BOOK REVIEWS

DEFINING TECHNOLOGICAL LITERACY: TOWARDS AN EPISTEMOLOGICAL FRAMEWORK

Review by KEVIN BROSNAN

The dust jacket states that "..there is a growing need for human beings to be more critically involved in the discourse surrounding technology" and the book attempts to make a contribution to addressing this need by examining technological literacy from a variety of perspectives: philosophical, epistemological, design, pedagogical and globalisation. The contributions are diverse but provide a useful contribution to broadening our understanding of technological literacy and highlighting the need to shift technology education from an instrumentalist foundation to one that more explicitly emphasises human values and ethical considerations.

The foreword by Albert Borgmann clarifies the need for a book such as this, "there is an alarming gap between the gigantic and exhausting measures we have been undertaking to transform the face of the Earth and the uncertain and half-conscious sense we have of the value of it. Affluence has been rising dramatically in the technological societies, but has the well-being of the citizens of those societies been rising accordingly? Are our enormous efforts and their effects worthwhile?" (p. ix).

These questions form the basis of an attempt to bring together advances in the development of the social theory of technology and the need to develop a more critical understanding of contemporary, technology mediated, life. At the core of this response is education underpinned by the development of a broader conception of technological literacy than has hitherto been the case. As Borgmann goes on to state in his foreword, "If we can teach our students technological literacy, we can not only enrich their education, we also enable them to see what obstacles and opportunities they face in trying to remain educated persons once they have left school and for the rest of their lives." (p. ix).

The need to broaden our conception of technological literacy is further emphasised by John Dakers in his brief introduction when he observes that "often they [young people] do not see technology in terms of the knowledge and processes that create these artifacts [sic], nor, in particular, are they aware of the various implications for society that result from the existence of these technologies" (p. 1) and further "we must guide young people's learning towards developing a critical awareness of what it is to live in a technologically mediated world" (p. 2). The eighteen chapters making up the book each offer a unique contribution to this effort.

The book is organised into four parts, each part bringing together a set of chapters under the four perspectives mentioned above (philosophy/epistemology; design, pedagogy and globalization). The contributors are drawn from around the world and their contributions reflect their particular interests and expertise.

The contributions by Andrew Feenberg and Marc J. de Vries in Part 1 provide sound philosophical foundations. Feenberg offers a framework of alternative approaches to examining technology (determinism, instrumentalism, substantivism, and critical theory) whilst de Vries emphasises the need to focus on different types of technological knowledge and provides a simple typology for doing so. The

significance of the contributions in this part of the book for teaching about technology is reflected in the contribution from Steve Keirl when he emphasises the need for a 'three-dimensional' technological literacy comprising, the operational (skills development), the cultural (technology as part of socio-cultural human activity) and the critical (making judgements about the worth of particular technologies).

Part 2 of the book ('Considering aspects of design in developing technological literacy') provides three chapters exploring the often ambiguous and contested design processes around technological artefacts and systems. Mithcham and Holbrrok explore the etymology of the word design and examine the implications of the duty *plus respicere* i.e. the need to expand design thinking in order to take more aspects of reality into account. Don Ihde emphasises the complexity and indeterminacy of the technology design process in his phrase 'the designer fallacy' drawing attention to how intended (designed) uses are often modified or even entirely circumvented by the needs of particular groups of users.

The third part of the book provides six chapters that examine aspects of pedagogy and technological literacy and might be of most interest to design/technology teachers. Dakers provides a brief historical review of philosophical stances on technology before proposing a dialectical approach toward technology education. Within this framework technology education as 'technical, empirical and rule driven' (p. 151) is offered as the thesis, whilst the antithesis 'advocates for a technology education that is hermeneutic, interpretative, and academic' (p. 151). A synthesis is offered by drawing on Heidegger and Feenberg and in which Dakers emphasises that "discourse regarding the very essence of technology, the way technology affects our cultural development and our participation in a global society, must become embedded into technology education" (p. 157). The chapters by Kimbell (on design innovation within school curricula), Barlex (on design decisions) and Murphy (on gender and technology) provide a more grounded approach than the other chapters in that they each draw upon empirical, project based research. All provide significant insights about the teacher/student experience but Murphy's contribution is worthy of particular note given its focus on the fundamentally gendered nature of approaches to dealing with, and teaching about, technology.

The final part of the book attempts what appears to be an impossible task – an examination of: 'Globalization, computers, the world-wide web and their impact in developing technological literacy' in just three chapters! The notion of multiple literacies is examined by Kahn and Keller by drawing upon initiatives in the US (National Educational Technology Plan) and UNSECO (Project 2000). Having compared the different perspectives adopted in these initiatives Kahn and Keller then sum up by asserting that "people should be helped to advance the multiple technoliteracies that will allow them to understand, critique, and transform the oppressive social and cultural conditions in which they live, as they become ecologically informed, ethical, and transformative subjects as opposed to objects of technological domination and manipulation" (p. 268). The final chapter of the book, by Michael Peters returns to the work of Heidegger in examining what is referred to as the 'technologising of education' which, among other things, refers to the "increased interpenetration of 'school', 'university', and 'home', 'workplace' and 'homeplace' – collapse of modernist enclosures or institutional spaces."; "the radical concordance of sound, text and image involving a transition from book culture to image culture" and "the power of new information technologies to restructure consciousness and identity" (p. 304). The chapter finishes with reference to Noble's (2002) work entitled 'Digital Diploma Mills' and is used to provide a counterpoint to various 'utopian techno-dreams' of the introduction of networked technologies in higher education.

Taken individually the chapters in this book provide a variety of perspectives on a range of complex issues surrounding technology, its applications and how educators

might broaden their conceptions of technological literacy and, thus, the pedagogic practices they employ. However, it is also this very variety that creates, in a minor way, a weakness in the book – a lack of integration and synthesis. I was unable to find any direct references from any of the chapters to any of the others (although some of the authors do cite the work of other chapter authors) and this, at times, created a sense of the chapters standing in isolation from each other. Additionally, there is virtually no synthesising material – the (brief) foreword and the (also brief) introduction being the only attempts at summary and overview. A brief summary at the end of each of the four parts or at least an overall summary at the end of the book would, in my opinion, greatly enhance what is already a worthwhile and much needed contribution to a complex area. The book deserves to be read by anybody with a concern that discourses around technologies, technological development and technology education need to be infused with contributions from perspectives that emphasise human values and ethics rather than seeing these as impediments to the technological steamroller.

ASSESSMENT

Mary Simpson (2006) Edinburgh: Dunedin Academic Press
ISBN 1 903765 45 5 (pp. 104, £13.50, pb.)

Review by SALLY BROWN

The world of education, not least that in Scotland, continues to be obsessed with assessment, and Mary Simpson has an admirable record of long engagement in its development and relationship with policy. The main focus of this book is on the active roles of policy makers and teachers in the patterns of change in assessment that have been evident over the last thirty years. This book is not, and does not claim to be, about research. Although references are made to some enquiries into the practices of assessment, it is clear that there has not been much in the way of in-depth research on assessment in Scotland over this period. Developments have relied on political and personal beliefs, concerns about workloads and attachments to traditional practice; only rarely has evidence from disciplined research studies been taken into account.

This is not a "how to do assessment" book. Its primary concern is to map out not only the ways in which teachers' everyday practice and pupils' learning experiences have been shaped by policy makers, but also the associated resistance from teachers and, sometimes, from parents and local authorities.

A meticulous account is given of the developments that have occurred in assessment at primary and secondary level, with some incursion into further education and brief mention of the earliest years. The most carefully documented period of time reflects the late 1980s and early 1990s. The agents for change were seen as the elected politicians' proposals from the then Whitehall Conservative government. Resistance in Scotland to what were seen as the London-based quasi-market aspirations and unwarranted beliefs in the value of national tests managed to unite all the Scottish stakeholders in an unprecedented way. Curiously, the local authorities' role scarcely appears anywhere else in the text, apart from the opposition it displayed to the Conservative's imposition of national testing. It might be argued that in Scotland the local authorities would be expected to have a continuing and major part to play in the discussion and development of assessment no matter what

government is in power.

Professor Simpson lucidly and thoroughly describes the recent histories of revisions in national testing, Standard Grade, new national qualifications and national and international monitoring. She provides good reference points for scholars or students, and her framework makes use of quotations from a wide range of official, academic and stakeholder sources. It is interesting, however, that little mention is made of the ideological politics of the parliamentary parties who came to power, both in Whitehall and the Scottish Parliament, after the demise of the Conservatives in 1997. The "Scottish Executive" is mentioned, of course, and there is one specific reference to the Scottish First Minister's teaching experience. But rather than identifying politicians' own policy thrusts, most of the text seems to imply those of either faceless civil servants or HM Inspectorate for schools.

A particularly striking feature of this book is the way in which it lays out the tensions and dilemmas that have faced the assessment developments. There is the challenge of enacting real change, but at the same time assuring practitioners that any reform will be evolutionary and incremental, not revolutionary, and will be built on existing (probably long-established) practice. The temptation to retain the *status quo* is further sustained by the perceived urgency of limiting teacher workloads in comparison with any priority for designing reformed assessment to enrich young people's learning. Part of the assessment burden arises from the dual aims of (a) assessment to support learning and (b) assessment for reporting or monitoring; there continues to be an amazingly widespread, but misconceived, belief that the same assessment instruments can be used for both purposes. Support for practitioners dealing with this is not always ideal and can be further hindered by teachers' responses. Two opposing reactions from them are evident and sometimes both are expressed by the same individual: first, "we are being de-skilled or de-professionalized by dictates from the centre" and secondly, "the centre is not giving us enough detailed guidance about what is to be done". The effect of tensions of this kind has led the system to seek the technical fix and pragmatic administrative arrangements that provide logical frameworks for both learning and assessment, but in the process often maintain artificial divisions between the two.

The chapter of this book that looks at diagnostic and formative assessment is rather different from the earlier material and concerns an area where Mary Simpson has acquired a significant reputation. This is reflected in the thoughtful way in which she collects together current understandings of the conditions necessary for the implementation of effective formative assessment which has been defined by Paul Black and Dylan Wiliam as "encompassing all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged".

This aspect of support for learning, however, is in need of further explication. Perhaps more than any other element of assessment, it has been readily accepted over many years as a potentially invaluable *idea* by policy makers, practitioners and researchers. Yet the evidence for its success in large scale adoptions for real classes is still weak and by no means all teachers feel stimulated to implement the ideas, even though considerable insights seem to be promised. Why should there be such reluctance, especially since there has been clear support from the Scottish Executive through the "Assessment is for Learning programme"? The continuing greater priority given by the public to summative assessments, the difficulty of devising strategies for large groups when the ideas are constructed with individuals in mind, and the absence of convincing evidence from real classrooms may all act as inhibitors. To increase our understanding of this area, we probably need a greater awareness of how teachers make sense of their classroom teaching and how that relates to their fundamental thinking about assessment and willingness to accept

information on how to change their ways. It is not just a matter of evidence, however. In relation to formative assessment, this book refers to Mary Budd Rowe's work over 30 years ago on wait time. She found that if the teacher was prepared to wait 3 seconds rather than the usual one second for a pupil's to answer a question (i.e. an assessment), then there was a considerable gain in achievement. At the time, teachers involved in her study were delighted with their success, but sadly had returned to their old ways when the researcher returned at a later date.

In general, I recommend this as a significant, thoughtful and informative book that is clearly well written and addresses a high profile aspect of Scottish education. I am less sure that I agree with the back cover of the text which talks of new theories and refers to Scotland pioneering "revolutionary approaches". And there is one issue that surprising is neglected: there is hardly any reference to teacher education. Although there are brief mentions of some in-service events, there is no commentary at all on pre-service provision. Within our initial teacher education, have we adequately overtaken the important matters that this book addresses, such as formative assessment, and are we sending out new teachers who really *think* about the assessment system in which they are going to work?

CONVERGENCE OR DIVERGENCE? INITIAL TEACHER EDUCATION IN SCOTLAND AND ENGLAND

Review by LAURA COLUCCI-GRAY

This is a book that can be read from cover to cover, in one breath. It is an immersion – as the authors themselves put it – into the world of teacher education, explored from two poles of the British Isles, England and Scotland.

It is easy to be sceptical of a reviewer in need to deliver a job just after the end of the summer holidays and the beginning of the new academic year. However, this book does not fail to enthral the reader with the variety of situations and themes presented throughout with a coherent narrative and a sound grasp of the comparative method. The complexity of teacher education in England and Scotland is sketched out with a few, but determined brushstrokes in five focused chapters.

Chapter 1 sets the grounds for the study. The authors outline the advantages of focusing on the study of "home internationals" – the small nations which make up the United Kingdom: England, Scotland, Wales and Northern Ireland. From a methodological point of view, they argue, such studies give a unique opportunity to tease out national specificities and global directions. Hence, they are suitable for looking at policy and practice.

In Chapter 2 they set the policy context of the study, delineating the policy 'trajectories' in England and Scotland. Chapter 3 deals with the contested notion of professional knowledge and how policy impacts upon the identity and development of the teaching profession. A particular point in this chapter related to how the work and role of the teachers is defined in the two countries. The same theme is developed further in Chapter 4 through another relevant sub-theme of teacher education, that of partnerships. In looking at teacher education as a system of providers, the authors' research highlights the way in which Universities, schools and local authorities

define their mutual roles and responsibilities in the two countries. Finally, Chapter 5 brings together the key themes which had emerged from the study to answer the original question – presented in the title – and to uncover how far or how close the two countries actually are.

Overall the study appears to be an ambitious one, which succeeds in producing a comparative analysis of sufficient depth and complexity. This is achieved by the bringing together of the history, policy and practice strands, and by so doing the complex matrix of values, cultural assumptions, historic representations and symbols surrounding teacher education is woven together. That being said, it is perhaps a meta-reflection on the emerging themes which gives the most profound insights.

