



# **A critical overview of a sample of publications submitted for the award of a PhD by publication**

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Andrew Goodwyn  
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**Andy Goodwyn**

**Institute of Education, University of Reading**

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**Declaration: I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.**

**Professor Andy Goodwyn**

## **Chapter 1: Introduction**

### **1.1 Preliminary remarks**

In providing a justification for the award of PhD by Publication I shall adopt a principally chronological order, there will be a demonstration of incremental progression and development, but in such a retrospective account it is important to demonstrate connections of how 'time present' and 'time past' (Eliot, Burnt Norton, 2015) also interact not least because reflexivity makes the past a resource for the future. Equally, whereas the systems and structures of education in which I work, persistently suffer enforced change that demand both reactive investigation and critical challenge from independent researchers like myself, so certain interests and themes have been constant and continually developing for me over long periods of time. I can see much more clearly now how my intellectual development has actually been a progressive, even linear, one, strongly affected by career and personal episodes and systemic changes. Writing this reflective statement is a clarifying experience in itself. As so much of my work has been concerned with the formative identity of English teachers and as I have been an English teacher myself (probably always will be at heart) then this justification is necessarily and relevantly a self-examination of my own identity and its formation. Such reflexivity is also an essential part of all mixed methods research, especially when that research focuses on a field in which one is a participant and, later in one's career, arguably an emergent influence on that field? One might argue what would be the point of publication if not to influence the field?

I have selected fifteen publications from what has become a very large body of published work. These texts cover my entire career, divided into three chronological sections, and demonstrate the length and breadth of my interests and the development of my focus as a researcher and my methodological orientation. In order to work within the guide lines for this dissertation I have made considerable use of end notes to provide more details where appropriate, this is particularly the case for an extended discussion of Critical Realism.

I would certainly acknowledge that my attitude to research has been pragmatic, I have used mixed methods because they provide a good balance and work well in education, they are practically adequate. I have arrived at an orientation to Critical Realism after a long intellectual journey. I do not argue for total 'coherence' in all my work, this would be a post hoc rationalisation and retrospective ordering of what was experienced across a spectrum of investigative modes from the carefully planned and executed to the much more reactive and, at times, appropriately opportunistic. Education research in general, has to manage as best it can in its turbulent landscape;

two of my major research areas, firstly, the subject of English in schools and, secondly, teacher expertise, are both topics of exceptional political interference and volatility. However, I do argue very strongly for consistency, persistence and emergent coherence, reflecting on the whole of my development as a researcher from 1977 (completing my MA) to 2017, I can provide abundant evidence of that consistency. There is much coherence in my published work but it is, I hope, both more interesting and more dynamic than, say, dogmatic.

A PhD by publication is, by its nature, a personal claim to having produced some work of significance. It is also an objective claim in that the publications should provide robust evidence that the personal statement is true, that the publications not only exist but are based on research and particular insight, even some originality. As a believer in the continuous and unified self, I emphasise *the personal* in the personal claim more than some researchers, I argue it is a falsity to elide the self in some impersonal way as if the research was done by *a.n.other*, the use of the third person is a rhetorical device. My body of published work may be 'a poor thing, but it is mine own'. I have been able to enjoy many collaborations and I will be able to acknowledge these in places but the nature of a PhD by publication is to position its author as the defining voice.

My particular intellectual journey commenced when I did 'A' level English Literature, then took a traditional survey style English Literature degree and went straight on to complete a Masters in Victorian Literature. In educational 'parlance' I developed the subject knowledge first, the subject pedagogical knowledge came later and the understanding of educational research, even later. So, in this reflexive account I trace the inspiration for a significant amount of my published work to those formative literary experiences.

I took my first tentative steps into the world of educational research (somewhere in the 1980s) when post modernism was in its pomp. In the continuing spirit of reflexivity and understanding my own formative identity it is significant to record that my actual first piece of serious and academic 'research' was the dissertation (Goodwyn, 1977) undertaken as part of my MA in Victorian Literature (University of Leicester, 1977<sup>ii</sup>). It is worth a mention here because it explored the 'social problem' novel and its concern was with realism and how art can both engage with realism and, potentially, have some social impact.

To 'survive' financially during my MA year I needed funds, so straight after my BA I taught English at a summer school (all summer), then took on some teaching at an FE college throughout the MA year, leading to the decision to undertake a PGCE; during the latter year I had some deeply formative experiences with educational research and writing.

## 1.2 Phase 1 and Phase 2 of my professional career

I have now worked as a professional in the highly contested, frequently controversial, field of 'English in Education' for almost 40 years in broadly two phases. The first phase, (1978 to 1988) was as a practising classroom secondary teacher (Coventry) and then as Head of a large English department (Harrow), the second phase principally in teacher education (1988-2017) with about 20 years leading an English PGCE course and also a Masters in English Language and Education for almost the same period. I joined the National Association for the Teaching of English in my first year as a teacher, it is the most important professional body representing best practice in English teaching. **Phase One** was chiefly marked by numerous publications that were of direct use to serving teachers and took the form, generally, of resources, for example numerous collections of themed short stories (see complete list of publications) with accompanying teaching ideas intended to exemplify best practice, the notion of exemplary practice has been a constant focus for me. However, even in 1981, just three years into teaching, I was producing publications about the nature of English (Goodwyn, 1981), & about the possibilities of educational change through international comparisons having spent a year (1980-81) teaching in the USA (Goodwyn, 1982a, 1982b, 1983a). In 1982, after four years in the classroom, I undertook my first piece of actual research through conducting a survey of English teachers about their use (or abuse) of literary criticism in their 'A' level teaching which was published in a refereed journal (Goodwyn, 1983b), this publication is discussed in more depth below.

**Phase Two, (1988-2017)** which continues, has been marked by research based publications about the field of English in Education intended to help practitioners, researchers and other 'stakeholders' (even politicians) to understand the field, its history and what has shaped it, what is changing and developing, how its teachers inhabit and live in that peculiar environment. There is a consistent and specific focus on teacher identity.

My publications in this period include single authored books, edited books, chapters in many edited books and many articles peer reviewed and professional, examples are selected for this thesis and include one full book (*The Expert Teacher of English*, Goodwyn, 2010) as evidence of my writing **at thesis length**. I have also contributed to research in the field by organising and disseminating it through edited books, special issues of journals and organising conferences. It is relevant to add that I have supervised many PhDs to completion and examined many more in numerous distinguished universities nationally and internationally and was the leading instigator in the creation of a successful professional doctorate. These doctorates are not 'my' publications but they

are a form of evidence of the sustained development of original knowledge in the field of Education; if my own books are like my children, then these doctorates are like my nephews and nieces.

During **Phase I**, I was very active in the profession, particularly in the management of NATE, working in committees and working parties and later holding various official positions including Vice Chair and Chair of the association: NATE has been part of my national research and practice network.

**Phase 2** has been strongly characterised by becoming part of the international field as it exists principally in the major English speaking countries, that is, the UK, USA, Canada, New Zealand and Australia, with an additional dimension concerned with the concept of mother tongue teaching in any culture, I am a founding member of The International Association for the Improvement of Mother Tongue Education and helped create and edit its journal *L1: Studies in English Language and Literature*. I also became increasingly active in The International Federation for the Teaching of English (IFTE), a federation of, English teacher associations of the major English Speaking countries, I have been President of IFTE since 2011.

**Phase Two** has also been a period in which my research interests have broadened to include the importance of generic teacher expertise and 'models' of expert teaching as these become a global phenomenon. My book *Expert Teachers: an International Perspective*, (Routledge, 2016a) which draws on both my research into the Advanced Skills teacher and the expert English teacher, is the first book (to my knowledge) to review this global development. This focus on expertise is a continuation of work on teacher identity. Expertise may sound like an objectified capability but certainly in the domain of teaching, it is far more an 'attribute' and one that is at least as much about the social and professional recognition received from colleagues. Teachers are also very modest professionals and they dislike the term expert teacher and yet the majority are consistently motivated to teach as well as they can and to be recognised as very good teachers. The context of Phase 2 of my career might be characterised as the age of insistent standards and accountability. One, very positive strand of this trend was the introduction of school based (not school led) teacher education and the elevation of the role of the subject mentor, something I addressed directly in 1997 with, in my opinion, the only subject focused significant book on that topic *The Development of English Teachers* (Goodwyn, 1997a). Much less positive have been the creation of, essentially, a standardised National Curriculum with a legalised framework, the development of a highly negative inspection regime – The Office for Standards in Education – the development of fundamentally prescriptive regimes such as The National Literacy Strategy and the Framework for English and finally the introduction of standards for teaching. This context, so starkly a contrast to my formative years as a classroom teacher, have inevitably featured constantly in my research and publications.

### 1.3 Transition – from practice to theory

The year of my transition from being, or certainly trying to be, a *Highly Accomplished Teacher* (a term currently used in the USA under the auspices of The National Board for Professional Teaching Standards – the NBPTS promotes expert teaching) to becoming a ‘proper’ researcher, was 1988-89, a climacteric year for the subject of English. The Kingman report on *Knowledge about Language* (DES, 1988), was barely published when the government, in its over excited attempt to establish the first National Curriculum (NC), rushed out *The Cox Report*, the document that was to be the basis for the first defined NC subject, English 5-16 (DES,1989). The formal, state led, articulation of a definition of ‘English’ as a school subject, invigorated an existing key topic in my research that continues to this day, that is trying to understand what English is as a school subject, what is its history, its philosophy, both in formal documents and in the reality of the lives of students and teachers. I can see now that I began attempting to understand English as an MA and then a PGCE student, and even more so as a ‘practitioner’, but there can be no doubt that the state’s decision to dominate and define ‘my’ English in 1989 had a profound effect on my determination to research and understand the reality of being an English teacher, this work continues.

