

A Practical Guide to Teaching Citizenship in the Secondary School

Edited by
Liam Gearon

A Practical Guide to Teaching Citizenship in the Secondary School

This practical and accessible workbook is designed to support student teachers as they develop their basic teaching skills, and increase their broader knowledge and understanding for teaching citizenship. Newly qualified and beginning teachers should also find it useful.

A Practical Guide to Teaching Citizenship in the Secondary School provides a wealth of practical activities and materials, underpinned by relevant theory, which have been developed through the author's experience of working with student teachers. These activities provide opportunities to analyse learning and performance. The book has been designed to be written in directly, and so provide a useful record of progress. Case studies are also included, as are examples of existing good practice and a range of tried-and-tested strategies.

The book has been written to complement *Learning to Teach Citizenship in the Secondary School: A Companion to School Experience* (also published by Routledge), and can be used to reinforce some of the basic teaching skills covered in this textbook. However, the book can also be used equally successfully as a stand-alone text. It has been designed to be used by student teachers, on their own or with others, or by school- or university-based tutors with their student teachers, to develop and/or reinforce their understanding about some of the important aspects of learning to teach citizenship.

Liam Gearon is Professor of Education at Roehampton University, UK. He is the founder and former director of the Centre for Research in Human Rights in the School of Education Studies and Senior Fellow at the Crucible Centre, School of Business and Social Sciences, also at Roehampton University, UK.

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Series Editors' Introduction

This practical workbook is part of a series of textbooks for student teachers. It complements and extends the popular textbook entitled *Learning to Teach in the Secondary School: A Companion to School Experience*, as well as the subject-specific textbook *Learning to Teach Citizenship in the Secondary School*. We anticipate that you will want to use this book in conjunction with these other texts.

Teaching is rapidly becoming a more research- and evidence-informed profession. We have used research and professional evidence about what makes good practice to underpin the 'Learning to Teach in the Secondary School' series and these practical workbooks. Both the generic and the subject-specific books in the series provide theoretical, research and professional evidence-based advice and guidance to support you as you focus on developing aspects of your teaching or your pupils' learning as you progress through your initial teacher education course and beyond. Although the generic and subject-specific books include some case studies and tasks to help you consider the issues, the practical application of material is not their major focus. That is the role of this book.

This book aims to reinforce your understanding of aspects of your teaching, support you in aspects of your development as a teacher and your teaching and enable you to analyse your success as a teacher in maximising pupils' learning by focusing on practical applications. The practical activities in this book can be used in a number of ways. Some activities are designed to be undertaken by you individually, others as a joint task in pairs and yet others as group work working with, for example, other student teachers or a school- or university-based tutor. Your tutor may use the activities with a group of student teachers. The book has been designed so that you can write directly into it.

In England, new ways of working for teachers are being developed through an initiative remodelling the school workforce. This may mean that you have a range of colleagues to support in your classroom. They also provide an additional resource on which you can draw. In any case, you will, of course, need to draw on additional resources to support your development and the *Learning to Teach in the Secondary School, 4th edition* website (<http://www.routledge.com/textbooks/0415363926>) lists key websites for Scotland, Wales, Northern Ireland and England. For example, key websites relevant to teachers in England include the Teacher Training Resource Bank (www.ttrb.ac.uk). Others include: www.teachernet.gov.uk, which is part of the DfES schools web initiative; www.becta.org.uk, which has ICT resources; and www.qca.org.uk, which is the Qualifications and Curriculum Authority website.

We do hope that this practical workbook will be useful in supporting your development as a teacher.

**Susan Capel
Marilyn Leask
April 2006**

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Lee Jerome is Course Leader for the History with Citizenship PGCE at Anglia Ruskin University, where he also teaches about education policy and inclusion. His research interests include the use of debate in secondary schools, strategies for promoting active citizenship in schools and the relationship between citizenship education and people's ideas about democracy. Before taking up his current post Lee was Education Director at the Institute for Citizenship, where he managed a variety of projects with schools and produced a range of resources for teachers. He originally trained as a social studies teacher and taught history and sociology in London for six years.

