

Fourteenth Edition

# Those Who Can, Teach



## Chapter Two

### What Is a School and What Is It For?

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#### What Is a School and What Is It For?

INTASC Standards 2, 4, and 9

##### LEARNING OBJECTIVES

- 2-1 Describe several different understandings of the concept "school."
- 2-2 Explain the important distinctions between "education" and "schooling."
- 2-3 Analyze the ideas of schools as distinctive cultures and the role of schools in socialization.
- 2-4 Compare the two different views of schools as transmitters or re-creators of culture.
- 2-5 Describe four basic purposes of school.
- 2-6 Identify at least two research findings about the nature of schools for each level: elementary, middle, and high schools.
- 2-7 Summarize what researchers claim is a "good school."
- 2-8 Describe the challenge of improving our schools.



##### Truth OR Fiction?

- T F Although our schools have many purposes, all agree that developing intellectual skills is the class primary purpose.
- T F Part of being a student in an elementary classroom is having to experience "denial of desire," which is frustrating, unnecessary, and detrimental.
- T F Research shows that academically effective schools are good at remaining independent of parental involvement.

# Education v. Schooling

**TABLE 2.1**      **Schooling versus Education**

<b>Schooling</b>	<b>Education</b>
Rigid, structured	Life experiences, human relationships
Facts, information to be absorbed	Personal, individual interests
Time is its engine (minimum minutes, days)	Changing often, constantly
Stops and starts, finite	Applies to new situations
Redundant, scheduled, topics	Novel, random, and unplanned
Social requirements	Fewer social requirements
Works with others, large groups	Works with smaller groups, interactions with people
May not need all that is learned	Always going on
Success is determined by outside factors	Success is determined by factors within self
Can exist without education	Can exist without schooling
Often passive	Often active
Classrooms, subjects, curriculum	The world everyday life

Source: Cory Callahan, assistant professor of education, University of Alabama.

# Society and Culture

## Culture

- Beliefs about what is right and wrong, good and bad
- Dominant ideas, stories and myths, artistic works
- Social habits and organizations
- Language and the ways people use it in relationship to one another

## Society

- Grouping of individuals bound together by a variety of connections
- Connections might be shared geographic space or similar racial features
- What really connects people is their shared culture

# School Culture

- Can be positive or negative
- A strong, positive school culture engages the hearts and minds of children, stretching them intellectually, physically, morally, and socially
- Children socialized to school culture
  - Compliance
  - Competition

# Schools: Transmitters or Re-creators of Culture?

## **Transmitters**

- School as acculturator
- Learn prevailing ways; conflict discouraged
- Can diminish diversity

## **Re-Creators**

- Social reconstructionists
  - Economic
  - Democratic
- Schools can be used as tools for oppression
- Train students as agents of change

# Four Basic Purposes of School

- **Intellectual Purposes** - “brainwork” and the development of reason
- **Political and Civic Purposes** - training responsible, informed citizens
- **Economic Purposes** - preparing future workers
- **Social Purposes** - “adapt the child to the social milieu”

# Teachers' Roles in Elementary Schools

- Gatekeeper
- Dispenser of Supplies
- Granter of Special Privileges
- Timekeeper

# Students' Experiences in Elementary Schools

- Waiting/Delayed Gratification
- Denial of Desire
- Interruptions
- Social Distraction



# Junior High and Middle Schools

Many grade configurations, related to

- Goals of school
- Curriculum offerings
- Instruction
- School, class size
- Class and staffing patterns
- Teacher licensing

# Seven Key Developmental Needs of Early Adolescents

1. Positive social interaction with adults & peers
2. Structure and clear limits
3. Physical activity
4. Creative expression
5. Competence and achievement
6. Meaningful participation in families, school, & communities
7. Opportunities for self-definition

# Life in High Schools

- Remarkably similar across the country
- Classroom instruction little changed since 1890s
- Schools expected to serve many purposes

# The “Shopping Mall” High School

- Emphasis on “consumer choice,” providing students a wide variety of classes
- Varying levels of seriousness among student “customers”
- Teachers offer “bargains” to keep the peace in class
- “Specialty shops” provide attention to some students, but average students may be ignored

# Characteristics of Effective Schools

- Teachers have high, “can do” expectations
- Teachers communicate and are good colleagues
- Teachers are task-oriented
- High academic engaged time
- Teachers effectively manage student behavior
- Principal provides instructional leadership
- Parents are involved
- Calm, safe, orderly, pleasant environment