In trying to understand English as school subject and its context, my focus has been principally on **‘What is the lived identity of English teachers?’** Other contemporary researchers into this area have tended to opt for a particular aspect, for example, Grammar, (Debra Myhill), Poetry (Sue Dymoke) multimodality (Gunther Kress), I have consistently paid attention to what the whole subject means especially as it is experienced by teachers and their students. I would acknowledge here a debt to two important figures who considered all aspects of the subject, both actual mentors for me, Robert Protherough, who produced some of the most important texts in the 1980s and 1990s. I would single out two books that made a very significant impact on my thinking, *Students of English* (Protherough, 1989) and *The Making of English Teachers* (Protherough & Atkinson, 1991) because they are both research based engagements with the history of the subject and the formative identities of its teachers. I acknowledge, Tony Adams whose series of books defined the best new thinking in the field for over 20 years, I had the privilege of publishing two in the series (Goodwyn, 1992 and 1997a) and contributing to a third (Tweddle, S., Adams, A., Clarke, S. Scrimshaw, P. & Walton, S. 1997).

Even when certain of my projects, such as some relatively recent attention to e-readers, are deliberately narrow in scope, my focus has been on the thoughts and feelings and professional judgements of the teachers of English. In the UK, the only other significant scholar who has maintained a focus on the holistic subject of English, in my view, has been Richard Andrews. His

work has also been remarkably and very significantly wide ranging in educational research, marked by particular attention to writing, rhetoric and poetics --- always engaged with an alternative basis for the future direction of the subject. Another important contributor to the field in England has been Viv Ellis. Andrew Stables also contributed some interesting work with a more philosophical slant. There are many other contributors to the field, especially internationally and I acknowledge a debt to many of them.

However, even where I have argued for changes to the subject and, especially to broadening its scope (see details below), it is reasonable to say that my work has been distinctive in its attention to the whole subject. I argue below that although my interest in the use of technology in education and also expert teaching do engage with broader and more generic aspects of education, the intense focus on English teachers and teaching is always a consistent, central concern. Of the contemporary authors cited above and without any implied criticism of their work, I would argue that they have all relocated most of their research elsewhere, my own research has broadened but I continue to contribute to developing the field of English in Education, and this includes the fact that in May 2017 I created the first English in Education Special Interest Group of The British Educational Research Association.

To return briefly to my formative experience of English as a young teacher, that period, 1978-88, was a remarkably 'free' space, with plenty of teacher agency and autonomy and most accountability coming from the accepted responsibility of each teacher as a professional; of course, some of these 'memories' might be dismissed as romanticism and nostalgia but I would dispute that. For example, there was no Ofsted, instead we had Her Majesty's Inspectors, genuinely knowledgeable and highly respected critical friends who saw themselves as advisors not controllers. Some evidence for my assertion comes from the increasingly clear emergence of an additional question which is '**What is English?**' and another question that has become now a global question which is **Who controls English and with what purpose?** Again, my particular emphasis has been on how English teachers maintain their professional identities in the face of what they feel are deeply antipathetical policies and hostile accountability regimes, a particularly good example is my work during the period of the National Literacy Strategy and Framework for English (1997-2011).

It is clear that the state wishes to define which literature to include, and which to exclude, in its frequent revisions and 'reforms' to The NCE, (Goodwyn, 2010, 2017a). A dominating theme in my work and my research is a belief in the importance of literature as at the heart of English teaching and certainly part of the formative identity of English teachers, including, as I have argued, my own. My first piece of educational research was an investigation into the use of literary criticism in English

teaching (Goodwyn, 1983b). Literature teaching played a huge role in the original formation and now continual reformation of the school subject and I have a very powerful and personal connection with this history. In a reflexive statement, such as this one, it is fundamental to acknowledge that such a belief is not solely a professional one but partly personal, I encountered literature long before I became a teacher. The separation of the terms 'personal' and 'professional', when considering identity, are useful analytical categories but I incline more to the view that they are emphases of the self, not divisions (Giddens, 1991). In English teaching, literature for teachers is certainly both personal and professional as much of my research illustrates (for example, Goodwyn, 2003, which examines teachers' reading histories and Goodwyn, 2013, 2014, which investigates their views of reading literature via technology).

## **Chapter 2: Research paradigms and methodology**

### **2.1 Educational research**

Educational Research is a complex business, one standard work *Research Methods in Education* (Cohen, Mannion and Morrison, I am using the 7<sup>th</sup> edition, 2011) now runs to 758 densely printed pages. Of course, all research is complex to a point, but there is a simplicity, even purity, in the fundamental aim to engage with reality, in the search for useful knowledge that may help and improve how humans can enjoy their lives. So, from the rightly considered, 'standard work' I would select one quotation from their chapter on Critical theory, which certainly captures what has been, and continues to be, my purpose when undertaking educational research:

*Critical theory* is explicitly prescriptive and normative, entailing a view of what behaviour in a social democracy should entail. ----. Its intention is not merely to give an account of society and behaviour but to realize a society that is based on equality and democracy for all its members. Its purpose is not merely to understand situations and phenomena but to change them. In particular, it seeks to emancipate the disempowered, to redress inequality and to promote individual freedom within a democratic society (ibid, p.31)

If I were to replace the words 'critical theory' with the word 'Education', I think this would neatly capture both my definition of the purpose of education and what I genuinely believed was my personal purpose as a teacher in school; I never believed that either could only be about the transmission of 'knowledge'. Finally, if you substituted 'The purpose of English teaching' for 'critical theory' in the above definition, then it would capture at least some of its emancipatory principles; it would not be sufficient to capture the actual complexities (and some contradictions) inherent in English teaching --- but it would be a good starting point. This definition of critical theory also fits

very closely to my gradual alignment with Critical Realism (see end notes for details). I should also declare that I do not see the terms 'objectivity' and 'subjectivity', as they are used in research, as incompatible opposites. To me, in the Social Sciences at least, they are better conceptualised as a spectrum, with research aspiring to be closer to one end than the other, depending on its methods and purpose. They are equally existential dimensions of the human condition; we earnestly desire and, at times, strive for the certainties that objectivity promises, so 'findings' are, actually 'found', they were not produced by the act of looking for them, they are actually 'real'. Simultaneously we are rightly self-aware that our subjectivity influences everything and that other humans are equally epistemologically constrained --- so my ideal of emancipation maybe someone else's idea of entrapment.

A different, more political than philosophical, point is that educational research is much maligned and has something of an identity problem in the 'Academy'. Yet 'we', the educational research community, despite our methodological, and other, disagreements, argue passionately for its fundamental importance to the understanding and practice of all educators and, most particularly, to the teachers of students, young and old. We want to improve practice, we want to enhance learning. Yet we are not loved by politicians and policy makers, whose rhetoric is equally impassioned about the importance of teachers and the development of students and their learning, we are often the poor relation, certainly an irritation.

My experience of teaching has been emotional, complicated, often disappointing, but always engaging and always underpinned by a belief that the act of teaching is a 'real thing', a place where a difference can be made, this is as true in my university classroom as it was in a comprehensive school 40 years ago. My attempts to be a useful educational researcher mean that I have, on occasion advised the DfE or the NLS, tried hard to be meticulous and to have 'impact' but felt at times that educational researchers often speak mostly to each other in a language remote from practice and practitioners. That is certainly why I would describe my published output as 'balanced', that is, in my definition, a mixture of texts including books and professional articles as well as academic articles, in the belief that at least some of my work would reach a practitioner audience.

I have certainly never felt remote from practice itself and especially not from the practice of English teaching. My whole professional life has been dedicated to the improvement of the teaching of English, more specifically secondary English teaching and, even more specifically to its teachers and their vital work. Fundamentally a large part of me, both professional and personal, has remained a teacher of English, not surprising given that much of my research has been about identity. I chose to move outside the 'immediate classroom' of practice and into the indirect arena of – perhaps – larger

influence? That question of influence, and it is a good question, is central to my argument for this recognition by publication. Becoming a competent educational researcher in any meaningful way, despite some previous work (see above), did not happen the moment I entered higher education, that took many years and, indeed continues as a lifelong project. Equally, coming to terms with educational theory and finding one paradigmatic home has taken a long wrestle with numerous theoretical positions. The strongest influences on me initially were mostly political with the figure of Marx most significant and traceable to my Masters studies. Marxism has had a profound effect on much educational thinking, my understanding at that time, the late 80s, was chiefly about notions of class struggle and the control of labour and imbued with a notion of schooling as a potential to liberate students from false consciousness with English offering a space in which to attempt to make students socially critical.

However, when I did join a university in 1988, I would say that postmodernism was the most talked about paradigm. To a novice like me it seemed de rigour to drop the names (Foucault, Derrida, Bourdieu etc.) but also it was superficially very attractive to a 'literary person', as it was not only all about words, but in its extreme forms, it insisted that words and texts are all we have, indeed they are our reality.