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Chapter 1 **What is citizenship education?**

IAN DAVIES

INTRODUCTION

What is citizenship education? This could be one of the most difficult questions that teachers in their role as subject specialists will ever have to face (and certainly a lot more difficult than ‘What is maths education?’ or ‘What is history education?’, where – despite many controversies and uncertainties – there is much greater consensus about what needs to be taught and learned and long-established processes for encouraging learning). This chapter draws attention to some of the debates and issues that are raging (and have raged for a very long time) about citizenship and whether (and, if so, how) it can be taught and learned. A range of examples will be given of practical activities that could be used in schools and elsewhere and you will be invited to consider what you think is the essence of ‘real’ citizenship education. My view about the nature of citizenship and citizenship education will be declared in this chapter but, of course, this is not the only perspective that is possible. This one brief chapter is certainly not enough to do any more than begin to scratch the surface of this complex field.

OBJECTIVES

By the end of this chapter you should be able to:

- Understand the key ideas about citizenship.
- Understand the current meaning of citizenship education as part of the National Curriculum for England.
- Understand the issues in the relationship between citizenship and citizenship education
- Be able critically to review educational activities for their suitability for use in a citizenship education programme.

Despite all the controversy, the answer to the question ‘What is citizenship education?’ is, in one sense, easy. The National Curriculum for Citizenship in England was developed following the Crick Report (DfEE/QCA 1998). That report characterised citizenship education as consisting of social and moral responsibility, community involvement and political literacy. The report declared its principal aim in very ambitious terms:

We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh

evidence before speaking and acting; to build on and to extend radically to young people the best in existing traditions of community involvement and public service and to make them individually confident in finding new forms of involvement and action among themselves.

(DfEE/QCA 1998, pp. 7–8)

The National Curriculum Order for citizenship became compulsory for secondary schools in England in September 2002. The following indicates the three key aspects of the requirements:

Teaching should ensure that *knowledge and understanding* about becoming informed citizens are acquired and applied when developing *skills of enquiry and communication*, and *participation and responsible action*.

(DfEE/QCA 1999, p. 14; emphasis added)

The assessment of citizenship education is compulsory but the uncertainty surrounding the area has meant that for the one attainment target that has been established levels have not been declared as in other subjects. Instead brief end-of-key-stage descriptions are given for key stages 3 and 4.

There is support for the implementation of citizenship education. Citizenship teams have been established within the DfES (Department for Education and Skills) and QCA (Qualifications and Curriculum Authority). The Association for Citizenship Teaching (ACT) has been established, and schemes of work have been produced by the QCA. The Training and Development Agency for Schools (TDA) is funding a project (see www.citized.info) designed to strengthen action in teacher education for citizenship education. Almost all educational publishers active in the schools sector have rushed to produce materials for the new commercial market in citizenship education.

So, if we focus on the practical details of what is required by law to be taught, then a simple answer can be given to the question ‘What is citizenship education?’ But even in this fairly straightforward situation the context in real schools and with real teachers and learners is potentially problematic. It would be wrong to imagine that government policy documents will tell us what is really being implemented. Early evaluation and inspection reports point to a range of challenges being faced by schools (Kerr *et al.* 2003), including the delivery of citizenship education through Personal and Social Education (PSE) which Crick (2001) had explicitly warned against, and teacher uncertainty about the implementation process.

In light of controversy over the heart of citizenship education and uncertainty over how it can be practically implemented, I show below a number of activities that can be used to consider ways to identify citizenship and citizenship education.

Activity 1.1 What does citizenship mean?

Two quotations about citizenship are shown below. They show very different perspectives about citizenship. Before you read the quotations and do an activity related to them, please consider the very clear summary of citizenship that can be found in Heater (1999). In that book Heater discusses the two main traditions from which our current understandings about citizenship have been drawn: the liberal (rights based and often related to individuals who are wary of state power) and the civic republican (emphasising duties and recognising the need for the power of the state to ensure that there is some measure of equality). Heater argues (convincingly, in my view) that it is unnecessary to see these two traditions as being mutually exclusive: