negotiation, it may be that this person is exercising a certain type of power (see page 259). Negotiation offered in this way allows three possible states to come into play which have been reported in practice (Martin 1976):

- Resist negotiation completely ----- 'the non-negotiator'
- Accept negotiation when it suits them - 'the intermittent negotiator'
- Become committed to the negotiation ----- 'the continuous negotiator'

Having said this, the first step towards negotiation, in any size group, would seem to entail making a pair of unilateral decisions, that each will interact with the other. Negotiation is then a conscious interaction. The parties must have the intention to negotiate, for once one party to the negotiation ceases interaction then the negotiation will also cease. Indeed this may be a technique which could be used to advantage, where one party is desperate to negotiate with the other. The least interested party may indeed gain certain concessions in this way.

Making the decision to negotiate with another involves a degree of risk, for neither party has complete information, either about the other or about his intentions. Too great a risk and negotiation may not even start. The situation the negotiators find themselves in and events leading to a prospective negotiation may alter the risk and directly effect the decision to negotiate. Implicit in these comments are certain characteristics of negotiators, who will require some

confidence and its allied trust along with a self image, which can deal with varying degrees of risk taking.

7.3.1 Is There the Intention to Interact in the Classroom?

By taking the path of negotiation, the teachers are showing a value position not necessarily shared by the pupils. For some of the pupils have expressed a distinct preference for the teacher to set work as teachers in their past experience have done, rather than take part in the formalised system of negotiation imposed upon them. This is clearly shown by the pupil expectations gathered during NGT with the incoming group of pupils (page 209). These results suggest that the pupil is expecting the solutions to their learning problems to be provided by the teacher. Are they prepared to help themselves learn? Or have they learned that teachers have all the answers?

The pupils are trapped into a form of participation which the teachers have devised, but the teachers having chosen the route of negotiation, are themselves trapped, for negotiation becomes a non-negotiable part of the classroom organisation. The teacher is using his professional power in setting the limits and boundaries in which the pupils may negotiate. The pupils are in a 'pre-constituted system' (Schutz 1972) where typifications, relevancies, roles, positions and statuses are not of the pupil's making. The framework in this classroom is explicitly stated and pupils are expected to negotiate and participate in the decision making to do with their own unique curriculum.

It would appear from the movement analysis shown earlier (page 89) that both teacher and pupil may have the intention of seeking the other to negotiate. Pupils, it is said, move to the teacher and teacher moves to

the pupil. Could it be that the pupils are moving to avoid interacting with the teacher? No analysis of this type of movement has been made.

The analysis of the starting and ending of negotiations reported earlier (page 117) does show that the teacher started more than three quarters of the negotiations analysed and on 90% of occasions had the final say in the negotiation. Once more we must ask are both the teacher and the pupil drawn to negotiate by the problem before them? It would appear not - for the teacher is obviously using his influence to carry out negotiation. It appears that the pupil, once engaged in the negotiation in this classroom, will initiate topics, change them and decide when the topic has come to a close. (cf. Edwards 1987)

Pupils Initiating an Idea

- (Teacher moves to two girls who have received a letter from the National Coal Board containing some charts. They have the charts spread over their desk. The teacher stands looking at the girls)
- T. Right ladies. What are we er?
- P3. You ask him.
- P4. Could we do this? (Teacher looks at the charts)
- T. Can you do this? What do you want to do then?
- P3. I don't know?
- P4. Put 'em up.
- T. So you want to use some of this stuff you got from the coal board and make a display of some sort do you? (Teacher leans over the desk and starts to open some of the charts)
- P4. Yes.
- T. How many have you got?
- P3. Ten.
- P4. There's ten.

Transcript 8

The teacher and pupils continue to negotiate which charts to use and where to site them, but the girls face another problem - that of risk.

7.3.2 Is There a Risk Involved?

Both the teacher and the pupil experience risk when facing new negotiations or when changing from an accepted role model to a new one.

The girls who had been prepared to negotiate with their IS teacher return after failing to attempt a negotiation with another teacher. The teacher appears to be somewhat unconvinced that the pupil will carry out the promise she is apparently making - To see the other teacher tomorrow.

A Pupil Apparently Facing Risk

	(The girls come back into the room)
T.	How we got on?
P4.	She 'an't bin.
P3.	We' scared. (Pupil 4 sits down pupil 3 remains standing)
T.	(Teacher stands talking to the girls) What's the problem Loretta?
P3.	Nawt.
T.	Nothing.
P4.	She daren't go in. Keep tellin her..
T.	You want me to come and hold your hand?
P3.	Narh.
T.	You don't.
P5.	She does sir.
T.	Who's in wi' Mr. Walker what lesson is it?
P3.	Geography.
T.	Fourth year it'll be then.
P3.	I don't know.
T.	It's bound to be fourth year options if he's got Geography in there. So it'll be some of your mates. Is that what you're worried about? Umm?
P3.	No.
T.	What are you worried about then?
P4.	Just daren't go in 't classroom.
T.	I think we're gonna need a practice at this.
Interruption.....
T.	So what's wrong Loretta? (Pause) Nothing..... (Pupil shakes her head)
T.	So how are we going to get around this one ?
P3.	I'll see him tomorrow morning..
T.	Are you sure ?

Transcript 9

The pupil, if facing too great a risk, can obviously withdraw from the negotiation and even the class (some would see this as the pupil's greatest show of power). This, however, is probably too great a risk for the majority of the conforming pupils.

Some teachers in the interview situation asked many questions concerned

with the risk involved in the change of role. 'How do you change from teacher directed to student directed learning?' was one such question. The teachers in the interviews also recognised that there was risk involved for the pupil and commented that 'you had to know which pupils you could leave to take risks or even fail and which pupils would never attempt another thing if they felt this failure'.

To overcome the risk several suggestions were made which point to a gradual introduction of negotiation to the pupils eg. the introduction of fairly easy work or content free thinking skills work. The induction course mentioned earlier, it is stated, attempts this gradual risk reduction whilst the pupils have the stability of the majority of their normal lessons to support them. Once again the pupils face a 'pre-constituted system'. Is it induction or indoctrination into the roles and relevancies which the teacher wants the pupil to act out? Although teacher directed computer skills is a major part of the course, pupils are also faced with content free problem solving tasks, including the invention of their own task for another pupil to attempt.

The most recent development, within the induction course, includes discussions with the teacher, where it is hoped that the assumptions made by the teacher and some of the value positions about decision making, negotiation and planning are brought out and shared with the pupils, along with their expectations, collected through NGT, about teachers and teaching (see page 209).

7.4 Working Towards an Outcome

As mentioned earlier, each party feels a need to be involved in bringing about some successful outcome - something that will happen in

the future as a result of this negotiation. 'The ultimate aim of negotiation is not to obtain a piece of paper with some signatures but to get certain things done' (Le Poole 1987). The outcome will be a product of the very career and history of the process of negotiation. Like decision making, negotiation is a purposeful activity, but it joins the differing possible outcomes of the actors into one joint outcome. Being purposeful, negotiation in this form is normally focused; that is, focussed upon a particular issue or set of issues which concern the two parties at that specific instant. Focussing upon issues is, according to Richardson (1983), a vital part of the start of any participatory decision making process.

The development of a new outcome or position from a set of possibilities would seem to imply a creative element in the negotiation process as something new is formed during the negotiation. Indeed the Harvard Business School proposes a model of negotiation which uses these very concepts of need and creation to focus negotiations away from relationships onto the problem at hand and the creation of a successful outcome (Fisher and Ury 1982 , Davies 1988)

However as Fowler points out 'there is no point in embarking on negotiations if one is convinced that the other party's position is wholly unchangeable' (Fowler 1986). Thus within negotiation there is a calculating function - a mental planning. By having an outcome in mind each party is attempting, however subconsciously, to direct the agreed outcome towards that end rather than any other.

7.4.1 Are the Teacher and the Pupil Working Towards an Outcome?

Working towards an outcome implies that teacher and pupil have some

idea of what the outcome or set of other acceptable outcomes might be. In IS the pupils are directed to bring their plans for work to the teacher so that these can be negotiated into a working blueprint which the pupil can implement. The problem at hand is the preparation of a suitable curriculum for these particular pupils. The teachers assume that the preparation document presented to the pupils helps them project into the future, whilst attempting to decide what action is needed to bring about some form of learning. There may be a problem here of a similar nature to the developmental aspects of the taking of roles discussed later. Is 'projecting into the future' an act in which our pupils can indulge, or is this something which is developed through childhood and adolescence and cannot be fully realised by the pupils in this study?

It is assumed that both teacher and pupil at this stage will have an ideal project in mind as shown in Transcript 10.

The Pupils Have Some Ideas for a Project

	(Two pupils have come to the teacher with their ideas for a new contract of work drafted out in the form of a spider diagram, which they prepared at the end of the previous lesson. He starts the rest of the class off working and then returns to them.)
T.	Transport! (Reading from the sheet) General transport or any thing in particular ?
P1+4.	All transport
T.	All transport . So.. (Staring to write)
P1.	Trains cars.....
T.	Perhaps we want a list of what sort of things then.
 they continue to make a list.....
T.	You've got here timetables. Yeah. Now. Is it public transport you mean. It can't be though can it with lorries in?
P4.	Some of it is.
T.	So on this one you want public transport.
P1.	Yeah.
T.	Right ...Public transport on there. (Writing this down) Information you're gonna get yeah. Now where are you going to ask your questions?
P4.	Bus depot.
T.	Yeah.
P1.	Train station (Pupil smiles). Dunno what to do about planes?

Transcript 10.

The pupils have written down some ideas about their project - Transport - which they start to negotiate with the teacher. The teacher soon latches onto a particular theme - 'Public Transport' which he returns to repeatedly - apparently convinced that the pupil position can be changed to an outcome which is closer to his.

The Teacher Apparently Hoping to Move the Pupils Towards His Ideal

- T. Right so your different costs.
P1. Yeah between tickets (Pupil points to the sheet) cos you can have train tickets, bus tickets.....
T. And plane tickets. You wouldn't get car tickets so that's your public transport again i'n't it. Different costs of public transport. Do you want to concentrate on public transport first? Would it be better perhaps to look at those three rather than spreading it right the way along the whole range.
P4. We'll have a look at them three.
P1. We'll just look at these three.
.....The conversation continues.....
T. Right so we're concentrating on public transport. Now is there any thing that you can think of besides these things here that you've thought of already? You've got your. You've got this video one is it going to be a video to show people the differences between...
P1. Yeah.
T. ...local public transport?
P1. Yeah definitely.
P4. That's how big they are...
P1. What they run on and ...
P4. What different kinds.

Transcript 11

The contract negotiation then attempts to work out the steps required by the pupil to reach the goal. The document is seen by the teachers as acting as a map for the pupil to follow towards the goal, whilst working negotiation can be considered a compass consulting exercise, with new decisions being fresh bearings realigning the map for the pupil to continue to follow towards the goal.

The contract is thus flexible, allowing new directions which the learning might take. The results of the flexibility can be seen in

Transcript 12 where the evaluation of a contract by the teacher and a pupil show that a contract containing a project on birds was renegotiated to include making a bird table, organising a minibus trip to a local country park, arranging to meet a park ranger for a guided tour, producing a bird spotting book for the other pupils and producing a chart of photographs taken on the visit.

An Evaluation of the Outcomes of Several Re-Negotiations of a Contract

- T. Right. (Reading from the evaluation sheet) What you set out to do was? Well what would you write in that space there? (Pointing at the sheet with the pen and looking at pupil whilst awaiting a reply.)
- P1. Just in there? The visit to somewhere. (Looks at teacher)
- T. That was all you set out....That was the final product but what was your original plan on the contract? (Looking at pupil whilst asking the question) The original project was ?
- P1. Birds.
- T. Birds. So it was a birds project but then it spread (Looks at pupil) into a visit to Rufford Park didn't it. So you really want all of those things. Don't forget of course you made your bird table as your problem solving exercise. (Pupil looks at teacher) So it's designing and that. So all those things want to go on that space there. So it's your bird work. (Teacher starts counting on fingers and looks at pupil) Your bird book that you did. What birds to look for. Your planning a visit. Actually ringing the ranger up and that sort of thing. You know that's important. And actually taking the visit, collecting the money in, planning out how many miles it was. So you've got to get every thing in there. That's all the things you set out to do. Aren't they?
- P1. Yeah.(With a bit of a sigh)
- T. Right. And you must have done all of those (Looking at the pupil many times throughout the following interactions) cos the visit was quite successful yesterday I hear from Mr.Waterhouse. (Pupil nods in agreement and looks at the teacher)
- What do you think about it?
- P1. It went alright.(Smiles)
- T. It went alright What about the ranger? Was that.....

Transcript 12

The final outcomes were affected by the processes of negotiation which the teacher and pupil undertook during the working negotiations along the way.

7.5 The Assumptions of Face to Face Interaction

A sharing in a face to face interaction is not always essential for negotiation to take place within our technological world, but it is this mode of interaction which will be considered here and as such it must be affected by what Schutz has called the 'taken for granted assumptions' (Schutz 1962) which we all make in our day to day dealings with other people.

The first of these is that other people exist, have minds and will see the world almost as we see it. Secondly that we assume that as we live in the same world, we can have the same thing in mind as another person sharing the same situation. Thirdly, that each of us has his own individual 'biographically determined situation' (Schutz 1962) built up through conscious and subconscious interaction with the world and others in it and that these views of the world can be shared with others through communication.

The notion of 'biographically determined situation' would seem to provide the very essence of why negotiation must take place at all and also why there may be reluctant negotiators. In order to take any joint action each actor must lay bare parts of his own biographical situation. These may be values, assumptions, beliefs, or experiences. Only then can they jointly see which of these stand-points are shared and can be acted upon. On the other hand this disclosure of biography creates risk, for an actor may be giving information to the other which may be used to advantage in future negotiations. This risk may create a reluctance to negotiate.

Negotiation involves a spontaneous to and fro of information, both

parties acting as senders and receivers of information. Each has to make choices about what information is sent and received. The spectrum of choice at each stage in the communication of information is shown diagrammatically in Figures 7.2 and 7.3.

Communicated Information - The Sender

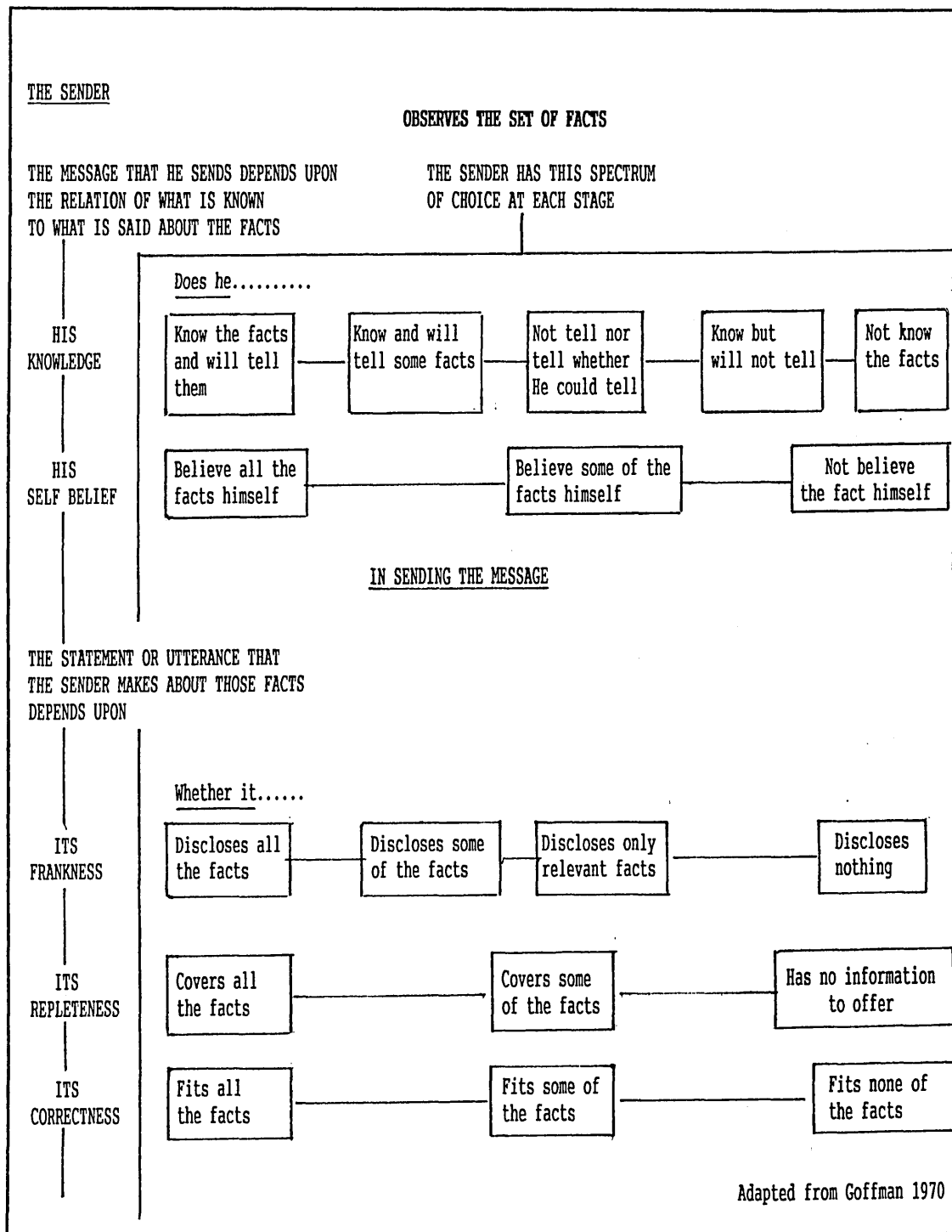


Figure 7.2

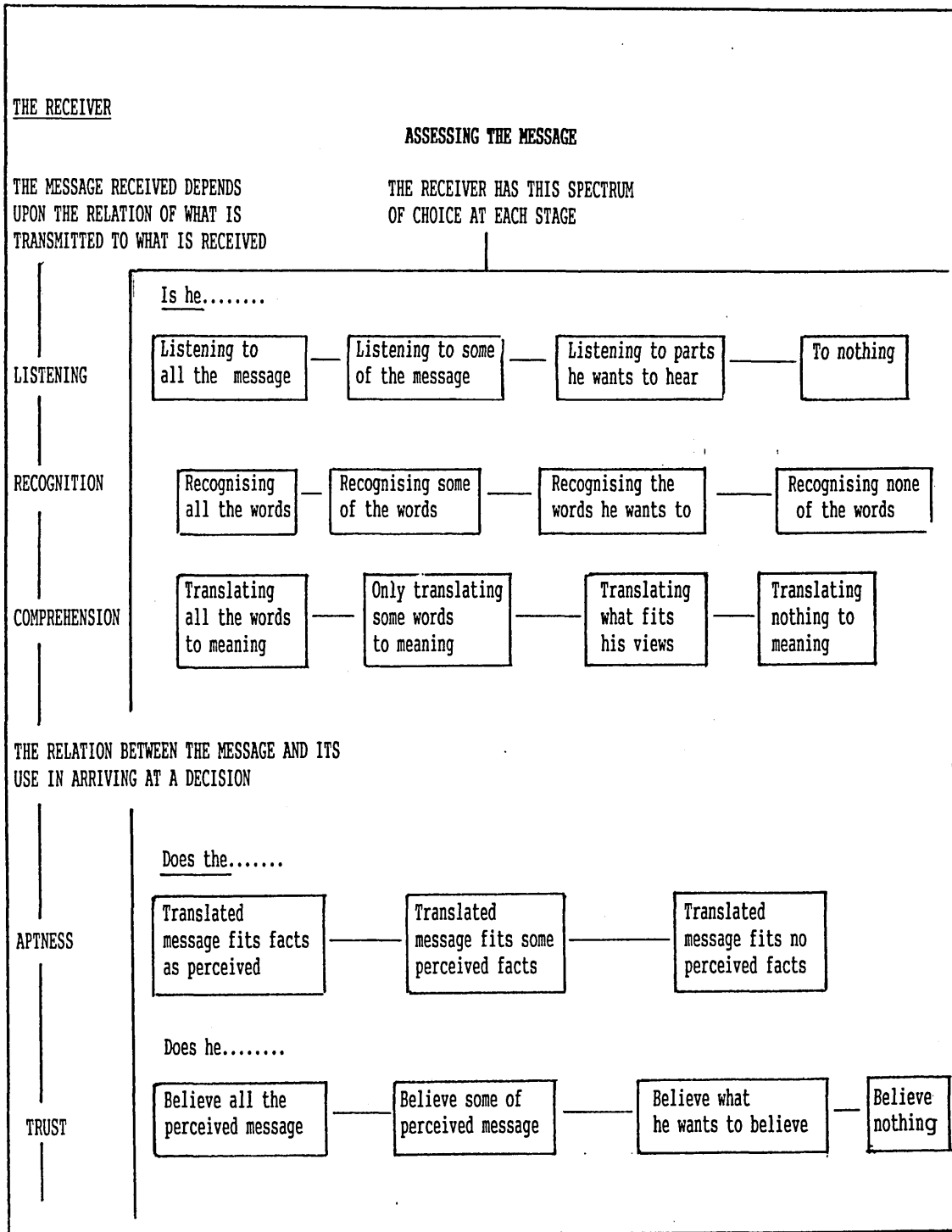


Figure 7.3

Communication of information as is shown, can take many pathways through the maze between sender and receiver.

It is here that we must add a further complication caused by the face to face nature of the interaction. The message is only one aspect of the communicated information. The impression that a person gives also needs careful management, for the attitudes and emotions of the participants both towards the negotiation and towards each other is not only important at the outset, but can change as the negotiation proceeds. This may be particularly significant if certain pressure tactics are attempted by one or other party, for then the whole spectrum of human emotions may be brought into play as a series of tactics to be used in an attempt to change the course of the process. These emotional ploys would clearly affect the calculating function which the parties use.

7.5.1 Is there Face to Face Interaction?

The teacher and pupils have been shown to be engrossed in conversations. The messages appear to be understandable, the teacher apparently speaking the 'same language' as the pupil. In non-technical terms and non elaborated codes each must be attempting to clarify what they are thinking and saying. The teacher and pupil appear to be assessing if the message fits all the other expressions given off. Do facial expressions match what is said in the conversation? Is emotion being shown? etc.

7.6 Role Taking

Having pointed to the complications of sending and receiving messages, it must be said that in face to face interaction we normally act as if we expect the other to gain some meaning from our behaviour, interpreting our behaviour as in turn we imagine what it is that they are meaning. In the terms of G.H. Mead this imaginative act is 'taking

the role of the other'(Mead 1934). Further work (Turner 1956, Selman 1971) would suggest that there is a developmental sequence of this role taking throughout childhood to adolescence and several ways in which role taking can affect the 'standpoint' taken by an actor.

Two dimensions of 'role taking' affect identification with others and with the norms of groups and it is these identifications which are used as standards for an individual's own aspirations and values. The actor, reacting selectively to the role of others in the group, can decide whose opinion is worth seeking and which self he would wish to see reflected. The feeling of personal worth developed through reflexive role taking is then important in building up the self image of the participants, allowing contributions to be made and accepted as worthy, not objects of suspicion or derision, and reduces the risk discussed earlier.

7.6.1 Is There Role Taking In the Classroom?

Mead's notion of taking the attitude or role of the other is important here in several ways. The first is in the form of expression games (Goffman 1970) where both negotiators must think about what they are going to say and how this will affect the other. This will be dealt with under the heading of strategies of interaction page 250. The second is concerned with role taking as a skill which is developed throughout childhood and adolescence.

The teachers in this and other projects using negotiation with children are assuming that the pupils can negotiate like adults. If role taking however is an essential of negotiation it may be that younger children or lower attaining and less able children have not acquired the

necessary skills of role taking. Could this be why they occasionally demand work from the teacher rather than wanting to negotiate? They may still see the teacher as the interpreter of the situation in the classroom, with themselves acting unreflectively as they have been continuously asked to do through much of their career in school. There is little chance for children to formulate action mentally and reflect upon it prior to any form of action being taken. Yet this is exactly what the planning and contracting phases of the negotiation process introduced here is asking them to do. Can they do this whilst planning alone? - yet it appears that we ask them to perform role taking in the more difficult situation during a face to face interaction with the teacher. It would appear that another form of role taking is evident in Transcript 13.

Is the Teacher Using Role Taking

T. Can you come and explain how you did your title Philip for your Forest.

.....Interruption.....

(The pupil the teacher has spoken to moves from where he is working to lean over the table at which the teacher and the boys are sitting)

P5. I tell you what. The thing is what do you want to have? What's the writing gonna say?

P3. We want er what's it called?

P4. A video. Pool video.

P5. No what's your writing gonna say.

P3. Introduction to....

P5. What?

P4. Introduction to pool.

P5. It'd best to just do pool.

P3. Pool yeah.

P5. Right now I don't know whether you fancy this but get some bubblies red bubblies or there i'n't enough for them. Right. You do like this. On the pool table that one just there. A load of balls P. One, two off. One two off. Then you....

P4. ???????????

P5. Then it comes on right and it goes?????? P..O..O..L pool that's what it says.

T. Brilliant you see. Thank you Philip. (Pupil 5 moves away)

Transcript 13

The teacher appears to use role taking - to develop self-esteem, by suggesting to pupils that their opinions are worth seeking - and also to develop group norms pointing to standards which other pupils may adopt. Having used one pupil as a model the teacher then goes on to negotiate further with the original group. It would appear that practise at this Meadian form of role taking does take place but not in any planned or structured way. If it is essential for negotiation, how do teachers recognise, encourage and practise the role taking of younger or disadvantaged children ?

7.7 Strategies in Interaction

A negotiator can tell the truth, the whole truth and nothing but the truth and can listen to, recognise, translate and believe all the message. But does he? - Is it in his best interest to reveal all? - Where will the outcome lie if complete openness is shown? The negotiators are using the imaginative act of role taking to help in their mental calculations to manipulate the situation to their advantage. By considering that one can change the position of the other it is implied that during negotiation each actor must consider:

- What alternatives are open to the other.
- To which alternative he has committed resources.
- How the other might order his preferences, aims and goals.
- How determined the other is to proceed.
- What information the other has on himself and his own motives.
- The resources and attributes the other has at his disposal.

(Based on Goffman 1970)

By the use of certain strategies and ploys each actor is attempting to gain information from the other, whilst possibly concealing as much of

his own information as possible. Conversation in negotiation is an ordered activity with people taking turns to speak, 'giving the floor to a selected next speaker' and also selecting 'certain kinds of utterance' to fit into the sequence (Francis 1984). Thus control over the conversation implies a management of the negotiation and a form of power to the better conversationalist. The information required to develop strategies of interaction would once again appear to take time to be collected and would imply a difference in style between first time and one off negotiations and the repeated negotiations of the classroom.

According to Goffman (1970), the actors involved in such strategic interaction assess the situation by monitoring the expressions given off and the reception of two types of 'avowal':

- Unconditional avowals "I will do such and such regardless of you."
- Conditional avowals
 - a. promise or encouragement - "I will do this if you will do that."
 - b. threat and warning "I will do this if you will not do that."

Of concern to this work is the question - does the maker of the avowal have the resolve, capability or trustworthiness to carry it through? It would appear that during negotiation much of the strategic interactions are testing these capacities, particularly looking for signs of encouragement and promise.

However, once in the formal situation, in which many negotiations occur, an actor is almost forced into carrying out promises made, for he or she:

- Cannot decide not to play or do nothing for this in effect is a course of action.
- Has in fact a limited set of choices and somewhat incomplete information.
- Is committed to moves decided upon.

By using strategies of interaction in our dealings with another there is implied a certain resistance to falling automatically into line with the other. Some writers would see this resisting of the pressure of the other as a form of expressing 'selfhood' (Sartre 1957, Goffman 1968).

7.7.1 Are there Strategies of Interaction in Classroom Negotiations?

If the teacher is speaking on a greater number of occasions than the pupil, as is shown by the analysis (pages 109-113), it would appear that the teacher has more of the power over the conversation - more chance to manipulate what is said by the pupil. The teacher would appear to be managing the conversation to his advantage.

The teacher can be seen, in Transcript 14 over the page, to be withholding information in his negotiations with a pupil about what title to give his book. The teacher would claim that he was encouraging the pupil to think for himself, but why then does he readily accept the ideas of the pupil's partner? Is the teacher trying to flush out of the pupil his aims and goals during the contract preparation and contracting phases of the negotiation whilst he also finds out the strength of the pupils' resolve? Does the pupil use concealment strategies or is the possibility of the teacher discovery too great when compared with any gains that concealment may accrue?

The Teacher Withholding Information

P4. Sir what shall I put on t' front?
T. Martin Problem? (Teacher moves to be beside the pupil)
P4. Yeah. What shall I call t'front?
T. I don't know? What do you want to call it?
P4. Title err.
T. What is it? What's it for?
P4. It's a menu!
T. A menu?
P4. Well.
T. It's not really a menu is it. A menu means a list of things that you can buy or order or...
.....Interruption.....
T. So what is it going to be called. What is it? A book of what ?
P4. Birds.
T. Yeah. But it's to help people do what about birds.
P4. Get round the course. Ask him it's mainly his idea!
T. Don't blame other people you know. Lets have your idea as well. What's the idea of that book to do? (Pupil puts his head in his hand and looks at the floor)
P4. I don't know!
T. It's to show people?
P4. What birds are. (Still holding his head)
P5. In other words it's like a bird spotting book.
T. Bird spotting book! Why not call it the bird spotting book?
(The teacher smiles)

Transcript 14

The analyses undertaken earlier would not reveal strategic moves nor would they show the real intention of the teacher in asking questions, making summaries, listing ideas or recapitulating with pupils, though these may be inferred as attempting to get behind the apparent facts to the real ones. Silence management has been reported as being important (pages 144-147). Could it be that the teacher can manipulate the negotiation by such means? Too short a silence means that the teacher is soon putting forward suggestions (A fault common to many teachers even in their dealings with peers). Too long a silence may make the interaction more like an interrogation (cf. Arther and Caputo 1959).

One aim of negotiated learning is to mobilise the interest of the pupil through negotiation. This could be seen as the teacher using

'seduction' (Goffman 1970). The relationship that the teacher is building is one of team mate to whom strategic information can be entrusted and he may be viewed as using a 'false identity' (Goffman 1970) by changing his role from that of the 'normal' Teacher - to one of negotiator. Although the teacher may use threats and warnings to some extent during working negotiation, as observed earlier (page 113), the essence of the atmosphere which it is attempted to generate in this classroom is one of positive relationships.

If the avowals are to include encouragements as well as promises then it is clear that many of these are made. The analysis shows that, the negotiation of a contract and particularly the negotiation of evaluation and assessments contain a great deal of positive affect by the teacher having the stated intention of 'building up a feeling of worth within the pupil'. When contracting, the pupil is making a kind of promise to carry out particular work. The teacher may still doubt the correctness of pupil avowals and the capacity or inclination of the pupil to make every effort to carry it through. Is the ordering of aims and the strength of resolve not a general problem for less able pupils? It is reported that they can state their goals - to improve spelling or to carry out a project on dogs - but it is their resolve - the ability to carry through the avowal - which appears to be lacking. The teachers had problems getting pupils to stick to contracts made and had to re-negotiate because the pupils could not fulfil the contract agreed.

If credit is given to the avowals by seeking evidence that the proposals made have been entered into - then it would appear necessary for both the teacher and the pupil to be looking for this evidence. The teacher checking avowals is indicated below.

(The teacher and a pupil are sitting at a desk discussing the progress the pupil has made with the work on the contract. they are looking at a contract sheet.)

T. How many of those have you had a go at? You've done that?

P1. Umm.

T. And you've practised 'em?

P1. I don't know.

T. Obviously not. So that's probably a job to do today then i'n't it. Alright.

P1. (Pupil pulls a face) I don't fancy using that tape.

T. You're listening to the tape and practising those questions that you've put on there. (Pupil nods his head) That's what you're doing. OK.

P1. Right. (Pupil stands up)

T. Right.

P1. I need a tape then.

T. (Teacher gets up and moves towards the door) You need a tape then.

.....Resourcing.....

(Teacher returns with a tape recorder)

P1. Have I got to use that? I hope it's got head phones.

.....Interruption.....

T. You need to go and find a quiet room. Right. take the tape that you've done. You can't really do it in here cos all the plugs are about used up unfortunately. Take you're tape you've done and the best place is probably between red and green base. (Pointing outside the classroom)

.....Interruption.....

P1. (Pupil comes back to the teacher) I feel stupid carrying this.

T. Why?

P2. Just feel like it's a tool box.

T. Tool box that's all it is. It's going to help you with your work. Have you got the tape?

P1. Yeah.

T. Do you know how to record? That's the play button. Right. That's the pause button. OK.

P2. Spare plug over there.

P1. Where?

P2. Over there.

P1. There's a spare plug over there sir. (Teacher looks over to the wall)

T. You can do.

P1. Yeah. Got any ear phones?

T. I don't know.....

P1. I'd rather stay in here.

T.how efficient they are. I can find some ear phones.

(Teacher goes to collect head phones)

.....Interruption.....

T. You'll need some paper to work on won't you? So you'll need to work over here in fact. (Pupil with head phones on acts as if he's dancing)

Transcript 15

Pupil avowals appear to be checked, on some occasions, in a more formal way by discussing progress. The teacher on this occasion appears to

bring a certain amount of power into play - something of a threat. The pupil resists falling automatically into line and re-negotiates a place to work in the classroom. On other occasions the teacher can be seen looking for such evidence during working negotiations, walking round the classroom asking such questions as 'how are you doing? or 'how far have you got'? Dare the pupil question the teacher avowals?

The enforcement systems in operation within classrooms are many. Once in the classroom the pupil cannot decide to do nothing for, everyone is expected to do some work and to carry out promises made. The teacher below attempts to make this point.

Enforcing the Avowals

(Teacher moves towards two boys who have repaired a model garage for a local play group. The boys are supposed to have seen another teacher to find out when the play group is operating.)

T. Right how are we doing then gents. (Stands behind the boys) Seen Mr. Gill?

P1. I can't find him sir. He's not in the office.

T. Mrs Clements is the other one who'll know. (Moves round to face the lads)

P1. ?????????????????

T. Well one of you go and have a chat to her then. That's probably a good idea.

P1. Well how about? (Bends down slightly to listen to the conversation between P1 and P2) We are going down town anyway aren't we. So we go down. We come to here. Take it down there. Drop it off at the nursery on the road to.....

P2. The bus stop.

P1. Yeah.

P2. Tomorrow.

P1. Yeah. (Teacher bends lower and looks from one to the other during a 2 second pause)

T. That's one suggestion. What time are you hoping to catch the bus tomorrow though.

P1. Comes every fifteen minutes don't it?

P2. Yeah.

T. Every fifteen minutes the Nottingham bus?

P1. Yeah.

T. Who lives nearest to the place.

P1. You Dave.

P2. Yeah. I do. Easier for me to get there and meet you there then.

T. That's what I was thinking.

P2. Instead of you coming al'way up here to go back down again.

T. Could you take that home with you tonight? (Pupil 1 smiles at this comment)

P2. Not really. (Disapproval in his voice, he looks away at the model)

T. Not really..(Pause 7 seconds).. Well the other answer is to go and see Mrs Clements. See if it's open this morning and go down the end of the morning. You know sort of as they're closing up. Cos then it'll be done won't it?

P2. Umm.

T. It'll only take about two minutes to see Mrs Clements.

Transcript 16

The two boys appear reluctant to see this. The teacher also fails using a different tack. The boys did eventually take the model back to the play group after visiting the other teacher mentioned and much more discussion.

The teacher although offering some choice to the pupils is still limited as to what he can allow in his classroom before he will be taken to task by the head teacher or governors for the conduct of the pupils in his charge. The teacher also has certain formal enforcers backed up by the school system such as sanctions and legal boundaries within which he must work.

The teacher may well have developed an understanding of such pupils through professional experience and through the information which is passed from other teachers. It also appears that the teacher is attempting to ascertain the motives and intent of the pupil through the negotiation of a contract. But what of the motives and intent of the teacher? Are these revealed to the pupil? The IS teachers now feel that the contract document indicates some of their motives by outlining the skills which pupils are expected to develop. In the revised induction course the teacher prompts the pupils to disclose their expectations of teacher behaviour and discusses with the pupils their own expectations of what they, as a teacher, will do in the classroom. The teachers in the project have also stated clearly on the back of the contract document what they feel they will do to help the pupil. This information is read with the pupil prior to the signing of the contract. Thus some of the more clear cut motives are being revealed to the pupils, but there are other implicit motives such as the way in which, it is hoped, that negotiated learning will bring the

disaffected pupil into the fold. These are not revealed to pupils although they have been revealed to other teachers through the documents published under the auspices of the PACE project.

It would appear that in face to face interactions in the classroom it is important for the teacher to get into the shoes of the pupil, but it may also be necessary for the teacher to reveal more of what he is thinking and feeling if negotiation is to approach the pure phenomenon.

7.8 Power

Power has been defined as 'the capacity of some person to produce intended and foreseen effects upon others' (Wrong 1979). Thus each party has a certain power by holding in their mind the intention to make the other behave in the way that they intend. As already mentioned, the ultimate power that any party has is to withdraw from the negotiation, but they also have a further form of power; the power to create an upset in the relationships, 'to create a hassle' (Fowler 1986). The relationship element of negotiation is a very important contextual element and one actor placing himself in the 'out group' (Wall 1985) may force the other to re-negotiate. As Strauss points out 'once the situation is upset a new agreement may be negotiated', (Strauss 1978) or it may force one actor to use his power.

There is also what Wrong calls the 'actual/potential problem' (Wrong 1979) in this use of power. Some have the potential to rule by 'acknowledged right' or 'to decide which action will best serve' the group (Wrong 1979), but can they, or have they, the desire to carry through these potentials? The socially more powerful may be expected to have more effect upon the negotiation than the other, but, having said

this, each party engaged in negotiation must also have potential power, for each has the capacity to produce intended and foreseen effects upon the other. The very act of having an outcome in mind and working towards that outcome could be considered a source of potential power. The actual power comes from being able to create these effects and as such actual power will only become visible as the negotiation proceeds. Kaplan (1964) considers that the power in any social situation has three dimensions:

- Weight...the amount which one actor affects the probability of the other behaving in a certain way.
- Scope....the range of the decision issues which may be affected.
- Domain...the number of different people affected by the decisions.

Kaplan (1964)

The scope and domain elements of this view appear to relate to the contextual properties of negotiation discussed by Strauss (1978). It is these two areas which become established as explicit procedures governing decision and action, where negotiations take place within an organisational setting. These 'standard operating procedures', according to some writers (Blau and Schoenher 1973), form a method of control through insistence on compliance, but they restrict the freedom of both parties. Thus, if the dominant group set up procedures for decision making processes or periodic review of performance, they themselves have to conform to these procedures. Having once made the decision to negotiate an actor must have surrendered some of his power, for 'where arguments are used authority is left in abeyance' (Arden 1961). However, negotiation can also be seen as a way of getting things done that cannot be done by the use of power (Wall 1985). A person

cannot be forced to work co-operatively or participate with others, but through negotiation this may be encouraged and practised.

7.8.1 Who Holds the Power in the Classroom Negotiation?

If we accept the argument of Kaplan above then it is implicit that the teacher has a certain 'weight of power'- the degree to which the teacher can alter the behaviour of the pupil. A shift in this weight of power may require a re-negotiation of the situation. Thus, once a teacher has taken a negotiating stance with the pupils, then the attunement may well fall into disarray if the teacher then tries to adopt a different, more autocratic stance and vice versa.

Having said this, however, in the extract below there is a blatant use of power and negotiation is glaringly absent for a short time.

Teacher Power

T. John what are we sitting on a table for?
P3. ??????????
T. (Raising his voice slightly) What are you sitting on a table for? Sit on a chair (Pupil sits down) that's a lot better. The name of what shop?
P3. That shop that sells ??????????????
T. I've no idea no idea. (In an off hand way)
P2. Beaties.
T. Here's the man (Moving back to the other group and pointing to pupil 2) to talk to about remote control cars, He knows all about 'em. Don't you David?
P2. Yeah.
.....Interruption.....
(Teacher moves back to pupil 3 and starts a conversation)
T. Now then what's the problem with the shop then?
P3. You know I wanted to ring someone up. (Teacher bends lower to listen about one foot separates their heads)
T. Um Yeah.
P3. To ask em so we could take some photos of the cars and ask questions down there.
T. OK. Yes good. That's a good idea. So you're gonna have to get the phone book. Find out what. The address, phone number, whereabouts it is. Bus time tables.....
P3. Yeah I know.

Transcript 17

The teacher, on his rounds checking avowals, apparently feels that the pupil in question is doing no work -uses his power - but on closer inspection he backs down slightly - then calls in other pupils to show group interest prior to negotiating with the original pupil.

The teacher in IS, although claiming to allow some power to the pupils, would appear to operate the 'divide and rule principle' by splitting the domain of power into smaller sub units - for it is clearly stated that the maximum number of pupils working in a project group is three (page 133). Does this increase the weight of power that can be exerted upon group members during their negotiations with the teacher? A further inference can be made with regard to power in this classroom. The teacher by using, in his negotiations with pupils, the ideas of past pupils, other pupils in the classroom and other teachers could be said to be attempting to show pupils that he is more powerful and has a large domain of power with sufficient weight of power to influence many others. Implying that they should be similarly influenced.

Further problems which teachers reported appear to fall under the heading of the domain of power. They could also however, be seen as a part of 'role taking'. Pupils fall under the influence of many power domains. They will be affected by the power domain of their parents, of other adults, the media, their peers as well as by their teachers. It is here that the pupil, and to some extent the teacher, may be influenced by what Turner calls 'standpoint in role taking' (Turner 1956) for 'he may adopt the other's standpoint as his own, in which case he is identifying with the other role and allowing it to become an automatic guide' (Turner 1956). From the point of view of the classroom under discussion this is fine if a negotiating standpoint is the one

adopted.

The work of Martin (1976), which reports three styles of pupil negotiator (page 65), is relevant here and can perhaps be explained by the following. The non-negotiating pupil appears to have identified completely with some other role as a guide, failing to accept the role the teacher is projecting. The intermittent negotiator is, it appears, attempting to take the roles of multiple others, but 'as he takes the roles of two others simultaneously, he cannot simultaneously adopt the standpoint of each' (Turner 1956). The young actor may take the role of one, the negotiator, at one time and the stand point of, say his peers, as, non-negotiators, at another. The continuous negotiator, it would appear, has identified completely with the role projected by the teacher or it could be said the pupil is completely influenced by the teacher's power in taking the stand point of negotiator.

The secondary school system operated in most English schools may generate further problems, where pupils are taught by a number of different subject teachers, each having somewhat separate domains of power and each of whom may well be adopting a different teacher role in their own classroom. Reports from the survey suggest that teachers taking a differing standpoint, one negotiating whilst another did not, causes problems for the pupils, who are unable to adjust to the changing roles required. These would tend to support the claims of Barnes who feels that pupils are 'unlikely to adopt a collaborative approach' (Barnes 1976) in one lesson if they feel that the school generally rejects their ideals.

Pupils within LAPP tend to have very limited horizons and in the

negotiation of their learning, as is shown in the analysis, the teacher, having considered the needs and aspirations of particular pupils, appears to be attempting to expand these horizons, using various techniques. But if we once more put on the cloak of suspicion it could be seen that the teacher, who has the intention of changing the amount of knowledge that the pupil has available with which to make a choice, is once again using a form of persuasive power. Thus such acts as suggesting several alternatives, bringing in other teachers and pupils with their ideas, showing the work of past pupils, brain storming and even giving information that has not been requested could be considered as a part of the social power of the teacher. It is stated that the pupils have the right to reject these suggestions or perhaps use them to develop and create their own options, rather than accept what is put forward, but dare they? The teacher is the expert. By using these techniques teacher and possibly the pupil are hoping to change the final agreed outcome - bringing it closer to their own ideal, in doing so, however, they are both using a form of power.

The teachers in the survey show a realisation of this potential power that they have and appear to be attempting to diminish it, for they comment:

'that in summarising... you must use pupil words and not re-phrase items to be incorporated into a summary' and 'if you don't understand what a pupil means don't try to tell him what he means... let his explanation come forward by saying that you don't know what he means.'

We have already found that the teacher has the potential capacity to produce intended and foreseen effects upon the pupils in the classroom

and that pupils can resist this with their own power play (page 261). Pupils can withdraw from the negotiation, but it may be worst for the teacher for the pupil to remain in the classroom to create hassle. The relationship within the classroom is a very important contextual element.

Martin (1978) in his summary of the power relationship between the teacher and the pupil hints at what Wrong calls the 'actual/potential problem' (Wrong 1979). Teachers have the potential to rule by 'acknowledged right' or 'to decide which action will best serve' (Wrong 1979) the pupils, but can they, or have they the desire to, carry through these potentials? The teacher can for example decide that in order to 'best serve' learning - the pupil should be given more power - becoming involved in the necessary decisions about this learning.

The law obliging all children to be educated, creates, for most of them, a superior-subordinate relationship in the schools in which they work. The relationship itself gives the teacher the right to make some decisions about the educational process which will embody principles to which teachers as professionals are committed. These commitments with regard to the management of the classroom would appear to lie upon yet another continuum.

On the one hand we have the traditional, autocratic, transmission model of teaching, where the teacher knows best about all that is to be learnt. On the other hand, as delineated here, even the democratic ideals of negotiation and participation would appear to have non-negotiable elements. It will be the teacher, who will set the limits and boundaries of the negotiation, who will hope to move the

pupil to a more acceptable outcome and who will allow participation in his or her classroom. The question becomes this. If the teacher claims to give genuine respect for others, their contributions and their participation in the activities of the group, can the teacher also claim to be the expert at sharing the power in the classroom?

Does this more democratic relationship exist in the classroom reported here, for, as mentioned earlier, the starting and ending of negotiations are teacher dominated. Can there be teacher dominated democracy? Having once made the decision to negotiate the teacher is carrying out 'a more healthy exercise of power' (Boomer 1982). It would seem inevitable that there is power in the classroom. What is important here however is the balance of that power and how it is used. Actions in this classroom appear to attempt to make more explicit the values, assumptions and criteria under which the teachers and pupil are working.

7.9 Participation

Having once taken the step towards joint action, the actors have moved into the realms of participation, as one writer has said, this involves 'more than taking individual responsibility. It implies sharing in activity, undertaking activities with other people' (Richardson 1983). Yet other writers indicate a closer link between negotiation and participation, describing it as a process in which 'two or more parties influence each other in making plans, policies or decisions' (French, Israel and Aas 1960).

Ashworth, using the works of Schutz and Goffman as a base, has identified four essential characteristics which must be present if

participation is to take place between groups of people of any size. These must also be the ingredients of the inter-personal relations involved in negotiation. The first of these is that people involved in the activity take for granted certain assumptions about tasks, procedures, aims, roles, statuses and what is relevant or irrelevant to the group. They assume that people behave in a somewhat rational way, taking action after rational thought. These assumptions enable an individual to 'confidently take the attitude of the other into account in formulating actions' (Ashworth 1988). Following on from this is a condition where individuals feel relaxed enough within the group to be able to 'present a personal face which is not under threat of being undermined by the group members' (Ashworth 1988). Thirdly there is the demonstration of a willingness to be involved through a 'proper emotional and motivational attunement to the processes of the group' (Ashworth 1988). Finally, that being a 'worthy member' of the group the participant must feel that the group is 'accepting of contributions' and that these will be 'regarded as potentially worthwhile' (Ashworth 1988) by the group. If the sender and receiver of information were continually at loggerheads over how close the received message was to the intended message would they have proper emotional attunement, would the group be accepting of each others' contributions and would the contributions be regarded as worthwhile? It is participation in the learning process of negotiation (see page 274) which modifies and limits choices made during the processes of communicated information.

Participation by its very nature cannot be instant, for it requires a shared set of assumptions, which can only be generated over a period of time. As Blumer (1971) puts it 'each joint action has a career or history built up over time'. A negotiation develops over a period of

time, but also if negotiation is seen as a process which gets things done then time must be allowed for it to take place. There is one further implication of the participative concept of 'shared stock of knowledge'. If the early stages of participation require the development of a 'group stock of knowledge', then it is implicit that negotiation must also start with this development of 'group stock of knowledge'.

Implicit in the close link between negotiation and participation, however, is a difficulty. If participation, as we have stated, requires an attunement to the group stock of knowledge, the motivational and emotional aims, etc. and we are also assuming that the premise of a unique biographically determined stock of knowledge for each of the participants is true, then the only way to bring about the required attunement would seem to be through the process of interaction containing negotiation - a negotiation of each biography, as mentioned earlier - the outcome of which would be the development of a group stock of knowledge and an understanding of roles etc.. Thus, true participation can only start to take place after a period of negotiation and negotiation can only take place through participation. Unless this is a 'pure' form of negotiation which is unaffected by the use of power and influence between the parties, then pure participation is blighted anyway because the power evoked during the negotiation process, as each tries to influence the other, will affect the very process of the negotiation and the outcomes that it achieves. Can participation ever be pure and genuine or is this just some intention that we would like to see?

7.9.1 Is There Participation In the Classroom

The teacher, it must be said, has the potential power to engage the pupils in participation, if this power is effective then the four elements of participation mean many changes must be made with regard to the basic assumptions made in the classroom. What basic assumptions will the pupils entering this negotiating arena make? Drawing upon their own unique biographies, their perception of what should happen in a classroom may well not match the assumptions that the teacher is making. Participation cannot take place. Participation by its very nature cannot be instant, for it requires a shared set of assumptions which will only emerge over a period of time through the learning process. The concept of an induction course as reported, where there is a gradual change from one set of assumptions to another may seem to help 'members of the group in building up a history in which individual biographies participate' (Schutz 1964).

Participation in the negotiations of the classroom will require a certain confidence and its allied trust on the part of the pupil and indeed the teacher. The pupils need to feel that they have a right to contribute and that their contributions are genuinely accepted as worthy contributions and not the objects of derision. In other words this process is not the pseudo-negotiation mentioned in the teacher survey. The sharing of biographies must take place in equal amounts -which implies that the teacher be aware that if he takes over elements of the negotiation such as listing, summarising and writing the final contract he may be shaping the final outcome towards a teacher outcome because by actually doing the listing he is choosing that the elements and the choices will be dictated by his teacher biography not those of the pupil.

The feeling of personal worth is important in building up the self image of the pupil but, as described earlier, this self image would appear to be developed through reflexive role taking. Building self image is seen as a requirement for the early stages of the work with the pupils. *'Giving them success', 'having a positive learning experience'* and *'giving them confidence'* are all mentioned by the teachers but the question arises as to whether this is 'seduction' or the development of reflexive role taking? It would appear at first sight to be a form of 'seduction', being used by the teacher to encourage the pupil to act in a particular way. For if reflexive role taking were being developed would there not be more emphasis upon expectations and evaluations by the pupils themselves? The necessity to build self image at such a late stage in the pupil's education however would appear to cast some doubt upon the experiences that have gone before and the way in which role taking is used and developed within the classroom.

From the point of view of self image, the teacher, as mentioned by the interviewees, has *'got to firmly believe that it is right to do what he is doing'* for if negotiations are 'pretend', pupils will soon find out and the teacher's self image may be in doubt. The experienced teacher has clearly established the framework within which he will or will not allow negotiations with the pupils to take place. Does this mitigate against the probationary teacher carrying out negotiated learning? Does the probationer have strong beliefs in such practice? Will they misunderstand negotiation and attempt to negotiate everything? Have they learned to cope with negotiation or are they trained to be information givers in a more traditional framework?

The elements of participation can be shown to take place in the negotiating classroom, albeit under the shadow of a certain amount of teacher power. There is however one further implication of the participative concept of 'shared stock of knowledge' that appears. If the early stages of participation require the development of a 'group stock of knowledge', then it is implicit that negotiation must also start with this development of 'group stock of knowledge'. Thus some form of clarification process must make up the early part of any negotiation to build up this shared knowledge. The research shows that a great deal of question and answer style of clarification takes place at the start of each phase of the negotiation process. As this is questioning by the teacher it must be decided if the questioning is for the purposes of strategic interaction, if it is a natural part of the participation process or if indeed it is essential to both processes which run along side each other throughout any negotiative process. One other point concerning the sharing of assumptions and knowledge is the development of a group language with which to describe the shared experiences. The IS pupils must understand what is meant by: preparation, a contract, evaluation and assessment if the teacher and pupils are to communicate freely. This shared language can only be developed through learning about the various processes through induction and through the practice of negotiation in the classroom - mutualising the language held by both teacher and pupil.

The early stages of participation have been shown to require the development of a 'group stock of knowledge'. Thus it is implicit that negotiation must also start with this development of 'group stock of knowledge'. It would appear essential for some form of clarification process to make up the early part of any negotiation to build up this

shared knowledge - taking time, explaining positions and searching for commonality amongst the differences which exist between the two parties perhaps using debate as a minor part of the strategic interaction hidden in the process. Non participants who have not been through the learning process required to develop the shared stock of knowledge and who still have their own 'un-clarified' different thoughts may not understand why particular choices or decisions were made.

7.10 The Consideration of Differences

Working towards a joint action or joint decision implies that each negotiator has some idea of what the act or decision or set of other acceptable outcomes might be. Each must be projecting into the future, holding a mental picture of the possible outcome or outcomes. If by some 'miracle' both parties hold identical mental images, there are no differences and there is agreement about what and how things will be done the negotiation process has been bypassed. Normally however even though the two parties to a negotiation show a willingness to work towards some outcome there are usually many differences which need to be resolved. The very essence of negotiation is a willingness to consider differences and make them public through the communication process. Similarities and likenesses will surface and a 'zone of agreement' will eventually emerge. The greater the gap in the difference continua, the narrower the zone of agreement is likely to be and the harder it may be to find eventual agreement. Thus, first time negotiations or 'one-off' negotiations may well have different styles to repeated negotiations where the actors get to know each other and have aired some of their differences in the past.

Immediately we consider the problem of differences we see that there

are non-negotiable aspects, for during each negotiation the actors either consciously or subconsciously place limits and boundaries on the differences. Some of these become negotiable and others do not. Other differences which surround the negotiation may directly affect the process. Strauss (1978) calls these 'contextual properties' and they include the relative experience of the negotiators, whom they represent, the repeatedness of negotiations, the number and complexity of the issues, the visibility of the transaction and the clarity of the legal boundaries.

7.10.1 What Differences Need Negotiating In the Classroom?

Each teacher and pupil has a unique biographically determined situation. It may be wise to look first at two areas of this biography, the social and the historical. If we look at historical time then it is the young probationary teacher who is closer in historical time to the pupil, particularly the older pupil. There will possibly be less difference to negotiate. Some of the assumptions that this teacher will have about the world may be more close to those of the pupil. Also if the young teacher is of a similar social background to the pupils, does this not give this teacher another negotiating advantage? For even though the experienced teacher may have started his or her career with a similar background to the pupil, the very act of being a teacher and the longer one is steeped in teacher 'things', the wider the social gap will become.

Another problem looms here, for each negotiation will draw upon the biography of each participant. By interacting, the value positions of each will be displayed and discussed and it could be that new positions not previously encountered could become available. Thus each actor has

come into contact with a greater share of knowledge which can be used, accepted or rejected. The biography of each interactant will be reshaped, changed, expanded. Thus, during the first years of PACE the teachers considered themselves as inexperienced as the pupils at negotiation. However as the teacher goes through each new negotiation with a pupil a greater depth of biography is being built up which give a negotiating advantage. Some would see this advantage as a form of power - the power of the 'expert'.

The pupil on the other hand will draw upon a biography of experiences of how teaching and learning should be carried out in the classroom. When they reach the upper secondary stage of schooling they have a wealth of experience which may appear to be different to the ways in which the teaching and learning are happening in this classroom. The change in assumptions which is needed will only come through a gradual process of experiencing these different assumptions - the induction course is a necessary part of the negotiation process and so also must be a gradual introduction to the negotiation processes that have been set up.

Another major cause of difference is the fact that a pupil is negotiating on his or her own behalf, whereas the teacher is also the representative of the educational system within that classroom and as such must consider many external constraints which will impinge upon the negotiation. These might include the contextual properties mentioned earlier - syllabuses, the attitudes of other staff, the effects upon the other pupils in the room, the relative experience of the teacher and pupil as negotiators, and the repeatedness of negotiations.

One final problem under this heading is that the T/R has reported that he is aided in his knowledge of the pupils by reports and records from other teachers. This information may well influence the teacher in making assessments about particular pupils. The pupil has no such documentary evidence about the teacher. He has only past dealings and experiences with other teachers, with the added possibility of the whisperings of peers or siblings who have been in the teacher's class. Teachers taking part in the interviews were unsure if it was best to have taught the pupils lower down the school or if it was best to approach the negotiating scene without having taught the pupils earlier. Statements made by the T/R and other colleagues who do not teach lower school pupils, such as, '*you are making a fresh start in upper school*' may well be attempts to play down this difference in the knowledge that they have. Again the teacher would appear to have a negotiating advantage.

7.11 Learning

Negotiation and bargaining, which many social scientists use synonymously, are then forms of 'dynamic decision making' (Edwards 1967) and it is suggested that 'The distinction between dynamic decision processes and learning is one of emphasis not content' (Edwards 1967) This point must be considered further here. During the negotiation process the decision maker's information, however imperfect, changes as each successive choice is made. There is an ebb and flow of information between the parties and implicit in this is learning. As each new set of information is assimilated and understood, the behaviour of each party is modified, in the light of the experience, prior to the next action. Learning has taken place and through this process one actor is able to confidently accept the

attitude of the other. Having gone through this learning process it is possible to move on to making the negotiated decision. It could be said, however, that the actors have learned to accept the power differences in the situation and are not actually negotiating but merely playing roles.

Each statement made in negotiation can be considered as a miniature decision by one or other of the actors. Does the actor reveal all the information that he has or would it be wiser to withhold some until later? How will the information once revealed to the other co-actor affect the course of the negotiation? Having new information to consider will affect the next moves that the other himself will make. In gaining information and knowledge in this way and using it to change one's subsequent behaviour the negotiation may be considered to be learning. The learning involved appears to be of a two fold nature for each actor: learning that information which builds up the joint biography and learning those skills involved in the management of the processes of negotiation itself. Having been through a learning process encapsulated within negotiation, a participatory group, having reached agreement, has gained a group stock of knowledge mentioned earlier and it is this that the outsider, who has not been involved in these processes may not understand and will possibly reject.

7.11.1 Is There Learning in Classroom Negotiation

There appears to be a two fold learning which takes place within classroom negotiation. There is the learning of new information relevant to the particular outcome being worked towards. This will be generated through the negotiation process by initiations, ideas and proposals being put forward and discussed by both parties as they work

together forming the joint stock of knowledge that they alone will have from the negotiation. The second form of learning comes from the process itself. That is the skill of negotiation and, as mentioned earlier, this must include, for the younger less experienced pupils, the skill of role taking.

Learning is seen as the process by which an individual mediates, makes sense of and assimilates the ideas, values, information, knowledge, attitudes, etc which he presently holds with the new ideas, values, etc. with which he is confronted. This process can be seen as a form of internal negotiation which Weston sees as synthesising the familiar and strange into new patterns and to which she gives the name 'Conceptual Negotiation' (Weston 1979).

The researcher would argue that no comments and interventions made by the teacher can alter, affect or improve a pupil's learning unless the learner chooses to become open to influence and takes his or her own internal negotiations as steps towards a change of 'experience of being in the world.' Teaching becomes facilitation, allowing opportunities for the learner to - explore and experience - reconsider and choose to alter - the meaningful conclusions that they have arrived at in the past. The 'phenomenological teacher' may well remind the pupils that the ultimate task of learning is theirs. They have to find their own meanings and truths and to realise responsibility in the choices that they have made and will continue to make throughout their lives.

Negotiation can be seen as a way of getting this done without the use of domination and power - a stepping stone towards true self directed learning. In this classroom it is learning, performance above standard

and finding better ways to perform tasks, which appear to be what the teachers are asking. These cannot be obtained by the use of legitimate power or persuasion. If this is the case then it would seem that many of the desired outcomes of the classroom must come under the same category.

7.12 Agreement

Another vital concept which must be considered is the concept of agreement. Agreement would seem to be the essence of the negotiation process. Agreement is, according to the Oxford Dictionary, a coming to terms, a coming into accord or harmony, a mutual understanding, bringing us once more to the elements of participation. Goffman sees agreement as the 'setting of the rules of relevance and irrelevance' (Goffman 1969).

Agreement is a state where both parties feel an ownership of the ideas contained and must emerge from some overlapping 'zone of agreement' (Raiffa 1982) that is made up of similarities found during the negotiation. Having acted as worthy members of the negotiating group, and made, and accepted contributions, the members have now built up a shared 'stock of knowledge' and seem to have come to what appears to be an absolute form of 'emotional and motivational attunement'. In this motivational attunement certain rules about what is relevant and irrelevant apply, but only to the particular issues forming the negotiated outcome. If the stock of knowledge or the motivational attunement changes, then a re-negotiation - the introduction of a new learning process - may be necessary.

7.12.1 Is There Agreement In the Classroom?

If there are no differences and there is agreement about what and how things will be done then the negotiation process has been bypassed. In the research reported here this miracle of instant agreement is not present. The pupils involved in LAPP have already shown by their previous so called lack of academic achievement and motivation that they cannot match the objectives and values set by the school. The very act of setting up LAPP implies a renegotiation by the educational system. There has not been agreement between the outcomes expected and those attained. The programme was an attempt to bring the outcomes together, changing the low achievement of the pupils into improved attainment.

Agreement would seem to be the essence of the classroom negotiation process and during the contract negotiation phase reported here there appear to be many miniature agreements taking place along the way to the final agreement of a contract, teacher and pupil finally agreeing what a particular programme of work may contain and how it may progress towards assessment. If the agreement changes, as for example during the progress of the work to its conclusion, then as reported earlier in the discussion with other teachers, many felt that if pupils had problems implementing and working through a contract, then the best way forward would be to renegotiate a new agreement.

7.13 The Essentials of the Phenomenon of Negotiation

Having discussed the phenomenon of negotiation it is possible to discern four major themes accompanied by a set of precursors to be considered at the start of any negotiation process. Thus prior to interaction:

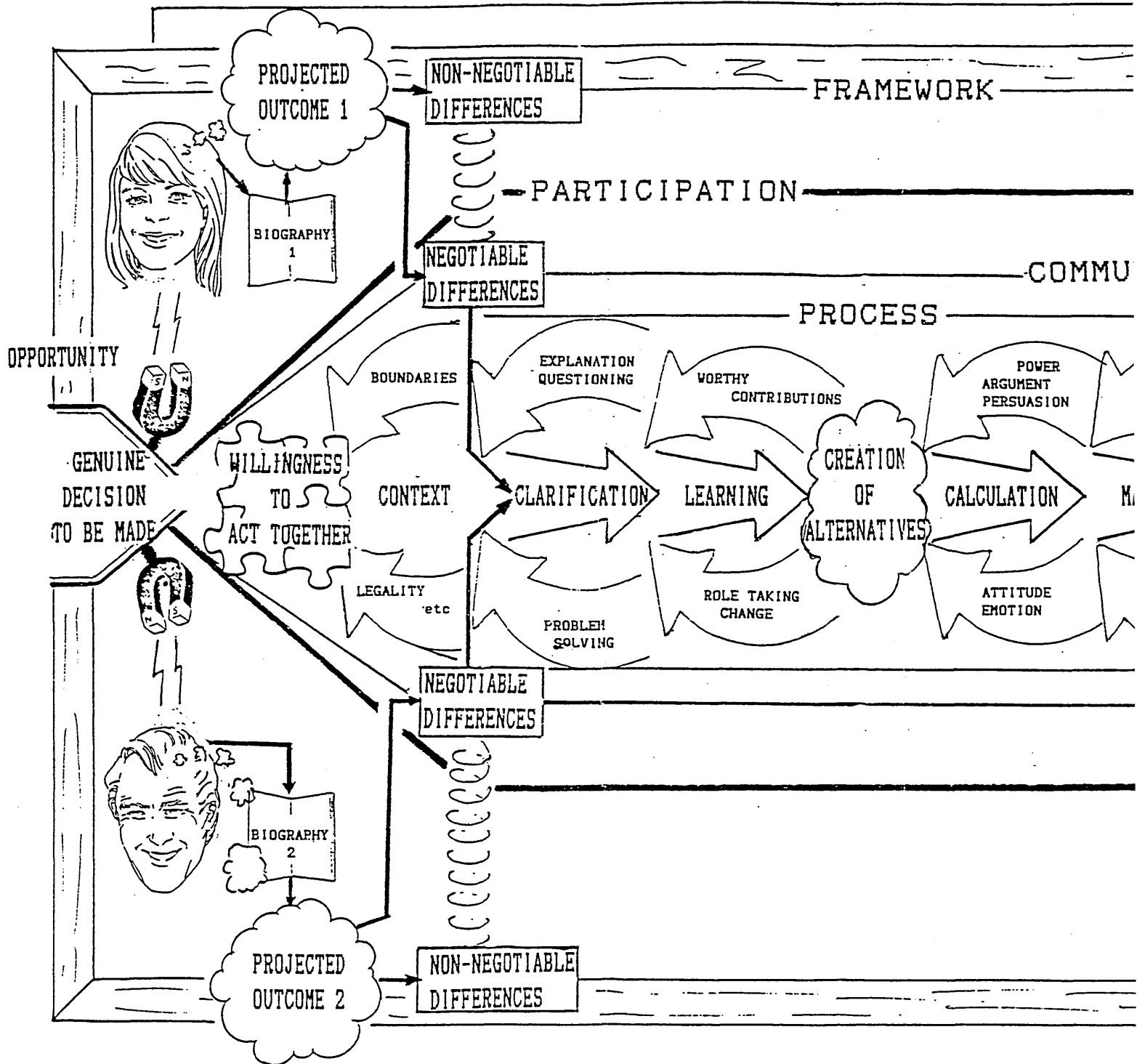
- It is important that there is a genuine decision to be made.
- There must also be a genuine opportunity for a joint decision.
- The actors must feel able to make a commitment to interact.
- The actors need to arrange time to carry out the negotiation.

Having once fulfilled the precursors actors can move into the realms of negotiated decision making, which appears to contain the four themes, decision making, strategies of interaction, learning and participation.

Decision making and choice are considered as essentials in the negotiation process and although it may be possible to make a rational decision it appears impossible to have rational negotiation, for the information upon which we base decisions during negotiation is never perfect. The information transmitted and received is confused and confounded by the actor performances and audience reaction. Negotiation is a dynamic decision making process moving with the ebb and flow of this information, full of strategies of interaction. The actors are working to produce one outcome from the set of alternatives that each has projected. They are considering in public the differences which exist between them, focussing upon particular issues which concern them within the social setting of this negotiation. Each has a potential power through the intention of changing the position of the other. Agreement is only part way to the end of the negotiation process. This appears to end with the satisfactory completion of the chosen action, which may well have been modified in the light of experience.

Figure 7.4 attempts to summarize the essential elements of negotiation, although it must be made clear that it is not a flow diagram showing the order of any part of the process.

NEGOTIATION



This is not a flow diagram of the process.

Negotiation can be seen as a learning process, the behaviour and decisions of the actors being modified in the light of new information and experience gained during the process itself. Each actor is prepared to reveal parts of his or her biographically determined situation and some of the existing differences of expected outcome. The learning involved here develops a group stock of knowledge which is not shared by the outsider. Initially there is a risk involved in the interaction but, through participation in the learning processes of negotiation, the risk diminishes and motivational and emotional attunement develop.

Despite the fact that information can be confused and confounded by both actor and audience alike individuals are still willing to participate with each other. They assume people behave in a somewhat rational way and take for granted tasks, procedures, aims, roles, statuses and what is relevant to the group.

Individuals show a willingness to be involved in negotiation through emotional and motivational attunement to the group and if negotiation is genuine then each member involved in negotiating can make worthy contributions to the negotiation.

Thus, as a form of summary, it can be said that during negotiation the assumptions listed over the page are being made:

The Assumptions Made Whilst Negotiating

1. People have a unique biography of differences in perception, opinion, ideas, values, aspirations.
2. That groups work within a frame where some things are accepted as already decided and therefore not everything is negotiable.
3. That within the framework there is a genuine opportunity to make a joint decision.
4. That there are different options or alternatives available.
5. People can project thoughts into the future to see how the different options might be attained or achieved.
6. That people have the necessary information available and can evaluate alternatives on the basis of preference prior to making a choice.
7. That people are drawn to problems and decisions that jointly affect them, rather than expecting a solution being given to them.
8. That groups of people can work together and participate in making decisions and solving problems.
9. That when people are drawn into a group situation the choices are inter-dependent.
10. They have the time to carry out the inter-dependent decision making processes.
11. That people can perceive calculation and management within communications and can counter it using their own skills.
12. They are willing to explain, discuss and consider these differences.
13. That they are willing to learn from each other and adjust their behaviour in the light of the discussions.
14. That people can narrow down differences and put similarities into a zone of agreement.
15. That groups of people can reach agreement.
16. That groups can take joint responsibility for action.

Table 7.1

7.15.1 The Essentials of Classroom Negotiation

If the assumptions of negotiation set out on page 281 are translated to the classroom situation, it would appear that differences exist between the pure form of negotiation outlined and the assumptions of the negotiating teacher.

The Assumptions of Negotiation Translated to the Classroom Situation

1. Teacher and pupil work within a frame where some things are accepted as already decided and therefore not everything is negotiable.
2. Teacher and pupil have a unique biography of differences.
3. That within the framework the teacher makes opportunity for a joint decision about learning outcomes.
4. That the teacher and pupil have a range of options or alternatives available.
5. Teacher and pupils can project thoughts into the future to see how different options might be attained or achieved.
6. Teacher assumes that pupils don't have all the necessary information available, need help to evaluate alternatives and project into the future.
7. That teacher and pupil are drawn to problems and decisions that jointly affect them, rather than expecting a solution being given to them.
8. That when teachers and pupils are drawn into a group situation their choices are inter-dependent.
9. Teachers assume that they can work together and participate with pupils in making decisions and solving problems.
10. Teachers assume they give equality of time to pupils to carry out the inter-dependent decision making processes.
11. It is assumed that teachers and pupils can perceive calculation and management within communication and can counter it using their own skills.
12. Teachers assume a willingness to explain, discuss and consider difference.
13. It is assumed that teacher and pupils are willing to learn from each other and adjust their behaviour in the light of the discussions.
14. That teacher and pupils can narrow down differences and put similarities into a zone of agreement.
15. That teacher and pupils can reach agreement.
16. That teacher and pupils can take joint responsibility for action.

Table 7.2

The first two statements would appear to be no longer assumptions. They seem to be undeniable statements of fact.

1. Teacher and pupil work within a frame where some things are accepted as already decided and therefore not everything is negotiable.
2. Teacher and pupil have a unique biography of differences.

The question appears to be - Is the teacher's philosophy of classroom management to take these differences into account? - Is the pupil allowed to use these biographical differences in the discussions related to planning a curriculum? If the answer is yes then, albeit in a preconstituted and institutionalised setting, particularly at key times, there does appear to be opportunity to negotiate. At other times, however, opportunity might be denied by other factors affecting the assumptions being made in the classroom. It would appear that, in the classroom studied, the teachers feel that opportunity does exist for negotiation. The early assumptions outlined on page 143 (Table 4.22) indicate a philosophy of teaching and learning open to these differences.

Closer inspection of statement 3 would appear to show that the teacher takes the genuineness away from the opportunity to make a decision - the pupil is forced into making a decision with the teacher.

3. That within the framework the teacher makes opportunity for joint decisions about learning outcomes.

The organisation, planning and assessment of pupil learning become a part of the decision framework in this classroom, learning being seen as something which the pupil can have some control of. The decision to negotiate learning is however based upon the teacher's personal

philosophy of the management of teaching and learning. Negotiation in the classroom studied becomes non-negotiable.

Even before a new group of pupils has entered the frame the teacher has decided that they will negotiate and certain assumptions about tasks, procedures, aims, roles and statuses within the classroom are to be taken for granted by the teacher and have to be accepted by the pupils. Many of these are described by the teacher researcher in section 4.4 in Chapter 4 and it is clearly stated that only certain areas are open to negotiation.

Particularly during the planning and contracting stage of negotiation it would appear to be assumed that

- 4 The teacher and pupil have a range of options or alternatives available.

and that

- 5 The teacher and pupil can project thoughts into the future to see how different options might be attained or achieved.

Individual pupil/teacher biographies create the range of differences which must be discussed and drawn together in negotiation. There may be advantages for the young negotiating teacher - being closer to the pupil biography in historical time. However experience and practice at negotiation may bring other advantages - of better negotiating skills and a certain type of power.

There are problems hidden in these assumptions. What if the pupils have a very limited biography of experience or what if they have not yet attained the skill of projecting into the future? If indeed this is a skill which has developmental stages? The answer to these questions

appears to lie in assumption 6, for as a part of professional judgement:

- 6 The teacher assumes that the pupils do not have all the necessary information available, need help to evaluate alternatives and project into the future.

The teacher relies upon his experience of similar pupils and uses this assumption as a reason for negotiation. The lack of information on the part of the pupil becomes a part of the problem that teachers and pupil are drawn to. It would appear to be contained in the list on page 143 as number 7. *'Pupils know what it is that they want to learn but teachers can manipulate these areas to what the pupil should learn'*. Negotiation would appear to be a teacher ploy - a way of introducing and expanding the choices and options available to the pupil.

Assumption 7 may well be a teacher assumption.

- 7 That teachers and pupil are drawn to problems and decisions that jointly affect them, rather than expecting a solution to be given to them.

It would appear to be the crux of the motivational reasoning behind the use of negotiation, ie. because pupils are involved in the problems and decisions, they will be motivated to carry them out. However there is some evidence, as shown in Chapter 6, that pupils at the start of the course do not seem to share the same perceptions as the teacher. Pupils may be expecting a solution to their learning problems to be given to them. Pupils need to learn the reasoning behind the teacher's use of negotiation and it appears that attempts at sharing the teacher's stock of knowledge through discussion with the pupils are being carried out. In the classroom researched the following concepts would appear to create this gradual introduction of participation and negotiation:

- The induction course, where expectations of pupil and teacher can be discussed.
- Content free problem solving activities are used as introductory work giving success and developing self esteem.
- The pupils are introduced to the negotiation cycle of preparation, contracting, working, evaluation and assessment.

Statement 8 would at first glance appear to be a statement of fact.

- 8 When the teacher and pupils are drawn into a group situation their choices are inter-dependent.

The question is - are the pupils drawn into the situation? It would appear that they are forced into it but, having learned the procedures, the pupils do appear to show a willingness to be involved through their movements around the room to interact with the teacher. The pupils have been shown to be able to present a personal face which is not undermined. On the contrary it would appear, from the amount of positive affective behaviour used by T/R, that contributions are regarded as worthwhile and that further attempts at improving self esteem of the pupils and at drawing them into participation are being used.

Thus it would seem that assumption 9 is fully operational.

- 9 Teachers assume that they can work together and participate with the pupils in making decisions and solving problems concerning pupil learning.

Even in the classroom where negotiation is a part of the framework it appears that some pupils do not, cannot, or will not negotiate fully with the teacher after the initial contract negotiations, preferring to work alone.

Prior to the analyses contained in this research the teacher would have declared that assumption 10 was in operation in his classroom.

- 10 Teachers assume that they give equality of time to pupils to carry out the inter-dependent decision making processes.

However, this assumption has been shown to be false. Some pupils take a great deal of the teacher time whilst others are not negotiated with at all.

Face to face interactions are a part of our everyday dealings with others and teachers and pupil have to cope with these anyway.

- 11 It is assumed that teaches and pupils can perceive calculation and management within communication and can counter it using their own skills.

It has been noted that the teachers concerned did indicate that clarification was an important strategy in all types of negotiation in this classroom and that it was the teacher who appeared to dominate and control the talk during negotiations. In Chapters 4 and 5 the teacher were in fact asking to be shown ways of improving their skills related to the management of face to face interaction - how to cope with silence and how to improve questioning, for example. This changing fore-understanding is discussed further in Chapter 10.

The analysis in this chapter points to the teacher attempting to play down power relationships within the classroom, acting as a team mate whilst still retaining the overall power in the situation through more subtle ways. It would appear that the following teacher strategies are being used during classroom negotiation to enable this to happen:

- Finding out as much information about the pupils as possible before the pupil joins the course through reports from others and written records.
- Questioning and the management of silence.
- Trying to find out the pupils intentions and motives before negotiation by using the preparation sheets.
- Writing down the pupil avowals on the contract sheet.
- Checking on the pupil avowals.. are they following the contract?
- Giving encouragement.
- Trying to motivate the interest of the pupil.
- Acting as a team mate to whom information can be entrusted.

The pupils on the other hand appear to have few strategic moves although it has been shown that they do not fall automatically in line with the ideas of the teacher. The strategic advantage would appear to be with the teacher who does not declare openly to the pupil many of the hidden intentions of the negotiation programme - such as bringing the disaffected back into the fold.

The essence of negotiation is to talk about differences and then look for similarities so that agreement can develop. Hence the following assumptions appear to be vital.

12 Teachers assume a willingness to explain, discuss and consider difference.

14 That teachers and pupils can narrow down the differences and put similarities into a zone of agreement.

15 That teacher and pupil can reach agreement.

The teacher appears to be able to use persuasive power to get agreement from the pupil during all the stages of the negotiation process. Dare

the pupils disagree? Or is it closer to pupil expectation of what should be happening in the classroom if you agree with the teacher? The agreements with some pupils are of a temporary nature, with both pupil and teacher giving an impetus to new directions in the working of a contract towards assessment.

It would appear that some pupils can cope with the learning of new roles and responsibilities implied in assumption 13

- 13 It is assumed that teacher and pupil are willing to learn from each other and adjust their behaviour in the light of the discussions.

It may be that the non-negotiating pupils are having problems coping with this necessary learning.

The final assumption is one which was stated earlier in Chapter 4.

- 16 That teacher and pupils can take joint responsibility for action.

Deeper interpretation through the phenomenology would appear to show that the teacher is responsible for checking not only the avowals of the pupil but the resolve and intentions as well. Is this joint responsibility?

The analysis of negotiation carried out in this chapter has revealed an interpretation of classroom negotiation, but it would appear to be an incomplete interpretation, for in the very notion of the hermeneutic circle, the apparent end of one cycle is the start of another.

At the end of this hermeneutic there are the following questions which still remain unanswered:

- Does waiting to negotiate with the teacher create some of the intermittence or non-negotiability of certain pupils?
- Do negotiating teachers need timetabled negotiating time to help overcome some of the problems of waiting?
- Do pupils want to negotiate?
- Are the less able pupils prepared to help themselves learn?
- Could it be that some pupil movement in the classroom is to avoid negotiation with the teacher?
- Is the course carried out at the start of the IS programme Induction or indoctrination?
- How can teachers develop the limited biography of experiences of some of our pupils?
- Is projecting into the future a developmental process in children?
- Have these pupils the skills of projecting into the future?
- How do teachers recognise, encourage and practise the role taking skills of pupils?
- Is the preparation stage of a negotiation to prepare the pupils or is this a way of the teacher gaining strategic advantage through flushing out the aims, goals, strength of resolve, etc. ?
- Do teachers manipulate negotiations by silence management?
- Dare the pupils question the teacher avowal made?
- Does the newly qualified teacher have the strong beliefs in the power of the negotiating process required to carry it out?
- Have the newly qualified teachers been trained to expect and trained to carry out negotiations?
- Which teachers make the more successful negotiators?
- Do pupils agree with the teacher because this is closer to their expectations of what should happen in a classroom?

- If the teacher is carrying out the checking can the claims for joint responsibility be upheld?
- Can the negotiating teacher claim to be the expert at power sharing in the classroom?
- Can there be teacher controlled democracy?

If the pupils are 'forced' into negotiating with the teacher can the teacher claim to be the expert at power sharing? Can the teacher make explicit all of the values, assumptions and criteria in order to help the pupils perform above standard? He certainly cannot tell them or order them to perform above standard. It would appear that the only way to help participants perform better or to have ideas and better ways of doing things is to negotiate with them. Can the fact that the superior or more powerful in the situation has set up an organisation within which 'negotiation' will take place defeat the claim that it is negotiation, for having set up the mechanism both the more powerful and the less powerful must take part. The negotiation system becomes a part of the management of the classroom, with many of the assumptions shown earlier in operation but in the somewhat modified form.

In some models of negotiation, described in Chapter 3, the teacher's role would not appear to be one of full participant. He is a mirror, but he is not being allowed to share his full stock of knowledge, and ideas which the pupil might accept or reject on the way to adopting a particular position. The implementation and assessment phases are mentioned, not as being integral parts of the negotiation process, but as parts which could come under separate negotiation.

The teachers running the IS programme independently have come to see

negotiation as being an essential component of the whole cycle of learning, starting with planning, passing through the contracting stage, impinging on the implementation or working negotiation, but also affecting evaluation and assessment before the start of a new cycle. Thus an acceptable outcome becomes a finished unit of learning. These teachers however, feel that it is necessary to impose a whole framework of negotiation upon the pupils in their charge and they would see classroom negotiation as:

A process which enables teacher and pupils to recognise and manage the differences which exist between them when they are involved in inter-dependent decision making.

And negotiated learning as:

The process which enables teacher and pupils to manage the differences existing between them when they take the joint decisions necessary to plan, carry out, evaluate and assess programmes designed to facilitate pupils' learning.

Action inquiry, as proposed in this thesis, has provided the careful collection of evidence, the critical questioning of the evidence and a search for the truth through a cross examination of the evidence with the phenomenon of negotiation, but there have appeared questions and suspicion about the validity of the whole methodology which must now be turned to. These are addressed in Chapter 8.

SOME SUSPICIONS OF THE RESEARCH PROCESSES

The Signpost to Chapter 8

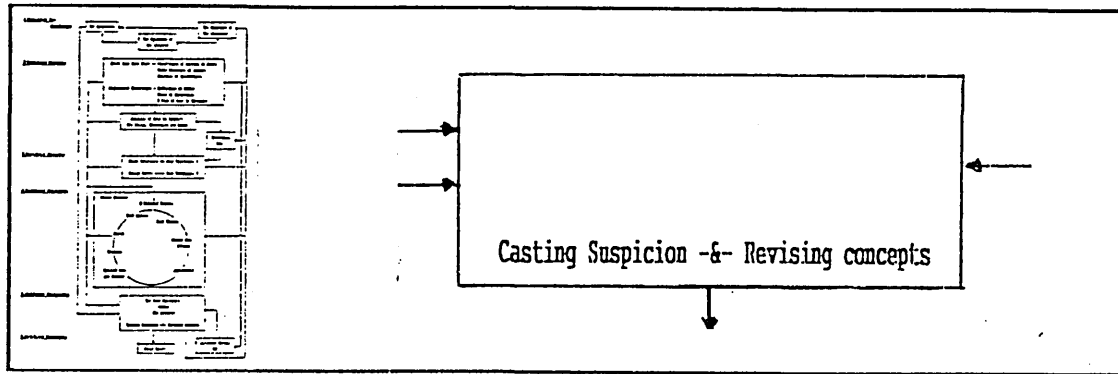


Figure 8.1

During the analysis which took place in the previous chapter suspicion was cast and concepts of negotiation revised. There appeared, however, certain critical questions concerning the research itself, for in part it entails negotiation. This chapter will look suspiciously at the research processes as applied in the present work.

8.1 Is the Practitioner the Ideal Researcher?

Does the very essence of practitioner research present an immediate problem? Will all descriptions perhaps be somewhat 'naive'? The teacher may well be skilled in reflecting on practice but the teacher is not a researcher - one skilled in the techniques of critical analysis and investigation. In all forms of practitioner inquiry the practitioner must learn the techniques of evidence collection, analysis and description as well as carrying out the research. This researcher feels that the experiences laid out for all to see in the practitioner fore-understanding and the descriptions of new techniques provided throughout the report will allay these fears.

What about the research problem? It was stated earlier that the research concentrated upon the most frequent type of negotiation which took place in the classroom under scrutiny - that of negotiation of the curriculum between the teacher and individuals or small groups of pupils. Some suspicion may be cast on this. Was this the most frequent form of negotiation or was this what the T/R wanted the reader to believe? The researcher had interactions between teacher and pupils video recorded. The camera operator was told to follow the teacher and record the interactions. It was the researcher, as in any other project who chose the sections for analysis. In this project, however, teacher and researcher are the same person. Two questions must be answered:

- Was the teacher or any pupil performing for the camera or was this normal classroom behaviour as it occurs in this classroom?
- Had the researcher in his analysis chosen particular types of behaviour which support the general hypotheses being proposed?

The answer to the first question would appear to be that this was as close to normal practice as one could get in front of the camera. The researcher feels that the camera makes both pupil and teacher alike be on their best behaviour. This then is the teacher negotiator performing to some extent as he would want other professionals to see him. The second answer is that as in any other form of content analysis the researcher is bound to make value judgements about where 'snippets' of material fit into the scheme of analysis. This being the case the researcher feels that it is essential to keep the case data for re-examination if required by other workers, who may wish to observe through different eyes. The sections chosen are what the teacher experiences as 'negotiation of learning' and it is openly stated that other types of negotiation have definitely been ignored.

The research reported has not examined the negotiations between:

- The teacher and the whole class.
- The teacher and other teachers.
- Pairs or larger groups of pupils.

By making comparison observations within another teacher's classroom it has been demonstrated that, although there are some similarities, different styles of teacher/pupil interaction do exist and that several of these styles combine together to be included in the 'negotiation' process. The framework of typical actions performed by the teacher and pupil is different in the different classrooms. The standpoints of each teacher define the situation within which the pupils find themselves.

8.2 Have the Problems of Observing and Describing Face To Face Interactions Been Addressed?

To take part in face to face interaction it has to be assumed that the people can have the same thing in mind. This then must apply to the analysis of face to face interactions and several workers have stressed that 'analysis cannot be based merely on the words used rather on context bound meaning' (Wootton 1975). Is the analysis of face to face talk in this research based upon context bound meaning? It would appear to be so for the teacher being also researcher was involved in the context of:

- The classroom negotiations analysed.
- The peer interviews and their analysis.
- The NGT with the pupils and its analysis.

It has been noted, during the reliability study (page 108), that the T/R appeared to assume as 'normal' classroom behaviour positive

affective behaviour, particularly in the early stage of the analysis. There are other problems with the context bound meaning of the questionnaire, but these have been discussed earlier (page 192) and seem to be of a slightly different nature, caused by the use of verbatim statements made by one group of teachers being evaluated by others. The context bound meaning of the NGT statements do not present such a problem, for the T/R is once again the recorder and translator of the statements made and fully immersed in the context.

8.3 Have Strategic Interactions Been Used As a Technique To Back Up The Research?

Let us first consider the practitioner observations. As the observer of his own actions, was the T/R making moves, particularly control moves that he judges will improve the case for negotiated learning? Video taping lessons could be seen as a way of gaining time to have the best possible control over the responses made. As mentioned earlier, the T/R is not only actor but is also observer. Could the evidence have gained more validity had the pupils, the other actors in this strategic interaction, been asked for their interpretation of the experience in which they were involved? Could the teacher as researcher have gained this evidence from the pupils without influencing their responses, or would they have more readily and validly have given their reading of the situation to an external observer? As observer assessing the other subjects involved in the interactions, the pupils, can the teacher 'put himself in their shoes' to predict the strategic interactions made by them? Having experience of such pupils in the everyday dealings of the classroom would appear to place the teacher in the position where, unless he acts in a naive way, he can assess the strategic moves of the pupils.

The analysis schedule used, only attempts to read the message and translate it into specific types of behaviour, although, as can be seen from the transcripts, some attempt is made at including stage directions and expression reading. It will be recalled that these transcripts were used as an aid to more accurate recording of the interactions, particularly of an affective nature. However, these analyses were obviously made from the point of view of teacher. Pupils were never asked to analyse or comment upon the video taped material. Whilst analysis was being made, two methods of casting doubt upon the schedule and its reading were made (see the intra and inter-observer reliability studies reported earlier). Other teachers do seem to agree to some extent with the researcher's observations and repeat observations by the researcher can be made successfully. It may be said that the T/R has made an unwitting move in choosing this particular schedule. The interactions analysed are those chosen as negotiation by the researcher. When submitted to the scrutiny of other teachers during the Delphi survey the interactions did appear to be recognised by them as being negotiation. The teacher apparently behaving in much the same way as they behave in their own classroom when negotiating with pupils.

A further question may be asked of the action research phase of the present inquiry. Was the action moment implemented after full understanding of the processes of negotiation attained? Clearly the answer is no. The attempted interpretation using a phenomenology of negotiation, as stated on page 18, was always intended to provide a deeper suspicious interpretation of the whole of the action inquiry. Indeed the pupils' judgements of the effectiveness of actions made in the classroom have been used in part to aid this interpretation. The actions were not made as naive moves, for they followed a revision of

fore-understanding gained through practitioner observation and practitioner interaction. The actions were carried out after consideration of the understanding of negotiation available at the action moment. Having completed the hermeneutic circle fore-understanding has changed further and the interpretation of negotiation presented will no doubt create a necessity for further interventions to be made in the classroom.

8.4 Have Problems of Identity and Collaboration Been Addressed?

In order to cast suspicion upon the Delphi survey itself, two questions of bias must be examined here along with several other issues which seem to concern the questionnaire. The first bias problem is concerned with the interview panel and their relationship with the T/R. As stated earlier the panel were all known quite well on a professional basis by the researcher. Indeed, if they did not work at the school, they had all visited the school to see IS in action and to talk over the intricacies of negotiation and negotiated learning with the teachers. Did this place the T/R in the eyes of the respondents as some kind of 'expert' in negotiation, whom the interviewees set out, however subconsciously, to please by saying the right kind of things about the process or making statements which were questioning statements rather than problems or issues? Were they seeking words of wisdom from one who knew more of the answers, having practised negotiated learning longer? - the doctor-patient style relationship (cf. Treichler et al 1987). Was this the critical discussion with other practitioners called for by the methodology of action inquiry or was it the truth described earlier (page 16) - that of correctness of perception- practitioners looking for agreement and similar assertion? The second question of bias must be asked with regard to the analysis of the tape recordings. The

significant quotations were chosen by the researcher. Again this work could be accused of looking at the correctness of perception. Similar bias must be at work during the choosing of the significant statements - will the researcher not choose the statements which fit most closely to his own perceptions, beliefs and feelings?

However is there not a further problem with the teacher once more providing the pupils with questions to answer about a teacher driven process? The teacher is also providing a reading of the statements made by the pupils. The question must be asked is he merely reading what he wants to read into the statements? Would the pupils provide agreement with this description or would they see things in a different light? Are the descriptions provided by the NGT easily and clearly read by others without explanation by the researcher? That NGT 'taps' consumer rather than producer interests, providing a bridge to cross the gap between superiors and subordinates in the assessment of the effectiveness of innovation, has not been questioned. There has been no triangulation of the opinions of the pupils by other means. How can we tell that the pupils would agree with the readings made by 'superiors' of their statements? Maybe some other form of evaluation used alongside the NGT would have provided a more meaningful reading of how the interventions had improved or not improved the situation for both teacher and pupil.

8.5 Have the Participation Elements of the Study Been Questioned?

The other teachers taking part in the study were all volunteers. They were deemed to have a shared language about negotiation and to hold some shared assumptions. There may be problems here, for the interviewees were all shown a video tape which could be construed as

the T/R using his persuasive power as outlined earlier, for the participants had not requested this showing. Another problem of a similar nature is that there may also be another form of influence at work here, for the T/R may well be considered as somewhat of an 'expert' in the field of classroom negotiation. Each of the interviewees had at one time or another met and discussed negotiation with the researcher. Will this affect their answers? Will they be trying to please the researcher?

Another problem of participation occurs on the part of the pupils. Being in the net of negotiation they were also in the net of the research. They were not volunteers they were there! They had no option but to take part both in the classroom recordings and the NGT evaluations. It must be noted however that some of the pupils could not take the risk of appearing on the Open University video recording, preferring to stay away from school that day. Also throughout the five years of the inquiry the pupil clientele has changed, but this has only gained a brief mention in the report.

Finally, participation problems appear with regard to action research, for, as Hodgkinson (1957) points out, one assumption made about action research is that the unwitting participants, the pupils, are assumed to be a 'random sample' of all the pupils that the teacher will have in the future. The problem with this assumption is that the pupils may well change at some time in the future. Thus action research must be seen as somewhat of a stopgap, 'hand in the dyke approach', with the present action only meeting the present demands of the classroom situation. Classroom actions can never become static. Once embarked upon the teacher must continue to change as the make up of the pupils

change. One other problem linked with this is that the school situation must be seen as a shifting, moving entity as in the times of rapid change that schools are presently undergoing through the implementation of the National Curriculum. These changes are discussed under the implication of the research Chapter 10.

8.6 Replies to the Critical Questions

Is the practitioner the ideal researcher?

The practitioner has the skills of a teacher but also has developed some skills of the researcher through:

Open ended work in College of Education.

Small scale research during Open university degree.

The PACE evaluation.

Interest and extensive reading.

Support of Sheffield Polytechnic supervisor team.

Are the teacher and pupils performing for the camera?

Yes, they are on their best behaviour. You see negotiation as the teacher would want professional colleagues to see it.

How do we know what we see is negotiation?

It is what the teachers describe as negotiation. Other teachers involved in the research also see it as negotiation. It has also been shown to be different from interactions in another classroom.

What about the problems of observing and describing face to face interactions?

Can the researcher have the same thing in mind as the researched? In this case the perspective would appear to be the same. The teacher is

the researcher and would appear to share the context bound meaning. It is taken for granted that the teacher made the same assumptions during the interaction as have been made during the analyses - Although it must be noted the T/R does appear to miss the affective behaviour in his own classroom as shown by the inter-observer reliability study - Nor has the teacher/researcher tested if:

- Any of the pupil movement in the classroom is to avoid the teacher.

Has the teacher used strategic interaction as a technique to back up the research?

e.g. Video taping lessons- giving more time to consider- more time to choose what might be analysed.

Not asking an external observer to analyse the lesson.

Not asking pupils for their version of events.

Negotiations being chosen by the teacher.

Placing interpretation after action.

These might all be considered as control moves, but they are surely the control moves made by any researcher in choosing the techniques that will be used.

Have strategic interactions been noted in the analyses?

If teacher and pupil were making strategic moves as part of the negotiations, then an external observer may not be the best judge of these. The teacher who has to deal with the moves of the pupil on a daily basis may well be better positioned to make these judgements. This may not be true of his own strategic moves, which he may not reveal so readily. As in any interaction it is up to the other party to detect the use of strategic moves. You the reader must look for the

strategic moves in the text of this research.

Have the problems of identity and collaboration been addressed?

Choosing friends, colleagues and ones who know about negotiation may have had effects upon the research encounters, but it is felt that these have been made explicitly clear during the present report. The people chosen were chosen for their membership of the group. They negotiated or had observed and studied negotiation in the classroom.

Should the changing clientele have been more clearly reported? The teacher researcher has treated different classes of pupils apparently failing to heed the warning of Hodgkinson mentioned on page 294.

Have the participation elements been questioned?

The adult participants were all volunteers. The pupils on the other hand were not. The group who were involved in the initial observations were told that it was the teacher that was being researched. Later pupils have not been informed that they were unwittingly involved in a research project, even the ones who took part in the NGT. Pupil participation in the research process has been accepted as automatic by the T/R.

It is thought that none of the attempts at defeating the validity of the research could stand. There are minor mis-managements of the research process but is this not the case in all research? The vital part of the learning process is surely the evaluation of the whole process - finding the mistakes and attempting to provide remedies.

The fact that none of the requests made to the other teachers in the survey to add constructive items that they felt were valid brought forth any response or that the results of work sent back to teachers

asking for their opinions received no comment is perhaps a type of validation. (cf. Broadfoot et al 1988)

The final validation of the analyses presented will come if the observations, discussions and summaries 'strike a chord in the experience of our readers. In the jargon this is known as naturalistic generalisation and is perhaps the form of validation that really counts'

(Broadfoot et al 1988)

The only part of the work discussed here that has not been reported to other teachers through PACE is that recording the practitioner interventions, for by the time the evaluation of these was carried out and written up PACE was dead. Thus Chapter 6, recording classroom interventions, is the only section that has not been subjected to naturalistic generalisation. Much of the early work undertaken during the action inquiry was written up and presented as a part of the PACE archive of evidence and as is shown in Chapter 9 has been openly available to the critical questioning of other teachers, although none has been returned to the T/R.

Practitioner Communication

The Signpost to Chapter 9

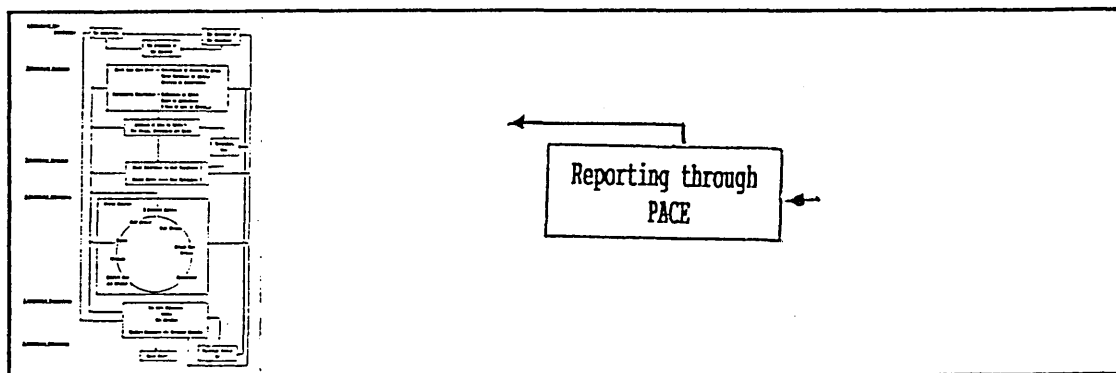


Figure 9.1

9.1 Reporting Through PACE

The majority of the formal communication with other teachers, with regard to the Individual Studies negotiation process, has taken place through the PACE programme.

The case study material was reported to teachers in two ways. Preliminary material from the analysis was reported along side five other evaluation studies in written form as 'Holgate PACE: Phase 2. Evaluation Studies' in March 1988. Also a video tape has been compiled summarising the negotiation process in the individual studies classroom and attempting to show the various forms of interaction which take place. It was this video which was used with the teachers involved in the peer review interviews and which has been shown at an in-service event at the school.

The peer interviews have been reported in two ways. The analysis has been returned to all the teachers concerned with the original interviews inviting their comments and further reflections. (None came) The

analysis has also been indexed into a series of Issues, Hypotheses and Dilemmas which have been reported through PACE.

The results of the postal survey have been returned to all the members who were invited to take part in the original survey.

Changes made as part of the action research phase of the research have until this report only been reported via the Individual Studies programme booklet to members of the Holgate school staff, for by the time these were made PACE was finished. The school had become involved in other initiatives such as the Notts record of achievement project and the Technical and Vocational Educational Initiative extension. (TVEIe)

9.2 Other Forms of Practitioner Communication

9.2.1 Internal Communication In the Collaborating School

This has taken place through in-service training events, both departmentally and across the curriculum, providing informal help to staff in other departments. The revision of the 'Individual Studies Programme' booklet has been presented to the senior management team at Holgate school annually.

9.2.2 County Wide Communication Has Taken Place Through

Informal visits and communication with teachers from seven other schools have taken place. Informal visits and communication by IS staff to three schools In-service events run by the IS teachers at various venues in the county. More formal dissemination events which have taken place at the Holgate school during the last year of the PACE project.

9.2.3 Country Wide Communication

Informal visits by teachers from four schools in Sheffield LEA. Visit by IS staff to talk informally with a Derbyshire support teacher. Visits to the IS department by HMIs to talk about the IS processes. Talks about the IS process at the TRIST Training Course at Durham University. The publication of an article in Sheffield Educational Research Review titled "A Small Scale Evaluation of Negotiated Learning".

The production of a video tape showing the IS negotiation process, has been used as part of further communication with other teachers. The film has been shown at an in-service event in the participating school and also to the teachers involved in the peer review interviews.

Conclusions and Implications

The Signpost to Chapter 10

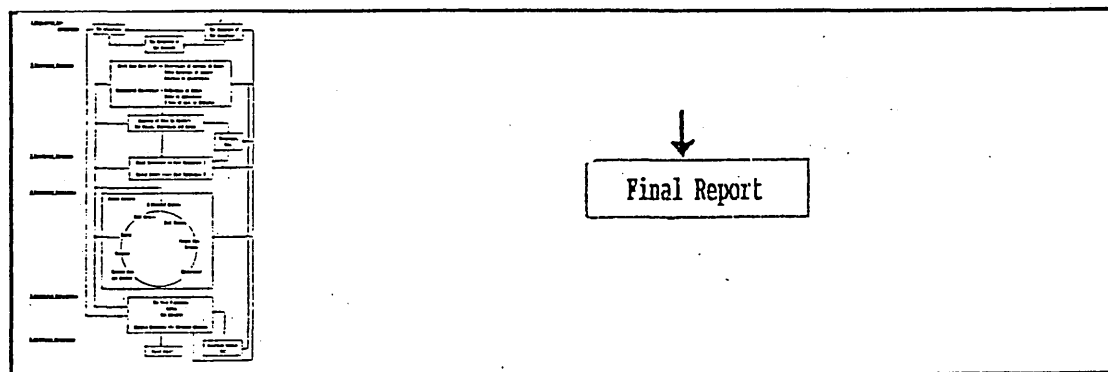


Figure 10.1

Favourable conditions for action and innovation existed during the PACE programme (see Chapter 3). The teachers were willing to admit to having limitations. Even the Notts LEA in its aims for the project was admitting limitations concerning the education of the pupils and the training for the staff teaching those pupils. The project did not begin with the discussion of the ideals of participation or of negotiation - like a negotiation itself it began with a problem - how best to help the low ability pupils in the Holgate school improve their learning. Negotiation with the pupils was chosen by some of the teachers as a way forward. This approach was looked upon with some disfavour by the reporting HMI. Teachers, it appeared, did not understand the negotiation process. Did the HMI? This teacher had to admit that negotiation was not understood. These comments and the favourable conditions for investigation initiated this research project.

10.1 What the Research Programme Set Out To Do

At no time was it thought that the research should attempt to measure

the improved motivation or learning which may or may not have been accrued through the pupil involvement in the negotiation process. The overall aim of the project was to provide an improved understanding of what had been called classroom negotiation by the use of action inquiry methodology. Firstly to provide, through the examination of evidence collected in the classroom, a clear description of the negotiation process from the point of view of a teacher involved and experiencing the negotiation. Secondly to subject this description to critical interrogation and discussion by a group of fellow teachers and others interested in the practice of classroom negotiation. Thirdly to act upon issues and practices arising from the discussions with others as they appeared relevant to the classroom being described.

During the development of the research the basic method described has become surrounded by the methodology of hermeneutics which has necessitated:

- Initially - a scrutiny and exposure of the sedimented history engulfing the project - The background and the development of the IS programme, the history and the philosophical understandings of the researcher and the literature of negotiation relevant to the classroom.
- Finally - presenting an interpretation of classroom negotiation using the totality of new meanings gained throughout five years immersion in the work - comparing the classroom process with a phenomenology of negotiation.

10.2 Did the Programme Achieve Its Aims?

10.2.1 Was the Background Adequately Described?

The background to the Pace project had been well documented in the

school and the researcher, having been closely involved in the project, had kept up to date with the relevant literature in the school. The researcher had carried out all of the recording with regard to the IS programme and analysis of this documentation was no problem.

10.2.2 Has the Literature Been Adequately Described?

During the early literature search direct reference to the type of negotiation observed in the classroom seemed scarce. Many interesting although not always fruitful avenues were followed, these providing little direct help. Many writers were using the term see page 63, but few actually described what they meant. Negotiation seemed hidden behind many other masks (see page 61). However, classroom negotiation has been placed within one of three conceptions of negotiation in the literature - that of a form of decision making. In the classroom negotiation of learning is not something which occurs naturally. The teacher as 'transmitter of knowledge' tradition dictates otherwise. Negotiation is a teacher chosen method for helping pupils towards autonomy and self-direction in learning - one part of the teacher's armoury of facilitator styles (Heron 1989). However, having been chosen by the teacher as a classroom management style, it becomes non negotiable. Both teacher and pupil are obliged to negotiate. Classroom negotiation is synonymous with negotiated learning. It appears to contain processes which are designed to elicit agreed statements of goals from the teacher and the pupil. The skills as shown on page 77 and page 178 are different from those required by the good lecturer or organiser and are more closely allied to those of guidance and counselling.

10.2.3 Have the Observations Provided a Description of Practice?

The straight forward action inquiry methodology does appear to provide a description of the negotiation process albeit in one particular classroom. The practitioner observations showed that negotiation did not happen all the time during a particular lesson. Indeed teaching and teacher/pupil negotiation appeared to take up almost equal amounts of time (about 40%), with helping pupils with resources filling the bulk of the remainder. A problem which has emerged through observation is that there is an unequal distribution of the negotiating time of the teacher, which may be due to some pupils demanding more negotiation or it may be that other pupils do not want to negotiate. Negotiation does not necessarily create equality of opportunity.

Classroom observations and reflection showed that the teachers in IS had gradually evolved a somewhat stylised negotiation process. It started with an induction course which provided the necessary gradual introduction to the new processes involved. It was followed by preparation and contracting stages where a plan of the work to be undertaken was jointly prepared by the teacher and the pupil. The plan was then used to help the pupil do the work. Working negotiations were taking place during this stage to subtly guide the pupil in new directions or to assess progress. The final stage was a review of successes and failures to see if the pupil had improved upon the skills the teachers had set out as important. It would appear that the IS teachers have stumbled blindly into the 'Wiekart approach' - 'Plan - Do - Review' outlined by Meighan (1988). Three areas on the contract are non-negotiable. The pupils must plan a project, a problem solving task and some remedial help work. The written documents used during the planning, contracting, evaluation and assessment stages appear to be

both a check on the teacher - to ensure that each pupil is involved in the processes and is moving through the stages of the process, but also as a check on the avowals of the pupil. Is the pupil carrying out the tasks that have been agreed upon?

The techniques being used in this classroom appear similar in some respects to those of teaching, see page 110, - particularly in the to and fro conversations of discussion. But negotiation involves large amounts of questions from the teacher and answers from the pupil in an apparent attempt to clarify the meanings which the pupil is proposing. The teacher moves around the room to negotiate with pupils but the pupils move more in attempts to reach the teacher. Suggestions and ideas are not just the province of the teacher - the pupil makes almost an equal number. The guidance during both the planning and doing stages appears as a form of subtle persuasion. Using the ideas of other pupils, both past and present, appears to be a technique which the teachers have developed to propose hypothetical suggestions into the arena of the discussion, without the pupil taking a stance to defend or oppose them. Putting pupils into situations where they can discuss, evaluate and assess their own work appears to be important, with some emphasis on subtly allowing pupils to see that the teacher values their work by reminding them of successes using positive affect and praise. Preparing and guiding pupils through risk taking situations in their learning is apparent - helping pupils with practice telephone calls, discussing how they might approach new situations and new people.

10.2.4 What Has Been Gained From the Critical Interactions With Others?

The Delphi survey was not without its problems, which are summarised later, but it is felt that much of the evidence collected from the

practitioner observations has been validated. The interviews with teachers created little or no problem apart from the dilemma of how to produce some sort of analysis. The survey provided information on the skills of a negotiating teacher, the problems and issues that teachers might face when becoming a negotiator and some suggestions for alternative practices which might be used in the classroom.

The skills or characteristics which have been highlighted as being essential or necessary to the teacher who makes successful negotiations are suggested as being: flexibility, listening skills, coping with silence, showing genuine interest, using question and answer techniques to clarify, having patience, an ability to help pupils over disappointments, an ability to help pupils review, knowing the capabilities of the pupils, as well as keeping an open mind to new learning situations.

The most immediate or pressing problems and issues which teachers must give attention to and overcome before proceeding with negotiations in the classroom can be separated into two areas, those of principle and those to do with practice. The teacher has first to decide that he or she acknowledges the pupil's right to make a decision - that they will give genuine choice - that they will make the negotiation genuine by showing genuine interest in the pupil as a person. On the practical front the teacher has to attack the problems of how to organise the negotiation - whether through negotiated contracts or otherwise, how much help to give the timid, what to do with the over ambitious, how often to negotiate a new contract if there is apparent failure, how to manage lots of different projects at one time, the problems of allowing access to other people and what to do about developing criteria for

assessment.

The alternative practices which were identified as likely to make significant or helpful improvements were mainly to do with the assessment stage of negotiation - using techniques that encourage pupil reflection, preparing and using assessment check lists and looking at ways of helping pupils to identify the criteria for assessment. Another practice which it was thought might be helpful was using the techniques of negotiation to plan, carry out and evaluate GCSE work.

10.2.5 What Interventions Were Made?

Interventions were made at every stage of the IS negotiation process although these seem like small scale tinkering into the working of the classroom and many of them were changes made to the existing documentation for the carrying out of negotiation. In the induction stage an attempt has been made, over two years' incoming groups, to examine the pupil expectations of the teacher role by asking the question 'how do you expect a teacher to behave in the classroom?' It would appear from the resulting replies generated by NGT that the pupils have to make the change in their minds from the teacher having a directive role to one where the pupil has more say. The problems of gradually changing this expectation is one which must be addressed.

The preparation, contract and assessment sheets used in negotiations have all been redesigned in the light of the changing fore-understanding developed by the teachers. The changes to the preparation sheet appear to help the pupils to project into the future by clearly showing the areas that they are being asked to consider - the most important thing that they want to learn - the work they need

most help with and the problem solving that they might attempt. Suggestions are invited from the pupil about how they will show they have learned. The pupils feel that *'the sheet gives you more information and makes you realise what you are doing - you can see that you have got to write down ideas about the subject you are doing'*. On the other hand they feel that the sheet *'gives you too much work to do'* - do they mean the writing it down is harder or could it be that it is hard to project into the future and examine intent? The contract sheet now shows a list of the skills the teachers feel that pupils are developing through negotiated learning and the reverse of the sheet sets out the main tasks that a teacher is prepared to undertake on the pupils' behalf. The pupils feel that the contract *'helps you plan and organise all you work. It gives you more ideas of what the contract is about and the skills that you didn't know before'*. The sheets however *'make it harder to plan your work and they don't give you any ideas of what to do'*. Assessment has moved from being subjective towards a more criterion based approach. Graded criteria with the evidence required to attain each criterion are now shown on the skill check sheet. The pupils feel that these sheets *'make it easier to understand the assessment and although they take longer are more worthwhile and do help give a more detailed statement, so that the teacher knows more about your skills'*. The pupils highlight a fear that the teachers themselves had that *'people might just look at the levels, not the evidence'*. The pupils do appear to see the relevance of the many documents to the negotiation process in which they are involved, but planning and assessing your own work is apparently hard or at least the writing it down is still hard. Is it easier if the teacher tells you what it is that you are supposed to be learning, how you should go about learning it and how well you have done?

10.2.6 Did the Phenomenology Lead to Understanding?

With the help of a different literature from the wider sociological arena a phenomenology of negotiation has been presented. Negotiation as such happens when a pair of individuals or a group of people, in a particular social framework, have the opportunity to be drawn into a decision or problem solving situation which affects them. Negotiation entails a willingness to act together and requires a capacity to examine the past and project into the future so as to work towards a joint action or decision. It is a process, not a step by step process, but a to and fro process of interaction which appears to involve clarification of difference, examination and creation of alternatives, learning, strategies of interaction such as calculation and information management on the trail towards agreement and joint action.

When looked upon in the terms of the phenomenology classroom negotiation appears to be far from 'pure'. There is a new understanding. The social situation of the school surrounds and appears to affect any negotiation that will take place there. There is, it appears, opportunity to negotiate but it is not an opportunity that arises out of any natural processes. It is an opportunity provided by the teacher, a part of his management system. It would appear that the pupil is not drawn into the decision making. He or she is told that their own learning is what they can make some decision about in consultation with the teacher. There would appear to be some evidence from the NGT that the pupils would rather not make such decisions. In the classroom negotiations the teacher assumes a willingness on the part of the pupil to act with the teacher. Again there is some evidence both here and in the work of Martin (1976) that this is not always the

case - some pupils preferring not to negotiate or they only negotiate reluctantly, not taking on the role that the teacher projects. Pupils may be able to examine past experiences, but is projection into the future a skill which these less able pupils have perfected and does the experience and knowledge of the teacher give him or her another power advantage to be used in the negotiation? Are there ways in which the alternatives required in negotiation can be generated which are not based on the power of the expert? The talk in a negotiation should be two way but the evidence suggests that the teacher is again claiming more than his fair share of the power. Indeed the teacher would appear to have most of the strategic advantages during the negotiation, for it is he who can check pupil avowals walking around the room, 'looking at the documentation, of his devising, that the pupils are asked to keep. Agreements do take place but these come mainly from the pupil. Is it easier if they agree with the teacher? Most of the action in the room towards the 'joint agreement' appears to be carried out by the pupil and for all the claims of joint responsibility for the work it appears to be the teacher who checks up on what the pupil has achieved. If negotiation and participation in the classroom are considered desirable then it would appear necessary for teachers to consider further ways in which they can 'empower' their pupils so that there is a more equal power base within the classroom. These will be considered later under the implications of the research.

10.3 What Areas of the Research Might Still Be Deemed Ineffective?

The laying bare of the philosophical underpinnings of my own work and personality were found to be very difficult. It was relatively easy to describe the practice that could be observed on the video tape. Reasons could even be provided for performing in such a way but describing the

inner meaning - 'the why I behave as I do' proved to be very difficult and it is still felt that this part has not developed as it should. Perhaps the self questioning of Heron should have been adhered to.

The analysis schedule gave a large quantity of data in a somewhat atomistic form which provided some comparisons of negotiation with, for example, teaching showing that the teacher was still making the majority of interactions and that questioning the pupil was the major type of interaction. The information gained however did not help describe the negotiation process without an attempt to relive the flow of interactions in a somewhat mechanistic way being made.

The following questions of bias still nag at the researcher:

- Does it matter that all the interviewees were known to the researcher?
- Is the researcher choosing statements to fit his own perceptions, feelings values etc...?
- Is the teacher in the best position to ask questions of the pupil about actions in the classroom designed to improve the negotiations made?
- Could the pupil opinion from NGT have been validated using other methods?

Perhaps as mentioned earlier on page 304 the work 'will be validated if the observations and conclusions strike a chord with our readers' (Broadfoot et al 1988)

10.4 What Are the Complications?

10.4.1 Developmental Change

The experimentation and search for ways to help the less able pupils at

the Holgate school led to the processes discussed in the previous chapters. The practice of several teachers and the ways in which they interact with the pupils that attend their classes have changed. The changes were made however for a particular set of circumstances which existed at the commencement of PACE. It is questionable if these circumstances are still the same. The physical situation in the classroom has changed as shown on page 88. There are more resources for the pupils to use - more computers, tools, technical lego etc..... Socially the pupils are expected to be more in control of their own classroom activities. The teachers have lost the extra counselling period which allowed them time to negotiate with pupils.

10.4.2 A Changing Fore-understanding

The documents used in IS do create critical times when teacher and all the pupils, including the non-negotiators amongst them, are obliged to negotiate - during the contracting, evaluation and assessment phases. Indeed it may be that the HMI when making their survey of the LAPP schools were not a party to the critical times. For if snapshots are taken for example during preparation, working negotiation or even part of the evaluation stages of negotiation it would appear that the pupils were acting without interference in a 'laissez faire' manner. Perhaps the teachers knowing that the HMI were about to descend upon the school took the precaution of making sure that each pupil had a contract prepared prior to the visit. The pupils could then be seen in a working mode rather than talking to the teachers about the proposed or completed work - was this what the teachers running IS thought that the HMI would want to see, thinking that teacher and pupil planning a contract, evaluating it or working through an assessment was not like what happened in the 'normal' classroom and was not what they had come

to see? This can be contrasted with the film taken by the visiting OU team who filmed working negotiations to do with projects and those to do with the successful completion of a problem solving exercise, the negotiations to do with evaluation and those involved in choosing statements for the computer assessment. The teacher, it appears, having been steeped in negotiation longer, was now prepared to show different aspects of the negotiation process to outsiders.

The changing fore-understanding can be noted within the present report. Observation of the types of question that emerge in successive chapters delineating this change. For example in Chapter 4, the description of raw experience, has questions which would now be described as questioning how the teacher might improve his negotiating advantage over the pupil - How do you develop the skills of silence management or questioning etc.? The other teachers through Chapter 5 would appear to be providing a validation of these questions, for they are also part of their concerns. The questions of Chapter 6 show a re-kindling of earlier glimmerings that some form of induction to the processes of negotiation is necessary - questioning how one might change pupil expectations and re-educate them prior to negotiation with the teacher. There also emerges the questioning of the power balance in the classroom, questioning the large number of documents used in IS negotiation and if these are not another form of power of the teacher. Doubt starts to appear in Chapter 7 about the developmental readiness of the pupil for negotiation - particularly questioning the areas of pupil biography of experience, role taking and projecting into the future. The teachers are now unsure about how to build up a readiness of such pupils to these processes. Further questions are raised here with regard to the strategic advantage that the teacher has over the

pupil and claims that negotiation is a way of sharing power in the classroom.

The very fore-understanding of the teachers has changed through immersion in both the project and in the research. Learning, like Action Inquiry itself, could be seen as a special form of hermeneutic - a 'critical hermeneutic' (Beicher 1986) - for it is directed at the future and at changing reality rather than merely interpreting what is there already. Indeed negotiation and assessment are viewed by the T/R as surrounding the whole of the learning process. As shown below:

Assessment Surrounding Learning

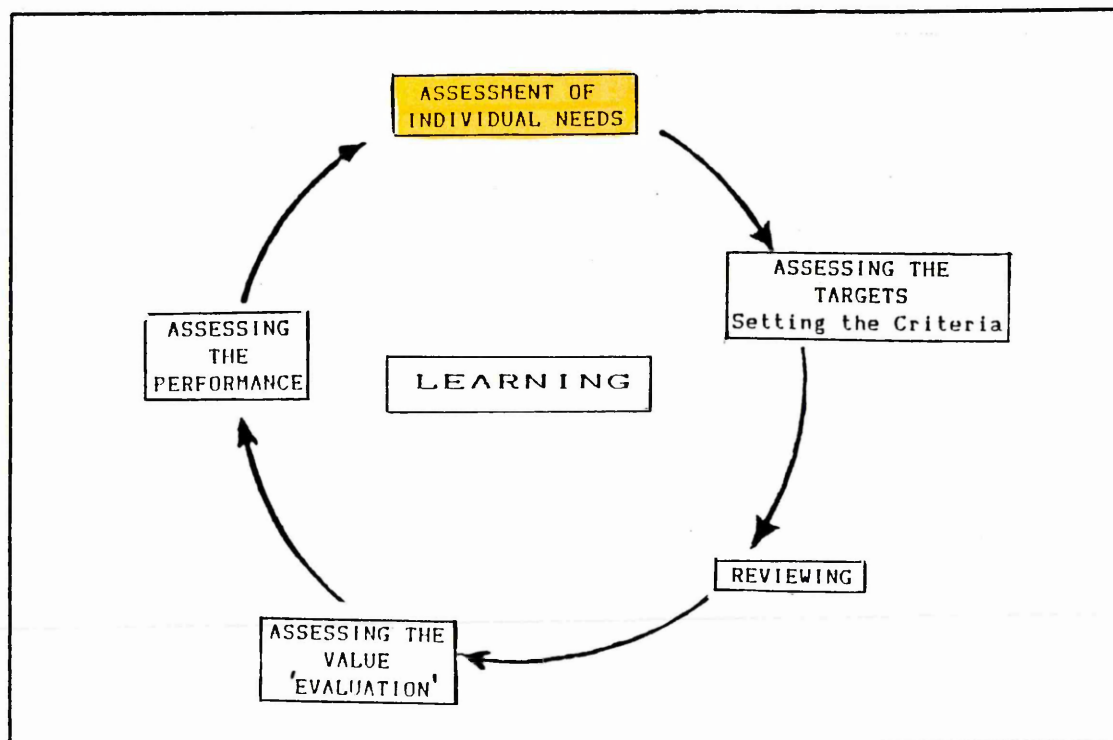


Figure 10.2

The process may or may not include negotiation. In the classroom discussed earlier negotiation is encouraged at every stage. The process starts with the assessment of learning needs, which might include personal and social needs or needs of the pupil to reach the next key

stage of the National Curriculum. This would include using as diagnostic information the results of previous assessments. The assessment of the targets required to fulfil the needs follows, leading to target setting - setting the criteria which the students will contract to attain. These targets will need reporting. At the simplest level this might involve explaining syllabuses to parents or it may involve the reporting of behavioural targets that the student has contracted to attain. The third and often overlooked phase of the process involves taking the time to look back at experiences by describing them in a careful critical way. This review helps set the stage for the assessment of the value of the experience 'evaluation'. The final stage involves assessment of performance, the checking of the match of the criteria set with the criteria attained. Thus the whole process can begin once more. Negotiation can provide the formative elements of assessment as described in 'National Curriculum: Policy to Practice' (DES 1989) The teacher and pupil rather than the teacher alone 'deciding how the pupil's learning should be taken forward' (DES 1989). The concepts of classroom negotiation as described earlier surround and intermingle with this cycle of assessment guided learning.

10.4.3 Changes in Clientele

It would also seem that the abilities of the pupils have changed, although this has not been tested scientifically. There is some feeling amongst the staff that since the implementation of The Warnock Report (1978) we are getting pupils into the mainstream who would have formerly gone to special schools. There is also some evidence of greater immaturity and a certain 'sink group' mentality creeping into the IS population, which did not manifest itself previously. These problems appear to make the negotiations harder and seem to suggest the

following questions. Are there ways of judging whether the pupils are developmentally ready for negotiation with the teacher? How do we help such pupils develop the necessary skills to come to such a readiness?

10.4.4 Enforced Change

The legal boundaries within the classroom have recently been re-defined by the Education Reform Act 1988. The process of classroom negotiation will need to re-adjust to accommodate these changes. Once re-defined the negotiating background will stabilise for this particular context. The National Curriculum prescribes the curriculum for every pupil in a state school in England and Wales, with the exception of a few very special pupils. National Curriculum documents do however require teacher pupil negotiation of target etc. Further complications have been added to the framework by the National Record of Achievement (NRA) which most Local Authorities have taken on board, for these demand teacher pupil negotiation for the creation of a summative document at the end of a pupil's career in school. The scope of the power available to the teacher and pupil alike to negotiate a unique curriculum has been reduced, but other areas of negotiation are still left open or increased. The boundaries drawn around the classroom are changing, but negotiation is still, it appears, a vital part of the face to face interactions of the classroom.

10.5 What Are the Implications of the Research?

10.5.1 The Implications For the Teacher

Negotiation as a technique to be used with pupils is being proposed by many writers. One suggests that 'tutors need negotiating skills not only in their dealings with pupils, but in their dealings with each other' (Hitchcock 1986), yet it is apparent that not all teachers

possess, or feel they want to possess, the required skills. The implications of how teachers may gain or improve their skills of negotiation can now be considered. Already there are readable educational texts to help the aspiring negotiator, to be particularly recommended are the excellent description of the 'New Teaching Skills' by Nigel Collins and for those wishing to delve a little deeper into the whole process of facilitation John Heron has produced the 'Facilitators Handbook'. Having had a glance at the processes and skills the teacher has to decide 'this is for me - I will negotiate'.

Having made the decision, the teacher must consider the changing relationships needed in the classroom. Participation and negotiation require a sharing of each other's own unique biography. This would imply a greater use of small group or individual contact in a guidance and counselling atmosphere rather than in a class group, where the teacher has control. In this relationship the teacher can gather as much information, in a non-threatening way, about the pupils, so that he can help them identify their own needs, assumptions, values, skills etc.. The teachers, however, must be prepared to divulge similar information about themselves. Negotiation is a two way process.

If the aim is to help and not to take over and control the face to face interactions, then the teacher must be aware of how much talking he himself is doing, what the nature of that conversation is, and how controlling it is upon the pupil, but not to be so aware that he becomes distracted by the analysis of the interaction itself so that the flow becomes unnatural.

If participation is an ideal to be aimed for in the classroom, then

this must be built up over time. This would seem to indicate the desire for a gradual lessening of the power of the teacher, allowing the development of a shared stock of knowledge, with the teacher laying bare the assumptions about why he is asking pupils to make decisions - why he is asking them to negotiate etc... But also helping the pupil build a self image through successful completion of tasks, aided by positive reinforcement from the teacher and the utilisation of self assessment techniques.

A relationship should be developed where the pupil has an equal chance to talk and to question - questioning not only the assumptions of others, but the assumptions that he himself is making. This questioning should also look at the limits and boundaries of the negotiations themselves, which must no longer be the domain of the teacher's professional opinion alone.

In the educational setting we must look for a different base for the expertise of the teacher and its related power. The teacher must move from the subject expert to become the expert at enabling genuine participative negotiations, using his power, but using it to empower pupils, helping them participate in a more genuine way, in decisions which affect their lives. The teacher must find and practise ways of helping groups of pupils create and examine alternatives.

If the classroom relationship changes in the ways outlined above the teacher then becomes a facilitator working with the pupils to help them to:

- Understand the assumptions upon which their participation is based by bringing the normally taken for granted understandings out into the open for examination by the participants.
- Feel that their contributions are worthy and that as such can be accepted and looked at by the group in a meaningful way.
- Develop their self esteem by making available non threatening review processes which individuals themselves can be a part of rather than the teacher using his power to act as 'god', making critical comment rather than positively helpful statements.
- Use a non threatening negotiated decision making process, which will create learning outcomes, that the pupil has had a chance to reach attunement with.

The negotiations which take place are not only seen as a tool to aid learning, they are also seen as a tool to promote eventual self-direction in learning. Negotiation is the technique which is being used in this classroom to blur the boundary between teacher-direction and self-direction. There are however implications and ethical questions to do with the teacher dropping out of negotiation as the skills of the pupil develop towards self-direction and autonomy. Thus allowing the pupils more power than the teacher.

10.5.2 Implications for Teacher Training

If the aims of the classroom are for the development of self direction in pupils, then it would appear implicit that the manager of that classroom has been through the processes of participation, negotiation and self-direction. As discussed earlier most curriculum innovation

packages that schools are expected to take part in seem to have negotiation as one of the roles of the teacher. Even the National Curriculum and The National Record of Achievement demand negotiations take place between teacher and pupil.

Where will the aspiring teacher gain the skills of negotiation? Will it be a part of the things that they do naturally as a person or will the teacher trainers decide that in order to gain the skills of negotiation the students must experience a planned package of skill training designed to help them become facilitators of learning. If that is the case then consideration must first be given to the examination of the assumptions which are made in different styles of teaching and learning - looking at the student's own school situation, case studies and the situation in the college.

The probe into assumptions could then be followed by practical experiences of developing the skills of negotiation. Heron (1989) describes the experiential learning cycle as a way of skill training, where the skill is first described or may be demonstrated on video showing what it means to do it well. Exercises are devised to practise the skill. Each member of the group takes turns to practise the skill in a small group. Feedback is given by members of the small group and re-runs are made of the skill practise. The group then carries out a reflection on the exercises that have been carried out before a review of the whole process takes place in the large group. Negotiating skills learned in such a way could now be tested in the practical situation - negotiating the student's curriculum with the tutor. It may be helpful to both tutor and student to consider audio tape recording a short section of the negotiation in order to carry out a reflective

analysis of their own practice. In ways similar to this the young teacher can learn better techniques of negotiating which he or she can carry forward to negotiations with pupils.

10.5.3 Implications For the Pupil

Negotiation in the classroom implies that there should be a gradual learning and development of the skills of negotiation. These could be developed in ways similar to those shown above with the pupil being involved in skill training exercises which make it clear that negotiating is a hidden part of the curriculum is as important if not more important than the curriculum that the pupil is negotiating. For the process of negotiation is in itself a learning experience. There are skills to be learnt by both the teacher and the pupil. The pupil having improved the natural techniques of the negotiation process it is hoped may prove to be a better negotiator on leaving school. What does the pupil get from the process and are these skills really transferrable to the outside world?

The necessity to build self image at such a late stage in the pupil's education has implications however which would appear to cast some doubt upon the experiences that have gone before. They appear to point clearly to a review of the education of low attaining pupils earlier in secondary school or even within the junior section. (See Stradling, Saunders and Weston 1991) This review must include a close scrutiny of:

- How the concepts of role taking can be developed within the classroom.
- Whether the concept of projection into the future might still be at an early stage of development in some of our pupils.

Can further techniques be developed which will help pupils in their negotiating with adults?

10.5.4 Implications for Curriculum Innovation Projects

PACE, the Nottinghamshire County Council contribution to LAPP appears in retrospect somewhat like a clockwork mouse. It was wound up by the higher mortals in the education department at County Hall. It was passed to four schools to be released for action by teams of teachers and support staff. Once released the mouse set off at speed within the schools and collided with a few curriculum areas in its initial frantic whizzing around. Some people (HMI, The Secretary of State for Education, The National Foundation for Educational Research, other teachers) heard that the mouse was whizzing round in Nottinghamshire and came to see what it was up to. Some of the observers said that the mouse was hitting the right parts but others felt that those parts which were moving and developing were not going in the right direction.

Eventually the spring ran down. Some of the curriculum areas that the mouse had knocked into were still moving and developing. Some had stopped. Others had been unaffected. No-one from the county education department seemed able to catch the mouse whilst it was whizzing around and by the time the spring had run down no-one was interested, because the DES had set in motion an even bigger curriculum innovation where teachers were instructed to set targets and to monitor the attainment of all pupils - the National Curriculum. The PACE initiative appeared to have no one person from the Nottinghamshire Advisory and Inspection service with whom the teachers could relate or even negotiate. This may have created a certain amount of inward looking by the schools. A person outside the schools may well have looked further afield to spot

links with other innovations such as the Technical and Vocational Education Initiative, Education for Capability, Records of Achievement etc... The obvious links could have been established earlier and formed a continuous development rather than the school being invaded by initiative after initiative.

10.6 Reprise

The classroom from which the research is reported would seem to have gone some way towards the introduction of negotiation and participation techniques, with the introduction of 'the induction course', small group counselling sessions, self evaluation and negotiated assessments, but there still appear to be areas which cause concern over this desire to enable pupils to participate even more in the full negotiation of their own learning. If there are three types of negotiating pupil, then how do we encourage the non negotiators and the intermittent negotiators to come to the emotional and motivational attunement that will enable them to negotiate fully? If the teacher can control the conversation through his more skilled use of language, then how do we prevent this affecting the negotiation process? Can the teacher ever relinquish enough power and control within the classroom without critical observers seeing this as a laissez faire situation?

As Hargreaves suggests perhaps the whole educational system needs:

A re-examination of the control purposes of schooling and the extent to which they pervade the system to the exclusion of other personal and social ends like collaboration, independence and initiative.

(Hargreaves 1988)

10.6.1 Implications for the Lone Researcher

Self directed autonomous learning may be an ideal to be aimed for but, even in this research project there have been times when a feeling of isolation from others carrying out work of a similar academic nature has been deeply felt by the researcher. Experienced teachers appear not to want to research their practice and it is suggested that the words of Jon Nixon should not go unheeded - there is a 'need for those engaged in action research to discuss their work with others similarly involved' (Nixon 1981), for there are times when self study can mean distant study away from the academic sphere that might allow this discussion. As a lone researcher I feel that I have missed out on some of the sparkle that emerges from engaging in day to day debate, discussion and general banter of similar research minded colleagues. I have also found a need for guidance and support from my supervisory team - through negotiation. This has always given me the necessary boost to self esteem to enable me to carry on.

*I make a plea for the autonomous learner, but it is for
an autonomous learner who has guidance and support
through negotiation in a community of fellow learners.*

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AN ACTION INQUIRY INTO NEGOTIATED LEARNING

APPENDICES

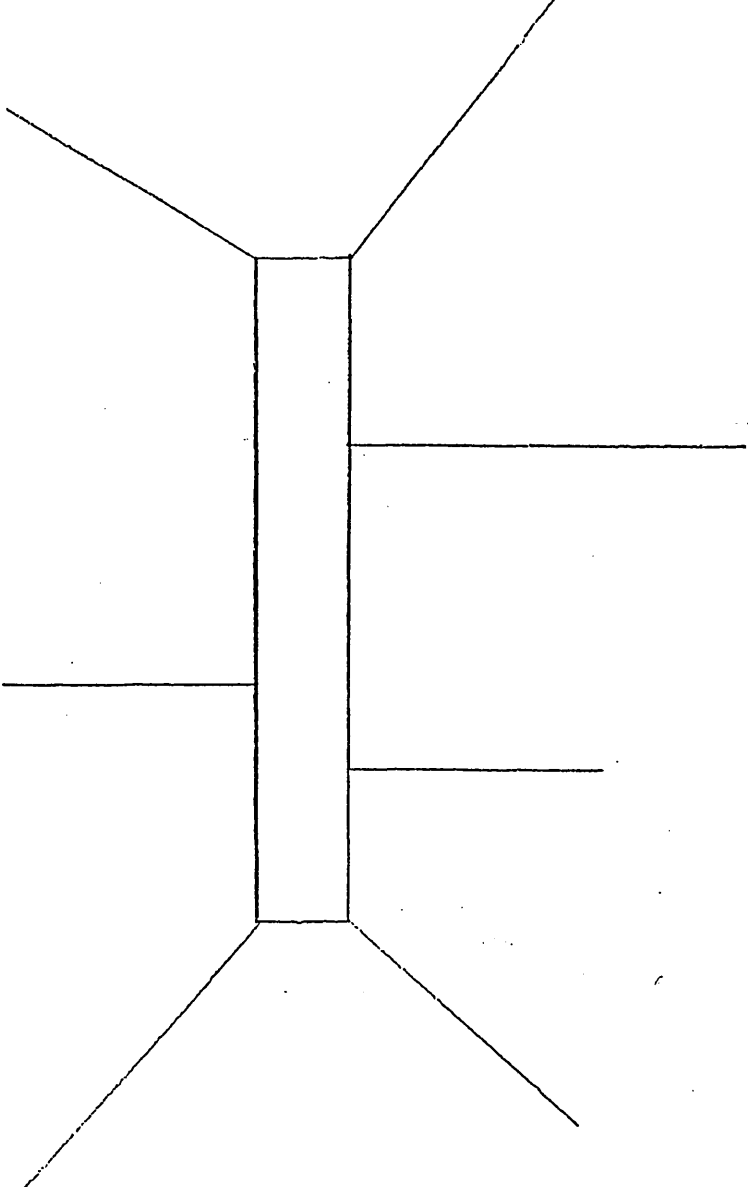
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APPENDIX 1

THE ORIGINAL HOLGATE PREPARATION SHEET

MY PROJECT PLAN

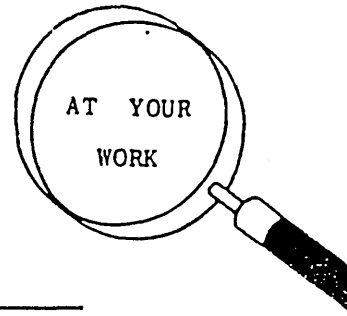


THE PROBLEM SOLVING I AM DOING IS

THE WORK I NEED MOST HELP WITH IS

APPENDIX 3

THE ORIGINAL HOLGATE EVALUATION SHEET

People I Worked With	TAKE A CLOSE LOOK	
<hr/> <hr/>		
What I set out to do was.		
<hr/> <hr/>		
What I did do was.		
<hr/> <hr/>		
I didn't manage to do		
<hr/> <hr/>		
because		
<hr/> <hr/>		
The thing I did best and enjoyed most was		
<hr/> <hr/>		
The most challenging things were		
<hr/> <hr/>		
The things I learned most about were		
<hr/> <hr/>		
The skills I wanted to improve were		
<hr/> <hr/>		

Side two of the sheet.

The new skills I learned were

On the next contract I will try to improve on

Tools, Equipment and Programs used were

I presented my work using

The problem I solved was

I solved it by

Ideas for my next contract

APPENDIX 4

THE DESCRIPTORS USED IN THE IS COMPUTER PROGRAM

FOR PERSONAL AND SOCIAL SKILLS

"STAYING POWER"

- "can stick to the task with help. "
- "can stick to the task for short periods. "
- "sticks to the task most of the time. "
- "sticks to the task until it is completed. "

"EXPLAINING"

- "is capable of explaining work to the tutor. "
- "is capable of explaining work to a group of friends. "
- "is capable of giving a clear explanation to other people. "
- "is capable of giving a short talk and answering questions from the audience.

"EVALUATING"

- "is able to look back at work and improve it with some help. "
- "is able to look back at work and see suggested improvements. "
- "is able to look back at work and suggest improvements. "
- "is able to review and improve work until it is completed. "

"CREATIVITY"

- "has original ideas for work on some occasions. "
- "has some original ideas about present and future projects. "
- "often has original ideas about present and future projects. "
- "can think imaginatively about present and future projects. "

"WORKING UNSUPERVISED"

- "can occasionally work unsupervised. "
- "can carry out some tasks when left unsupervised. "
- "can carry out most tasks when left unsupervised. "
- "is capable of being left alone to successfully carry out tasks. "

"WORKING WITH OTHER PUPILS"

- "can occasionally work with other pupils. "
- "can carry out some tasks with other pupils. "
- "can carry out most tasks with other pupils. "
- "works well with all other pupils. "

"WORKING WITH OTHER ADULTS"

- "can occasionally work with other adults. "
- "can carry out some tasks with other adults. "
- "can carry out most tasks with other adults. "
- "works well with all other adults. "

"TAKING CHARGE"

- "can provide ideas in a partnership. "
- "can take a leading role in a partnership. "
- "can provide leadership to a group of other pupils. "
- "can provide active leadership of a group of pupils. "

APPENDIX 5

THE DESCRIPTORS USED IN THE IS COMPUTER PROGRAM

FOR PROJECT AND ACTIVITY SKILLS

"PLANNING AND ORGANISATION"

- "is capable of planning and organising projects with help. "
- "is capable of planning and organising work for a contract. "
- "is capable of using a contract for organising work. "
- "is capable of planning, organising and carrying out project work. "

"FINDING OUT"

- "has used information from books. "
- "has used information from books and directories. "
- "has used information gained by letter, telephone and from written material. "
- "has used information from many different sources. "

"RECORDING AND PRESENTATION"

- "can produce work in written form. "
- "can produce work typed and pictorial in a structured way. "
- "can produce booklets and simple audio visual displays. "
- "can produce work using a variety of audio visual methods. "

"USING THE TELEPHONE"

- "is able to dial accurately and give a simple message. "
- "is able to dial accurately to give and receive information. "
- "is able to give and receive information accurately over the phone. "
- "is able to phone a variety of people for planning and information seeking. "

"USING THE COMPUTER"

- "has used simple programs. "
- "has used some programs and the word processor. "
- "has used many programs and facilities such as prestel and the word processor. "
- "makes use of many different programs and facilities. "

"USING EQUIPMENT"

- "can use simple hand tools with guidance. "
- "can use hand tools unsupervised. "
- "can use hand tools, camera and tape recorder successfully. "
- "can use many different types of equipment with success. "

"PRACTICAL WORK"

- "has produced practical work of a simple nature. "
- "has produced practical work from own ideas. "
- "has designed and produced practical work from different materials. "
- "has designed and produced practical work of a complex nature. "

"PROBLEM SOLVING"

- "can use simple clues to solve a problem. "
- "can make a start to solve a problem without help. "
- "can solve simple problems unaided. "
- "can solve problems in a variety of ways. "

APPENDIX 6

EXAMPLES OF TWO CODING FORMS USED WITH THE NEGOTIATION ANALYSIS

CATEGORIES

Analysis of the IS lesson 31st March
Coding form Type 1

Tape no.	Strategic	Task	Teacher Affective	Substantive	Substantive	Pupil Affective	Task	Strategic	Pupil no.
90	Mo	Ag				In			1
		Q1					An		
		Q1	In				An		1
		Q1					Ag		2
		Q1			In				2
		Ag	In				An		2
			In				Ag		1
		Q1					An		3
		Q1					An		3
		In					Q1		4
126		An					An		5
		Q1				In			6
	Co	Ag	Po				An		7
	Co.Th	Q1							
191			Po				An	Mo	
		Q1					An		
	Gr	An		In		In			
		An					Q1		
		Q1				In	An		

Analysis of Another Teacher's Lesson
Coding form Type 2

Tape no.	Teacher		Pupil		Pupil no.
	Task	Relationship	Task	Relationship	
31	Q1.Q1.Q1.Q1 Q1	Di	An		?
	Q1				
	An				
32	Te				
	Te				
	Te				
33	In	Di	Pra		?
	Q1				
	Te				
34	Te	Di	Q1	Acc	?
	An				
	Te				
36	Te	St			
	Te				
	Te				
37	Te				
	Q1				
	An				
41	Te	St	An		?
	Te				
	Te				
44	Te	St			
	Rep				
	Q1				
	An				

APPENDIX 7

TRANSCRIPT SHOWING THREE DIFFERENT OBSERVERS CODING USING NAC

INTER AND INTRA OBSERVER RELIABILITY STUDY

The following transcript is annotated with the codings that the researcher and two other observers recorded during the reliability study.

Each set of codings is in the following order;

<	>	Researcher observation set one
<	>	Researcher observation set two
<	>	Observer one
<	>	Observer two

Start

Teacher moves towards a boy who is sitting on a table apparently doing no work.

T. John what are we sitting on a table for?

<	Q2, NEG, ST	>
<	MO, Q2, NEG, ST	>
<	Q1, ST	>
<	Q3	>

P3. ???????????

T. (raising his voice slightly) What are you sitting on a table for? Sit on a chair (pupil sits down) that's a lot better. The name of what shop?

<	Q2, TH, Q4	>
<	Q2, NEG, TH, ST, ACC, Q4	>
<	Q1, NEG, ST, Q1	>
<	REP, Q2, NEG, ST, PO, Q1	>

P3. That shop that sells ????????????????

<	Q1	>
<	AN	>
<	AN	>
<	AN	>

T. I've no idea no idea. (in an off hand way)

<	AN, NEG	>
<	AN, NEG	>
<	AN, NEG	>
<	AN, NEG	>

P2. Beaties.

<	AN	>
<	AN	>
<	AN	>
<	AN, PO	>

T. Here's the man (moving back to the other group and pointing to pupil 2) to talk to about remote control cars, He knows all about em. Don't you David?

<	MO, COM, PL	>
<	MO, Q1, IN, COM, PL	>
<	IN, PO	>
<	IN, PO, PO	>

P2. Yeah.

<	AG	>
<	AG	>
<	AN	>
<	AN	>

.....Interruption.....

(teacher moves back to pupil 3 and starts a conversation)

T. Now then what's the problem with the shop then?

< M0, Q2 >
 < M0, Q2 >
 < M0, Q1 >
 < M0, Q1 >

P3. You know I wanted to ring someone up. (Teacher bends lower to listen about one foot separates their heads)

< AN >
 < AN >
 < AN >
 < AN >

T. Um Yeah

< AG >
 < AG, PO >
 < M0, PO >
 < M0, PO, AG, PO >

P3. To ask em so we could take some photos of the cars and ask questions down there.

< AN, REP >
 < AN >
 < AG >
 < IN, PO >

T. OK.. Yes good. That's a good idea. So you're gonna have to get the phone book. Find out what. The address, phone number, whereabouts it is. Bus time tables.....

< AG, PO, IN, Q1 >
 < AG, PO, IN, IN >
 < PO, IN >
 < AG, PO, IN, PO >

P3. Yeah I know.

< AG >
 < AG >
 < AG >
 < AG >

T. You know all that. Good. So you're trying to think of what to say on the phone.

< PO, Q1 >
 < REP, PO, Q1 >
 < PO, Q1, IN >
 < AG, PO, IN >

P3. Yeah

< AG >
 < AG, AN >
 < AN >
 < AG, >

T. Well did you keep your copy of what you said last time?

< Q1 >
 < Q1 >
 < Q4 >
 < Q4 >

P3. I don't think so.
 < AN >
 < AN >
 < AN >
 < AN >

T. You don't think so. (pause 6 secs.)
 < Q1 >
 < TE >
 < REP, NEG >
 < REP, NEG >

P3. No I din't
 < AN >
 < AN >
 < AN > < AN >

T. Well what sort of information do you think they will need to know.
 < Q1 >
 < Q1 >
 < Q1 >
 < Q1, MO, PO >

p3. What school you come from. (still bent close to the pupil)
 < AN >
 < AN >
 < AN >
 < AN >

T. Yeah. You don't really need to write that down, but school you can put down can't you . To remind you. What other sort of information do you think they need to know. (pupil writes)
 < AG, TE, Q1 >
 < AG, TE, Q1 >
 < AG, IN, Q1 >
 < AG, IN, Q1 >

P3. Whether it's possible to go down.
 < AN >
 < AN >
 < AN >
 < AN >

T. Yeah. What you want to do down there as well don't they. OK. So what you want to do. (pupil writes) What you're trying to do?.... What are you trying to do when you get there? You're trying to take photos. (teacher counts on his hand) So jot that down. (Pupil writes this down) You said that to me already. What else besides photos?
 < Q1, TE, IN, Q1 >
 < AG, IN, Q1 >
 < AG, IN, Q1, ST, Q3, Q4, REP >
 < AG, TE, IN, ST, IN, NEG >

P3. Ask questions
 < AN >
 < AN >
 < >
 < AN >

T. Questions. They need to know that cos they might say Oh we don't want any questions. OK.
 < AG, TE >
 < AG, TE >
 < REP, GR, PO >
 < REP, GR, PO >

P3. Yeah. How do you spell questions?
 < AG, Q1 >
 < Q1 >
 < AG, Q1 >
 < AG, Q1 >

T. (spells word and pupil writes it down) Good. So what else might they need to know?
 < TE, Q1 >
 < TE, Q1 >
 < AN, PO, Q3 >
 < AN, PO, Q2 >

P3. How many there's coming down.
 < AN >
 < AN >
 < AN > < AN >

T. How many going down. Yeap...(pupil writes this down).....Now you've mentioned one to me already that they'll need to know as well.
 < REP, AG >
 < REP, AG, PO >
 < REP, AG, PO, CO >
 < REP, PO >

P3. When we're supposed to.
 < IN >
 < IN >
 < AN >
 < AN >

T. When you are going or what possible time that you could go. Right. (pupil writes)
 < AG >
 < REP, AG >
 < REP, PO >
 < REP, PO >

P3. Yeah
 < AG >
 < AG >
 < AG, PO >
 < AG, PO >

T. If you give them a range of times they'll be able to choose their best time when it's easiest to talk to you won't they. Rather than when the shop's full up. (Pupil writes again)
 < IN >
 < IN >
 < IN, PO >
 < IN, PO >

.....Interruption.....

T. You might need to give them the school phone number just in case they want to ring back or any thing. Like Martin was stuck for the phone number.OK. Do you know what the school phone number is?

< TE, Q4 >
< IN, Q1 >
< IN, PO, Q4 >
< REP, PO, Q4, PL >

P3. No.

< AN >
< AN >
< AN >
< AN >

T. It's up on that letter heading on that wall. That'll have the phone number on it somewhere. It's 632104 I think. OK. Write that down. 632104 (pupil notes this down) I think that's right. Alright anything else? Now do you want to have a practice at this before you actually do the proper one? Being as you've forgotten from last time?

< TE, Q3 >
< TE, Q3, PO >
< TE, Q3, IN, ST, PO >
< TE, Q3, IN, ST, PO >

P3. Well I've got to get every thing ready first

< AN >
< AN >
< AN, ST >
< AN, ST >

T. Yeah. But do you want to have a practice? with somebody in an office rather than actually ringing up and making a fool of yourself.

< AG, Q3 >
< AG, Q3 >
< AG, Q2, CH, TH >
< AG, Q2, CH, TH >

P3. Well I'm not ringing up till I've got this.

< ST >
< ST >
< AN, ST >
< DI, ST >

T. Perhaps you had better have the phone number and be able to ask them every thing hadn't you. But you would like a practice some time.

< AG, Q3 >
< AG, Q3 >
< IN, ST >
< IN, REP ST >

P3. Yes

< AN, AG >
< AN >
< AG >
< AG >

T. OK. Good. Right so we'll have to sort that out. OK. So your next job is finding your phone number and the address i'n't it.
(teacher points to the pupils paper)

< AG, PO, Q4 >
< AG, PO, IN >
< AG, PO, IN, PO, IN, ST >
< AG, PO, IN, PO, IN >

P3. Yeah.

< AG >
< AG >
< AG >
< AG >

T. Umm! Phone book? Over there....Phone book There we are.

< RES >
< AG, RES >
< AG, IN, RES, PO >
< IN, RES >

The two observers finished their analysis at this point the researcher continued the recording but no transcript comparison has been made of this final section.

APPENDIX 8

THE FULL SET OF MATRICES FROM THE RELIABILITY STUDY

Intra-
Observer
Reliability

RESEARCHER RECORD 1 VS RESEARCHER RECORD 2	
	FIRST ANALYSIS
	Mo. In. Q1. Q2. Q3. Q4. An. Re. Li. Ch. Te. Rs. Pr. Ag. Po. Ne. Ac. St. Di. St. Th. Pa. Co. Pl. Gp. No R.
SECOND ANALYSIS	
Movement	4 3
Initiation	17 7
Question 1	1 22 2 2 1
Question 2	3 1 1
Question 3	3 1
Question 4	5 27 1
Answers	2 5
Repeating	1 1 1
Listing	
Choosing	
Teaching	1 1 9 2 1
Resourcing	
Practising	
Agreement	27 6 4 1 1 1 2 5 1
Positive	5 4 3 1
Negative	1
Accommodation	
Retraction	
Disagreement	
Stance	
Threat	
Promise	
Comparison	
Playing off	
Group pressure	
No record	3 2 2 2

Total on the Diagonal 148

Total in the square 163

Inter
Observer
Reliability

OBSERVER 1 VS RESEARCHER RECORD 2	
	OBSERVER 1
	Mo. In. Q1. Q2. Q3. Q4. An. Re. Li. Ch. Te. Rs. Pr. Ag. Po. Ne. Ac. St. Di. St. Th. Pa. Co. Pl. Gp. No R.
RESEARCHER 2	
Movement	1 2
Initiation	6 1
Question 1	1 4 1 2 1
Question 2	3 1 1
Question 3	1 1 1
Question 4	1 11 2 2
Answers	2
Repeating	1 2
Listing	
Choosing	
Teaching	1 1 2 1 1 1
Resourcing	
Practising	
Agreement	1 12 2 5 2
Positive	
Negative	
Accommodation	
Retraction	
Disagreement	
Stance	
Threat	
Promise	
Comparison	
Playing off	
Group pressure	
No record	1 3 1 1 1 1 1 6 2 4 1 1 1

Total on the Diagonal 49

Total in the square 72

Inter
Observer
Reliability

OBSERVER 1 VS RESEARCHER RECORD 1

	OBSERVER 1																				No R
	Mo.	In.	Q1.	Q2.	Q3.	Q4.	An.	Re.	Li.	Ch.	Te.	Rs.	Pr.	Ag.	Po.	We.	Ac.	Rt.	Di.	St.	
RESEARCHER 1																					
Movement	1	1																			
Initiation		3				1															
Question 1			5		1	1	1	1													2
Question 2			3																		
Question 3				1	1														1		
Question 4		1	1			1															
Answers							9							2							2
Repeating								1													1
Listing																					
Choosing																					
Teaching		2					1				1										1
Resourcing												1									
Practising													1								
Agreement		1					1	2						10	1						1
Positive															3						
Negative																1					1
Accommodation																	1				
Retraction																					
Disagreement																					
Stance																		2			
Threat																1		1			
Promise																					
Comparison																					
Playing off																					
Group pressure																					
No record	1	4			1	1	1	1		1				2	1	2		3	1	1	

Total on the
Diagonal
39

Total in the
Square 67

OBSERVER 2 VS RESEARCHER RECORD 1

	OBSERVER 2																				No R
	Mo.	In.	Q1.	Q2.	Q3.	Q4.	An.	Re.	Li.	Ch.	Te.	Rs.	Pr.	Ag.	Po.	We.	Ac.	Rt.	Di.	St.	
RESEARCHER 1																					
Movement	1	1																			
Initiation		3				1															
Question 1			3			1	1							1							2
Question 2				1	1																
Question 3					1	1															
Question 4						1															
Answers		1	1				10							1							1
Repeating																					1
Listing																					
Choosing																					
Teaching		1					1	1			2										1
Resourcing												1									
Practising													1								
Agreement		2					1	3						11							
Positive															1						
Negative																1					1
Accommodation																	1				
Retraction																					
Disagreement																					
Stance																		1			1
Threat																1		1			
Promise																					
Comparison																					
Playing off																					
Group pressure																					
No record	2	3					1	1					1	5	3		1	4	1	1	

Total on the
Diagonal
37

Total in the
square 62

Inter
Observer
Reliability

OBSERVER 2 VS RESEARCHER RECORD 2

	OBSERVER 2																				No R.
	Mo.	In.	Q1.	Q2.	Q3.	Q4.	An.	Re.	Li.	Ch.	Te.	Rs.	Pr.	Ag.	Po.	We.	Ac.	Rt.	Di.	St.	
RESEARCHER 2																					
Movement	1																				2
Initiation		4	1				1	1			1										1
Question 1		1	3	1		2															1
Question 2			1	1	1																
Question 3				1	1		1														
Question 4					1	1															
Answers		2					10							1							1
Repeating							2							1							
Listing																					
Choosing																					
Teaching		1					1	2		1											
Resourcing											1										
Practising																					
Agreement		1					1							9							1
Positive																	6				
Negative																	3				1
Accommodation																	1				
Retraction																					
Disagreement																					
Stance																			3		1
Threat																					
Promise																					
Comparison																					1
Playing off																					1
Group pressure																					
No record	2	3					1	1			1	10	2				1	4	1		1

Total on the diagonal 46

Total in the square 69

OBSERVER 1 VS OBSERVER 2

	OBSERVER 1																				No R.
	Mo.	In.	Q1.	Q2.	Q3.	Q4.	An.	Re.	Li.	Ch.	Te.	Rs.	Pr.	Ag.	Po.	We.	Ac.	Rt.	Di.	St.	
OBSERVER 2																					
Movement	2																				1
Initiation		11	1											1							
Question 1			5																		
Question 2			1	1	1																
Question 3				1	1	1															
Question 4					1	2															
Answers						13												1			1
Repeating		1					4														2
Listing																					
Choosing										1											
Teaching											1										1
Resourcing												1									
Practising													1								
Agreement			1				1							10							2
Positive																	13				6
Negative																	3				2
Accommodation																					
Retraction																					
Disagreement																					
Stance																			6		1
Threat																					
Promise																					
Comparison																					
Playing off																					
Group pressure																					1
No record							1	1				2	1					2			1

Total on the Diagonal 76

Total in the square 85

APPENDIX 9

PAIRS MATRICES USED TO PRODUCE FLOW DIAGRAMS

The Recording of Pairs of Interactions

Working Negotiation- Combined Totals for Three Analyses

	Mo.	In.	Q1.	Q2.	Q3.	Q4.	An.	Re.	Li.	Ch.	Te.	Rs.	Pr.	Ag.	Po.	Ne.	Ac.	Rt.	Di.	St.	Th.	Pm.	Co.	Pl.	Gp.
Movement		1	4	3		1									1								1		
Initiation	1	9	9	6	1	8	5	4			5			24	3	2			1	7	3				
Question 1		9	6		3	4	7	3			2	1		2	4					1			2		1
Question 2		2		1		1	1	1			1			4	1	2					1				
Question 3		1	1		1	1	7							1						1			1		
Question 4		3	3	1	1	4	2	1				1		6					1	1					
Answers	2	12	20	3	2	6	7	14			2	8	1	2	15	4	8			5	1			1	
Repeating		7	8			1	4	1			1	1		5	2										
Listing																									
Choosing		2																							
Teaching		7	10		1	7		1						4					1				1		
Resourcing	1	3	1		1			2			2			2					1	1					
Practising		1									1			1											
Agreement	1	19	8	5	4	5	2	6			9	1	1	7	10	1	1				2				
Positive	3	5	5			3	8				2	1		1						1					
Negative		3	2	4			2							1		1				1	3				
Accommodation						1																			
Retraction		2												1											
Disagreement		5	1	1							3			2	1	2			1	3	1				
Stance		2	1	1		1		1						3	3					1					
Threat						1																			
Promise																									
Comparison			2			2										1								1	
Playing off														1											
Group pressure						1																			

Simplified Matrix with five Transitions Marked

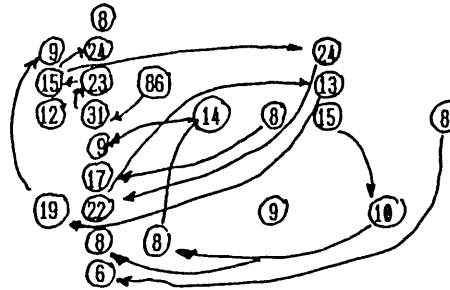
Working Negotiation

	In.	Q.	An.	Re.	Te.	Ag.	Po.	Ne.
Movement								
Initiation	9	24						
Question	15	23	86				13	
Answers	12	31		14	8	15		8
Repeating		9						
Teaching		17						
Agreement	19	22				9		10
Positive		8	8					
Negative		6						

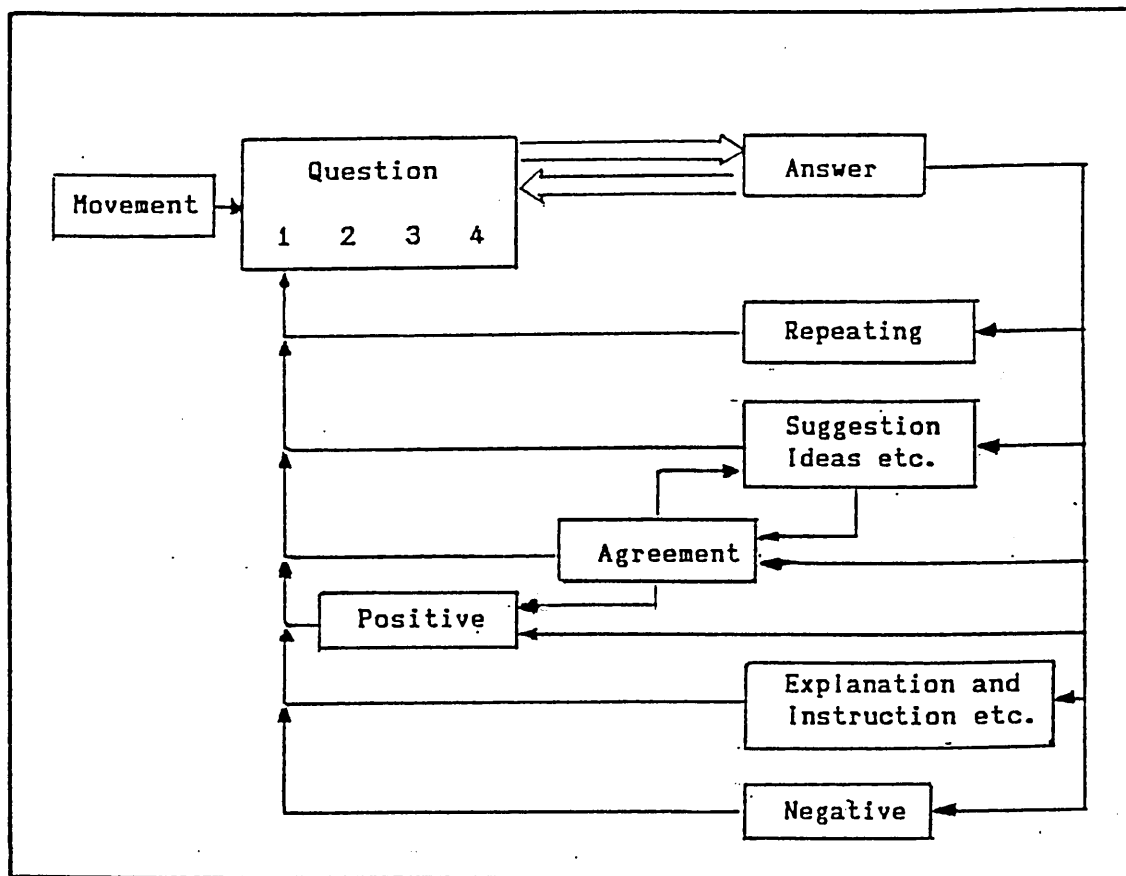
Simplified Matrix with All the Transitions Marked
Working Negotiation

In. Q. An. Re. Te. Ag. Po. Ne.

Movement
Initiation
Question
Answers
Repeating
Teaching
Agreement
Positive
Negative



Flow Diagram for Working Negotiation



.Mo. In. Q1. Q2. Q3. Q4. An. Re. Li. Ch. Te. Rs. Pr. Ag. Po. Ne. Ac. Rt. Di. St. Th. Pa. Co. Pl. Gp.

Teaching 31st March

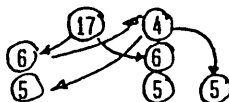
- Movement
- Initiation
- Question 1
- Question 2
- Question 3
- Question 4
- Answers
- Repeating
- Listing
- Choosing
- Teaching
- Resourcing
- Practising
- Agreement
- Positive
- Negative
- Accommodation
- Retraction
- Disagreement
- Stance
- Threat
- Promise
- Comparison
- Playing off
- Group pressure

1		1
	17	4
1 6		6 1 2 1
1 5		5 5 2 1 1
1		1
2		3 1
1		2 1
1		2
1		

Teaching T/R 31st March

Q.	An.	Te.	Pr.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
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98			
99			
100			

Question
Answers
Teaching



```
graph TD; Question[Question] --> Answers[Answers]; Answers --> Question; Answers --> Explanation[Explanation and Instruction etc.]; Explanation --> Practice[Practice]; Practice --> Question;
```

The flowchart illustrates a learning cycle. It begins with a box labeled 'Question', which has a double-headed arrow connecting it to a box labeled 'Answers'. From the 'Answers' box, an arrow points down to a box labeled 'Explanation and Instruction etc.'. From this box, an arrow points down to a box labeled 'Practice'. Finally, an arrow points from the 'Practice' box back up to the 'Question' box, completing the cycle.

18th March

18th March

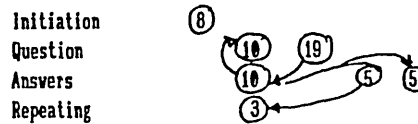


12th May

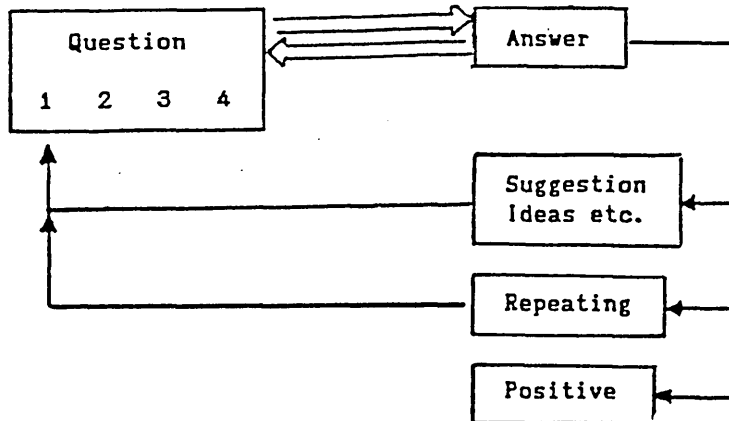
.Mo. In. Q1. Q2. Q3. Q4. An. Re. Li. Ch. Te. Rs. Pr. Ag. Po. Ne. Ac. Rt. Di. St. Th. Pa. Co. Pl. Gp.

Evaluation 12th May

.In. . Q . .An. Re. Po



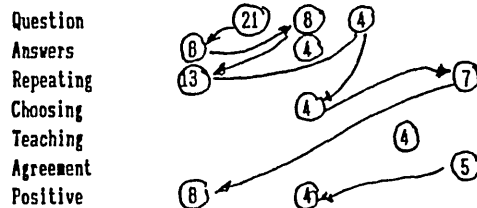
Flow Diagram for Negotiated Evaluation



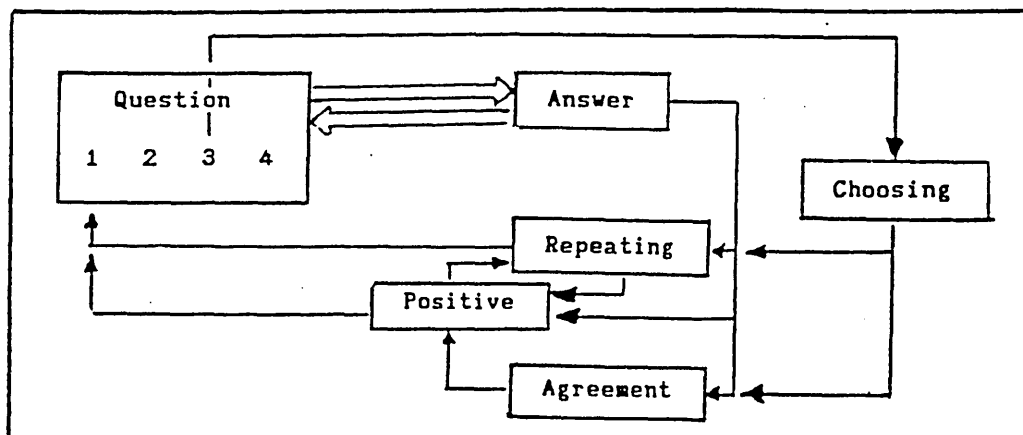
12th May

Assessment 12th May

Q.	An.	Re.	Ch.	Pr.	Po.
----	-----	-----	-----	-----	-----



Flow Diagram for Negotiated Assessment



APPENDIX 10

TRANSCRIPTS OF VIDEO TAPES

The following verbatim transcripts with "stage directions" are taken from the audio and video tapes of the following Individual Studies lessons.

- 18th March This involved a large proportion of contract negotiation between the teacher and two boys - plus some working negotiation with a girl planning to take photographs during the evening whilst at home and working negotiation with two boys who are planning a minibus trip
- 25th March Contains working negotiation with a girl regarding the booklet she is producing - with a boy regarding photo copying - with a group of lads making a video and with the pair of boys planning the minibus trip
- 31st March Concerned with working negotiation with a pair of boys persuading them to return a repaired model to the local play group - with a boy regarding the visit to a shop in Nottingham and with a pair of boys on the production of a booklet for the minibus trip
- 6th April Contains working negotiations with a boy about the progress he has made with his work - with two girls with regard to the placing of a display they are considering.
- 12th May This is concerned with an evaluation of the minibus trip with one of the boys who organised it and the negotiation of an assessment with the same boy.

The Transcribing Convention

The convention used follows that outlined in Open University (1981) *Observing Classroom Processes: Block 3 of Course E364*. Milton Keynes: Open University Press.

- T. -Indicates that the teacher is speaking.
P4. -Shows that pupil number four is speaking.
(points to a desk) -Non verbal activity added as 'A stage direction'.
.....Interruption..... -Action or speech not considered as a part of the interaction being analysed.
.....Resourcing..... -Teacher collecting resources for a pupil.
... -Unfinished utterance.
T. Difference between...
P3. Yeah
T. ... Local transport
?????????????????] -Pupil interjecting before Teacher has finished speaking
-Researcher is unable to transcribe this word or phrase.

Two pupils have come to the teacher with their ideas for a new contract of work drafted out in the form of a spider diagram, which they prepared at the end of the previous lesson. He starts the rest of the class off working and then returns to them.

- T. So we're ready are we chaps? (Looking at pupil 1)
P1. Yep!
T. Lets sit down over here (Points to a desk) and see what we can do!
T. Alright this morning girls?
(Speaks to two girls working close by)
P2. Umm
T. Plenty to do ?
P3. Yeah.
T. Good (He sits down beside pupil 4)
T. (to whole class) Can you make sure you have all signed in please while the sheets going round. (Points in the direction of the sheet)
T. John while you're coming back can you bring some scrap paper please out the box up there? (Points towards a box on top of a cupboard)

.....Interruption.....
T. Right good so this is the idea for the next contract. (Pupil 1 comes and sits down beside the teacher who is now between the two boys) Can I pinch your pen John.
Transport! (Reading from the sheet) General transport or any thing in particular ?

- P1+4. All transport
T. All transport . So.. (Staring to write)
P1. Trains cars.....
T. Perhaps we want a list of what sort of things then
P1. Bus
T. OK buses yeah
P1. Lorriesplanes
P4. Cars
P1. Bikesdiggers

.....Interruption.....
P4. Diggers
T. Count them as lorries.. diggers ...yeah so we have got all that big list there on transport. (Points to the list) Now what do you want to learn about transport? What are you trying to get out of that?
P4. How they work and that.
T. How they work Have you got that down then John...No?
P4. No.
T. OK. so how they work has got to go on your list. There we are.

.....Interruption.....
T. OK so you've got how they work. Anything else about 'em that you want to learn?
P1. We've got how fast they go.
T. The speeds Yeah.
P4. How much they cost.

T. Now what are you doing then. Are you comparing trains
busses lorries planes? Are you going to do some sort of
comparison on those or? (Looking from one to the other)

P1. Yeah.

P4. Do something like that.

T. So what about the different ways for instance that trains
might work?

P4. They go on rails and that.

T. They go on the rails but what makes them go?

P1. Engines.

T. So perhaps that's something that you need to look at.
What different ways trains might work from for instance
busses.

P1. Yeah

T. Or planes

P1. Yeah

T. So how they work might cover quite a lot of different things
mightn't it.

P1. Yeah.

T. So you can perhaps record different ways they work.

T. You've got here time tables. Yeah.. Now. Is it public
transport you mean. It can't be though can it with lorries
in?

P4. Some of it is.

T. So on this one you want public transport.

P1. Yeah.

T. Right ...Public transport on there. (Writing this down)
Information you're gonna get yeah. Now where are you going to
ask your questions?

P4. Bus depot.

T. Yeah.

P1. Train station ... (Pupil smiles). Dunno what to do about
planes?

T. Planes ..Airport ..East Midlands.

P1. That's nearest i'n'it?

T. Right so we've got these things on then.
.....Interruption.....

P1. Different types of tyres..... No can't have that.

T. You could have that cos I mean they have tyres on you
know. These have tyres. They don't particularly.

P1. Yeah.

T. So you're looking at differences between transport mainly are
you?

P4. Yeah.

T. You've got down here video? You want to do a video on the
differences between different transport systems.
(Looking at pupil 4)

P4. Yeah.

P1. We can just go down town for that.

T. You can just go down town for that?

P1. Well.

T. What ? What would you do then? Lets have some ideas.
.....Interruption.....

T. Sorry chaps! We've got this lot to contend with this morning as well as trying to plan this.

P1. Umm.

T. Right so you say you can go down Hucknall and do what? Try and look at the differences?

P4. Yeah.

T. What would you do then?

P4. Go to the bus depot.

P1. There's a little bus depot but it i'n't very big!

T. Down where the Trent Garage is .. Yeah.

P1. Yeah.

T. So you could do that one. That's local. Yeah. Railway station?

P4. There's one up at Nottingham.

T. Nottingham you'd have to go down there . Bus depot that's Hucknall.. East midlands airport that's a bit further away. So what we trying to do then. Were gonna? Lets have some more planning done. Some more ideas.

P1. Yeah.

P4. What's price difference between 'em.

T. Different costs. Yeah! Good!

P1. You can do that in tickets as well.

.....Interruption.....

T. Right so your different costs.

P1. Yeah between tickets (Pupil points to the sheet) cos you can have train tickets, bus tickets.....

T. And plane tickets. You wouldn't get car tickets so that's your public transport again i'n't it. Different costs of public transport. Do you want to concentrate on public transport first?

Would it be better perhaps to look at those three rather than spreading it right the way along the whole range.

P4. We'll have a look at them three.

P1. We'll just look at these three.

T. And compare the differences of those. Like you've got your different ways they work, like your trains could be diesel or electric couldn't they? Your planes could be props or jets or even helicopters I suppose. You've got your different cost there.

P4. You've got your different kinds like the different kinds of busses.

T. Exactly. You've got your double deckers, single deckers etc

P1. Mini-busses.

T. Yeah. Right lets er. I think we need another picture or something don't we. (Starts to write on a new sheet)

.....Interruption.....

T. Right so we're concentrating on public transport. Now is there any thing that you can think of besides these things here that you've thought of already? You've got your. You've got this video one is it going to be a video to show people the differences between...

P1. Yeah.

T. ...local public transport?

P1. Yeah definitely.

P4. That's how big they are...

P1. What they run on and ...

P4. What different kinds...

T. Yeah. If it's going to be a video it'll mean a lot of planning.

P1. Yeah.

T. Because to get your video right You've got to sort of plan all your shots out before you go out and take them. So you're gonna need to sit down and talk. Is John involved in this as well t'other John. John M.

P1. Yeah for about three weeks

T. For about Three weeks why?

P4. He's leaving.

T. He's leaving I didn't know that. Why where's he going?

P1+4 He's moving.

T. He's moving house?

P1. Again!

T. Again? Oh! I didn't know that. Right so John'll be involved as well for a time anyway. So its going to be a video about the differences in public transport and you're going to try and show some of these things on here. Right. So you want the different ways. Well you've got differences there so we can put ways they work here can't we.

P.1 Umm.

T. Right costs. Now what about ... If you're thinking about local public transport it's how easy it is to get there I mean East Midlands Airport is quite a long way. What would you have to do to get to East Midlands Airport. You'd either...

P4. Get a taxi!

T. You'd either have to get a taxi ... Oh that's another one that we'd not thought of.

P1. Oh ahh.

T. Well done John.. Not spelt like that...so you'd probably have to get a taxi to take you to the airport or somebody in a car or some thing like that. I don't think there's many busses to there even? From Hucknall is there?

P1. Narh.

T. That's something that you could ask at the bus depot. So you've got the costs ... (Writing) ways of getting there. Yeah . Anything else?...

Anything else we've got on here. We've got that! We want to put all those on there in a minute don't we? Ways of working ... got that. Got these. Do you want these? (Transferring the information to the new sheet)

P1. Yes please.

T. Speeds. Do you want to do something about time-tables.

P1. That comes under speed.

T. You've got time-tables here look!

P1+4 Yeah we'll have them. (Teacher writes this down)

T. Ways they work, costs, ways of getting there,speeds, time-tables anything else you can think of? Now you have got here questions. What sort of things were you thinking of? Were you thinking of doing a survey of people in Hucknall and

say perhaps standing on the Market...

P1. Yeah.

T. ...for an hour and asking them questions about which..You know... Have you used the local busses recently? Did you find? You know... you'd have to think up some questions about that.

P1. Yeah.

T. Is that the sort of thing you want...

P4. What do you use most?

T. Yeah. Which of these do you use most? Do you find it easy to get to the station at Nottingham? or would you prefer a station in Hucknall.. That sort of thing. Is that the sort of idea?

P4. Yeah.

T. So it's going to be ..its going to have a little..because you could actually video that while you were asking some of the questions couldn't you. and you could video the results. (Points to imaginary chart) You could say right 95 people we asked and.....

P1. We could do a chart.

T. You could do a chart and show it on the video and talk about the chart to the video. Couldn't you.

P1+4 Umm.

T. So that would come out.....

P1. We could listen to the video inside.

T. For that part Yeah. You'd have to do some of this obviously outside wouldn't you.

P4. Yeah.

T. Right so what I think you need to do. I think you've got some good ideas there. You've got a lot of hard work planning that I think. What I think I should do now is try and think about the video. How you're gonna start it? What would you do to start it? Cos you're trying to show the differences in public transport. What would you do to try and start it. Perhaps you could come in here Pete and give us a hand. That will film on its own won't it?

T2 Yeah. (The teacher who's been videoing joins the group)

T. We're trying to plan a video to show the differences in public transport. We really could do with....

T2 Different sorts of public transport? or the difference between.

T. Differences sort of generally we've got things like the way they work, costs, ways how you have to get there if you're going to the airport and that sort of thing, speeds, timetables and perhaps a little survey thing so they want to show a bit about differences in just local public transport.

T2 Different types.

T. Yeah.

T2 Busses getting to planes.

T. Yeah.

T2 Things like that.

T. Any ideas. They want a video.

T2 Well you want to take a bit of film of each of the different types. I mean. That's the first thing. Isn't it. so....

T Who's writing these down?

P4. John (teacher transfers the pen to P.1 who immediately gives it to P.4 who then starts to write)

T2. What have you got ? you've got obviously busses.

T. You can get those fairly local.

T2 What else have you got.

T. Taxis, busses, trains and planes.

P. ???????????????

T. So it's not just busses though is it. It's a short.. You'll want probably a little bit of each of the type of transport that you're trying to show.

P1. Yeah like trains and.....

T. Yeah.

T. Shot one this is i'n't put number One somewhere here. So you want busses. Shot two thats a short shot of a train or something wo'n't it. then a plane.

T2 And then..it might be possible to..interview some people connected with running busses or running trains.

T. That's a good idea. (P.4 writes this down)

T2 I don't know about running a plane.

T. I don't know any pilots we can find bus drivers probably. do you know somebody who drives a bus.

P4. Some one near our end drives a bus.

T. You know a bus driver.

P4. Yeah.

T. I mean you could perhaps talk to him about driving a bus.

P1. Yeah.

T. What's it like as a job? You know. Cos that's something (Pointing to the sheet) and then you could perhaps talk to somebody who drives a taxi or there may well be somebody in Hucknall or somebody's dad in the school who's a railway driver. I don't know if we've got any air port people or people who fly planes.

T2 Or you could talk to some of the people who use these things.

T. Well thats what we decided on the survey.

T2 Yeah.

T. Perhaps go down Hucknall and talk about different methods of travelling.

T2 I mean you're easiest way of doing the video is to just get some shots of all those different public transport and then write your own script about what you found out about them and dubb that onto the video so that people are seeing the pictures of the different sorts of public transport whilst you're telling them about local bus services...

T. Yeah so that's a good idea..

T2 local taxi services...

T. Write that. Dubbing sound on (Spelling word D-U-B-B-I-N-G pupil 4 writing this down)

T2 Have you seen that on Telly where? You know. They show you background pictures of all the things they are talking about, but the sound track is actually put on afterwards.

T. And we know how to do that now cos we've done that on Philip's short video.

T2 And... Yeah its dead simple you've just got to write it out

so it lasts about the right time and then speak into a microphone and put it onto all the pictures you've taken.

P1 Umm.

T. OK so you write some more ideas about those and I'll leave you to that a minute or two and then we'll put it onto the contract sheet. Well you could almost do that. That's what you're trying to do i'n't it and this is you're video plan i'n't it. So if you finish. (Pointing to the sheet) A few more ideas down on there what you're gonna do what sort of things you're gonna talk about on the side that sort of thing. OK! Then I'll come back and have a look at you in a minute or two. Right but you also need to think about you're problem solving one. (Teacher 2 leaves the group)

P4. We could do some LEGO or som'at sir.

T. You could do a LEGO one yeah.

P1. We could do a model of a

T. Come on there's a problem coming here I can see. Model of a thing or sommat what's that mean Graham?

P4. We could do a LEGO thing to show how a thing works.

T. What showing how the engine works? Somebody's already tried that and found it very difficult. That's one. Come on Graham what were you thinking of?

P1. 'Bout doing a model of a train or something.

T. Yeah.

P1. Oh that won't be a problem.

T. It wouldn't be a problem really ..No. Well Its another little thing for you to think about in the next few minutes.

T. There's no need to come out with that instantly. And the other thing we need to decide on is what work you're gonna try and improve on in your sort of school work. What help work are you gonna have a go at. OK.

P. Umm.

T. Right Simon looks as though he wants me.

.....Interruption.....

P4. Sir I need a camera and that soon for what I'm doing.

T. And when's that for Diane. This afternoon?

P4. Yeah.

T. Are you with us this afternoon Peter?

.....Interruption.....

T. Alright so? What you really need to think about for a few minutes, on a piece of scrap-paper, is what pictures you're gonna hope to take. Now you've thought about that before I think is it on you're contract sheet. Did we do that?

P4. No.

T. Or was it on there... (Pupil passes the teacher a sheet) that's it. And did we actually copy this onto a blue sheet?

P4. Yes.

T. Yeah we' got 'em here look. So we've got the photos here. (Reading from the sheet) Own cat chart with photos. Playing, sleeping, feeding, going after birds. Well it'll still be light when you get home tonight won't it.

P4. Umm.

T. Unless it's too snowy. Umm. But if you don't use all the film up today you could probably take it home another time.

P4. Yes.

T. And then finish the film off, because Mr. Raffell says that they're not being used at the moment too much. OK. So are there any other ideas that you can add to that list. Cos you really want to think of all the ideas so that. You know! you can think. I want a shot of it playing or a shot of it feeding. Have you got feeding? Yeah. Perhaps your sister playing with the cat or holding the cat, or stroking the cat, or do you groom it at all or comb it or anything like that.

P4. Yeah.

T. So thats another one we could put down i'n't it.

P4. Umm.

T. OK. So that's another idea. Let's get a pen..

.....Interruption.....

P1. Sir. You know Fire engines and that lot?

T. Yeah.

p1. Does that come under public transport?

T. Sort of. It's a public service not a public transport. I'n't it there's a slight difference. You can't pay Five P. and get on a fire engine for instance can you. (Pupil laughs)

.....Interruption.....

T. I mean if you want to do something on those. I mean when you've finished this one and you've cracked this one and you've got the ideas. Perhaps that might be the next step. Do something on. You know. If you've done public transport, public services like Fire, Police, Ambulance....

P1. Electricity board aNd gas board.
(Teacher moves to another group of two boys who are reading a sheet prepared by another pupil titled how to plan a visit)

T. What's up Martin?

P5. Look sir! Right! You know that?

T. Yes. What about it?

P5. Well (Teacher sits between the two pupils)

T. Here you are. Planning your trip. Well these are the things that Darren decided were the important things. Alright?
(Reading from the sheet) Planning a trip. Ask the pupils if they would like to go on a trip. So that's number one. Because? Why has he done that?

P6. So you're not ???????? organising a trip and then ask the pupils

T. And they don't want to go there. Exactly Simon. Good so you've really got to find out if you've got enough people to fill the mini-bus.

P5. Yeah but ??????????????????

T. Right OK so you've got to ask around the group when it's not a lesson time or something or you think who you want to go and invite them. By invitation only. That's how he worked in fact cos there were people he di'n't want to go. (Reading from the sheet again) Right when you have plenty of pupils plan where you are going.

P5. We know where we are going.

T. You Know where you are going. OK so...

P6. ???????????

P5. That's where that teacher told us.

P6. What were it called.

P5. Ummm. Just past Kirkby did he say summat like that. Umm.

P6. Sutton.

T. What is it that you are going to do?

P5. A bird centre we're wanting.

T. A bird centre or bird sanctuary?

P5. Sanctuary that's it.

P6. Sanctuary.

T. Sanctuary where they look after birds. Where's that then?

P5. He says just past Kirkby Other side of Kirkby.

T. You really need to.....

P6. Is that teacher coming in again?

T. He'll be in on Tues..He'll be in tomorrow in fact.

P6. Tomorrow we'll get him.

P5. We'll see him then.

T. Yeah. OK. So If you're taking a whole group then you really want to get a booking form from Mr. Little. That's another thing there. You've got to work out the distance look he's got that down here. To the place you're going to. That's another thing. You've got to find out how much it's going to cost each pupil. So when you've worked out you're distance. Mr. Little 'll tell you how much it costs per mile. So you'll be able to work out the total cost and you

P5. Divide it between how many you're taking.

T. Exactly. Right. Now he's missed some things off there. Can anybody think of anything else. What you going to do when you get there for instance.

P6. Umm.

T. He's missed off.

P5. Tour round.

T. Tour round?

P5. In a group.

T. In a group?

P5. Yeah so none of us can mess about with the ??? or owt like that.

P6. Take some photos.

T. So you really need to write down you're ideas of what you're going for on a separate sheet now don't you.

P6. Umm.

T. OK.

P5. Yeah.

T. So try and do that. You know. Take some photos. Get some scrap paper out the box. Let's have a little plan of you know where you're going. You'll need to ask Mr. Wood on Thursday where it was he suggested cos you've forgotten.

P6. Then write that down.

T. Then write it down before you forget. Exactly. Right so get yourselves some scrap paper. Right Good.
(Teacher leaves this group and returns to the group who are planning a contract)

T. Now then how we getting on? Some more ideas have we got?

P1. Yeah we've got boats.

T. Got loads?

P2. Boats (Teacher leans closer because he misheard)

T. Public transport boats.

P1. Yeah you can you can get boats.

T. On a canal down at Nottingham. What does that say or even ferries across that sink sometimes or capsize. Across to zeebrugge. Better not talk about that.

P1. How many weeks.

P2. How many weeks do you think sir? (Teacher puts one foot up on a chair and leans down to talk to the pair)

T. Number of weeks for planning ?????? and the rest. The whole topic

P1. Yeah.

T. I think you'll probably need ? Well what do you think.

P1. Hundred.

T. A hundred weeks Two years. I don't think that you've got that long you'll have left school before you have finished your project.

P1. Fifty.

T. I think you'll probably need a fair time. Yes. Lets say...

P2. Ten.

T. Well you've got three weeks before half term Hav'n't you?

P1. Yeah.

T. That's right before Easter. I should say. I should plan it for about six weeks. So make it for six weeks.

P1. Twenty.

T. Twenty lessons. Well how many weeks is that how many lessons do you come in a week.

P1. How many do you come in for John?

P2. Six.

P1. I'm in four. Just four.

T. So if you say on average four. Four sixes are twenty four so it's twenty four lessons.

P1. What's date sir?

T. Date today is the eighteenth. (Pupils write this down)
Good!

.....Interruption.....

T. So you're going to write that on your contract are you. All these ideas that you have got.

(Teacher moves to a girl who has a large number of sheets spread over the tables that she is working at.)

T. Alright Diane.

P1. Yeah.

T. Did you sort that one out that you showed me before? What did you do with it?

P1. Umm.

T. Let's have a look at that one.

P1. I cut that other one out and put that one with it.

T. And put those on. So what have we got ? We got claws and paws.??? That's alright and that's showing you that. Then you put these two on here? I'm just trying to think what that 'll look like when it's made a copy. (Teacher holds up a sheet from the desk)

P1. I've done that one like that. 'bout two sheets???????? like that.

T. So you've made two sheets ??????????????????. Made two sheets. Right good that's coming on nice.

P1. Sir I couldn't find ??????????????????

T. You've used that. That's a good idea to use some of their ideas. So how many pages is it going to be when you've finished?

P1. 'Bout thirty I've doubled it

T. About thirty?

P1. Yeah.

T. That's a lot. Have you still got those on disc? Did you save those on your disc? (Pointing to a sheet)

P1. I think I did.

T. Because you really ought to get those a bit darker. Next time you print anything try and let me show you how to make it darker.

P1. Right.

T. By putting one of those green commands in. Alright?

P1. Umm.

T. Good. So that's coming on nicely (Looking through the sheets) i'n't it. All that lot. Yeah great. Good.
(A boy returns from the reprographics room holding some sheets)

T. Right John you got all that photocopied did ya.

P2. Yeah. (Teacher moves with him to the table where he is working. the boy spreads the sheets out over the table)

T. So they were some use. They're out of that file aren't they? So what you gonna do with these then? You gonna use these are you? What and make it a fishing chart?

P2. Umm.

T. To show what? Different types of fishing or?

P2. Yeah. Different types of fishing.

T. Anything else?

P2. How they do the different ...knots.

T. Knots? Have you got one on knots then?

P2. Yeah.

T. Ah. Not there. Was there anything on knots on those files?

P2. No.

T. No? Now that's funny because somebody who left last year, a little titchy youth. He did something on fishing knots and he photocopied quite a lot of pages from books. So you've looked through all the files on fishing and you've ...Do you want to do something on Knots then do you? Because what you could actually do is get some different coloured bits of string and do the knots and stick 'em on here couldn't you? That 'll be ok. Let's have a look in the file then for them...
(Teacher goes to the filing cabinet)

.....Resourcing.....
(Teacher returns holding a file which he opens and starts to remove papers from)

T. There's two in there John. To start things. How to fasten hooks on.

P2. Oh.

T. Is it worth photocopying those and keeping them and trying to see what you can do with those?

P2. Yeah. I could cut 'em out. And tell about them.

T. Yeah. Let's see if there's any more then. Cos I'd like to keep those so if you could photocopy 'em and put the originals back in the file like you did with the other Things. That would be useful. Now then this is the book he made I believe. Glenn Cooper that's the chap I was thinking of. He actually drew stuff like that. (Looking through the sheets)

P2. Umm.

T. I mean if you want to use his pictures. Is that any good?

P2. Yeah.

T. It's showing you float fishing i'n't it? Following the stream down.

P2. Umm.

T. I mean that'll photocopy cos it's nice and dark. So if you want to borrow that one as well.

.....Interruption.....

T. Knots! (Holding out a sheet for the pupil to see)
Showing you how to do four different knots I don't know whether he drew those or I've done those. Ah. That's the thing he did look. Now he's not stuck them on very well. But that's the Idea.

.....Interruption.....

T. OK.

P2. Umm.

T. So that's an idea worth trying.

P2. Yeah.

T. I mean you could improve on that cos that's you know a start but you could make that better than that couldn't you.

P2. Yeah.

T. And there's the ..There's some ideas so if you want to take those and take that note again. It's on my desk. Have those photocopied. (Pupil moves towards the desk)

P2. Sir where's that note?

T. On my desk John. Proper desk over there. (Pupil collects a paper and then leaves the room)

.....Interruption.....
 (Teacher moves to work with a pair of lads who are planning a video)

T. So we've got some thing started have we gents. (Teacher sits down beside the two)

P3. Yeah.

T. Good.

P4. Right. Shows the inside of a pool table on there.

T. Let's look at it a bit closer cos he's sawing over there.

P4. Sir we want that erm. You know down in library they got like some boxes 'an't they. Where you plan what you're going to say. That's what we want some of them first i'n't it? They got like boxes here where you draw your picture of what you're gonna do and underneath what you're gonna say on this video.

T. Video planning sheets?

P4. Yeah.

T. Yeah. We've got some of those somewhere. Did you get us any video planning sheets printed Pete?

.....Interruption.....

P4. Hold on sir it not matter 'bout it.

T. Well if you get some you can start it on that.

P4. Planning it out basically and then we'll go on to what we're gonna say.

.....Interruption.....

P4. What video would I have? That video? Or that one down middle school?

T. It'd be that one in fact.

P4. Yeah.

T. Alright?

P4. I know how to work that one down there.

T. Well it's exact...There's not much difference between that one and the one from middle school. So what you trying to show?

P4. Show inside of a table how it rolls down and every thing.

T. Ahum.

P4. Brush table down and play a game. Show 'em how to do some shots. Show some shots.

T. So you're doing this at home are you?

P4. Yeah.

T. So you're doing the basic sort of shots. An introduction to pool sort of thing is it?

P3. Yeah.

P4. Yeap.

T. Sounds like a good title.

P4. Yeah we want to do it an introduction. We want to do a title sheet with pool.

T. Did you see the way Philip and Stan did theirs. Their title sheet for their Forest one.

P4. No.

T. Can you come and explain how you did your title Philip for your Forest.

.....Interruption.....
 (The pupil the teacher has spoken to moves from where he is

working to lean over the table at which the teacher and the boys are sitting)

- P5. I tell you what. The thing is what do you want to have?
What's the writing gonna say?
- P3. We want er what's it called?
- P4. A video. Pool video.
- P5. No what's your writing gonna say.
- P3. Introduction to....
- P5. What?
- P4. Introduction to pool.
- P5. It'd best to just do pool.
- P3. Pool yeah.
- P5. Right now I don't know whether you fancy this but get some
bubbliies red bubbliies or there i'n't enough for them. Right.
You do like this. On the pool table that one just there. A
load of balls P. One, two off. One two off. Then you....
- P4. ?????????????
- P5. Then it comes on right and it goes??????? P..O..O..L pool
that's what it says.
- T. Brilliant you see. Thank you Philip. (Pupil 5 moves away)
.....Interruption.....
- T. You got the idea? I don't think you will be able to quite
what he's saying because you won't have enough of these.
- P4. Balls. No.
- T. No.
- P3. You got to get the right camera angle an all. Can't get the
camera above table can you?
- T. Errm.
- P4. Could put a picture up ont' wall saying pool.
- T. Well that's the way they did it in fact. They cut out the
letters and got a big sheet of paper on the wall and just
put one letter on at a time with blutack. Now if you did a
green baize background or something like that. Then it'd look
as though it was on a pool,table
- P4. Yeah.
- T. And we've got some of that green cloth left that they
actually made that pool table with. So....
- P4. We could do that there.
- T. Yeah. Well you could do that against the wall though.
- P4. Yeah somewhere there. (Pupil 6 moves over from where he has
been working and stands behind the teacher)
- T. OK. So that's a good idea. That's the planning sheet.
- P4. We just want to use that for what we gonna say and all that.
- T. Yeah, but you could also put shot of pool table. shot showing
angle shot. Whatever you're going to do can't you
- p4. Yeah.
- T. You need to ????? ideas.
- P4. Yeah. You could take that back cos we've got these about that
sir.
- T. Well you could keep 'em in your file cos you could go for
planning for later on.
- P4. We'd want about three or four.
- T. Well there you are you got about three or four. Ok. Sounds

good. I like the Idea. It needs a lot more planning though yet. Great. You need for instance to plan what shots like you've sketched out on there. To show what shots you're gonna try and teach.

P4. No hard shot you not be able to do.

T. You want the simplest things don't you for an introduction to pool. really the very simple how to...You know. Where the balls go on the table. Setting up the balls. Breaking off. And then just some simple shots into pockets.
(Pupil 6 moves round to the side of the teacher)
And you can dubb over some of the rules can't you? with sound.

P4. I've got a book of pool rules anyway.

T. Yeah. That sounds great.

.....

(The lurking pupil has gained the teacher's attention)

T. Now then Martin what you got to tell me?

P6. Problem. (The pupil stands and talks to the teacher)

T. Come on then.

P6. That's only day we can go with a guide that I can interview that's half.... One thirty Monday eighteenth of May.

T. Yeah.

P6. So that's another week after and erm.

T. What did he say? Did you say I'd have to come back to you or what did you say to him.

P6. He said I'd got to ring back (Pupil sits down)

T. If you want a guide you've got to ring him again have you?

P6. Yeah I've got to ring him later.

T. Did you explain what you were trying to do?

P6. Yep.

T. Yeah.

P6. Bird company and what not but I got to ring him back just before I leave school. Jackie won't be in will she.

T. I can get you a line.

P6. There won't be any lines

T. I can get you line.

P6. Well I've got to ring just before I leave school You know half three.

.....Interruption.....

P7. What we got to ring up then for?

P6. Cos we couldn't give 'em our number could we.

P7. Well why's it gotta be so late?

P6. They got to book it in ant they. We can't just go when we want they got to book it. We got to book it. (Pupil waves his hand)

T. Exactly. He's right. Or....

P6. They don't know if we can come this day. They don't know if there's going to be a guide man or owt.

T. You need to check with Mr. Waterhouse.

P6. Yeah I know.

T. You need to check with Mr Little.

P6. Got to change it all again now.

T. Whether the bus is free. You can change your letter dead easy can't you cos that's in the computer. There's no problems

there. That's just two...

P7. We din't put a date on it.

T. Well there you are then that's just three keys to press or four keys to press. No problem there.

P6. That's the date now though.

T. Well where's Mr. Waterhouse? Next door teaching English? No? Where is he in the office? Who's next door then?

P6. Mrs Cottee

P7. He might be in red base.

P6. I'll go and check on it.

T. You really need to see Mr.Little whether the bus is free that day Martin. OK.
(Pupils move out of the classroom to see the other teachers)

(Teacher moves towards two boys who have repaired a model garage for a local play group. He is about to try to negotiate the return of the garage which he feels is now over due. They are supposed to have seen another teacher to find out when the play group is operating.)

T. Right how are we doing then gents. (Stands behind the boys)
Seen Mr. Gill?

P1. I can't find him sir. He's not in the office.

T. Mrs Clements is the other one who'll know. (Moves round to face the lads)

P1. ??????????????????

T. Well one of you go and have a chat to her then. That's probably a good idea.

.....Interruption.....

P1. Well how about? (Bends down slightly to listen to the conversation between P1 and P2) We are going down town anyway aren't we. So we go down. We come to here. Take it down there. Drop it off at the nursery on the road to...

P2. The bus stop.

P1. Yeah.

P2. Tomorrow.

P1. Yeah. (Teacher bends lower and looks from one to the other during a 2 second pause)

T. That's one suggestion. What time are you hoping to catch the bus tomorrow though.

P1. Comes every fifteen minutes don't it.

P2. Yeah.

T. Every fifteen minutes the Nottingham bus?

P1. Yeah.

T. Who lives nearest to the place.

P1. You Dave.

P2. Yeah. I do. Easier for me to get there and meet you there then.

T. That's what I was thinking.

P2. Instead of you coming al'way up here to go back down again.

T. Could you take that home with you tonight? (Pupil 1 smiles at this comment)

P2. Not really. (Disapproval in his voice, he looks away at the model)

T. Not really..(Pause 7 seconds).. Well the other answer is to go and see Mrs Clements. See if it's open this morning and go down the end of the morning.

(Another pupil approaches and stands about a yard away from the teacher... hovering ?) You know sort of as they're closing up. Cos then it'll be done won't it?

P2. Umm.

T. It'll only take about two minutes to see Mrs Clements.

(The teacher turns to the other pupil)

Graham what can I do for You?

.....Interruption.....

T. John what are we sitting on a table for?
P3. ??????????
T. (Raising his voice slightly) What are you sitting on a table for? Sit on a chair (Pupil sits down) that's a lot better. The name of what shop?
P3. That shop that sells ??????????
T. I've no idea no idea. (In an off hand way)
P2. Beaties.
T. Here's the man (Moving back to the other group and pointing to pupil 2) to talk to about remote control cars, He knows all about 'em. Don't you David?
P2. Yeah.
.....Interruption.....
(Teacher moves back to pupil 3 and starts a conversation)
T. Now then what's the problem with the shop then?
P3. You know I wanted to ring someone up. (Teacher bends lower to listen about one foot separates their heads)
T. Um Yeah.
P3. To ask em so we could take some photos of the cars and ask questions down there.
T. OK. Yes good. That's a good idea. So you're gonna have to get the phone book. Find out what. The address, phone number, whereabouts it is. Bus time tables.....
P3. Yeah I know.
T. You know all that. Good. So you're trying to think of what to say on the phone.
P3. Yeah.
T. Well did you keep your copy of what you said last time?
P3. I don't think so.
T. You don't think so. (Pause 6 secs.)
P3. No I din't.
T. Well what sort of information do you think they will need to know.
P3. What school you come from. (Still bent close to the pupil)
T. Yeah. You don't really need to write that down, but school you can put down can't you. To remind you. What other sort of information do you think they need to know. (Pupil writes)
P3. Whether it's possible to go down.
T. Yeah. What you want to do down there as well don't they. OK. So what you want to do. (Pupil writes) What you're trying to do?.... What are you trying to do when you get there? You're trying to take photos. (Teacher counts on his hand) So jot that down. (Pupil writes this down) You said that to me already. What else besides photos?
P3. Ask questions.
T. Questions. They need to know that cos they might say Oh we don't want any questions. OK.
P3. Yeah. How do you spell questions?
T. (Spells word and pupil writes it down) Good. So what else might they need to know?
P3. How many there's coming down.
T. How many going down. Yeah. (Pupil writes this down) Now you've mentioned one to me already that they'll need to know as well.

P3. When we're supposed to..

T. When you are going or what possible time that you could go.
Right. (Pupil writes)

P3. Yeah.

T. If you give them a range of times they'll be able to choose
their best time when it's easiest to talk to you won't they.
Rather than when the shop's full up. (Pupil writes again)

.....Interruption.....

T. You might need to give them the school phone number just in
case they want to ring back or any thing. Like Martin was
stuck for the phone number. OK? Do you know what the school
phone number is?

P3. No.

T. It's up on that letter heading on that wall. That'll have the
phone number on it somewhere. It's 632104 I think. OK. Write
that down. 632104 (Pupil notes this down) I think that's
right. Alright anything else? Now do you want to have a
practice at this before you actually do the proper one? Being
as you've forgotten from last time?

P3. Well I've got to get every thing ready first.

T. Yeah. But do you want to have a practice with somebody in an
office rather than actually ringing up and making a fool of
yourself?

P3. Well I'm not ringing up till I've got this.

T. Perhaps you had better have the phone number and be able to
ask them every thing hadn't you. But you would like a
practice some time.

P3. Yes.

T. OK. Good. Right so we'll have to sort that out. OK. So your
next job is finding your phone number and the address i'n't
it.
(Teacher points to the pupils paper)

P3. Yeah.

T. Umm! Phone book? Over there.. Phone book.. There we are.

.....Interruption.....

(Pupil 3 moves to sit near where the teacher is working at
the computer with another boy. He moves away again after 2
mins and returns 3 mins later and waits a further 1 min 48
secs. When teacher gets up from the computer the pupil
interjects)

P3. Sir! I just had it a minute ago.

T. Just had what? Beaties. B.E. A. I should think it is then.
You've gone a page too far. BEA. What comes next? Bea-ties
(Teacher sits on a stool next to the pupil both looking at
the telephone directory)

P3. T.

T. I should think so.

P3. That's B. double E.

.....Interruption.....

T. There we are look. (Reading from the directory) Beaties of
London Ltd. Model toy shops. Mount street. Nottingham. Got
you're paper..... Written it down? (Pupil goes to collect a
paper and then writes down the number etc.)

.....Interruption.....

T. Right so you're ready for practising that then are you? Have you found out where it is in Nottingham.

P3. I haven't looked on the map.

T. You want a map of Nottingham to find out where mount street is then don't you? Umm.. Third draw down in the filing cabinet.

P3. Yeah.

T. There's a file that says maps Nottingham and there's one with the centre of Nottingham just showing all the streets. Should be! It's one of these whole sheets and it shows all the streets of Nottingham. Then look for Mount street on there.
(Pupil move to the filing cabinet and the teacher moves to another pupil)

.....Interruption.....

P4. Sir what shall I put on t' front?

T. Martin Problem? (Teacher moves to be beside the pupil)

P4. Yeah. What shall I call t'front?

T. I don't know? What do you want to call it?

P4. Title err.

T. What is it? What's it for?

P4. It's a menu!

T. A menu?

P4. Well.

T. It's not really a menu is it. A menu means a list of things that you can buy or order or...

.....Interruption.....

T. So what is it going to be called. What is it? A book of what?

P4. Birds.

T. Yeah. But it's to help people do what about birds.

P4. Get round the course. Ask him it's mainly his idea!

T. Don't blame other people you know. Lets have your idea as well. What's the idea of that book to do? (Pupil puts his head in his hand and looks at the floor)

P4. I don't know!

T. It's to show people?

P4. What birds are. (Still holding his head)

P5. In other words it's like a bird spotting book.

T. Bird spotting book! Why not call it the bird spotting book?
(The teacher smiles)

P4. Not fit on there will it? (Pupil points to the screen in an off hand way)

T. Not on the title bit no! Nor the date bit! But it'll fit on there! The bird spotting book. It'll fit on there and then you can cut it up. (Pupil 4 springs into action at the computer) OK. Right... That's coming on well that!

.....Interruption.....

(Pupil 3 moves along side the teacher holding a map sheet. he waits 19 secs)

P3. Sir? Is tha're it?

T. Victoria station. Victoria bus station. There.

P3. So I've got to get from there...

T. Yes.

P3. To there..

T. There. It's not very far.

P3. I'm going to have to get down here....
T. In fact that's the main straight way. You know where the bridge from Victoria Centre goes across.
P3. Yeah.
T. That's that street there. So we walk along there.
P3. There then there.
T. Then you come in fact to the big Co-op, at that top end there.
P3. Well mount Street's just there.
T. I think there's that thin street you can walk through there actually onto Mount street.
T. Ok then you know where it is?
P3. ??????????
T. I think there might be. So you'll be able to take a copy of that with you. (Pupil moves away)
T. Jot it all down ready to say and then we'll go and find somebody to practise with.

(The teacher and a pupil are sitting at a desk discussing the progress the pupil has made with the work on the contract. they are looking at a contract sheet.)

T. How many of those have you had a go at? You've done that?

P1. Umm.

T. And you've practised 'em.

P1. I don't know.

T. Obviously not. So that's probably a job to do today then i'n't it. Alright. (Pupil pulls a face)

P1. I don't fancy using that tape.

T. You're listening to the tape and practising those questions that you've put on there. (Pupil nods his head) That's what you're doing. OK.

P1. Right. (Pupil stands up)

T. Right.

P1. I need a tape then.

(Teacher gets up and moves towards the door)

T. You need a tape then.

.....Resourcing.....

(Teacher returns with a tape recorder)

P1. Have I got to use that? I hope it's got head phones.

.....Interruption.....

T. You need to go and find a quiet room. Right. take the tape that you've done. You can't really do it in here cos all the plugs are about used up unfortunately. Take you're tape you've done and the best place is probably between red and green base. (Pointing outside the classroom)

.....Interruption.....

P1. (Pupil comes back to the teacher) I feel stupid carrying this.

T. Why?

P2. Just feel like it's a tool box.

T. Tool box that's all it is. It's going to help you with your work. Have you got the tape?

P1. Yeah.

T. Do you know how to record? That's the play button. Right. That's the pause button. OK.

P2. Spare plug over there.

P1. Where?

P2. Over there.

P1. There's a spare plug over there sir. (Teacher looks over to the wall)

T. You can do.

P1. Yeah. Got any ear phones?

T. I don't know...

P1. I'd rather stay in here.

T. ... how efficient they are. I can find some ear phones. (Teacher goes to collect head phones)

.....Resourcing.....

T. You'll need some paper to work on won't you? So you'll need to work over here in fact. (Pupil with head phones on acts as if he's dancing)

.....Interruption.....

T. Have you got some paper to work on? (Teacher brings over some paper and hands it to the pupil) Well you need some don't you?

.....Interruption.....

T. So you're alright with that. You know what you're doing with that tape.

P.1 Umm.

T. Good.

P1. It's a bit squ??????????????

T. Let's have a listen with you then.
(Teacher listens to the tape)We'll do a swap.
(Teacher goes to collect a different tape player)

.....Resourc...ing.....

(Teacher moves to two girls who have received a letter from the National Coal Board containing some charts. They have the charts spread over their desk. The teacher stands looking at the girls)

T. Right ladies. What are we er?

P3. You ask him.

P4. Could we do this? (Teacher looks at the charts)

T. Can you do this? What do you want to do then?

P3. I don't know?

P4. Put 'em up.

T. So you want to use some of this stuff you got from the coal board and make a display of some sort do you? (Teacher leans over the desk and starts to open some of the charts)

P4. Yes.

T. How many have you got?

P3. Ten.

P4. There's ten.

T. So you've got ten posters. So you want a fairly big space. I mean most of the room in here is taken up at the moment so where ? Any suggestions.

P3+4 Outside the room. That's good for topics i'n't it.

T. You could that or any other places where displays usually go down quite well.

P4. ??????? Down the form room.

T. Why what's in the form room. Is there any display in the form room at all.

P4. Yeah put it in the form room. Yeah lets put it up there.

T. What room are you in Mr. Day's room?

P4. Room thirteen.

T. Thirteen. Geography. Down stairs.

P4. Yes.

T. So there'll be some geography work on the wall.

P3. No cos we're going to make a ???????????????

T. Who's you're form teacher?

P3+4 Mr. Martin

T. I mean I was thinking of taking over somewhere like erm.

.....Interruption.....

.....Batteries faded.....

- (The teacher sits down with the girls and holds a chart)
- T. So lets have a look at what we've got. What's this one about for instance? Coal today the environment? What's it trying to tell us about here? So they're trying to tell us what ? How they got rid of the pit tips. With these three are'nt they? And how they can use some of the material from the pit tips for building land or for building stones and building things on like a quarter of a million tons under there to make that hover port. Alright? So that's about using up the old pit tips. (Teacher puts the chart onto a nearby table) What's this one about? Open cast mining. What's that? what's the difference between open cast mining and ordinary mining then? Looking at that picture.
- P4. That's out in air.
- T. Sorry? That's out in the?
- P4. Out in a field. Other comes.....
- T. Down a shaft. Yeah so they just dig a big hole to do this in fact what they're doing round our area at the moment is this open cast mining. If you go on the bus towards Ripley and Alfreton. Have you ever been that way on the bus...
- P3. No.
- T. ... Recently.
-Interruption.....
- T. They're digging big holes out there where they're actually getting the coal by this method with these big buckets and things. So that's a different way of mining i'n't it. So that's two different things we've got there. What's this one about?
- P4. Back to ??????????????????
- T. So it's telling you how the coal's formed. So the first one is coal forming i'n't it. This is number two. What's this telling us about? Any ideas?... Well it's trying to tell us about.....
- P4. About.
- T. Go on then.
- P4. That ship. Says there.
- T. Just that ship.
- P4. Feeding ships
- T. Well that's one thing. This is the other thing. This is the other thing on one. What they do to actually find out how much coal there is. Is drill down like that. One is on a ship. This one is in land. They have a big drilling platform and drill a bit hole into the earth and they drill it with hollow tubes so that they can bring back all the bits from where the drill goes. So they bring back this sample of the soil or rock I suppose it'd be. And they can say right there's a three metre thick band of coal there. So that's how they find out where the coal is before they actually dig a hole to mine it. That one. (Teacher puts chart onto the other table) That's about building a new mine. What I'm trying to decide is.. (Holds up another chart) Do you need all these putting up. I think you probably do. Don't you? Do you need to add anything to it.
- P3. Don't think so.

T. No?

P4. No.

T. So what's the walls like in room thirteen?

P3. Funny. (She smiles at her answer)

T. Cos there's a lot of lockers and things along one side aren't there. So we really want to sort of think about how you're going to set 'em out don't you. Sort of whether you can get one, two three together and then whether you've got to go further round the room or some thing like that to set you're others out So we need to go to the room and have a look. Or do it when you're in form period or some thing like that. To try and plan out what you're going to put on each wall. You also better. I suppose you better ask Mr Walker. Do you know Mr Walker?

P3. Yes.

T. You Know Mr Walker. He'll probably have a form next door to yours in room fourteen and ask him if you can put those posters on his walls. Cos officially it's one of his Geography rooms i'n't it. Do you want to have a look at the time table sheets and see where he is now? and if he's available go and see him now? And take a couple of posters to show him? Right.

.....Interruption.....

(Teacher comes over to help girls sort out where the other teacher can be found)

P4. Ninety six.

T. Ninety six is he?

P3. Geography ??????????????

T. So he's actually in room fourteen. Do you want to nip down and go down and see him.

P3. We will do...

T. Take a couple of you're posters? Ask him if you could have a word with him outside, so you don't get too embarrassed in the room.

P4. Come on Loretta, your thinking, you said room fourteen.