And, certainly, one thing that postmodernism very powerfully achieved was to help us recognise the opaque yet manipulating nature of words and the 'prison house of language'. Language speaks 'us' as much as we speak it? Certainly, the relationship between language, power and discourse interpellates the author, Andy Goodwyn, into this PhD place where his voice is profoundly affected by the circumstances and demands of producing this text that must fit with external criteria in order to be 'acceptable'. But, in my opinion, his voice is mostly his own, sometimes distinctly, and reflects his/my agency; and 'voice' is principally what we have, whether teaching or, more remotely, writing. It is to some extent reflexivity (as with my writing this text) that allows we humans to interpret our own thoughts and actions and so feel some agency, even in what Critical Realists consider, and following Marx to an extent, a highly stratified society. If I have made any 'difference', managed any 'originality', it has been through some agency, using that 'voice' in the classroom, the conference hall and the written text, and in this argument the written text is the basis for the argument, of course, made almost entirely of words. These are the words available to all of us, but their selection and arrangement is uniquely mine. In the world of plagiarism and Turnitin, this is unmistakably (mostly) 'me'.

Postmodernism (PM) challenged us to think about many things and my view remains, as mentioned above, that one of its principal achievements was to make us recognise the positionality of language

and the potential tyranny of texts of all kinds. Along with its very serious side, PM also enjoyed a playfulness with language in order to draw our attention to what it was doing. In English in Education, this was neatly typified by the work of a key Australian theorist, Bill Green, an admirer of Derrida, --- and a stimulating influence on my thinking. However, I would argue that PM had no traceable influence on English teachers although it was evidently an influence in some theoretical books about English teaching in the 1990s such as Griffith (1992) *English at the core: Dialogue and Power in English Teaching* and Peim, *Critical Theory and the English Teacher*, Peim, (1993). PM probably had one place where it reached practice indirectly via Critical Literacy, chiefly manifested in Australia writings on English. Critical Literacy was (and still is) a very real influence on English teaching and teachers in Australia although it has not been viewed as a 'model' of English as such. I have used a version of its definition in some recent research (Goodwyn, 2016a) and so it is included in **Appendix 2**, which also provides the Cox model definitions.

It might also be argued that its more playful side had some influence on the way the affordances of technology were discussed in relation to students of English, see for example *English for Tomorrow* (Tweddle et al, 1997) to which I was a contributing 'voice'. This was a strong interest of mine in the 1990s and produced several pieces of research and numerous publications and one, significant book that followed was *English in the Digital Age* (Goodwyn, 2000), some publications are discussed in more detail below. However actual practice in England was not, in my view, directly influenced by Critical Literacy and the uses of technology in the English classroom, have remained, I would argue, much more about traditional approaches to text, I have yet to see students producing 'hyper texts' and five years (1999-2004) visiting English Departments as part of the evaluation of the 'New Opportunities Fund' impact on teacher's practice fully endorsed that view. It was during this time (the 1990s) that I began to search for methodologies and methods that might help me understand English teachers and their teaching and this is when my consistent belief in the value of mixed methods took shape, see below.

Post Modernism, was inherently, I would argue, an intellectual cul de sac. At its more extreme it reduced everything to mere textuality and endless self-referencing through words about words about words, there could be no relationship to 'reality' as extreme subjectivity left us bereft of any real places to live in. Fundamentally, for all its radical rhetoric, it offered little hope of emancipation.

## **2.2 Critical Realism and 'practical adequacy'**

Critical Realism tends to favour qualitative approaches in the Social Sciences, recognises the importance of Quantitative approaches whilst it maintains some suspicion of statistical positivism

but above all it adheres to 'practical adequacy' (there is a good overview in Archer, M., Bhaskar, R., Collier, A., Lawson, T. & Norrie, A., 1998). My own approach to research has always been one of practical adequacy, long before I knew that phrase, and so has been 'mixed', I have used many surveys as a quantitative means to capture teacher (and student) opinions and concerns (for example, Goodwyn, 2013 concerning e-readers, 2012, literature teaching, 2004a, The Framework for English policy), I have used qualitative methods, principally interviews, to probe in depth how teachers think and feel about their subject and their professional identities (for example, Goodwyn 2013a, 2013b 2010, 2003a, 2004a, 2004b, 2005). Inevitably much of such work has been concerned also with documentary analysis, from the Reading Autobiographies of PGCE students (Goodwyn, 2003a) to the innumerable official pronouncements about English from statutory bodies (Goodwyn, 2010, 2011, 2017). My work has investigated many aspects of English, mostly as a school subject, but with an underlying question which seeks to understand the enactment of English in the classroom. It is a site where the teacher's autonomy and agency (especially in a contested subject like English) is frequently in tension with policy and external measures of accountability (for example, Goodwyn, 2010, 2011). What has emerged over the years as the paradigm for this approach is best characterised as a Critical Realism with particular focus on theories of identity within that paradigm. One of Critical Realism's chief concerns is the nature of the self, and the constitution of the self as both part of external reality and as the individual human with only indirect access to that world<sup>iii</sup>.

In summary, I have developed through the practical adequacy of mixed methods<sup>iv</sup> an affiliation with a Critical Realist paradigm that positions all research as possibly flawed but potentially emancipatory, there can be real findings and they can really matter; that is why we publish them.

### **Chapter 3. An overview of publications – 1978-85**

#### **3.1 Introduction**

My publishing 'career', if one begins with my MA dissertation<sup>v</sup>, spans 40 years. It has been extensive, quantitatively there are a great many outputs, not least because they have been produced for a multiplicity of purposes and audiences. I believe this is a strength, for some this may seem more proliferation than concentration. I have always tried to address the practical world of teachers and, for 30 of those years, also the academic community, it is the latter focus which dominates this PhD document by publication. However, it is also a PhD about publications and I am firmly of the belief that an educational researcher can, and should, always think about the world of the practitioner. I shall now present, principally in chronological order, a sample of publications that illustrate a number of facets of my work and notably:-

The professional identity of English teachers, including the increasing role of 'standards' and accountability

The history, formation and reformation of the subject of English (nationally and internationally), principally, but not exclusively, at secondary school level and latterly its relationship to 'Literacy'

The particular role of 'new technologies' affecting English teachers and their subject, especially media technologies

The particular place of literature, especially in the formative identity of English teachers

The nature of expert teaching, with particular emphasis on English teaching

The emergence of a new paradigm interpreting the emergence of culture from a late modernist Darwinian perspective and especially its implications for the teaching of literature.

The presentation of the fifteen publications is divided into three sections. The first covers 1978-1995 and three, early publications are included principally to show that the overall body of work has consistency and some originality. The second section covers, 1996-2007 and offers evidence of engagement with the field and the key research questions and also of much reactive response to the highly charged political interventions of that period. The final section 2008-ongoing, provides evidence of both continuity and new developments, especially the complementary focus on expertise and overall, with more emphasis on research methods and international influence.

### **3.2 Starting with English (1978-1995)**

In 1983, after 5 years as a teacher, I undertook my first piece of actual research (**Publication, 1**) through conducting a small scale, local survey of English teachers about their use (or abuse) of literary criticism in their 'A' level teaching which was published in a refereed journal (Goodwyn, 1983a). This was an ambitious and, in a modest way, original piece of work, as it involved including the local University, local FE colleges and all the secondary schools in my urban LEA and differentiating the surveys to suit these different institutional audiences. I remarked in the article at the time:

After some preliminary investigation I discovered that expectations about the role of criticism at 'A' level vary not only between secondary and tertiary levels but between institutions within each level, between teachers of the same groups and so on. As this

might have proved to be a kind of fruitful diversity rather than mere confusion I determined to make a more systematic study (Goodwyn, 1983, p.55)

I think these two sentences capture rather well why, and how, I moved into educational research, through identifying that something in the field needed attention, investigation and systematic analysis in order to offer possibilities for improved practice.

This article was a simple survey in the days of hard copies and postal methods, it was analysed without any software aids. Its value is as evidence of my enduring focus (almost 35 years) on the identity of English teachers and their practical concerns and of the importance of literature to them as people and professionals and to the quality of the teaching of English.

### **3.3. Models of English**

Arguably the most significant moment in the history of English teaching in England in the Twentieth century was the inception of the first National Curriculum for English, circa 1989 – I say ‘circa’ because there was a period of about 5 years before which can be seen as the pre NCE period and the first revisions were in 1992, 1989 was the year of the NCE’s formal publication and, in Critical Realist terms, emergent power and impact. There were two highly significant HMI documents whose title and content clearly prefigure the NCE (DES 1984, 1986). One of the recommendations led to a national inquiry and The Kingman Report, published in 1988, and leading to the Language in the National Curriculum Project.

I felt strongly in 1989 both that the 5 models<sup>vi</sup> were all important, but not equally important, to English teachers and that the ideology of this first NCE was broadly in line with good practice in teaching English. An investigation to check this conviction was born out through a survey of serving teachers in 1990. This was a small scale, unfunded survey, using local schools connected to my university and in no sense could claim to be nationally representative, although subsequent work has certainly suggested that its findings were of national importance. This survey’s principle aim was to find out whether English teachers recognised the models, if so, which of them aligned with their professional identities and to what extent did they welcome the NCE as an articulation of a ‘version’ of English. This 1992 article (**Publication 2**) was a simple instrument but by focusing on the models it was an original contribution to our knowledge of what English teachers actually believe in and the nature of a survey is to provide sufficient data to offer some generalisations.

My results demonstrated that the first NCE was broadly welcomed, that Personal Growth, (PG) was the key model, that Cross Curricular was seen as a necessary model but for other subject teachers; the other three models were ‘equal second’. What might be seen as most striking about this latter

finding was that Cultural Analysis was already as important as Cultural Heritage and Adult Needs. This innovative research was the beginning of numerous projects, spanning 25 years, investigating the relationship between new NCE versions and the ideology of English teachers, this work has been extensively published, to summarise some broad movements, revealed by that research:-

- The NCE, with each revision, becomes increasingly unaligned to the ideology of English teachers – the most distant point is 2013;
- PG has retained its pre-eminence;
- Cultural Heritage decreases in importance, increasingly reverting, in its official prescription, to that 'given' and elite form that Dixon rejected in 1966
- However, teaching literature remains central to English teachers, this is a mixture of canonical and contemporary texts
- Textual choice remains concerned with reflecting a diverse society with a number of heritages and including 'popular' 20<sup>th</sup> century texts from the English speaking world such as the USA and Australia
- Cultural Analysis has become the second most important model for English teachers and the gradual inclusion of media education in the NCE, between 1989 to 2012, was generally welcomed. The fact that media texts and the moving image have been removed from the current NCE is further evidence of how official prescriptions have deviated from the beliefs and identities of English teachers

Over subsequent years, my research focus on the models has been maintained at a national level but increasingly internationally. Initially, just after completing the 1990 survey, I developed a collaboration with colleagues in New Mexico and Arizona and we undertook a survey of US High School English teachers, semi-published in a paper in 1993 (Goodwyn, Fox and Zancanella), my most recent work of this kind was a survey undertaken at the IFTE conference of 2015, published in 2016 and 2017.

### **3.4. English and ability**

An early, and significant, piece of funded research illustrates a number of points about my emerging methodological understanding and my searching for a theoretical paradigm that led me, eventually, to Critical Realism and also to contemporary interpretations of Darwin, broadly in relation to Art and culture and specifically, for me, in relation to literature. It is worth devoting some space to this early

research, not because the research was very well done, but because it does clearly demonstrate the consistency in the approach of using mixed methods and also the continuity in the research questions from 1983 (the literary criticism survey) to now.

I have always been interested in the concept of ability in English, and the emergence of the assessment elements of the National Curriculum for English and the initial use of 'levels' (DES, 1989) raised questions about the formulation of descriptors of student achievement but also whether English teachers themselves actually agreed with them. So the research question selected was 'What does it mean to be *good at English*?' I was then (and still am) a strong advocate of mixed ability teaching in English but also very aware that 'ability' was a contested topic and I wanted to understand – much as I had done with the literary criticism survey in 1983 - what English teachers and students actually believed about 'ability in English' and also what they enacted in their teaching. Looking back, I see this project as investigating the individual epistemologies of the teachers and also what shared (or not) 'reality' existed in the classroom as perceived by the teachers and their students. I was also bringing in the notions of models of English, then recently researched in 1990-91 using a survey approach (Goodwyn, 1992) – especially the model of Personal Growth – to test whether PG was the dominant model for English teachers, especially because it was so predicated on the individual student's development, therefore providing a foundation for mixed ability teaching as it asserts that 'growth' is not related to elite knowledge acquired in 'top sets' but through reflecting on experience both personal and social (in literature for example). I had some funding from Grand Metropolitan PLC who were working with my University at that time, approximately 1992-5 and so I employed some of my PGCE students as researchers for a few weeks at the end of their course.

To address this question, 'What does it mean to be good at English?' I selected a mixed methods approach. I felt I needed different types of school for example a 'normal' comprehensive and an elite grammar school, in case being 'good' was different in such very different institutional contexts, a range (age, experience, gender) of teachers and the views of pupils expressed in talk and through simple surveys that could be completed easily in class time. The data set (see Goodwyn, 1995, pp. 14-27), came from three schools (mixed suburban comprehensive, 11-18, girls' urban grammar school, 11-18 and a semi-rural comprehensive, 11-18), there should have been a boys' grammar to make a perfect balance --- but that school dropped out. There were 18 teacher interviews, all recorded, many pupil interviews in different configurations such as one to one, one researcher and two pupils, focus groups with one researcher prompting and one taking notes, some groups tape recorded, some just captured through field notes. A survey was undertaken of 700 pupils across

years 7 to 11, the questionnaire had been trialled and approved by some of the teachers in the study. Wherever possible departmental documents were read and analysed. This project produced a mountain of data, enough for several PhDs but also this data was – I see now – produced in the most messy and compromised way by multiple ‘researchers’ with no real training and led by a researcher much stronger on aspiration than rigour; much of that data was, frankly, wasted. There were, nevertheless, some very interesting findings published in *English and Ability* (Goodwyn. Ed. 1995), one of my two chapters in that book reporting on the research (**Publication 3**) and some other excellent chapters were provided by some leading academics in the field. I have selected a few of my interpretive comments based on the data:

As Personal Growth colours everything they (English teachers) do, so it becomes essential to view ability in the subject as a complex, dynamic element, more of a process than simple observable product. (p.5)

Ability in English is about the development of the individual in a social and cultural context and cannot be reduced to less than this complex interaction (p.8)

Course work --- demystified examining for teachers and pupils --- and created a wealth of expertise in every school --- this practise in refining subject judgment had a beneficial effect on good practice in the classroom (p.9)

--- ability in English is not so much a problematic concept as a *valuably complicated concept* -- English teachers are happy with a holistic and broad approach to assessment --- to reward their individual pupils’ achievements (p.9)

These confident statements very firmly keep a focus on English as a subject, address best practice and expertise and refer to English teachers in terms of their beliefs and ideology ‘Personal Growth colours everything they do’. In retrospect, I rather doubt the evidence was quite so substantial and supportive of this interpretation, but it was part of a long search for such evidence that might lead to a true understanding of English teachers and their theories of practice. At that stage I think my adoption of mixed methods was mostly at the level of intuition, it ‘felt right’ to try and gain a sense of what ‘ability in English’ meant to the participants in its co-construction in the actual classroom and in that moment in the emerging history of the subject by trying to formulate a comprehensive picture using multiple perspectives and both quantitative and qualitative data.

Since that time, in my endeavour to understand the complex English classroom, I have very often used surveys to get a sense of ‘what is going on’, for example when major policy changes have been introduced such as the first National Curriculum (See Goodwyn 1992) or the imposition of the

Framework for English (see Goodwyn, 2004c, 2004d). These quantitative investigations provide some basic data to gauge teacher attitudes and concerns and this approach can then lead on to qualitative enquiry using classroom observations (see Goodwyn, 2010) and interviews whether face to face, or by telephone. Over the years, I believe I have developed a profound understanding of English teachers, their identities and their expertise, my Book *The Expert Teacher of English* (Goodwyn, 2010) is a good summary of this long standing ambition to understand the enactment of English.

## **Chapter 4: An overview of publications 1995-2007 – Literacy and English, technology and teacher expertise**

### **4.1. Context**

Four national developments stand out in the period 1995-2007. One was a national strategy to improve the use of technology in schools led by The British Education, Communication and Technology Agency (BECTA) for whom I was a consultant and researcher for many years (this Agency was developed from The National Council for Technology and Education (NCET). A second was the creation of The National Literacy Strategy, (NSL) which began in 1995 with the Pilot in 1996 and so dominates the entire period. The third was the key innovation in the inception of The Advanced Skills Teacher (AST) and, related to the latter, and fourth, the introduction of standards for teachers. Contextually this was also the period of relative stability in teacher education and, in retrospect, the relatively benign influence of The Teacher Training Agency for schools, whose funding supported several research projects and the promising establishment of the General Teaching Council.

Whilst much of my focus was on national development, a great deal happened for me internationally during this period and I would single out first my involvement in founding the International Association for the Improvement of Mother Tongue Education in 1995, helping to create and develop its journal, *L1-Educational Studies in Language and Literature*, I was a founding member of the editorial board, serving for 10 years. From that journal, I select one article about the professional identity of English teachers, *Second Tier professionals: English teachers in England* (Goodwyn, 2001, **Publication 4**) and a second one, focused on the importance of literature to the identity of English teachers, *Literature, literacy and the discourses of English teaching: a case study* (Goodwyn and Findlay<sup>vii</sup>, 2003, **Publication 5**)

My chief period of research focusing on the AST is documented in Section 3 but I open this section by drawing a thread back to Section 1 to connect to later work as part of establishing the consistencies in my research and publication.

I began as a practitioner and initially a very self-conscious novice, moving personally at least some of the way towards expert teaching. Reflecting, for example, through the lens of the five stages of the Dreyfus model, I certainly progressed from novice to competent and was approaching expert when I moved into teacher education. As I outlined earlier, I was thoroughly concerned to identify and promote best practice from my early career to my years as a PGCE and MA tutor and developing researcher. This focus began almost exclusively within the domain of English teaching, broadening out as the concept of 'expert teaching', not just teacher expertise, began to emerge as a global phenomenon in the 1980s. My first actual piece of research examining an example of a model of expert teaching, never used in a publication, sums up a number of themes very well. Through attendance at NCTE conferences in the early 1990s, I became aware of the US initiative in creating the National Board for Professional Teaching Standards, (NBPTS) in 1987, the history of which I have written about in *Expert Teachers: an international perspective*. This initiative was a robustly evidence based means to identify the best teachers and give them a special status recognition; each 'candidate' had to undertake a complete year (minimum of a year) process of gathering evidence against a set of standards produced by expert panels working for the NBPTS. One unique feature of this model was that its carefully elaborated descriptors of best practice, were not generic but subject and age range specific, for example High School Language Arts teaching.

#### **4.2 Highly Accomplished Teaching and The ACE Project**

I discovered, through conversations with US colleagues, that one the first cohorts of Highly Accomplished Teachers (HATs) were in New Mexico and they were all English Language Arts Teachers aiming for the High School level certification. As they were being supported by the University of New Mexico, where I had a close colleague and one with whom I had done research on the models of English project, comparing US and UK teachers (Goodwyn, Fox and Zancanella, 2003). I therefore sought the opportunity to combine speaking at an NCTE conference with a visit to New Mexico in order to interview each of the 11 teachers just after they had finished their year on the NBPTS programme and received their results. Given the nature of the busy lives of teachers and my visit being for 5 days, I only interviewed 6 but my US colleague managed 4 more. All the interviews were taped but never transcribed, notes were made of each interview. Of the cohort interviewed (10 out of 11), 5 had passed and 5 failed but all described the process as thoroughly valuable and that it had improved their teaching of English. They all thought that the Standards created to

describe outstanding English teaching were excellent and accurate, they felt that creating the required portfolio, including a video of selected episodes of their teaching with explanatory commentary, was truly developmental but they did question some of the procedures used for assessment, especially the 'test centre' at which they sat two days of written tests ( for details see my *Expert Teachers; an international perspective*, (Chapter 7, Goodwyn, 2016) The 5 failures had all determined to try again in a year or so, but whether they did is unknown.

This visit to New Mexico was a very formative experience for me, not least as a researcher as it raised so many fundamental questions, both subject specific and generic about the nature and evaluation of teacher expertise, the significance of standards and expertise in general. In England at this time there was no such scheme and no evidence of any plans to introduce one and one practical outcome of this research was my development of the Advanced Certificate of English (ACE), a modestly funded project that brought together a local group of outstanding English teachers to design a University led version of the NBPTS model and develop English specific criteria and the award of a certificate, this project was written up in *Developing English Teachers*, Chapter 6 (**Publication 6**) ; it is reasonable to say it was ahead of its time. The book itself was original – being at that time the only full length text about mentorship that was a subject specialist book and argued for the vital importance of such subject pedagogical knowledge – not just generic mentorship skills. It is also suffused with the kind of action research that was so much a part of school based teacher education and the development of mentors with dozens of quotations derived from recordings of student teachers and mentors reflecting on English and developing English teachers. This material was collected in the ordinary course of mentor meetings, as mini-surveys, recorded discussions, field notes taken in schools and so on.

Not long after that period, I became aware of the Advanced Skills Teacher (AST) model in Australia through the work of Lawrence Ingvarson and soon after that came the sudden launch of the Advanced Skills Teacher in England and Wales in 1997. I organised the first ever national conference of ASTs, held at The University of Reading, in 1998. This interest led to two particularly significant research projects and some related ones; project one focused on ASTs and project 2 on what we identified as 'digi-teachers'.

### **4.3 Technology and Media Literacy**

Throughout this period (1996-2007) I undertook much research investigating how English teachers and student teachers were engaging with technology in the classroom and would select as examples two projects funded by the National Council for Educational technology (NCET) :- (1) 'An

investigation into identifying good practice in the use of Information Technology in Initial Teacher Training courses for English and Language, (1990 - 1991 - funded by NCET) NCET, and (2) Student Teachers of English and Information Technology, a collaborative project with The University of Cambridge and The University of Leeds, 1994 – 1996 funded by NCET). These projects led to publications such as, 'The Future of Literacy' (Goodwyn, A., Adams, A. and Clarke, S., 1997, in *The Journal of Information Technology in Teacher Education*, and *The Great God of the Future: Views of Current and Future English Teachers on the place of IT in English* (published in *English in Education*, Goodwyn, A., Adams, A. and Clarke, S., 1997 – **Publication 7**). This was a mixed methods investigation with myself as Principal investigator and close collaboration with two other major universities. It illustrates particularly well the inter-relationship between emerging technologies and the identity of English teachers and student teachers.

I contributed much to the multi-authored *English for Tomorrow*, (Tweddle et al, 1997) which was unquestionably the key national text at that time. NCET was replaced by The British Education and Communication Technology Agency (BECTa) and I undertook further funded projects for example Literacy and ICT (1999 – 2000) and Subject Literacies and ICT (2002-3). Drawing on this research I edited *English in the Digital Age* (Goodwyn, 2000), contributing two innovative and original chapters *Texting; reading and writing in the intertext* and *"A bringer of new things": an English Teacher in the computer age*. I was, from 1996-1998, DfEE 'IT in English Project', National Evaluator and 1999-2004, for Ofsted: Additional Inspector for a project assessing the impact of new technologies on English teaching.

During that time, the terms 'digital literacy' and 'media literacy' were very much part of the same paradigm shift in society and education but they were actually separate fields with quite distinct sets of researchers and authors, I was unusual in contributing to both. In 1998, I edited *Literary and Media Texts in Secondary English* (Goodwyn, 1998) including my major chapters, *Broadening the Literacy Horizon* and *Adapting to the Textual landscape: Bringing Print and Visual Texts Together in the Classroom*. This latter chapter focusing on textual adaptation was something of a forerunner for my later interest in Darwinian conceptualisations of literary evolution. Much of my publication in the media literacy field was more international for example a chapter, *Literature: The writing on the wall is now on the screen* in a European collection *Fiction, Literature and Media: Studies in Language and Literature, International Perspectives on Mother Tongue Education*, a research paper, *Media Education and Mother Tongue teaching: conflict or convergence*, published as part *The Frankfurt Papers, MEC Collected research papers* and in 2001, *Cultural Rights in the Convergence*, a chapter in

*P(ICT) URES of English: Teachers, learners and technology*, an Australian publication, and a refereed article, *Media Studies and the establishment*, in *The International Journal of Media Education*, 2001.

As part of my increasing recognition in relation to English teaching in the digital age I was asked to guest edit a special issue of *English in Education* entitled *English Teaching and multimodality*' (Goodwyn, 2005)

#### **4.4 English and Literacy**

The development of the NLS, essentially a policy aimed at changing practice in primary schools has been described as the single largest intervention in the history of schooling in England, based, of course, on almost no evidence --- the justifications and evidence were all constructed later. The NLS was followed by the Framework for English in 2000 (FWE), intended to be the follow up intervention for secondary schools. These developments led to an intensive period of research and writing both for national and international audiences. Researchers like myself had been engaging with the concept of literacy in relation to new technologies and feeling comfortable with certain uses such in the late 1990s of terms like 'digital literacy', media literacy and film literacy, they had real purchase and substantive credibility whereas terms like 'computer literacy', I had argued against as an 'oversimplification' likening it to 'bicycle literacy' (Goodwyn, 2000). My interest in technological affordance continued throughout this period as is evident in the texts cited in the previous section.

However, the NLS had almost nothing to do with what we were calling 'multi-literacies' and was indeed an almost nineteenth century conceptualisation within which the Literacy Hour became the obsessive core (Goodwyn and Fuller<sup>viii</sup>, 2011).

Two things were important. The NLS was an enforced, prescriptive model of both content and pedagogy (see Barber et al) and highly experienced and accomplished primary teachers had to change their practice – see below. At the same time, not just because of the obsession with a literacy hour every single school day but also, paradigmatically, **Literacy** began to assume a status like a subject in its own right; interestingly the UKRA changed its name to UKLA in 1997. There is no space here<sup>ix</sup> to develop this point (see Goodwyn and Fuller, 2011) but it is very striking that the core subject of Maths, which had the National Numeracy Strategy had nothing like the status, impact or importance of the NLS, remarkable given the concerns over Maths throughout compulsory schooling. In other words, the political spotlight was shining on English enhanced by the individual torches of Ofsted Inspectors.

For my purposes, it is important to state that the NLS became a huge superstructure, a juggernaut of an intervention with armies of consultants and shelf groaning loads of materials sent to every

school. I would argue that there were two outcomes of high significance. Literacy became like subject and it deeply threatened the professional identity of English teachers. My research showed that this process partly began when English teachers, anticipating the arrival of students in secondary school who would have had hundreds of literacy hours, began visiting their feeder primary schools to see the Literacy Hour being taught. They were deeply impressed by what they saw and also genuinely horrified at the nature of what children were learning.

I undertook a longitudinal study of the NLS and then the FWE from 1998-2008, 'Literacy in the secondary school' which involved mixed methods in a range of contexts. Based on the findings, I published an important book at this point 2002, entitled *Improving Literacy at KS2 and KS3* and showcasing a number of my university colleagues. My chapters were *Introduction: reviewing transition and literacy* (Goodwyn, 2002a), *Literacy in transition* (Goodwyn and Findlay<sup>x</sup>, 2002a) and *Secondary Schools and the National Literacy Strategy* (Goodwyn and Findlay, 2002b). I contributed a chapter to an important Australian book which featured a number of international contributors, *Literacy or English: The struggle for the professional identity of English teachers in England*. (Goodwyn, 2003) Soon after that in 2004 I edited a book with Andrew Stables *Learning to Read Critically in Language and Literacy* and intended to help teacher researchers see how to design small scale research studies, my own chapter (Goodwyn, 2004) is *Literacy versus English: a professional identity crisis*, a highly critical review of the NLS based on the findings of the ongoing research project.

Once the NLS did reach secondary schools in the shape of The Framework for English, English teachers anxieties turned to profound hostility and anger and leading to one of the simplest but most important of my research findings, the absolute convictions that English teachers were not 'teachers of literacy', see for example *A framework for English? Or a vehicle for literacy? English teaching in England in the age of the Strategy* published in 2005 in *English Teaching, practice and critique* (Goodwyn, 2005)

#### **4.5 Disseminating peer reviewed research**

I had made an important contribution to mother tongue education research back in 1995 with helping to found IAIMTE and its journal. In 2003 I was a founding editorial member of *English Teaching: practice and critique*, which has become the leading international journal in the field. I have been a regular contributor and reviewer and also edited volumes such as volume 3, Number 2 (September, 2004): 'Reclaiming the professional development agenda in an age of compliance' Co-editors Andrew Goodwyn and Terry Locke. I am especially pleased to note Volume 11, Number 1

(May 2012) 'Research methodologies as framing the study of English/Literacy teaching and learning, Co-editors Andrew Goodwyn and Carol Fuller and Volume 11, Number 2 (July 2012) 'Research methodologies as framing the study of English/Literacy teaching and learning, Co-editors Andrew Goodwyn and Carol Fuller. More recently after my organising of the 2015 IFTE conference I co-edited Volume 15, in July 2016) 'English through the looking glass, retrospect and prospect: global perspectives and common ground' with Jacqui Manuel (Australia) and Don Zancanella (USA)

## **Chapter 5: Academic and research leadership, international developments - 2008-2017**

### **5.1 Introduction and key themes**

I was appointed in 2007 as Head of The Institute of Education, a post held for 8 years. The relevance of this comment is that such a senior post had some effect on my working life but I nevertheless maintained both research activity, publication and conference attendance to give papers: it is also the period in which I (and colleagues), developed a professional doctorate and I also took on a large number of PhD students, many international, and examined many theses in other universities, making a significant contribution to supporting the development and publication of research. During this period, from 2012, I was appointed President of The International Federation for the Teaching of English (IFTE)<sup>xi</sup> and my main objective has been to re-establish this organisation as an international force, partly through maintaining its regular international conferences (e.g. New York, 2015, Birmingham (UK), 2018) and also by developing a major, research based book programme which has so far produced two volumes and a third is in development, see Theme one below.

There are three major themes to my work in this period.

#### ***Theme one: English in the age of conformity, teacher resilience and creativity***

The subject of English and the identity of its teachers remained at the centre of my work with four, inter-related emphases between 2008-14. (1) One was the continuing clash between the prescriptive policies of the NLS and its secondary configuration the Framework for English and the work of English teachers. (2) A second was the place of literature in the classroom after the 'turn to Literacy'. (3) The third emphasis was the rise of new modes of reading and encountering texts such as e-readers. (4) Finally, in the last three years, with the approach of the 50<sup>th</sup> anniversary of The Dartmouth conference of 1966 (see Goodwyn, 2016, 2017), I have returned to a close examination of the 'models of English', both to reviewing them historically, especially Personal growth, but also to investigating their contemporary resonance for English teachers.

## ***Theme two – modes and models of expert teaching***

This has also been the period of my most sustained attention to expert teaching, principally through research focused on the Advanced Skills Teacher but with much broader scope, including, for example, critiques of standards and accountability, especially internationally and with attention to my continued concern about the use of technology in the classroom.

## ***Theme three: literature and evolution***

The most intriguing new area of theoretical development has been my interest in Darwinian interpretations of the evolution of culture but principally, for me, of literature, which brings my journey very much back to its beginnings with my MA in 1977.

### **5:2 Theme one English in the age of conformity, teacher resilience and creativity**

#### **5.2.1 The continuing clash between the prescriptive policies of the NLS and its secondary configuration the Framework for English and the work of English teachers.**

English teachers have been severely challenged throughout the last 16 years by external pressures on all aspects of teaching and assessment, something I explored at the policy level in an invited chapter (Goodwyn, 2014) '*English and Literacy in Education – National Policies*' in a prestigious international publication *The Routledge Companion to English Language Studies* edited by one of the world's leading Literacy scholars Brian Street and eminent colleague Constance Cheung, this chapter draws on my 25 years' of research. My research throughout this period endeavoured to understand the situation for English teachers and to give voice to their anger and their frustrations but also to celebrate their resilience and creativity in times of panoptical surveillance and neoliberal ideology. Another relevant publication on this theme was the earlier (Goodwyn, 2011) '*Becoming an English Teacher: Identity, Self knowledge and Expertise*' in one of the standard books for beginning and established English teachers *Debates in English*, edited by leading figures John Davison and Jon Moss. These chapters are very much overviews, drawing on much research but mostly summarising it for a professional audience.

An important collection, edited with colleague Carol Fuller, was a direct response to the whole NLS paradigm and perhaps its most articulated defence *The Literacy Game: The Story of The National Literacy Strategy* (Stannard & Huxford, 2007). This latter text, a highly partial and, in my view self-serving excuse, for a hugely distorting, misguided and ultimately failed, policy deserved a research based riposte. I therefore put together an eminent group of experts to produce *The Great Literacy Debate* (Goodwyn and Fuller, 2011). My own chapter, *The impact of the Framework for English:*

*teachers' struggle against "informed prescription"*, summarised my research of the previous 10 years and offered a substantive, evidence based critique of the failure of the policy. **(Publication 8)**

In this period I continued to publish this research internationally, for example, Goodwyn, A. (2012) *One size fits all: the increasing standardisation of English teachers' work in England*, in *English Teaching Practice and Critique*, now established as the top journal in the world in my field and . (2012) Extending the conversation: The state of English education: considering possibilities in troubled times, in *English Education* (Hawthorne, S., Goodwyn, A., George, M., Reid, L. and Shoffner, M)

The NLS and with it the Framework for English came to an end in 2011, to be replaced by other 'initiatives' and soon after the frenetic period of office of Michael Gove and a particularly ferocious form of nostalgia for an imagined age of a more formal English (see Goodwyn, 2017).

In 2013 I brought together an international team for the first IFTE volume, Cal Durrant from Australia and Louann Reid from the US, to produce *International perspectives on the teaching of English in a Globalised World*, much of which is devoted to the 'state' of English around the world in prescriptive and standardised times, I believe this remains a landmark, globally valuable text.

### **5.2.2 The place of literature in the classroom after the 'turn to Literacy'.**

As I have argued throughout this thesis, English teachers are much possessed by literature, for most of them studying literature was a formative experience, a huge motivation for becoming an English teacher and sustaining force in their personal and professional lives. In 2003, I wrote, 'Breaking Up is hard to do: English teachers and that LOVE of reading', *English Teaching, practice and critique*, based on the reading autobiographies of many cohorts of PGCE English students which used a discourse analysis approach to examine the formative experiences of student teachers of English. Later, in 2009, I undertook a study of the same group but a different cohort, discussed in my review of my research (Goodwyn, 2012), the latter was a qualitative study, using interviews of the formative reading experiences and reflections on what kinds of experiences the nascent teachers wanted their future students to have in the classroom. This work was a small part of a broader concern about what was happening to literature teaching now that the NLS was coming to an end and after many more 'reforms' to GCSEs and 'A' levels. I select my national survey of English teachers in 2008 as an important example of my research and typical in several respects. It was focused on the place of literature teaching in schools and essentially the research questions were partly about finding out what was happening to literature teaching and, more importantly, how were the teachers feeling about the teaching of literature, something so important to their professional identity. It was also

topical and timely, given the ending of the National Strategies that had so dominated teaching for over a decade. The research was written up in various journals and books and I select, 'The status of Literature teaching in England', published in *English in Education*, the key national and an important international journal (Goodwyn, 2012, **Publication 9**).

### **5.2.3 The third emphasis was the rise of new modes of reading and encountering texts such as e-readers.**

In the early 21<sup>st</sup> century it became clear that the age of digital reading was genuinely becoming prevalent as new devices became available that some experts were arguing would finally replace the book, these devices were generically considered 'E-readers' with The Kindle and The i-Pad being particularly popular. Partly through reading the research literature but just as importantly through conversations with serving and student teachers, publishers and other researchers it became clear that a complex nexus of both excitement and concern was affecting English teachers. I investigated this nexus through the affordance of NATE, principally using an on-line survey but also some follow up interviews. The results were disseminated in conference papers, articles and book chapters. The articles include *Machines to think with? E-books, Kindles and English teachers, the much prophesied death of the book revisited*, in *Changing English*, an important journal in the field (Goodwyn, 2013) and *Reading is now 'cool': a study of English teachers' perspectives on e-reading devices as a challenge and an opportunity*, in *Educational Review*, a well respected journal (Goodwyn, 2014, **Publication 10**). The chapters include, *E-readers and the future of reading in International perspectives on the teaching of English in a Globalised World*, an especially important international collection of which I was also the lead editor and a rather different international collection *New Media and Learning in the 21st Century: A socio-cultural perspective* (Goodwyn, 2015), my chapter is, *Is it still King Lear? The e-reader: the phenomenon of the Kindle and other reading devices*.

### **5.2.4 Dartmouth and the models of English revisited**

The 50th anniversary of The Dartmouth conference of 1966 provided an international focal point for researchers in the field of English in Education to reflect on this momentous event, the history of the field since then and some speculations about its future. Events included the 2015 IFTE conference in New York which I co-organised as President of IFTE, a special research day at NATE conference 2016, which I organised and research day at AATE in Adelaide to which I contributed. I mentioned above my co-editing of an issue of ETPC, (July 2016) '*English through the looking glass, retrospect and prospect: global perspectives and common ground*' with co-editors, Jacqui Manuel and Don Zancanella. One outcome of all this activity will be the Third IFTE volume, currently under

development, which will take the Dartmouth conference as its focal point and I will contribute a chapter on the Personal Growth model of English, the collection should be published in time for the next IFTE conference in June 2018.

Indeed, I have returned to a close examination of the 'models of English', both to review them historically, especially Personal Growth, and also to investigate their contemporary resonance for English teachers. So far this has led to numerous conference papers, the work developing the third IFTE volume but also 2 significant articles which I consider to have made particular contributions to the conceptual development of the field, the first is *Still growing after all these years? The Resilience of the 'Personal Growth model of English' in England and also internationally in English Teaching, practice and critique*, (Goodwyn, A. 2016, **Publication 11**) and the second is *'From Personal Growth (1966) to Personal Growth and Social Agency – proposing an invigorated model for the 21st Century*, partly as a response to a special Dartmouth themed edition of *English in Australia*, (Goodwyn, A. 2017, **Publication 12**)

### **5.3 Expert teachers – a global phenomenon and emergent field**

My final claim to making a contribution to educational research and the development of knowledge, lies in the emergent field of 'expert teaching', a topic that needs much more data from field work than we currently possess. I place the concept of teacher expertise within the larger field of teacher identity and one strand of this has been a consistent focus on what expert teaching means for English teachers the other strand has pursued an understanding and critique of 'models' of the expert teacher, usually as defined by some body of authority.

Project one, funded by the TTA (Teacher Training Agency) focused on the role of the ASTs themselves and involved a national survey of over 1,000 ASTs followed by telephone interviews. The outcomes included a number of conference papers (for example) and an article (Fuller, Goodwyn, and Francis-Brophy), further dissemination was included in the *Expert Teacher of English* (Goodwyn, 2010, **Publication 13**) and the inclusion of a chapter by co-researcher Carol Fuller in *Expert Teachers: an international perspective* (Goodwyn, 2016), this book is a comprehensive review of a number of international models of expert teaching. I include, Chapter 7, *Emerging Models of Expert Teaching* (**Publication 14**) as an example of a synthesis of much personal research, reading of the research literature and conceptual thinking about the future of developed education systems, what makes it original is the synthesis and the argument, all evidence based.

Several other projects have followed on from the first AST project including a small survey of Local Authority AST co-ordinators and further survey of ASTs when the government decided to end the

designation. The most recent project has been a qualitative study of Head Teachers and other senior leaders from primary and secondary schools with some partnership relationship to the University. The project investigated several issues including participants' views of the ending of the AST designation and how schools were employing those staff, the introduction of performance related pay, the removal of the need for teachers to have QTS, the status of the profession in relation to attracting the best graduates in the future and the then probable establishment of a new professional body for teachers (now the Chartered College of Teaching). The study involved interviewing 25 participants in 2013 with a follow up set of 25 interviews of almost the same set of participants (20 were the same) in 2015. All the interviews were transcribed and analysed for themes and subthemes. This work features in *Expert Teachers: an international perspective* and has been reported in various conference papers around the world.

Project two, funded by BECTA (The British Educational Technology Agency) focused on expert teaching using technology. It brought together two of my research interests, expert teaching and the application of technology to pedagogy. It had a degree of originality being the only UK project of this kind to use a peer nomination model. We approached a large number of secondary schools in partnership with the University and asked each school to advise whether they considered that they had any teachers who were well known in the school for making excellent use of technology in their teaching, it was made clear they were not automatically expected to be technology teachers or to have any external recognition such as AST. This request yielded 57 teachers of whom 23 were interviewed over the phone, from that sample 12 agreed to being videoed, teaching a lesson of their choice and one that they felt exemplified their use of technology with a follow on interview. This work was published as articles (Goodwyn, 2009, Goodwyn, 2011, and Goodwyn and Fuller, 2012) and offering an original teacher category as 'digi-teachers' and reported at a number of research conferences and drawn on in *Expert Teachers: an international perspective*.

In both projects analysis was also undertaken of the English teachers as a sub group and reported in articles (Goodwyn, 2009, Goodwyn 2011) and papers. Between about 2000 and 2017 I published many outputs focusing on English teachers and expertise and/or technology related expertise, including in 2000 *English in the Digital Age* to the most recent work on e-readers which have a more English subject and teacher identity orientation (Goodwyn, 2013, 2014).

My knowledge of, and research into expert teachers, was highlighted in a recent publication (Goodwyn and Cordingley, 2016). I reviewed for the proposed college some of the successful models of expert teaching around the world, including the now defunct Chartered Teacher model developed in Scotland, arguing that the College should opt for the term 'chartered teacher', this was

published in time to influence their conception of the college. Since receiving that advice the College has adopted the title The Chartered College of Teaching, deciding not to opt for 'Royal College of Teaching. My recent research with senior leaders, mentioned above, suggests the College, however welcome in principle, will have a very hard job convincing the profession that they should support it.

#### **5.4 – Darwin and literature**

I have for some time as a researcher become increasingly interested in Critical Realism, it is considered by some to be a philosophy more than a research paradigm. However, I would argue it is both and a number of eminent literary theorists certainly agree<sup>xii</sup>.

I draw some interesting connections between critical realism and a newish area of interest for me which can be called Darwinian literary theory. I will not take up much space here about this conceptually but rather relate it to my continuing work on literature teaching in schools. To summarise long and convoluted arguments about the purpose of teaching literature is not my purpose here, although I have written much about it and that is referenced above. Suffice to say that the state's rhetorical stances, for me especially those of England, about the place of literature teaching seem to me to have returned to an elitist, nationalistic, even imperialistic mode of self-promotion in which The English Literary Heritage is elevated into a kind of monument of canonical absolutism. In my recent writings on Personal Growth I have argued extensively about the role of literature in developing students' social, personal and cultural agency. In critical realist terms the governmental rhetoric about the place of literature is part of the social and cultural structures that stratify and can dominate society, they are part of society's reality. In helping students understand these structures ontologically teachers can focus on each student epistemologically, positioning the reader as an agent with literature enabling emancipation not passive appreciation.

One starting point for Darwinian literary theory, exactly as with most critical realists is a rejection of the defeatism of post modernism which at its worst moments positioned humanity as hopeless victims of oppressive discourse. For the purposes of this thesis I will now provide an extremely summarised account of Literary Darwinism that can be fully understood in a number of works but I will single out Carroll as to me, the most eloquent and persuasive author in *Literary Darwinism: Evolution, Human Nature and Literature* (2004) and *Reading Human Nature: Literary Darwinism in Theory and Practice* (2011). The theory of evolution does not just account for how we come to be 'here' but how we behave as an intelligent and adapted animal. All the formative factors that have made us the dominant species on the planet continue to formulate our lives. Carroll argues that the

adapted mind has developed the capacity to regulate our instincts and primal drives in order to live in social groups on increasingly larger scales, hence the emergence of villages, then towns, then cities, now perhaps mega-cities. Another part of the adapted and adapting mind has been the creation of a symbolic tool that we might simplify as 'Art'; a late (in evolutionary terms) development is, first oral text, then, much later, written text, even later what we now call 'literature'. It is argued that art making is one of the early signs of the adapted mind, of the rapidly increasing intelligence of the unusually large human brain. Art making has many potential modes (painting, music, dance, poetry) and purposes, perhaps the principle one being an act of representation and simultaneous interpretation. Perhaps a perfect illustration of CR's recognition of an external reality – something we both represent to ourselves and others as we also interpret it to ourselves and others. Literary Darwinism argues that literature is a form of art making that, put very simply, the human species has created to try and record its behaviour and offer some means to understand it, or, at least, record it. It is therefore not a manual, although some literary texts are written in that dogmatic manner, it is more of an epistemological project, endeavouring, through the perspectives of humans (very often individuals although not always) to capture what it means to be a human understood as lived experience. Therefore 'Literature' can be argued to be a body of human knowledge the access to which offers (does not guarantee) many benefits to each human; not least because it excels in revealing the CR relationship between the enduring and indifferent external reality and the subjective perceptions of humans through literary constructions, for example plot, character and point of view.

I have begun to consider the possibilities combining Critical realism with the 21<sup>st</sup> century versions of Darwinian theory, especially in relation to the place of literature in human evolution, even perhaps, as a unifying theory for all my work, I will say more below. My exploration of contemporary Darwinian theory and its relationship to English, has been mostly in conference papers which have analysed the rhetoric of official documents about literature in schools to reveal their unsupported and a-theoretical aspirations about the value of literature to young people. This rhetoric tends to take the form of 'old' partly humanistic claim about literature's enduring value (which has some truth) with partly ideological justifications of its value as part of the cultural heritage of the nation state that is called 'England' (which lacks truth, but is a powerful conceptual tool in a stratified society). My first effort to employ Darwinian literary theory has been demonstrated in, what I hope is, a ground breaking article (Goodwyn, 2017b, **Publication 15**) and in a significant chapter in an international edited volume on literature teaching (Goodwyn 2017c,). The article is entitled: *And now for something completely different ... A Critique of the National Curriculum for English in England: a new rationale for teaching literature based on Darwinian Literary Theory*. I hope in my

future work to come to understand and then examine the commonalities between contemporary interpretations of Darwin and Critical Realism, their conceptualisations of identity share many important characteristics, perhaps there is a unifying theory to be developed?