Looking at teacher education from a policy and practice perspective is effectively a means to appreciate the role that education plays in supporting the cultural renovation of a country. In this regard, one of the most interesting and telling chapters is that of partnerships. The authors' analysis portrayed teacher education in England as a system on the verge of becoming farcical. The economic history of the country opened opportunities for diversifying and changing the paths towards becoming a teacher, and this could have been appreciated as an element of progress in comparison to a traditionalist and conservative Scotland.

Sadly however, the English educational landscape is described as being effectively 'plagued' by the oppressive influence of the Government: a system of standards and assessments flattens the variety of the educational landscape into a vertical ladder of performance and achievement. Within such a system, the first victims are the English teachers themselves, suffering ridicule and overall control. So, what appears to be flexibility and openness in the various opportunities and possibilities to engage with teacher education that are given, is effectively only a way to maximise outputs, without any visible educational aim. The impact of the economically-driven policy system which is affecting the global world has a strong impact on the English policy trajectory.

At the other end of the spectrum, Scotland appears almost frightening in the rigidity of roles and responsibilities which are institutionalised, protected and accepted. One word from the authors' writing which is symptomatic of the Scottish landscape is that of 'respect' concerning the teachers' role. It is hard at this point not to be critical and suspicious of the ambiguity of such a word. If on the one hand this may be seen as a way to preserve a valuable profession in a climate of job sharing and economic insecurity, on the other hand it is also a clue as to the underlying belief system. Respect can be, in fact, shorthand for conservation and rigid definition of what a teacher does, needs to know and is expected to do.

Perhaps less incisively than they did with the English scenario, the authors do not immediately bring the Scottish situation into the global scenario. While this can be taken as a shade of optimism from the authors' side, it is perhaps the equally cautious decision of the authors not to adopt any overt set of lenses to interpret the data that leaves the discussion chapter rather undeveloped. At another level in fact, the study of the home internationals can also allow for making unfamiliar what is near and familiar, with the chance of developing some deeper reflections on the emerging points of divergence and convergence.

In the case of Scotland it would have been expected to have had some insight into the impact of the new Curriculum and its philosophy of 'Excellence' on the current structures. If Scotland is to become an ambitious and competitive country, then Scottish teachers will be expected to live up to the challenge. However, in a teacher education system in which roles are rigidly controlled, there is indeed a danger that such a vision could become a double-edge sword. With a notion of learning that can be defined and crystallised into a set of standards and competences, knowledge itself will rapidly become a commodity, subjected to the whims of the global markets. In this view, becoming a teacher will be commonly equated to running towards

a Truth which will never be achieved, in a painful rush for recognition. However, beside the bleak scenario, we can look for ways forward. One of such ways is that of regaining ownership of the pleasures of learning and by so doing redefine our concepts of time and place. We may come to see again the surprise, the discovery, the odd and the incongruous, which have been overlooked by the standards, the boxes and the tests.

Clearly another way of learning and seeing the world not only needs new teacher education systems and new teachers, but also new forms of research and new mindsets.

This review is concerned with a monograph which tries to describe eloquently and sympathetically our current educational structures. Yet if a change of direction is sought, new avenues for research in the future will need proactive and visionary voices, which do not shun away from internal reflection and genuinely critical, collegiate work.

AWARDS AND RECOGNITION FOR EXCEPTIONAL TEACHERS: K-12 AND COMMUNITY COLLEGE. PROGRAMS IN THE USA, CANADA AND OTHER COUNTRIES

Hans Andrews (2006) Illinois: Matilda Press
ISBN 978 0 9787158 0 9 (pp. 400, $24.95, pb.)

Review by ALISON FOX

This book has ruffled me. Had I not agreed to review it I would have put it down after reading the preface and first chapter as I was not impressed with the presentation and the coherence of the writing. For example, it tended to jump about, repeat itself, was descriptive of its topic rather than analytical, *and* there were typographical and referencing errors, which had me reaching for my proverbial red pen. My initial feeling was that this book would offer me little insight into the issue of awards and recognition for exceptional teachers. But I did go on, because I said I would, and in the end I was left with a lot to think about.

The title intrigued me. It is always useful to get an international perspective and I was seduced by the promise of a look at programmes in the U.S.A, Canada and Other Countries. Two hundred and eighty pages are devoted to the USA, while 27 pages are dedicated to Canada, and Other International Programmes are covered in 13 pages. This is therefore a book about Award and Recognition Programmes in the U.S.A. Dr Hans Andrews states that it is good to have award and recognition systems in place to reward outstanding practitioners because teachers need incentives to continuously improve, and such systems motivate those who are not exceptional to become so. He makes reference to the motivational theory of Herzberg (1966) to justify these arguments, and then assumes acceptance of his justification. This assumption underpins the rest of the book. He attempts to make a direct link between an intrinsic human need to be valued and award and recognition programmes but he does not clarify what he means by such programmes, nor does he make a strong case for making this link.

He does refer to some interesting research but rarely gives enough information to allow the reader to judge its integrity or its relevance to either his argument or to their own practice or situation. His use of literature is of the 'he said this, and they said that, and she said another thing' variety without really considering the

relevance of that literature to his own argument. Little is gleaned from the extensive list of examples of awards, and their recipients, which forms the middle section of the book. However, there are some interesting nuggets.

For example on pages 95 and 96 there is a list of six monetary incentive programmes identified by the National School Board Association in 1987. These were:

1. *Merit pay* (individual award based on teacher performance)

2. *Payment by results* (individual award based on students' test score gains)

3. *Merit schools* (reward for school based on improved performance by whole school)

4. *Career ladders*

5. *Incentive bonuses* (e.g. for teaching in high-turnover schools)

6. *Enhanced professional responsibilities (including Master Teacher Programmes)*

Four non-monetary incentive programmes were also highlighted:

1. *Teacher recognition programmes* (the example given is that of Teacher of the Year programmes)

2. *Non-monetary performance by objectives* (rewards may include purchase of additional classroom equipment or attendance at a professional conference)

3. *Improved working conditions* (Programmes to improve the physical and social conditions in which teachers work)

4. *Awards, sabbaticals, and training* (for example the award of a grant to allow 'superior teachers' to pursue special projects, take a sabbatical or participate in special training programmes)

Such lists give food for thought, for while many of these are recognisable here in Scotland, others have been resisted and seem counter to our national value system.

The two programmes which stand out from the others are the National Board Certification programme and the American Board's Master Teacher Certification programme. These are in stark contrast to the competition involved in most others, including the Disney Teacher Awards and those sponsored by Wal-Mart. These certificated programmes have much in common with the GTCS Professional Recognition programme, and the Chartered Teacher Programme, and do not involve one off rewards such as a trip to Disney World or 'an honorary Wal-Mart greeter's vest'. Interestingly, while certification leads to salary increments in some states, it does not do so in all.

The most frustrating part of this book is that Andrews only skirmishes with the link between exceptional teachers and student attainment, never getting to the heart of that vital issue. He cites a study on page 29 that showed that "National Board Certified Teachers (NCBT) were able to increase student-learning gains more than their non-certified teaching peers". While stating that this was a 'scientifically conducted study funded by the U.S. Department of Education the reference he gives leads to a press release by ..… the National Board.

So what was I ruffled by? Why did this rather perplexing book leave me thinking? Well, it made me investigate my own assumptions about intrinsic and extrinsic reward systems within the professional context. It also made me think

more deeply about teacher motivation. Are teachers really motivated by external accolades, or do they just want to know that their hard work and commitment is appreciated by all those who share their interest in their pupils? I feel I now want to look beyond this book to explore these issues further, as unfortunately the answers were not contained within it.

GENDER AND TEACHING. WHERE HAVE ALL THE MEN GONE?

Review by IRENE MALCOLM

The problem of boys' underachievement has been much discussed and it has been linked to the "feminisation" of the teaching profession. In other areas of employment, especially in the "new" economy, "feminisation" has also been discussed, usually as a threat. This book is a welcome investigation of what lies behind "feminisation" in teaching. It is part of a series of publications by Dunedin Press entitled, *Policy and Practice in Education* and is likely to be of interest to education policy-makers, teachers involved in recruitment and careers advisers, as well as academics. It takes four key themes for exploration in relation to work in publicly-funded Scottish schools:

- Gender, identity and employment
- The decline of men in teaching and the "problem boys"
- Gender education and new managerialism
- Attracting more men into teaching

The book aims to improve our understanding of the reasons behind teaching career choices, a particularly relevant issue in the light of the new duty on authorities to monitor the gender balance and end gender differences.

The introductory chapter sets the scene with an international perspective that shows the percentage of women employed across different parts of the schools' sector in EU countries and then beyond European borders. It concludes that the trend experienced in Scotland, with more women than men entering the profession is reflected in other wealthy countries. However, in poorer economies, where jobs were in short supply, teaching remained a popular choice for men. The notion of "feminisation" is cast in a critical light, since it is apparent that, in Scotland, women are not running the education system. For example, while only 7 per cent of the primary school workforce was male, 20 per cent of primary head teachers were men. In secondary schools, men represented 43 percent of the workforce, but 82 per cent of head teachers. In the senior echelons, among directors of education, 29 of 32 directors were men.

In the four central chapters of the book the authors explore the four themes, drawing on empirical data and writing with co-authors. Using Scottish Executive statistics, Joanna Ferrie and Sheila Riddell firstly explore the pattern of male and female participation in teaching (Chapter 2). While men made up one third of the workforce in 1994, this had fallen to a quarter by 2003. The senior levels of the profession were not representative of Scotland's ethnic diversity and there were

gendered choices in subject specialisations which were likely to be assuaged as more young women became secondary teachers in all areas.

Joanna Ferrie, Sheila Riddell and Anne Stafford explored the views of undergraduate students from biology, medicine and social sciences on teaching as a career. For me this was the most interesting chapter of the book as the researchers examined what students at three different universities said about their attitudes to teaching. The authors cross-referenced these views with the students' scores on the Scottish Area Deprivation Index, showing an intersection between gender and class, with students from wealthy backgrounds less likely to consider teaching as a profession.

In Chapter 4, Anne Stafford and Lyn Tett drew on the views of wide range of key informants on factors influencing choices about teaching, how teaching could be promoted and the implications of the declining proportion of men. Informants said that the trend away from a concentration on subject knowledge and towards a concern for the development of the child made teaching more appealing to women. The gender balance in senior posts was likely to be affected by sexist attitudes in society at large as councillors and parents sometimes found a male head teacher more appropriate than a female. In relation to the quality of new recruits into the profession, women were said to be of a higher calibre than men.

Lastly, Alan Ducklin, Sheila Riddell, Anne Stafford, Lyn Tett and Mandy Winterton examined teachers' views about the gender imbalance and managerialism in the profession. They held focus groups with teachers from four schools to elicit views on a range of questions, including, what was positive and negative about teaching, what could attract more men into the profession, how desirable a gender balance was and if they thought that positive measures should be taken to encourage more men to enter teaching. The authors dealt critically with the idea that the declining number of men was linked to boys' underachievement. Men were regarded as being more strategic about their approach to their careers than women and there was a perception that they were mentored by other male colleagues already in senior posts. In the primary school focus groups there was a perception that the status of teaching was low and that this was affected by the preponderance of women in the profession. The role models needed for boys were of non-stereotypical males, yet when men were teaching in schools they were expected to deal with difficult classes on the grounds of their gender. For promotion in primary schools men and women were seen to be treated differently, with men expected to seek promotion earlier in their careers while women were seen as committed to caring. Primary teaching was also seen to lack intellectual challenge for men. In secondary schools there was a perception of a lack of promotion possibilities and poorer pay than in industry, both of which would deter men who were also seen as more resistant than women to managerialism.

In conclusion, I can recommend this book to those interested in gender, work and Scottish schools. While it reflects findings from empirical data, it also draws on key arguments in the literature on gender and work. As a publication that can contribute to the formation of policy, it presents a balanced view of the issues, drawing attention to problems of gender essentialism and the fact that the type of masculinity to be modelled for boys is as important as biological sex and whether or not more men are needed.

CITIZENSHIP, ENTERPRISE AND LEARNING: HARMONISING COMPETING
EDUCATIONAL AGENDAS

Ross Deuchar (2007) Stoke on Trent: Trentham Books
ISBN 978 1858563817 (pp. 129, £16.99, pb.)

Review by GRAEME NIXON

In this book Ross Deuchar attempts to demonstrate a maximal approach to citizenship in which ethics and enterprise can meaningfully come together in our schools.

In part 1 the focus is on the big picture – the origins of the twin 'Citizenship and Enterprise' agenda and the challenges facing teachers in its delivery. This includes reference to decaying social fabric, the digital revolution, political apathy, asylum seekers and 9/11; as well as other stimuli to citizenship discourse. Set alongside the need to create economically dynamic pupils Deuchar effectively summarises the extent of the challenge facing teachers. This is further reinforced by his repeated reference to the constraints placed on teachers which include overly prescriptive curricula, assessment requirements and hierarchical school structures.

Deuchar also correctly critiques teacher attitudes inhibiting 'Citizenship and Enterprise' education. That is, the majority of schools, particularly secondaries, remain didactic and authoritarian. The rhetoric of citizenship may be agreed by all staff but it is still enacted in a piecemeal and inconsistent manner (the response of certain teachers to pupil anti-war protests perfectly exemplifies this). The approach to citizenship remains narrow and possible twinning with enterprise is curtailed by residual left-wing suspicion of a capitalist agenda.

Such suspicion is thoroughly undermined in part 2 of the book when Deuchar's empirical work reveals that, for the pupils surveyed, being ethical and enterprising were "comfortably reconciled" (p49). Enterprising pupils and teachers, according to Deuchar's surveys, work well with others, are ethical, creative and are capable of leadership. Enterprise can therefore develop self-esteem and cross-curricular skills, as well as prepare pupils to be effective and active contributors to society – all of which resonates with the vision for *A Curriculum for Excellence*. Deuchar also argues cogently that enterprise education can and should be a way of fulfilling attainment targets and external demands placed on schools.

A harmony between citizenship and enterprise is possible, according to Deuchar. This is possible through democratic approaches to pedagogy and the cultivation of enlightened self-interest by discussion of global and controversial issues. This harmony between civic awareness and economic competitiveness is evidenced in the work of high profile philanthropists. Enterprise education and the opportunities it provides become the lived context for the development of civic awareness.

The stated aim of this book is to empower teachers and providers in Initial Teacher Education with ideas, references and strategies for citizenship and enterprise education. The end-of-chapter summaries and activities are particularly useful to this end, as well as the powerful and inspiring examples of effective practice in those schools surveyed. This book lays down a twin challenge to teachers. Firstly, give pupils genuine ownership and democracy. Secondly, provide opportunities for this in and through a communitarian vision of enterprise.

EMOTIONAL LITERACY AT THE HEART OF THE SCHOOL ETHOS

Steve Killick (2006) London: Paul Chapman Publications
ISBN 1 4129 1155 9 (pp. 105, £18.99, pb.)

Review by GAVIN REID

This is an important book. But its importance can be lost if readers ignore the central message – that emotional literacy, to have any real impact on the education and the lives of children, has to be fully absorbed and fully included into a whole school ethos. This is Steve Killick's view and he is well quipped, both to write this type of book and to argue this fundamental point.

Killick links emotional literacy to the broader picture to emerge from recent government initiatives such as the National Healthy Schools programme and the Social, Emotional and Behaviour Skills Strategy, initiated in September 2005. The book takes a broad perspective on emotional literacy, and the second section in particular – 'Communicating Emotional Literacy' – provides insights into many aspects of emotional development and their influence on learning. This is an important characteristic of the book, and it sets emotional literacy into a classroom context that is immediately meaningful for the teacher.

The content is well organised and divided into two sections: one on creating the climate for emotional literacy and the other on communicating emotional literacy. The book also contains a CD-Rom which includes a power point presentation and activity sheets to link in with the text. The author suggests that the material can be used to promote an understanding of emotional literacy, and as a source of ideas for training for staff. Without doubt the book fulfils these aims. It is clearly presented in a manner that carefully links the theoretical perspectives with an array of practical suggestions and activity sheets. There is little doubt the busy teacher will find this book an invaluable and informative resource. Taking on board the messages contained can be cost effective in terms of both educational and social development of children. As the author points out, 'emotionally literate children will have greater resilience to emotional problems' (p.5), and it is often the case that emotional difficulties underlie the behaviour problems that are seen in the classroom.

The author defines emotional literacy as 'a way of increasing the space that exists between feelings and actions' (p.14). This is linked to a range of literature, including the work of Goleman on emotional intelligence, Gardner on multiple intelligences and Seligman's classification of character strengths. For the author, emotional literacy is closely related to the concept of emotional intelligence. Both relate to the capacity in individuals (and groups) to perceive, understand and manage emotions – both in themselves and others.

The message of the book is made clearer and more accessible by the text being interspersed with slides on key points, and each chapter concludes with a summary and practical exercises. In addition to providing a solid argument for emotional literacy the book also contains informative and teacher-friendly sound bites on the five pathways to emotional intelligence – self-awareness, regulation, motivation, empathy and social competence. These are all described in chapter three, which also contains a checklist for emotional and social competencies.

There are also chapters that discuss the emotionally literate school, looking at the organisational climate, organisational change, bullying, teacher stress, circle time and curricular issues, managing behaviour, communication, motivation and feedback, thinking skills, developing interpersonal skills and the role of reflection. Perhaps one of the strengths of this book is that it presents emotional literacy within a broad perspective. Part 2, 'Communicating Emotional Literacy', provides indications

of the far-reaching effects of emotional literacy in emotional development and in the development of cognitive learning skills. This makes the book an essential accompaniment to the current initiatives in all aspects of learning in schools through attempting to create learning-rich and emotionally-sound school environments.

Emotional Literacy at the Heart of the School Ethos encapsulates many of the vital qualities and spin-offs that arise from effective and enriched learning environments. It is important that the messages conveyed here by Steve Killick are not lost to teachers, school management and policy makers. Only when the central messages of emotional literacy are incorporated into school policies will learning experiences have the far-reaching impact on children's lives that they rightly should.

LIFELONG LEARNING: CONCEPTS AND CONTEXTS

Peter Sutherland and Jim Crowther (eds.) (2007) Oxon: Routledge
ISBN 0415443059 (p. 264, £22.99, pb.)

Review by DEREK YOUNG

In their introduction to this book, the editors stress that 'we need a more encompassing or "rounded" view of what life involves so that we do not reduce "learning for living" to that of "learning for a living"'. This has become particularly relevant as increasingly in the UK we view lifelong learning as principally work-related and as a supplement to compulsory education. Over 30 per cent of those currently undertaking a programme of lifelong learning within the UK are already in possession of a degree level qualification with 7 per cent having either a Masters degree or PhD. In direct contrast to the way in which lifelong learning is used across the UK, in other geographical regions such as Southern Africa it is seen very much as an integral part of the drive to increase and expand the level and reach of general education provision.

In its previous incarnation under the guise of Adult Learning, lifelong learning was primarily voluntary in nature, mostly taken for pleasure, and consequently mostly unaccredited. In contrast to this, a 2007 survey of lifelong learning, undertaken by the Higher Education Academy Subject Centre for Education (ESCalate), highlighted the current change in learner requirements, with 91 per cent of those on courses defined as lifelong learning undertaking some form of accreditation. Employment was identified as a primary driving force behind participation in lifelong learning in the UK with 48 per cent of learners undertaking courses directly relevant to their employment. More importantly, almost 70 per cent of those undertaking a programme of lifelong learning viewed it as beneficial to their employment while 65 per cent viewed participation as a means of increasing their employability. In his contributing chapter dealing with learners engagement with, and participation in, the learning process, Knud Illeris asserts that 'many participants in lifelong learning today are not there of their own volition, but because they are forced to be there, directly by authorities or employers'.

Presenting an alternative and refreshing view, the book addresses issues other than the use of lifelong learning for employment. In the process it highlights a need to recapture lifelong learning as a means of expanding learning, increasing widening participation, and developing an increased learner understanding through alternative means of delivery and alternative theoretical concepts. In many instances lifelong

learning is presented as equating to 'social awareness' or 'social consciousness'. On one level adult learning is presented here as repairing the damage done by childhood institutional restraints on cognitive development – a compulsory education straight-jacket which progressively stifles creativity. We are introduced to the concept of lifelong learning as the means of removing strictures embedded within compulsory education, halting the creative decline as 'education' is delivered and addressing the unwillingness of adult learners to enter HE with its 'constraints and limitations' on learning. The true value of lifelong learning is advocated as the adult ability to make valued judgements, including critical self-reflection.

Lifelong learning has increasingly become viewed over time as a means of social and economic advancement – not only for the individual learner but increasingly as an economic panacea at a national and international level. It is the need to redress this prevailing perception and adoption of 'institutionalised learning' which is addressed in a variety of guises throughout the book.

Presented in 3 parts, each bringing together a collection of essays, the book allows the reader to delve into the spectrum of theoretical and conceptual ideologies and backgrounds which underpin lifelong learning. The first section covers *Perspectives on Adult and Lifelong Learning* and has essays by Knud Illeris, Jack Mezirow, Linden West, Mark Murphy and Ted Fleming, Richard Edwards and Robin Usher. The second section looks at *Institutions and Issues for Lifelong Learning*, addressed by Shirley Walters, John Bamber, Rose Evison, Keith Trigwell, Tina Goodwin and Susan Hallam, Peter Sutherland, Chrissie Boughey, Martha Cassazza. The third and final section covers *Informal and Community Contexts for Learning* and includes contributions by John Preston, Jim Crowther, Norman Longworth, Yvon Appleby and Mary Hamilton, Rod Purcell, Hitendra Pillay and Lynn Wilss and Gillian Boulton-Lewis, Fiona Dowie and Matthew Gibson.

It is the wide range of subjects covered and the collective knowledge within the presented work which gives this book its added value – it is an old cliché but in this instance the whole is greater than the mere sum of the parts. The collection addresses current issues of learning space, adult narrative, institutional change, learning identities, etc, in the process advocating change, not only to the learner but to learning itself. In doing so it invites the reader to enter into discussion on the social and emotive aspects of lifelong learning, not only institutional but within the wider context of the community.

In his foreword Peter Jarvis tells us that 'Lifelong Learning is an ambiguous concept', in itself an ambiguous point. I don't think this book has travelled very far in unravelling that ambiguity, and to be fair, I don't think that was ever envisaged as its purpose. In this book the editors have presented us with a variety of concepts within the expansive field of lifelong learning; the collective work creating within the reader a wider understanding of the academic sub-strata within the field.

The book works on two levels. On an introductory survey level – ideal for those new to lifelong learning – it gives the reader a grounding in the variances of lifelong learning practice and theory which in many instances leaves the reader with a craving for more information. In parallel with this it provides a contextual relationship with which to identify commonality of background. But more importantly, it also provides for the more experienced – those already working within the field of lifelong learning – a concise refresher course, strong enough to re-galvanise jaded enthusiasm.