T. What do you think to that idea?

P3. I daren't go.

T. So what would you say then Loretta?

P3. I don't know?

P5. She not go and Loretta not.

P4. I know she makes me do all the work.

T. Come on then what would you say to him?

P4. I don't know Loretta's saying it.

P3. Yo saying it You leave every thing to me.

P4. When we took them photos you made me take 'em.

T. ??????????????????

P4. She won't even take one.

T. (Looking at pupil 3) Excuse me Mr Walker do you think we could have a word with you?

P5. Outside now.

T. Eh.

P5. Seems like your going to scrap with him.

T. Alright?

P5. Excuse me can I have a word with you outside?

T. Nip and fetch a couple of your posters then. (Touches pupils arm)

P3. You come in with me. (Pupil moves out of her seat)

P4. I am but you're saying it.

T. OK.

P4. You are.

T. Do you need a practice. (Pupil laughs nervously and moves to collect the posters) Do you want me to play Mr Walker? Fetch a couple of your posters and nip down and see him. Ask him if. What's she got to ask him.

P4. If she could have a word with him.

T. Yeah and what words she gonna have with him?

P5. You'll end up going in if she don't go on her own.

.....Interruption.....

T. What's she going to say?.....Would it be alright if ?

P4. Would it be alright if she put... Perhaps we could put a few posters up in room fourteen.

P5. Please.

P3. Thirteen.

P4. Thirteen.

T. Well you're involved in that so it would be we.
(The two girls leave the room)

.....Interruption.....

(The girls come back into the room)

T. How we got on.

P4. She 'an't bin.

P3. We' scared. (Pupil 4 sits down pupil 3 remains standing)

T. (Teacher stands talking to the girls) What's the problem Loretta?

P3. Nowt.

T. Nothing.

P4. She daren't go in. Keep tellin her..

T. You want me to come and hold your hand?

P3. Narh.

T. You don't.

P5. She does sir.

T. Who's in with Mr. Walker what lesson is it.

P3. Geography.

T. Fourth year it'll be then.

P3. I don't know.

T. It's bound to be fourth year options if he's got Geography in there. So it'll be some of your mates. Is that what you're worried about? Umm?

P3. No.

T. What are you worried about then?

P4. Just daren't go in 't classroom.

T. I think we're gonna need a practice at this.

.....Interruption.....

T. So what's wrong Loretta? (Pause) Nothing...
(Pupil shakes her head)

T. So how are we going to get around this one ?

P3. I'll see him tomorrow morning..

T. Are you sure ?

Transcript of O.U. Video of the IS Lesson.

(Teacher moves towards two pupils sitting at table facing each other both working on chart production. He stands hands resting on the desk head bowed towards P1.)

T. Right Simon (reads from the chart) Rufford Park. (moves round to be at the side of the pupil top part of the body bent forward head close to the head of the pupil takes chart and moves it so that he can see it clearly)

So this is the follow up of the visit that you did yesterday.

P1. Yes. (puts pen top on pen)

T. Yes.(still looking at the chart) Umm what we haven't actually done (looks directly at the pupil)about your visit is thought about how you got on with it....

P1. Umm.

T. ... what went right, what didn't quite work out. (Pupil smiles at this point) So we perhaps better do an evaluation sheet on that. OK. (Teacher straightens up) Just leave that for a second and we'll move onto that table over there I think. (points to another free table then moves to teachers desk and collects a file which contains records of pupil contracts, evaluations, printouts from computerised profile. Pupil put chart to one side)

T. (Looks at pupil packing things away) OK?
(Teacher gets to the new table first and moves two chairs Pupil moves towards the table)

T. Have a chair Simon.

P1. Thank you sir. (Pupil sits down)

(Teacher puts file onto the desk and sits down beside the pupil and takes a sheet out of the file)

T. You've seen these before in fact haven't you.

P1. Umm.

T. Got a pen?

P1. No.

T. I've got one luckily. (Takes a pen from shirt pocket)
Right so this is trying to look at.... cos your contracts about finished on birds in't it? your visit was the sort of end product wa'n't it that you planned ?

P1. Yeah.

T. Right. (Reading from the evaluation sheet) What you set out to do was? Well what would you write in that space there? (Pointing at the sheet with the pen and looking at pupil whilst awaiting a reply.)

P1. Just in there? the visit to somewhere. (Looks at teacher)

T. That was all you set out....That was the final product but what was your original plan on the contract. (Looking at pupil whilst asking the question) The original project was ?

P1. Birds.

T. Birds. So it was a birds project but then it spread (Looks at pupil) into a visit to Rufford Park didn't it. So you really want all of those things. Don't forget of course you made your bird table as your problem solving exercise. (Pupil looks at teacher) so it's designing and that. So all those things want to go on that space there. So it's your bird

work. (Teacher starts counting on fingers and looks at pupil)
 Your bird book that you did. What birds to look for. Your
 planning a visit. Actually ringing the ranger up and that
 sort of thing. You know that's important. And actually taking
 the visit, collecting the money in, planning out how many
 miles it was. So you've got to get every thing in there.
 That's all the things you set out to do. Aren't they?

P1. Yeah (With a bit of a sigh)

T. Right. And you must have done all of those (Looking at the
 pupil many times throughout the following interactions) cos
 the visit was quite successful yesterday I hear from
 Mr. Waterhouse. (Pupil nods in agreement and looks at teacher)
 What do you think about it?

P1. It went alright (Smiles)

T. It went alright What about the ranger? Was that.....

P1. We run out of questions half way.

T. Did you take your typed questions that you'd done?

P1. Yeah.

T. Yeah.

P1. We just had to keep gerring questions out our heads.

T. And did they work alright?

P1. Yeah.

T. (Nodding) Good.

P1. So we just kept asking him how many birds they had in there
 and that. (Teacher nods)

T. And what was the best part of the visit yesterday then?

P1. Just looking round.

T. Looking round was the best thing just seeing the place.

P1. Yeah.

T. Ummm.

P1. He was showing us all different kinds of birds.

T. Was he pointing them out to you as you were going round.

P. He was telling us their names as well.

T. That's good. And did you get any of those on camera. Any
 pictures?

P1. Umm.

T. But they'll only be about that big will they? (Closes fingers
 to show small size).

P1. No. we got some close ups

T. Did you? How did you manage that?

P1. They came to us.

T. Expecting you to feed 'em were they? (Pointing back to the
 sheet)

OK so this bit what I didn't do ? Is there any thing that you
 haven't managed that you planned to do ?

P1. I can't remember what's on there.

T. You can't remember what's on there.

P1. Not without looking.

T. So get your contract out. I think that's one thing that
 you.... We'll have a look at it together because really we
 need to start thinking about is there any thing that you
 didn't do and perhaps why you didn't do it.

T. The things you did best and enjoyed most. I'm sure you can
 think of those. The most challenging things what do you think

that might.. you might put down on that? (Looking at pupil intently whilst he's thinking of answer)

P1. Building that bird table. That were a bit hard.

T. Yeah. You had a lot of problems to solve there. Yeah?

P1. Yeah.

T. Yeah. The things that you learned most about ? (Looking at pupil)

P1. How to plan a visit.

T. Yeah. (Pause 7 secs.. Looking at pupil whilst waiting) so it was just planning a visit really? Any new skills that you acquired? ..(Pause 6 secs. Looking at pupil whilst waiting) What about talking to the ranger was that hard or easy ?

P1. It were alright.

T. (Looking at pupil) He was a fairly easy chap to talk to was he ? OK. (Looking back at the sheet) Right so if you fill that in. And then what we'll do I think, is when you've finished that we'll look at a new contract perhaps. Or have a look at the contract together to see if there 's any thing that you've missed off. You know there. and then we'll probably do a computer assessment (Points to the computer) now we've finished this contract. (Looks over to the other computer to see how far the student working there has got) John's got a few more questions to do.

.....Interruption.....

T. Right Simon. Do you want to borrow that? Let me go and see these two problem solvers.
(Time to the end of this stage 5 mins 12 secs)

.....Interruption.....

T. Simon shall we.... (Pointing to computer and picking up the file)....bring that with you. That's it . Good.

P1. Do you want both of them?

T. You'll need your contract sheet which you've got out and your take a closer look sheet.

.....Interruption.....
(Teacher and pupil move to a computer.)

T. Now then which ..you're going to sit that side are you?

P1. Yeah
(They sit side by side at the computer)

T. Well you need to be next to this don't you, cos you're going to be doing some typing into there.
Do you want to load that in for me?

P1. Clear that.
(Pupil loads in the program which appears on the screen in front of them)

T. Yeah well done.

T. Now we hope (Pointing at the monitor) with planning your visit and running your trip you should have improved some of these activity and topic skills. I think. Cos you've had more practise at things like making phone calls. So perhaps we better...

P1. I didn't do the phone call.

T. You didn't do the phone call. Ah never mind but er....

P1. Martin did the phone.....

T. You actually went out and talked to the ranger yesterday and

asked him questions. so press letter B and we'll look at the activity and topic things. (Pupil presses a button and the computer screen changes. A list of four descriptors under the heading Planning and Organisation appear on the screen) This is what you said last time about yourself. OK. (Places sheet of information so that they can both read it) Somehow the name didn't print out. (Reading from the sheet) Simon is capable of organising projects with help. OK. that's on the planning and organisation. So let's write a new profile f3 (Pupil presses a button on the computer and the screen changes) Twenty three's your number I believe. I hope so. (pupil types a number) otherwise we'll print it over Richard's. What date are we? May. Type in May and then stroke 87. Bottom line . That one. (Teacher stretches over and presses a key) 87 that'll do. Return. It'll store that. Right. Surname which one's that ?

- P1. ?????????
T. Surname ?
P1. It's err like Duffield i'n it.
T. That's right so type in Duffield.
(Pupil types in his name)
T. Return . Yeah. Then you put your first name in.
(pupil types once more)
T. You can answer that one can't you. (Teacher laughs)
(Pupil types M for male)
T. Right so this is the one you decided on last time.
(pointing to the screen) Do you think that you've improved any on your planning and organisation on this .. with the bird project.
P1. Yeah.
T. You do. What sort of things do you think that you've improved.
P1 Err.
T. What sort of planning did you have to do for instance?
P1. We had to use a map.
T. Yeah. you've got your maps. Yeah. Planning your route where you were going to go to. Anything else?
(Pause for 13 seconds)
P1. Errummm. ?????????????
T. What about your booklet you made wasn't that a bit of planning?
P1. Yeah. The booklet.
T. Just nip and fetch a copy (Teacher points to the shelf) of that and let's see how much planning's actually gone into that?
(Pupil collects booklet from the shelf brings it to the teacher)
.....Interruption.....
(Teacher turns to face the pupil)
T. So. (Takes book from pupil and opens it up) didn't you have planning to do to organise this computer program.
P1. Umm
T. So. (Pointing to the page) Planning your computer work to put these in. That's improved hasn't it ?

P1. Umm.

T. Do you feel that's improved ?

P1. Umm.

T. Oh good! We agree on that then. Sorting out which birds you might see. Planningwith the help of Mr. Waterhouse we decided that we were going to put these ducks in. So.
(Turning over pages in the book)
Sorting out which birds you might see, and with the help of Mr. Water house we decided that we were going to put these ducks in. So that's a little improvement. I mean actually producing that for the group (Holding booklet out towards pupil) to take with 'em. That's planning as well i'n't it. You thought about (Book transferred from left hand to right left hand turned open towards pupil) your trip. You knew you were going to see some birds so you actually planned a bird spotting book. So where do you think you fit on the scale at the moment? (Pointing towards the screen - pause for 7 seconds)
Is it number two , number three cos we know you were at number one level last time.

P1. Yeah.
(Pause for 7 seconds)

P1. Number three.

T. Number three ? (Pointing to the screen) I'm glad we agree. Yeah you're not. (Finger flits to number four on screen)
I mean. Your project was a good project.(Finger again moves to number four on screen then back to number three) Your video failed a bit because we perhaps gave the video camera to the wrong people didn't we.

P1. I wish I'd have done it now.

T. Yes perhaps it would have been better if you'd have taken charge of that your self. So that's actually failed a bit so (Finger still hovering around number four)
your video of your visit is probably not what it should have been. OK.So number three. Press a number three and let's erm. Press return. (A New screen appears - teacher reads from the screen) OK. Finding information. Last time you put down, we put down together that .. Can find information with help.
(Teacher crosses legs and recollects book)
Now where for instance did you find the information about all these birds?

P1. Out those books you gen us.

T. So you found some books to get your information from. Yeah.

P1. Yeah.

T. I found you a few extra books. Do you think that you've improved your information gathering skills at the moment?

P1. Yeah.

T. A little bit probably.
(Waves hand up and down the descriptors on the screen)

T. So where do you think ? You were on number one last time.
(Points to this number on screen)
Have you gone up to a number three yet? Many differ ... From different sources. That means from things like er.. This library here the Hucknall library perhaps. Erm.. Books,

pictures, charts,...
 P1. Number three.
 T. You're number three. Uhum.
 (Pupil presses key three and the screen changes again)
 T. Right the recording and presentation of your work? What did you say last time? You put that you could record and present your work in a simple way. OK. (Pointing to the descriptor number one) Do you think that you've improved on that? Since you first started? (Pause for five seconds) This one is record and present work in a structured way. (Pointing to number two) That means that you've thought about it and you've organised it. Rather than your first project that you did where you took some. (Much miming with the hands) pictures and you stuck 'em on a chart.
 P1. (Smiling at this) Chucked 'em on put 'em anywhere.
 T. Do you think that's improved? Is that an improvement?
 P1. Yeah. It's num....
 T. So...
 P1. It's number two.
 T. We're getting on to number two I think don't you? Yeah.
 (Pupil presses the key)
 T. Using the telephone? Now you said Martin did the actual phoning.
 P1. Yeah. (Slightly nervous shuffle on chair)
 T. So what did you put down last time? Can dial accurately and give a simple message.
 P1. Sounds about right for me.
 T. That's OK for you?
 P1. Yeah.
 T. You've not improved on that? Because Martin did the phoning.
 P1. No. (Shaking head)
 T. So the next project if you work with Martin again. Who's gonna have to do the phoning?
 P1. Me. (Pulls a face turns away for a moment)
 T. Yeah. Let's try and improve that a bit. It's still at this level you think?
 P1. Umm.
 T. Not improved that one. So that needs a bit of work on next time. OK. Number one. (Pupil presses a key)
 T. Using the computer? Well you 've obviously used the computer quite a bit more. You've done a computer word search, you've used fact file, You've used front page to produce those...
 P1. (Smiles) That's three.
 T. So you've used three more programs there. Did you actually type anything into the word processor for this one? No you didn't did you.
 P1. No.
 T. So. Can use simple programs? Can use some programs and facilities. That's things like the word processor and the printer. Can use many programs and facilities. Which level do you think there.
 P1. What was I last time? (Looks at the teacher)
 T. What were you last time. Sorry. You were on a number one last time. Can use simple programs. Cos this one was done about

October when you'd only been in a few weeks.

P1. (Looking at screen again) Number two.

T. Number Two. Yeah you've used more programs. You've not quite used many programs , you've used a few though.

(Pupil presses a key)

T. Using different equipment. Have you done any practical projects for instance?

P1. No.

T. No? What about the bird table?

(Pupil looks at teacher then smiles moves about on his chair)

P1. Oh Yeah. I forgot about that then.

T. Although I think we've actually got one about using hand tools later on. Here we are practical work. But you used the equipment fairly successfully because you built the bird table didn't you?

P1. Umm.

T. Did I have to give you a great deal of guidance?

P1. (Pulls a face looks at the teacher then bites his lip)

I don't know did ya?

T. Well I don't think I did but I want to hear what your opinion was. (Laughs) So what do you think. Can use simple equipment unsupervised. (Pointing to the screen)

P1. Yeah

T. I think that's (Nods) Can use different types of equipment unsupervised.

P1. No.

T. Now then most of the things that you used were the simple hand tools weren't they for this one.

P1. Umm.

T. So I think you fit into a number two. I think we're agreed on that one.

(Pupil presses key)

T. Practical work. Now then what were we on last time? You were on a number one last time. Can produce practical work of a simple nature. Can produce practical work from your own ideas. Can design and produce practical work in different materials. Can design and produce practical work of a complex nature. Who's ideas did you use for your bird table?

P1. (Smiles again) A book.

T. A book. You pinched it out of a book. I suppose that shows initiative.

.....Interruption.....

T. Right you see if you can print your self one off while I talk to these two over here. Make sure it's on line. Put a new sheet of paper in and it should be alright. Then you really need when you've finished your chart you really need to start planning your new contract sheet.

(Time for this section at the computer....11 mins 27 secs)

(Total Time taken on negotiated assessment....16 mins 39secs)

APPENDIX 11

AN EXAMPLE OF THE THREE COLUMN METHOD OF ANALYSIS

Tape counter	Significant phrases or quotes	Interpretation
048	You make the children aware that it is negotiated - These are processes they are going to go through - Whereas we don't make our kids aware of it formally.	Difference in practice
059	We don't have the three questions - Don't sit formally at the end - Asking What have you learnt? Have you answered the questions you set for yourself	Difference in practice
071	You've got to be able to judge - How much input from the teacher - which will vary from kid to kid.	Skills of the teacher
077	Some need more teacher input to begin with. How do you gauge how much to drop the teacher input back as skills of the child increase?	Skills of the teacher Problems of practice
083	It's easy as teachers to organise it for them.	Problems of practice
090	How do you assess which kids can cope with the type of process we are using?	Problems of practice
096	If you leave it too much to the kids they can't cope - They're not going to do so well so they're not going to get any positive feed-back from it.	Problem of principle
106	Skills of the kids - How do you gauge the skills?	Teacher skills & Problem of practice
128	Are you getting a group started or individuals?	Problems of practice
132	How many can you sit down with?	Problems of practice
135	Time to talk with them - What do the others do?	Problems of practice
138	Resourcing - Library work - Access - Informal support of other staff.	Problems of practice
176	Balance - How much time spent with individuals?	Problems of practice
182	Don't let the rest of the group feel that you are doing a child's project for them	Problem of principle
199	Management of groups working on each project	Problems of practice
209	Difficult persuading kids that there point of view matters - Build up confidence first	Problems of practice
224	Have they met the teacher in a different situation lower down the school?	Problem of principle

THE FULL POSTAL SURVEY



The Holgate
School

Head Teacher E J Round BSc MPhil
Hillcrest Drive Hucknall Nottingham NG15 6PX
Telephone Nottingham (0602) 632104

OTHER TEACHERS
FE. LECTURERS

Dear

I am at present carrying out an Action Research Project, which it is hoped will improve classroom negotiation.

I realise that you are extremely busy but would like to ask for your help as a negotiator who is concerned with the improvements of the techniques of negotiation in the classroom.

I am trying to obtain some consensus of opinion over the statements which were made by different teachers about the skills problems and practices of negotiation.

I wonder if you would be kind enough to take part in this process which will mean you completing anonymously the survey enclosed and a similar one at a later date.

It is hoped that the consensus gained from the surveys will help formulate further actions to improve our classroom negotiation.

I hope that you can find the time to help.

Thanking you in anticipation.

Yours sincerely,

Bert Froggatt

A Survey of opinion with regard to negotiated learning in the secondary classroom

The list of skills and issues, used here has been generated from recorded interviews with teachers

Thank you for agreeing to help with the survey.

I have been told that it takes about twenty minutes to complete.

As you will see from the statements, the early work for the questionnaire has been carried out in secondary schools and the statements were made by secondary teachers. The present phase however is attempting to compare the opinion of those teachers with the opinions of lecturers in further education and people such as inspectors in a form of triangulation.

If you could translate pupils and teachers into students and lecturers then I feel that you will have little difficulty. If however there are areas which do not match the college situation then it would be helpful if these could be indicated.

Thank you for taking part

Part A

Would you please rate the teacher skills below according to the following four part scale, circling the appropriate letter.

- E Essential A teacher cannot work as a highly successful negotiator in the classroom without this characteristic.
- N Necessary This characteristic would be present in a teacher who makes successful negotiations with pupils. (about 85% of the time)
- D Desirable Possession of this characteristic would increase the chance of the teacher being a successful negotiator with pupils, but negotiated learning is possible without it.
- U Unnecessary This characteristic probably has little or no relationship to a person's ability to function as a successful negotiator with children.

Please feel free to add and rate qualities and skills teachers practising negotiation with children must possess that you feel have not been mentioned.

- | | | |
|----|--|---------|
| 1 | The teacher is able to accept and use the ideas of past and present pupils. | E N D U |
| 2 | Having the ability to be very flexible, | E N D U |
| 3 | Having a lot of things going on in the classroom and still being in control of them. | E N D U |
| 4 | Using question and answer to clarify needs, content and feelings. | E N D U |
| 5 | Being particularly able to ask open ended questions in small steps. | E N D U |
| 6 | Using praise and encouragement to draw out the ideas and options from the pupils themselves. | E N D U |
| 7 | Listening to both what is said and unsaid. | E N D U |
| 8 | Giving undivided attention and showing genuine interest in what the other person is thinking and feeling. | E N D U |
| 9 | Having the patience to allow the other party time to consider. | E N D U |
| 10 | Waiting, becoming less directive and considering before jumping in with options and feeding ideas to students. | E N D U |
| 11 | Coping with the silence that waiting for replies creates. | E N D U |
| 12 | Being aware of why the pupil is in the group. | E N D U |
| 13 | Being aware of the feelings of the pupil. | E N D U |
| 14 | Being aware of how much encouragement to give. | E N D U |
| 15 | Being aware of how much input to give, working at about the pupil's pace. | E N D U |

- | | | |
|----|--|---------|
| 16 | Knowing when to drop that input as the skills of the pupil increase. | E N D U |
| 17 | Being aware of which kids you will get little back from in the way of ideas and suggestions. | E N D U |
| 18 | Being aware when you are taking over and the kid is doing a project that is the teacher's. | E N D U |
| 19 | Being aware of the processes involved in planning, action and reviewing. | E N D U |
| 20 | Being able to act as a consultant. | E N D U |
| 21 | Helping pupils to review, reminding them about the work. | E N D U |
| 22 | Summarising their intentions. | E N D U |
| 23 | Suggesting ways out of problems. | E N D U |
| 24 | Acting as a resource base. | E N D U |
| 25 | Having a wide repertoire of alternative suggestions and ideas. | E N D U |
| 26 | Storing, remembering and recording, what has been done | E N D U |
| 27 | Being able to assess what is happening in the room | E N D U |
| 28 | Being able to persuade kids to have work displayed in public | E N D U |
| 29 | Helping them report on what they have done. | E N D U |
| 30 | Being able to deviate pupils from some of the things they suggest, without fobbing them off with some thing which teacher knows more about. | E N D U |
| 31 | Helping pupils over disappointments. | E N D U |
| 32 | Deciding which pupils you can leave to learn from getting stuck and those who will never try another thing if left to get stuck. | E N D U |
| 33 | Keeping an open mind to learning situations, looking at the practice of others and being able to interpret, adapt and apply it to ones own practice and to new situations. | E N D U |

Part B

Would you please rate the PROBLEMS listed below according to the following four part scale, circling the appropriate letter.

I Immediate A teacher cannot proceed with negotiation in the classroom if this problem has not been over come.

P Pressing This problem deserves some attention before a teacher can proceed with classroom negotiation.

S Secondary This is a problem but negotiation in the classroom can proceed without it being overcome.

U Unimportant This problem has little or no relation to classroom negotiation.

A Problems to do with Pupil skills, attitudes and abilities.

- | | | | | | |
|----|--|---|---|---|---|
| 1 | Pupils are learning the skills as they go along, from you and from their own experience. | I | P | S | U |
| 2 | How do you assess which kids can cope with the type of process we are using. There are kids who you feel that you will never get any ideas back from. It would be interesting to find some way of distinguishing between those ready to cope with negotiation and those who are not. | I | P | S | U |
| 3 | If you ask many kids to talk about their work they do not have the skills to do so. | I | P | S | U |
| 4 | How well do less able kids cope when faced with a written evaluation. | I | P | S | U |
| 5 | If kids are quiet then can it mean that they do not know what they are supposed to be doing. | I | P | S | U |
| 6 | If you want some pupils to ask for help then they must be taught how to gain the teacher's attention. | I | P | S | U |
| 7 | Pupils doing Interviews need the skills of note taking in order to record the interview. | I | P | S | U |
| 8 | Pupils began to learn that as long as there is a purpose for them being there then its alright. | I | P | S | U |
| 9 | If the teacher is constantly talking to small groups of kids within the classroom will the others have the self discipline to get on with their work. | I | P | S | U |
| 10 | We had contracts but the kids couldn't remember what they had written on them. | I | P | S | U |

B Problems inherent in the principle of negotiation.

The Background to the negotiation

- | | | | | | |
|----|---|---|---|---|---|
| 11 | Part of the hidden curriculum of what negotiation is about is the question 'How do pupils get to negotiate with you?'. Do you start by saying that everyone in every class negotiates about the following? or do you say because you are in a special unit you can negotiate your curriculum. | I | P | S | U |
| 12 | If you negotiate in special units then is there a stigma associated with this. | I | P | S | U |
| 13 | If you have people coming to individual studies with the feeling that they've been put in there because they are failures or aren't very good at something then that creates a climate in which negotiation is going to happen. | I | P | S | U |
| 14 | Teachers thinking about negotiating must realise that pupils arrive with different 'luggage' and have to work through the feelings of why they are there and how their luggage is different. | I | P | S | U |
| 15 | When you get deeper into negotiation then you have got to work out what is negotiable, what are the outside constraints and do the pupils understand these. | I | P | S | U |

- 16 Do the boundaries and limits of negotiation depend on the pupil being worked with, what's worked for one won't necessarily work for another. I P S U
- 17 Perhaps not every one should be negotiating. Do you allow certain pupils to do things when its been shown that they have failed to do these in other areas of the school. I P S U
- 18 What will happen to the practice of negotiation when the national curriculum is finally agreed and working. I P S U

The changing role of the teacher and pupil

- 19 To use negotiation in the classroom the teacher has to make a conscious decision to change his ideas of what a teacher's job is and that a pupil has the right to be involved, assisting in the planning of his own learning. I P S U
- 20 Whether it's right to do what we are doing? That's a major issue if teachers firmly believe that it is right then negotiation is a fairly logical commonsense process. I P S U
- 21 How do you move from teacher directed to child directed learning and create a situation where negotiation can take place? Does negotiation create a better atmosphere? I P S U
- 22 Negotiation is something you can only do well if you are genuinely interested in the person with whom you are negotiating. Teachers normally see their job as providing information, telling people how and what to do, generally they are not genuinely interested in people. I P S U
- 23 If negotiation is pretend then a youngster will soon find out negotiation has to be genuine. I P S U
- 24 If the relationship between teacher and student is to become a working partnership as opposed to being a presentation from the teacher then the students have to come to terms with this. If you build up confidence first then pupils can be persuaded that their point of view matters. I P S U
- 25 Do you need to build up a relationship or is it better to be taught by somebody new? If the pupils have met the teacher in a different teaching situation further down the school then will this adversely affect the relationship needed for negotiation to take place. I P S U
- 26 Can pupils cope with the contradiction of being taught in different styles and with different teacher expectations or does this affect the negotiation process. I P S U
- 26 The difference between teachers and tutors is that teachers direct and tutors are non-directive, people assume that because you are a good teacher you are a good tutor and the two don't always coincide. I P S U
- 27 If you use negotiation in the classroom then it is very demanding upon you as a teacher. I P S U

Pupil choice and responsibility

- 28 The problem of giving choice is very difficult how do you know what experiences young people have had. If pupils have not had a wide experience and have never been asked to think for themselves then quite often they can't think what to do or they go back to things they have already done. I P S U
- 29 Plans are usually in the teacher's head rather than the pupils. It can only improve the learning process when we attempt to start from where the pupils are and give genuine choice. I P S U

30 If the formulation of plans moves from the teacher to the child then how do we get them to take responsibility and stick to the plans they've made. I P S U

31 If pupils are choosing topics then the teacher can worry that they have to be cross curricular geni knowing all things and having interests every where. I P S U

Motivation and attainment

32 How do you address the problems of stretching kids, getting them to set high standards for themselves, poor and shoddy work, inadequate work, or failure altogether. I P S U

33 If the child is at the centre and choosing the work then it could all be at one level. I P S U

34 How do you get the vertical progression and lead the pupils to new ideas? I P S U

35 Does pupil motivation carry project work through to completion? I P S U

36 The negotiation process shows that the content doesn't really matter, it's the preparation that is absolutely vital. I P S U

Assessment and evaluation

37 We talk about skills and concepts but that's not the language of the learner. There is doubt about the degree of reflection that pupils are asked to do about skills. Do children recognise complicated skills or should self assessment be in terms of feelings. I P S U

38 Pupils recognise that their achievements are not as good as those of others in the school. How can we make them feel proud of their work? I P S U

39 If youngsters see that there is a difference between two assessment statements then it doesn't matter about the size of that difference. I P S U

C Problems inherent in the practice of negotiation

Group composition

40 With what optimum size of class can you carry out negotiation? I P S U

41 Can the groups with whom you are negotiating include the disaffected kids? I P S U

42 Will there be more boys than girls in the groups I P S U

43 Boys can be more demanding, and look out for attention, than the girls who seem more self sufficient. I P S U

Starting negotiation

44 If you negotiate with pupils then it is time consuming and it is not possible organisationally to be negotiating with all the group at the same time. What do you do with the others, are the contracts staggered so that some work while others contract with you? I P S U

45 If you have some content free stuff that they can work on then they will all come at slightly different times so that you can talk with individuals and small groups. I P S U

46 If you want to give kids a positive learning experience, building self esteem and confidence then you have to encourage them be flexible and allow them fairly easy work at the start. I P S U

- 47 Teachers new to negotiation will need frequent counselling to help them know that the responses and advice given to pupil was valid or not. I P S U

Preparing for contracts

- 48 If you know as much as possible about them at the start, like preparing your self before you do it then you will know what offerings to make to them. I P S U

Making contracts

- 49 If you use some form of negotiated contract then the transition from teacher directed to pupil directed learning can be made. I P S U
- 50 If you use contracts then do you put pressure on pupils to use your wording , shared wording or their own words? Do you act as scribe, leaving them free to do the thinking? I P S U
- 51 What do you do when some one really hasn't got a clue? How long do you keep giving them options or do you let them flounder? I P S U
- 52 What do you do when someone is really motivated to start on a project which you know is too way out and difficult for them? I P S U
- 53 Can written contracts can be built up from very general spider diagrams which gradually expand into thematic plans? Pupils taking responsibility for writing the plans in their own handwriting onto contract documents. I P S U
- 54 Unless you keep careful records a child could do the same topics every year. I P S U
- 55 If you have signed a contract with the pupils then do you hold them to it or do you accept it's got limitations and allow it to be flexible covering valid changes in direction. I P S U

Content of contracts

- 56 If pupils are involved in other subjects then they can do work for those subjects in individual studies time. I P S U
- 57 If you get pupils to produce visible end products, something like a booklet, or survey etc, then learning is most effective and pupils most motivated. I P S U

Timing of contracts

- 58 There is an optimum time for kids on contracts there can be too little or too long. I P S U

Counselling and tutorials

- 59 If someone doesn't stick to the contract then do you re-negotiate with another counselling period. I P S U
- 60 Teachers and pupils can find one to one tutorials very threatening. I P S U

Involving parents

- 61 If you involve parents in the decisions about whether an activity is OK then you will feel better because you have shared it. I P S U

Resourcing

- 62 Do you allow access to the library, other staff, resources ? I P S U

Group management

- 63 How do you manage groups working on different projects. I P S U
- 64 If pupils seem to be working quietly then how do you know that they are not stuck or skiving. I P S U
- 65 If you balance the time spent with individuals then the rest of the group will not feel that the you are doing someone's project for them. I P S U

Assessment and evaluation

- 66 Students seem to need a lot of guidance on the early stages of the evaluation and assessment then they need to understand that you are talking about skills. I P S U
- 67 If you use criteria for each of the assessment stages then the assessment will not be subjective. I P S U
- 68 If you disagree about the assessment statements then who's decision is recorded. I P S U

Part C

Would you please rate the ALTERNATIVE PRACTICES listed below according to the following four part scale, circling the appropriate letter.

M Most Helpful This alternative would make a significant improvement to the negotiations taking place in the classroom.

H Helpful -If this practice was used in the classroom it would help the negotiation process.

S Supportive Using this alternative practice may or may-not improve classroom negotiations.

U Un-Helpful The alternative is of little or no use in improving classroom negotiation.

- | | | | | | |
|----|--|---|---|---|---|
| 1 | Parental Involvement takes place in some schools and a triangular negotiation between the pupil, parent and school takes place to build up a public statement of intent. | M | H | S | U |
| 2 | Others do not follow a formal process and try to foresee and discuss problems before building up a verbal contract with the pupils. | M | H | S | U |
| 3 | Perhaps in the contracts the tutors role and jobs should also be stated, helping the student understand the jobs tutors are prepared to undertake on their behalf. | M | H | S | U |
| 4 | If you use content free thinking skills exercises then you can help the students identify areas that they are not very good at. | M | H | S | U |
| 5 | Getting pupils to look at the end products of others and commenting upon these as a way of offering ideas and suggestions. | M | H | S | U |
| 6 | Asking pupils to identify what the different levels of an assessment might mean then they will be negotiating their own assessment criteria. | M | H | S | U |
| 7 | Getting pupils to fill in assessment check lists to help them to pin point skills learnt and deficiencies to overcome. | M | H | S | U |
| 8 | Encouraging pupils to become more reflective about the strategies that they have used and how effective they were. | M | H | S | U |
| 9 | Using negotiation with groups deciding how parts of GCSE syllabuses can be done. | M | H | S | U |
| 10 | Slotting pupils back into other groups for a limited period when they reach a point where someone else is doing the same topic in their classroom. | M | H | S | U |
| 11 | Attending INSET into knowing and recognising good practice in other subject areas. | M | H | S | U |

THE FULL RESULTS OF PART A OF THE POSTAL SURVEY
SHOWING THE KOLMOGOROV SMIRNOV SIGNIFICANCE TEST VALUES

The Kolmogorov Smirnov one sample test shows how the responses obtained by the postal survey differ from the statistically expected spread of results. The expected value for the null hypothesis is that each element will contain the same number of choices. Statistically significant results are those where there is less than a 5% probability of the spread having occurred by chance.

Table 4.4 Critical values of D in the K-S test for one variable.

	5%	2%
Sample size		
N		
1	0.975	0.99
2	0.84	0.90
3	0.71	0.78
4	0.62	0.69
5	0.56	0.63
6	0.52	0.58
7	0.48	0.54
8	0.45	0.51
9	0.43	0.48
10	0.41	0.46
11	0.39	0.44
12	0.38	0.42
13	0.36	0.40
14	0.35	0.39
15	0.34	0.38
16	0.33	0.37
17	0.32	0.36
18	0.31	0.35
19	0.30	0.34
20	0.29	0.33
21	0.29	0.32
22	0.28	0.31
23	0.27	0.31
24	0.27	0.30
25	0.26	0.30
26	0.26	0.29
27	0.25	0.28
28	0.25	0.28
29	0.24	0.27
30	0.24	0.27

Cohen and Holliday 1982)

Item	Panel	Essential	Necessary	Desirable	Unnecessary	Number	D..5%	D..2%	Dmax
1	Original	3	5	2	0	10	0.41	0.46	0.300
	New	2	2	0	0	4	0.62	0.69	0.500
	Expert	2	0	2	0	4	0.56	0.63	0.250
	Total	7	7	4	0	18	0.31	0.35	0.278
2	Original	8	2	0	0	10	0.41	0.46	0.550*
	New	4	0	0	0	4	0.62	0.69	0.750*
	Expert	1	2	2	0	5	0.56	0.63	0.250
	Total	13	4	2	0	19	0.30	0.34	0.434*
3	Original	1	5	4	0	10	0.41	0.46	0.250
	New	1	2	1	0	4	0.62	0.69	0.250
	Expert	1	1	3	0	5	0.56	0.63	0.250
	Total	3	8	8	0	19	0.30	0.34	0.250
4	Original	3	5	2	0	10	0.41	0.46	0.300
	New	3	1	0	0	4	0.62	0.69	0.500
	Expert	2	3	0	0	5	0.56	0.63	0.500
	Total	8	9	2	0	19	0.30	0.34	0.395
5	Original	2	3	5	0	10	0.41	0.46	0.250
	New	4	0	0	0	4	0.62	0.69	0.750*
	Expert	1	4	0	0	5	0.56	0.63	0.500
	Total	7	7	5	0	19	0.30	0.34	0.250
6	Original	5	4	1	0	10	0.41	0.46	0.400
	New	4	0	0	0	4	0.62	0.69	0.750*
	Expert	0	2	3	0	5	0.56	0.63	0.250
	Total	9	6	4	0	19	0.30	0.34	0.289
7	Original	7	2	1	0	10	0.41	0.46	0.450M
	New	2	2	0	0	4	0.62	0.69	0.500
	Expert	2	3	0	0	5	0.56	0.63	0.500
	Total	11	7	1	0	19	0.30	0.34	0.447*
8	Original	5	5	0	0	10	0.41	0.46	0.500*
	New	2	1	1	0	4	0.62	0.69	0.250
	Expert	2	2	1	0	5	0.56	0.63	0.300
	Total	9	8	2	0	19	0.30	0.34	0.395*
9	Original	2	7	1	0	10	0.41	0.46	0.400
	New	2	2	0	0	4	0.62	0.69	0.500
	Expert	1	2	2	0	5	0.56	0.63	0.250
	Total	5	11	3	0	19	0.30	0.34	0.342M
10	Original	2	6	2	0	10	0.41	0.46	0.300
	New	2	1	1	0	4	0.62	0.69	0.250
	Expert	2	1	2	0	5	0.56	0.63	0.250
	Total	6	8	5	0	19	0.30	0.34	0.250
11	Original	2	6	2	0	10	0.41	0.46	0.300
	New	3	1	0	0	4	0.62	0.69	0.500
	Expert	1	3	1	0	5	0.56	0.63	0.300
	Total	6	10	3	0	19	0.30	0.34	0.342M
12	Original	1	4	4	1	10	0.41	0.46	0.150
	New	2	2	0	0	4	0.62	0.69	0.500
	Expert	0	1	3	1	5	0.56	0.63	0.300
	Total	3	7	7	2	19	0.30	0.34	0.145

13	Original	2	6	2	0	10	0.41	0.46	0.300
	New	3	1	0	0	4	0.62	0.69	0.500
	Expert	0	3	2	0	5	0.56	0.63	0.250
	Total	5	10	4	0	19	0.30	0.34	0.289
14	Original	0	9	1	0	10	0.42	0.46	0.400
	New	1	1	2	0	4	0.62	0.69	0.250
	Expert	0	1	4	0	5	0.56	0.63	0.300
	Total	1	11	7	0	19	0.30	0.34	0.250
15	Original	2	5	3	0	10	0.41	0.46	0.250
	New	1	3	0	0	4	0.62	0.69	0.500
	Expert	1	2	2	0	5	0.56	0.63	0.250
	Total	4	10	5	0	19	0.30	0.34	0.250
16	Original	0	7	3	0	10	0.41	0.46	0.250
	New	1	2	1	0	4	0.62	0.69	0.250
	Expert	0	3	1	1	5	0.56	0.63	0.250
	Total	1	12	5	1	19	0.30	0.34	0.197
17	Original	0	2	7	1	10	0.41	0.46	0.300
	New	2	2	0	0	4	0.62	0.69	0.500
	Expert	0	2	1	2	5	0.56	0.59	0.250
	Total	2	6	8	3	19	0.30	0.34	0.145
18	Original	4	5	1	0	10	0.42	0.46	0.400
	New	4	0	0	0	4	0.62	0.69	0.750*
	Expert	1	1	2	1	5	0.56	0.63	0.100
	Total	9	6	3	1	19	0.30	0.34	0.289
19	Original	2	7	1	0	10	0.42	0.46	0.400
	New	2	0	2	0	4	0.62	0.69	0.250
	Expert	1	2	2	0	5	0.56	0.63	0.250
	Total	5	9	5	0	19	0.30	0.34	0.250
20	Original	1	6	3	0	10	0.42	0.46	0.250
	New	3	1	0	0	4	0.62	0.69	0.500
	Expert	1	2	2	0	5	0.56	0.63	0.250
	Total	5	9	5	0	19	0.30	0.34	0.250
21	Original	0	7	3	0	10	0.42	0.46	0.250
	New	3	1	0	0	4	0.62	0.69	0.500
	Expert	3	2	0	0	5	0.56	0.63	0.500
	Total	6	10	3	0	19	0.30	0.34	0.3428
22	Original	0	6	4	0	10	0.42	0.46	0.250
	New	1	2	1	0	4	0.62	0.69	0.250
	Expert	0	2	3	0	5	0.56	0.63	0.250
	Total	1	10	8	0	19	0.30	0.34	0.250
23	Original	1	4	4	1	10	0.42	0.46	0.150
	New	1	2	1	0	4	0.62	0.69	0.250
	Expert	0	2	3	0	5	0.56	0.63	0.250
	Total	2	8	8	1	19	0.30	0.34	0.197
24	Original	1	5	4	0	10	0.42	0.46	0.250
	New	1	2	1	0	4	0.62	0.69	0.250
	Expert	1	2	1	1	5	0.56	0.63	0.100
	Total	3	9	6	1	19	0.30	0.34	0.197

25	Original	1	2	7	0	10	0.42	0.46	0.250
	New	1	3	0	0	4	0.62	0.69	0.500
	Expert	0	2	3	0	5	0.56	0.63	0.250
	Total	2	7	10	0	19	0.30	0.34	0.250
26	Original	2	5	3	0	10	0.42	0.46	0.250
	New	2	2	0	0	4	0.62	0.69	0.500
	Expert	1	1	2	1	5	0.56	0.63	0.100
	Total	5	8	5	1	19	0.30	0.34	0.197
27	Original	2	4	4	0	10	0.42	0.46	0.250
	New	3	1	0	0	4	0.62	0.69	0.500
	Expert	1	2	2	0	5	0.56	0.63	0.250
	Total	6	7	6	0	19	0.30	0.34	0.250
28	Original	0	0	6	4	10	0.42	0.46	0.500*
	New	1	0	3	0	4	0.62	0.69	0.250
	Expert	0	0	1	4	5	0.56	0.63	0.550
	Total	1	0	10	8	19	0.30	0.34	0.447*
29	Original	0	7	2	1	10	0.42	0.46	0.250
	New	0	3	1	0	4	0.62	0.69	0.250
	Expert	1	1	2	0	4	0.62	0.69	0.250
	Total	1	11	5	1	18	0.31	0.34	0.194
30	Original	0	6	4	0	10	0.42	0.46	0.250
	New	1	3	0	0	4	0.62	0.69	0.500
	Expert	0	2	1	2	5	0.56	0.63	0.250
	Total	1	11	5	2	19	0.30	0.34	0.197
31	Original	2	7	1	0	10	0.42	0.46	0.400
	New	2	2	0	0	4	0.62	0.69	0.500
	Expert	1	3	1	0	5	0.56	0.63	0.300
	Total	5	12	2	0	19	0.30	0.34	0.395*
32	Original	0	8	2	0	10	0.42	0.46	0.300
	New	3	1	0	0	4	0.62	0.69	0.500
	Expert	2	2	1	0	5	0.56	0.63	0.300
	Total	5	11	3	0	19	0.30	0.34	0.342*
33	Original	5	4	1	0	10	0.42	0.46	0.400
	New	1	3	0	0	4	0.62	0.69	0.500
	Expert	3	2	0	0	5	0.56	0.63	0.500
	Total	9	9	1	0	19	0.30	0.34	0.447*

APPENDIX 14

THE FULL RESULTS FROM THE USE OF NOMINAL GROUP TECHNIQUE

WITH THE IS PUPILS

NGT 1 Group 1

What I expect a teacher to do in the classroom?

Group size 5 3rd year pupils

What I expect a teacher to do in the classroom?

	votes
1 to set a good example by not swearing sitting on tables etc.	10
2 not to hit the pupils	8*
3 not to give homework every week	8
4 help people with reading and spelling	7*
5 tell stupid people off if they're mucking about	7
6 make work interesting not boring	5*
7 help people who need more help	5
8 ask the pupils if they are understanding what the teacher says	5
9 to be sensible	4*
10 treat pupils all the same	4
11 give pupils proper work	4
12 to be able to do the work they set the pupils	4
13 to always be on time	2
14 to prepare more things to do	1*
15 to keep the classroom tidy	1
16 to discuss things properly so that the pupils understand the teacher	
17 help the pupils	
18 mark work when it needs marking	
19 to teach us properly	
20 make the room pleasant	
21 put things on the walls so it looks nice/decent	
22 to let kids eat if they want to eat in class	
23 ask pupils if they want help	
24 teach you maths, english, other subjects	
25 not to give pupils too hard a work	
26 listen to the pupils more often	
27 to be able to do other work if no-one needs help	

* indicates the highest item of a tied pair
after a second vote

NGT 1 Group 2 A Different group of Year 3 pupils

What I expect a teacher to do in the classroom!!!!

Group size 5

What I expect a teacher to do in the classroom?

	votes
1 to help me	18
2 not to smack the pupils if they do anything wrong	10
3 not to smoke in the classroom	9
4 to help me to read more	7*
5 to be nice about things if you don't understand the work	7
6 not to swear	5
7 to explain things better	4*
8 to be clever	4
9 to be strict with pupils that are naughty but not to the ones that are not	3
10 not to give too much homework	2*
11 to help everyone in the class equally	2
12 not to have a pet pupil	2
13 let me go home on time	1*
14 not to give me a detention for being late because it is not always my fault	1
15 to prepare more things to do	1*
16 not to eat or drink in lessons	
17 not to be rude to pupils	
18 not to give me hard work if I don't understand	
19 not to shout	
20 to be kinder to the pupils	
21 to be sensible	
22 not to put me in detention	
23 to let us eat bubbly in class	
24 not to give break detention	
25 to let you have your break after your lesson	
26 to let you take your tie off	
27 not to shout so loud	
28 to come in uniform	
29 to let girls wear black socks and skirts	
30 to let you wear your coat in class when its cold	
31 not to give ot lines	
32 to believe pupils when they have an excuse	
33 not to make us sit on the floor in assembly	
34 let us go home when the alarm goes off	
35 to provide more room in assembly	
36 let people stay in school when it snows	
37 not to make us do lessons we can't do	

Combined and ordered voting totals for statements with a similar intent for both third year groups

What I expect a teacher to do in the classroom

	votes
1 To help people who need more help	23
2 Not to hit the pupils	18
3 To set a good example by not swearing, siting on tables etc....	15
4 To help people with reading and spelling	14
5 To ask pupils and be nice about things when they don't understand.	12
6 To be strict and tell people off who are mucking about.	10
7 Not to give home work every week	10
8 To be clever and be able to do the work they set the pupils	8
9 Not to have a pet pupil and to treat people all the same.	6
10 To make the work interesting not boring	5

CONTRACT PLANNING SHEETS

Looking at the two different sets of sheets. I would like you to look for changes. Then I would like you to think about these two questions:

What ways do the sheets help you make better contracts?

What ways do the sheets not help you make better contracts?

Group size 5 fifth year students

What ways do the contract planning sheets help you to make better contracts?

Statements	Votes
1 It helps by giving more information.	12
2 It asks more questions about the subject that yo are doing.	8
3 There are more lines for ideas.	11
4 You get to write down what you have thought so you don't forget.	13
5 There is more on this sheet so there is more on your contract sheet. So you get more work done .	10
6 The sheet gives you more ideas	3
7 There is a new question ' What is the most important thing that I want to learn'.	4
8 There are more places to write.	5 *
9 The title on the sheet makes you realise what you are doing.	5

What are the ways in which the contract planning sheets do not help to make better contracts?

1 too much work to do on the new sheets.	17
2 The old sheets haven't got much on and do not tell you what to do on your project.	12
3 The new sheet asks too many questions.	9
4 The old sheet should ask more questions.	11
5 On the new sheet there is not so much space to write answers.	10
6 The old sheet seems simpler to fill in.	16

Ordered Statements for the ways the sheets help

You get to write down what you have thought so you don't forget.	13
It helps by giving more information.	12
There are more lines for ideas.	11
There is more on this sheet so there is more on your contract sheet. So you get more work done .	10
It asks more questions about the subject that yo are doing.	8
There are more places to write.	5
The title on the sheet makes you realise what you are doing.	5
There is a new question ' What is the most important thing that I want to learn'.	4
The sheet gives you more ideas	3

CONTRACT SHEETS

Looking at the two different sets of sheets. I would like you to look for changes. Then I would like you to think about these two questions:

What ways have the contact sheets improved my planning and working?

What ways the contract sheets have not improved my planning and working?

Group size 8 4th year pupils

The ways the contact sheets have improved my planning and working?

	votes
1 the sheet helps with information that you didn't know about.	21
2 the sheet helps you plan your project out stage by stage.	12
3 the sheet helps you with different skills that you could not really do before.	10
4 the sheet gives you some idea of what the contract is all about.	9*
5 the sheet helps you learn more about computers and that.	9
6 the sheet helps us with planning and organisation.	8*
7 the sheet gets you used to working with other people.	8
8 the sheet helps you set all your work out.	7*
9 the sheet helps you work with different people outside school.	7
10 the sheet gives you some information - like how to find other information - like using the library etc.	6
11 the sheet shows that there is always a teacher there to help with your contract.	5
12 the sheet is a lot easier to work from.	4*
13 the sheet helps you remember the different stages of the project.	4
14 the sheet helps you to organise trips.	3
15 there are always dictionaries there to help you with your help work.	3
16 the sheet gives you some idea of what you would like to do.	2
17 the sheet helps us with different skills.	1
18 the sheet helps us by using different equipment.	1
19 the sheet gives you a start date and a finish date when your contract runs out.	
20 the sheet helps you when you are working unsupervised.	
21 the sheet gives you a bit of information about the skills that you can learn.	
22 the sheet helps you to work with other pupils.	
23 the sheet helps you to plan what you are allowed to do.	
24 the sheet tells you that there is always a teacher there to help you write and spell.	
25 the sheet tells you about working with computers.	
26 the sheet tells you that there is support and encouragement to over come your difficulties.	
27 the sheet helps you to learn more about your work.	
28 the sheet really says if you don't understand things ask the teacher.	

The ways the contract sheet has not improved my planning and working !!

	votes
1 the sheet does not help you in maths or English lessons	32
2 there are some times when the teacher cannot help you with your problems	15
3 the sheet doesn't help you decide what problem solving to do	13 *
4 the sheet doesn't always help because you don't have enough time to do your project	13
5 the sheet makes it a lot harder to plan your work	11 x
6 the sheet could have given you more information about your work.	11
7 sometimes the equipment that I planned to use is not there	9
8 the sheet doesn't give you much help on what project you would like to do	8
9 the sheet don't give you enough information about handwriting and spelling work.	4
10 the sheet would be better if you got rid of all the writing on the back of it so you could write your own ideas on the back.	4

SKILL CHECK SHEETS

Group size 8 fifth year students

Looking at the two different sets of sheets. I would like you to look for changes. Then I would like you to think about these two questions:

What ways have the sheets improved?
What ways have the sheets not improved?

The ways the sheets have improved.

Statement	Votes
1 There are more questions and statements on the new sheets.	3
2 The new sheets are set out more neatly.	13
3 The new sheets have made it easier to understand the statements.	23
4 The new sheets are more spread out.	12
5 The new sheets take a bit longer but are more worthwhile.	5
6 It is easier to use the coloured sheets.	3
7 The new sheets give you a more detailed statement.	11
8 The new sheets set the skills out in order.	3
9 The new sheets are more colourful.	0
10 It looks better on more colourful sheets.	0
11 It asks a lot of question on one thing.	4 *
12 It asks more questions so the teacher knows more about your skills.	4
13 The statements have changed a lot.	0
14 A more definite answer to the question is given.	14
15 The new sheets are set out better and are more interesting to do.	6
16 There are more things that you can mark off on the new sheets.	0
17 Its up to your self to mark what level you are on.	2 *
18 It is up to your self to be honest.	2
19 The purple sheets don't tell you what level you are at.	15

The ways the sheets have not improved.

1 The coloured sheets take a lot longer to do.	14 *
2 purple sheets are much quicker to do	13
3 There are a lot of sheets of paper to look at with the new sheets.	5
4 It looks as if there is too much to do with the new sheets.	9
5 Brighter colours would help.	3
6 People won't look at the evidence , they will look at the levels	18
7 The old sheets are more easy to do.	7
8 There are less question on the purple sheets.	6 *
9 Purple sheets are simpler to do.	14
10 There seem to be too many questions on the new sheets.	6
11 On the new sheets the questions seem to repeat themselves in different ways	25

The ordered statements after voting.

Section 1 improvements

The new sheets have made it easier to understand the statements.	23
The purple sheets don't tell you what level you are at.	15
A more definite answer to the question is given.	14
The new sheets are set out more neatly.	13
The new sheets are more spread out.	12
The new sheets give you a more detailed statement.	11
The new sheets are set out better and are more interesting to do.	6
The new sheets take a bit longer but are more worthwhile.	5
It is easier to use the coloured sheets.	3
It asks a lot of question on one thing.	4
It asks more questions so the teacher knows more about your skills.	4

Section 2 Ways the sheets have not improved

On the new sheets the questions seem to repeat themselves in different ways	25
People won't look at the evidence , they will look at the levels	18
The coloured sheets take a lot longer to do.	14
Purple sheets are simpler to do.	14
The purple sheets are much quicker to do	13
It looks as if there is to much to do with the new sheets.	9
The old sheets are more easy to do.	7
There are less question on the purple sheets.	6
There seem to be too many questions on the new sheets.	6
There are a lot of sheets of paper to look at with the new sheets.	5

Starting date.....
Finishing date.....

Working Unsupervised	* Staying Power	* Planning and Organisation	* Practical Work
Working with other Pupils	* Explaining	* Using the Computer	* Problem Solving
Working with Other Adults	* Evaluating	* Recording and Presentation	* Finding Out
Taking Charge	* Creativity	* Using the Phone	* Using Equipment

Project	Problem Solving	Help Work
Title		
Equipment needed		
Stages of work		
End Product		
Assessed By		

<p><u>In this contract I will help you by doing the activities set out below :-</u></p>
<p>I will help your planning by</p>
<p>suggesting ways of improving the work that you need help with. suggesting problem solving work that you might tackle. suggesting projects that you might do successfully. suggesting new ways of working that other people have tried.</p>
<p>I will help you work through your contract by</p>
<p>providing some materials and equipment that you might need. providing computers and software that you might need. Providing practise activities such as internal phone calls etc. providing your bus fares for visits if you bring your tickets in. providing support and encouragement to overcome your difficulties. providing time for explaining how to do new things. providing reminders about the work that you planned.</p>
<p>I will help you see how well that you are doing by</p>
<p>making time available to help you review you trips and visits. making time available to talk about and record your achievements. making time available to evaluate and assess your work with you.</p>
<p>Other special help that I will give is</p>
<p>Signed Student _____</p> <p>Signed Tutor _____</p> <p>Date _____</p>

THE REVISED PREPARING FOR A CONTRACT SHEET

PREPARING FOR A CONTRACT

TRY TO ANSWER THESE QUESTIONS.

What is the most important thing that I want to learn?

How could I do this?

What work do I need most help with?

What problem solving will I do?

THESE ARE THE MOST IMPORTANT THINGS
BECAUSE _____

WHO WILL HELP YOU TO LOOK AT WHAT YOU'VE LEARN'T?

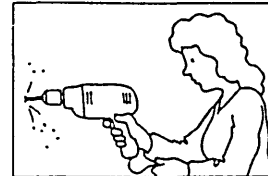
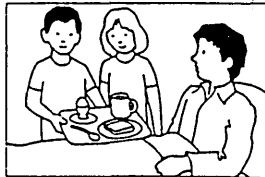
HOW WILL YOU SHOW PEOPLE WHAT YOU'VE LEARN'T?

HOW WILL YOU SHOW THAT YOU'VE ACTUALLY LEARN'T SOMETHING NEW?

WHO WILL HELP YOU TO LOOK AT WHAT YOU'VE LEARN'T?

THE LEARNING FROM EXPERIENCE SHEET

LEARNING FROM EXPERIENCES,
ACTIVITIES AND
ACHIEVEMENTS



This card is designed to help you to look back at an experience or activity that you have just been through in order to help you use this experience as a way of learning.

THE FIRST STAGE IS TO GET YOUR IDEAS DOWN ONTO PAPER SO THAT IN THE SECOND PART YOU CAN TELL SOMEONE ABOUT IT.

1 Write down a description of all that you planned to do and how you planned to do it.

2 Write a description of the experience or activity so that you could tell someone just what happened.

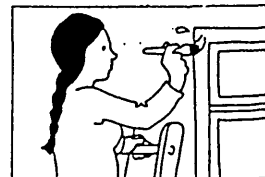
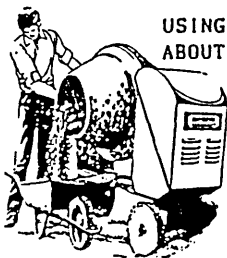
3 Write about how you felt about what happened. What made the experience important to you. What do you feel now.

4 Write about the things that you feel that you have learnt.

5 Did you succeed in what you set out to do or do you need to modify your plans for next time.

6 What things would you actually do next time that you did not do this time.

USING THIS SHEET AS A GUIDE TELL EITHER A FRIEND OR YOUR TUTOR ABOUT WHAT YOU HAVE PUT DOWN





Hillcrest Drive, Hucknall, Nottingham. NG15 8PX
Headmaster: E. J. Round, B.Sc., M.Phil.

Telephone: Notum. 632104

Individual Studies is a part of the fourth and fifth year programme, where students are encouraged to take increasing responsibility for their own learning, in order to develop the following skills:

Planning and Organisation

Finding Information

Working in groups

Meeting and working with Adults other than Teachers

Talking and Listening

Working Unsupervised

Using the Telephone

Students are asked to keep evidence of any achievements that they make, signed by an adult who knows it to be true. This document will count as evidence and information it contains may be used by the student to create a summary of achievements for their leaving certificate.

STUDENT RECORD

SIGNED STUDENT.

 SIGNED ADULT

POSITION

DATE _____

THE EVIDENCE OF EXPERIENCE SHEET



Nottinghamshire County Council Education Department

THE HOLGATE SCHOOL

Hillcrest Drive, Hucknall, Nottingham. NG15 6PX

Telephone: Nottm. 632104

Headmaster: E. J. Round, B.Sc., M.Phil.

INDIVIDUAL STUDIES
EVIDENCE OF ACHIEVEMENT

RECORD

SIGNED STUDENT

DATE

THE REVISED SKILL CHECK SHEETS

SKILL CHECK

PROVE

WANTED

ACTIVITY SKILLS

USING THE COMPUTER

- 1 Can use simple programs
- 2 Can use some programs and the word processor
- 3 Can use many programs and facilities such as prestel
- 4 Makes use of many different programs and facilities

Program		Tick	Facility		Tick
TrekaSoft	1		Word Processor	1	
Magic Sword	1		Data Base	1	
Yeti	1				
Dread Dragon	2		Front Page	2	
Grannies G	2		Factfile	2	
Robin Hood	3		Spellcheck	3	
Martello T	3		Printer Set Up	3	
Space Mada	3		Logo	3/4	
Flowers of C	4		Lego Control	3/4	
Adventure I	4		Mouse	4	
Other					
Camping					
Wilt					
Town					
Dictionary Games					
Maths/English Discs					

See teacher for level

Chosen statement _____

USING EQUIPMENT

- 1 Can use simple hand tools with guidance
- 2 Can use hand tools unsupervised
- 3 Can use hand tools, camera and tape recorder successfully
- 4 Can use many different types of equipment with success

Has used a hammer, screw driver, stanley knife.	1	Tick
Has used a drill and the glue gun	1	
Has used audio tapes	1	
Has used photocopies	1	
Has recorded information on audio tape	2	
Has used an automatic camera	2	
Has used a camera with flashgun	2	
Has used enlarged or reduced photocopies	2	
Has used a slide projector	3	
Has used a video player	3	
Has used a video camera	3	
Has used the sewing machine	3	
Has edited and finished a video film	4	
Has made a tape/slide presentation	4	

Chosen statement _____

RECORDING AND PRESENTATION

- 1 Can produce work in written form
- 2 Can produce typed and pictorial work in a structured way
- 3 Can produce booklets and simple audio visual displays
- 4 Can produce work using a variety of audio visual methods

Tick

Written work on paper	1
Stick pictures on sugar paper	1
Mount pictures neatly	1
Take photos	1
Make a book or folder of work	2
Make a chart or display of work	2
Use a tape recorder for an interview or description	3
Use slides or photos to illustrate a talk	3
Create a sequence of pictures to music or speech	4
Make a video or film of your work	4

Chosen statement _____

USING THE PHONE

- 1 Can dial accurately and give a simple message
- 2 Can dial accurately to give and receive information
- 3 Can give and receive information accurately over the phone
- 4 Can phone a variety of people for planning and information seeking

Tick

Used practice phones in classroom	1
Used internal phones for practice	1
Used internal phone to contact staff	2
Used phone to arrange visit	2
Used phone to get booklets sent	2
Used directory enquiries	3
Used phone for information about transport	3
Used phone for information about opening hours	3
Used phone for other information	3
Used phone to interview someone	4
Used prestel	4

Chosen statement _____

SKILL CHECK

PROOF

WANTED

ACTIVITY SKILLS

PLANNING AND ORGANISATION

- 1 is capable of planning and organising projects with help
- 2 is capable of planning and organising work for a contract
- 3 is capable of using a contract for organising work
- 4 is capable of planning, organising and carrying out project work

Found project with help from card or photos	1	Tick
Decided what to do on your own	1	
Worked out development with help	2	
Worked out development on your own	2	
Planned a trip to Hucknall	2	
Planned to meet someone outside school	2	
Planned how work would end up	2	
Have all the equipment you need	3	
Get info or equipment from outside school	3	
Plan a trip involving local transport	3	
Adapt work to a new area of interest	4	
Plan a mini bus trip	4	

Chosen statement _____

FINDING OUT

- 1 Has used information from books
- 2 Has used information from books and directories
- 3 Has used information gained by letter, telephone and written material
- 4 Has used information from many different sources

Look at books in room	1	Tick
Look at books in library	1	
Write for information	2	
Talk to a pupil who knows about your topic	2	
Talk to a teacher who knows about your topic	2	
Ring up for information	3	
Go on a visit	3	
Order some books	3	
Use a computer data base	3	
Buy information	4	
Hire information	4	
Go to a place and ask questions	4	
Invite an outside speaker into school	4	

Chosen statement _____

PRACTICAL WORK

- | |
|--|
| 1 Can produce practical work of a simple nature |
| 2 Can produce practical work from own ideas |
| 3 Can design and produce practical work from different materials |
| 4 Can design and produce practical work of a complex nature |

Have copied someone else's model	1	Tick
Have made lego model from cards	1	
Have made other models from books or plans	1	
Have made paper or card models from own ideas	2	
Have done own drawings or painting	2	
Have made polystyrene or wooden models from own ideas	3	
Discuss other practical work with teacher	4	

Chosen statement _____

PROBLEM SOLVING

- | |
|---|
| 1 Can use simple clues to solve a problem |
| 2 Can make a start to solve a problem with help |
| 3 Can solve simple problems unaided |
| 4 Can solve problems in a variety of ways |

Completed trails 1 to 3	1	Tick
Completed quests 1 to 3	1	
Use lego ideas cards	1	
Use interview cards	1	
Use finding out cards	1	
Has made own school trail	2	
Has attempted practical problem cards	2	
Has completed lego problem cards	2	
Has made things from books	2	
Has solved own lego problems	3	
Has completed practical problem cards	3	
Has made things from own design	3	
Discuss with teacher other problems solved	4	

Chosen statement _____

SKILL CHECK

PROOF

WANTED

PERSONAL AND SOCIAL SKILLS

STAYING POWER

- 1 Can stick to the task with help
- 2 Can stick to the task for short periods
- 3 Sticks to the task most of the time
- 4 Sticks to the task until it is completed

- | | |
|---|---|
| I give up when I can't find any books | 1 |
| I walk around the room a lot | 1 |
| I give up work to talk to people | 1 |
| I give up because the teacher didn't help me | 1 |
| I gave up because I was tired | 1 |
| I only work when the teacher gets at me | 1 |
| I only work when the teacher is in the room | 2 |
| I don't finish my projects | 2 |
| I rarely manage to solve problems | 2 |
| I need to keep changing what I'm doing | 2 |
| I like to talk to others when I'm working | 2 |
| I work for most of the lesson | 3 |
| I usually finish the planned work | 3 |
| I usually complete problem solving exercises | 3 |
| I can usually overcome problems with my work | 3 |
| I have finished a complicated piece of project work | 4 |
| I have finished a complex problem solving exercise | 4 |
| I finished the help work I planned | 4 |

Tick

Chosen statement _____

EXPLAINING

- 1 Is capable of explaining work to the tutor
- 2 Is capable of explaining work to a group of friends
- 3 Is capable of giving a clear explanation to other people
- 4 Is capable of giving a short talk and answering questions

- | | |
|--|---|
| Has planned a contract | 1 |
| Told friend about work | 1 |
| Talked about work to another member of staff | 1 |
| Report back on project to tutor | 1 |
| Report back on project to a group of students | 2 |
| Talk about work to an unknown member of staff | 2 |
| Give a prepared talk to other pupils | 3 |
| Seeking information from outside school | 3 |
| Interviewed someone outside school | 4 |
| Used information gathered outside school to give a prepared talk | 4 |

Tick

Chosen statement. _____

EVALUATING

- 1 Is able to look back at work and improve it with some help
- 2 Is able to look back at work and see suggested improvements
- 3 Is able to look back at work and suggest improvements
- 4 Is able to review and improve work until it is completed

- | | |
|--|---|
| I had no real aim in my contracts | 1 |
| I set myself no time limits on work | 1 |
| I don't know what skills I am trying to improve | 1 |
| I don't know how my work will end up | 1 |
| I recorded the things I managed to do | 1 |
| I recorded the things I didn't manage to do | 2 |
| I realised why I didn't manage to do things | 2 |
| I recorded the skills I was trying to improve | 2 |
| The teacher suggested improvements to my work | 2 |
| I suggested improvements to my work | 3 |
| I used the evaluation sheet to plan my next contract | 3 |
| I carried out improvements to my work | 3 |
| I set myself targets on my contracts | 4 |
| I manage to complete work in the time I give myself | 4 |
| My finished projects match the plans | 4 |
| I change and improve projects to make them better | 4 |

Tick

Chosen statement

CREATIVITY

- 1 Has original ideas for work on some occasions
- 2 Has some original ideas about present and future projects
- 3 Often has original ideas about present and future projects
- 4 Can think imaginatively about present and future projects

- | | |
|--|---|
| Has copied an idea from someone else | 1 |
| Has copied a letter from someone else | 1 |
| Has made a poster like someone else | 1 |
| Has used some photocopies | 1 |
| Has made a poster using someone's information | 2 |
| Has made a booklet using an idea from someone else | 2 |
| Has used teachers idea for presenting work | 2 |
| Has thought of own problem solving idea | 3 |
| Has used tape recorder to present work | 3 |
| Has used video to present work | 3 |
| Has made a model | 3 |
| Has presented work in a new way | 4 |
| Has thought up a totally new project | 4 |
| Has thought of a way of doing things that is new | 4 |

Tick

Chosen statement

SKILL CHECK

PROOF

WANTED

PERSONAL AND SOCIAL SKILLS

WORKING UNSUPERVISED

- 1 Can occasionally work unsupervised
- 2 Can carry out some tasks when left unsupervised
- 3 Can carry out most tasks when left unsupervised
- 4 Is capable of being left alone to successfully carry out tasks

- | | |
|--|---|
| Works in classroom when teacher is present | 1 |
| Works in classroom when teacher out of room | 1 |
| Works with a different teacher present | 1 |
| Works in another room away from teacher | 2 |
| Get information from library or other room | 2 |
| Go out of school to find info with a partner | 3 |
| Go out of school to find info in a group | 3 |
| Get useful info or pictures when out of school | 3 |
| Completes work even if teacher not present | 4 |
| Completes work in another part of the school | 4 |
| Completes work in the community | 4 |

Tick

Chosen statement _____

WORKING WITH OTHER PUPILS

- 1 Can occasionally work with other pupils
- 2 Can carry out some tasks with other pupils
- 3 Can carry out most tasks with other pupils
- 4 Works well with all other pupils

- | | |
|--|---|
| I have worked alone on my work | 1 |
| I have asked another pupil for help | 1 |
| I have helped another pupil | 1 |
| I have planned a topic with a partner | 1 |
| I have worked on a topic with a partner | 2 |
| I have worked on problem solving with a partner | 2 |
| I have planned a topic with a group of friends | 2 |
| I have planned a visit with a group | 2 |
| I have completed a topic with a partner | 3 |
| I have solved a problem with a partner | 3 |
| I have completed a topic with a group | 3 |
| I have been on a visit with a group | 3 |
| I have planned a mini-bus trip with a group | 3 |
| I have talked to a different class about my work | 4 |
| I have worked with different groups of pupils | 4 |

Tick

Chosen statement _____

WORKING WITH OTHER ADULTS

- 1 Can work occasionally with other adults.
- 2 Can carry out some tasks with other adults.
- 3 Can carry out most tasks with other adults.
- 4 Works well with other adults.

Have talked to tutor.	1
Asked librarian for help.	1
Asked other teacher for help.	1
Borrowed equipment from other teacher.	1
Gone to shops for information.	2
Worked regularly with known adults.	2
Gone to firms for information.	2
Been on work experience.	2
Gone to shops for interview.	3
Gone to factory for interview.	3
Work shadowing.	3
Gone to museum for interview.	3
Other interview.	3
Got average work experience report.	3
Visited people regularly.	4
Community work.	4
Got excellent work experience report.	4
Extra work experience.	4

Tick

Chosen statement. _____

TAKING CHARGE

- 1 Can provide ideas in a partnership
- 2 Can take a leading role in a partnership
- 3 Can provide leadership to a group of other pupils
- 4 Can provide active leadership to a group of pupils

Worked with a partner on a project	1
Worked with a partner on problem solving	1
I have provided some ideas in the pair	1
I followed the ideas of the group	1
I did most of the work in my pairs project	2
I did most of the work in my pairs problem solving	2
I made some suggestions to the group	2
Most of the ideas in the group were mine	3
We made joint decisions if things went wrong	3
I made the decisions if things went wrong	4
The group always used my ideas	

Tick

Chosen statement _____