This move from an elite cultural heritage explanation of literature's value, to a Darwinian one, has huge implications for English teaching. For the purposes of this thesis, the argument is not that my research has yet addressed this topic comprehensively but that it has usefully allowed me to identify a new and emergent coherence in the work that I have undertaken. Indeed, this new direction has raised some fascinating questions about what direction my research might take especially from an empirical perspective. Eminent academics in the literary field are leading the way, for example with works such as Carroll's most recent book which is based on empirical approaches to establishing the nature of meaning in the nineteenth century novel (Carroll, J., Gottshcall, J., Johnson, J.A. & Kruger, D.J., 2012) At the time of writing my latest English project focuses on 'subject literary knowledge' in a collaboration with Australian colleagues and my forthcoming expertise project examines 'Highly Affective Teaching', beginning with a case study of an English department – perhaps these two will offer data that has scope for a more Darwinian mode of analysis?

## **Chapter 6 Conclusion**

In T.S.Eliot's words:

We shall not cease from exploration,  
and the end of all our exploring  
will be to arrive where we started  
and know the place for the first time

(Eliot, 2015, p.208, l.26-29).

I can say that I have come to know the place called 'English' very well and it was where I started, but not only do I not claim to fully understand it but I can confidently claim that is not an expectation either, it is far more interesting in its offer of continuous exploration. I will end with the claim that I have researched and written about the subject of English in schools, its theories and its practice, for an extensive period, expanded into other areas such as teacher expertise, and fundamentally have created a body of work worthy of a PhD by Publication.

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## Appendices

### 1. Publications submitted for the PhD by publication

All publications bound with the exception of 13. Goodwyn, A. (2010). *The Expert Teacher of English*, London, Routledge.

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## **2. Complete list of academic and professional publications**

### **Publications**

#### **Single Authored Books**

- Goodwyn, A. (2016). *Expert Teachers: an International Perspective*. London, Routledge.
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### **Appendix 3. 'Models of English and Critical Literacy'**

## **The 'Five models of English' from the original Cox Report 1988**

A "personal growth" view focuses on the child: it emphasises the relationship between language and learning in the individual child, and the role of literature in developing children's imaginative and aesthetic lives.

A "cross-curricular" view focuses on the school: it emphasises that all teachers (of English and of other subjects) have a responsibility to help children with the language demands of different subjects on the school curriculum: otherwise areas of the curriculum may be closed to them. In England, English is different from other school subjects, in that it is both a subject and a medium of instruction for other subjects.

An "adult needs" view focuses on communication outside the school: it emphasises the responsibility of English teachers to prepare children for the language demands of adult life, including the workplace, in a fast-changing world. Children need to learn to deal with the day-to-day demands of spoken language and of print; they also need to be able to write clearly, appropriately and effectively.

A "cultural heritage" view emphasises the responsibility of schools to lead children to an appreciation of those works of literature that have been widely regarded as amongst the finest in the language.

A "cultural analysis" view emphasises the role of English in helping children towards a critical understanding of the world and cultural environment in which they live. Children should know about the processes by which meanings are conveyed, and about the ways in which print and other media carry values.

### **Critical Literacy**

A version I produced for research conducted at the IFTE international conference, New York, 2015

'Critical literacy' is the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships. For the purposes of critical literacy, text is defined as a "vehicle through which individuals communicate with one another using the codes and conventions of society". Accordingly, songs, novels, conversations, pictures, movies, etc. are all considered texts. The development of critical literacy skills enables people to interpret messages in the modern world through a critical lens and challenge the power relations within those messages. Teachers who facilitate the development of critical literacy encourage students to interrogate societal issues and institutions like family, poverty, education, equity, and equality in

order to critique the structures that serve as norms as well as to demonstrate how these norms are not experienced by all members of society.

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## End notes

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<sup>i</sup> Excerpt from *The Expert Teacher of English* to explain my 'position' in the field of English Education  
In most domains of expertise, the experts have been involved in practice and this 'practical knowledge' plays a large part in their ability to make decisions and judgements about that field and, very often, to coach and develop everyone from novices to emergent experts. This professional knowledge may not exist in traditional academic forms at all but it is unquestionably powerful knowledge. It needs to be treated critically at times and always needs to be separated from mere experience of practice. So that knowledge can exist in each individual and in that sense may be deemed subjective but in the community of that practice there are many ways in which it becomes relatively objectified through observation, dialogue and reflection, all themes to be developed in this book.

Which leads me, appropriately, to summarise my own professional knowledge, I am placing myself in that position of (at least trying) to take an expert stance on something that I no longer practice, but I am confident in saying that I know a very great deal about the school subject called English and how it is taught. This knowledge comes from long ago acquired qualifications in the subject, including a first degree, a subject related Masters, then a PGCE, then twelve years of teaching (one in the USA) and including five years as a Head of Department. During that time I put a good deal of energy in to creating resources for English teaching from anthologies to text books. Then followed a period of about twenty years which has involved eighteen as a PGCE English course leader, seventeen as a course leader of an MA in English in Education and increasing levels of managerial and leadership responsibilities in a teacher education/University environment. One development has been an increasing attention to teaching about expertise both generically and specifically in relation to English. During all that latter period I have made hundreds of school visits to observe student teachers, practising teachers and to evaluate departments and held countless meetings of English teachers about a whole range of topics and issues. I have conducted many research projects about English and English teaching, all of which I will draw on, in one way or another, in this book. This research has found its way into the community of practice through workshops, conferences, articles, chapters, books etc. The very great majority of the research has been focused on English but some has been more generic including investigations into Advanced Skills Teachers and, most recently, how very good teachers adapt technology into their teaching.

One study is at the heart of the book and was undertaken between 1999 and 2001, it was a set of six case studies of very good English teachers, the details are given in the opening to Chapter Four. These teachers generously gave of their time so that I might observe them, record very in-depth interviews and enjoy vigorous discussion of the nature of English teaching and its context. Comments from these teachers head each chapter but their voices are strongly present in two central Chapters (Four and Five). They do not dominate the book and they would not wish to but their professional dedication, their personal modesty but real creativity, pervade it, it was a privilege to work with them. Pam, interview 2: well, no, I do not feel 'ordinary', I really have learnt so much, I hope what you are learning might be of use to other English teachers perhaps? Whenever I quote from one of these teachers it will be italicized to distinguish a voice from a more conventional quotation.

Returning to my own development, one consistent thread has been membership since the age of 22, of The National Association for the Teaching of English and an active role, most of my career, within it locally and nationally. This membership has been a source of tremendous professional development and also great enjoyment with all the ups and downs of belonging to a kind of extended family, it has been a very emotional place as much as professional. In this book, this is the 'I' that is trying to contribute to our knowledge of how to teach English to young people as best we can. I accept my subjectivity and, at times, I am going to say things that may be construed as opinionated and without firm evidence. When I can I will appeal to the more objectified forms of knowledge that come from sources such as research and evidence. And in that combined way I will aim to 'speak' very directly to teachers whose highly pressured lives I know a good deal about. I will aim throughout the book to try and connect with that busy world and write in a way that is trying to interest and to inform and also, especially at some points, to challenge. Handbooks and manuals should not be challenging, they should be designed to be simple and clear. But being emphatic about NOT writing a manual is no excuse for not being clear and accessible, least of all when you expect your reader to have been given little time for their own professional development during a busy working life. Some of the challenge of the text will come not from its style or language but from concepts it explores and from topics it covers. At times the topics might seem lacking immediacy for teachers faced by the urgency of the classroom. But this is the

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point, professional understanding reduces that urgency by putting matters into a comprehensible perspective, the latter might be theoretical or historical or, very often, both. This book then is essentially an attempt to help teachers of English generate a deeper professional understanding of their profession. English teaching and its history is too expansive a topic for a book on expertise but it will make its presence felt throughout and will be used as reference point or to provide examples whenever possible. Some of the more extended examples feature particular phases or initiatives, some over twenty years old, because part of professional expertise is a deep understanding of the context of the expertise; many 'reforms' in education, especially in relation to English, are politically short sighted and it is vital to develop a true perspective allowing for much more reasoned understanding and the potential to resist such impositions when necessary.

<sup>ii</sup> This dissertation is a surprisingly under referenced work on the subject of the Victorian 'social problem' novel and a very typical piece of literary criticism, it involved reading a great number of books, both primary sources (the novels), and secondary sources (literary criticism), and developing (at least trying to develop) an original interpretation of their meaning and importance. Discussing this initial piece of research is not a nostalgic indulgence (not entirely) but marks the beginning of this journey in literary origins on which my PhD by Publication should be a significant station, but certainly not the 'end of the line'.

The MA dissertation was an act of academic writing, as is this text. It was written to achieve an academic recognition, as is this text. It was theoretically rather naive, this text aspires to be theoretically competent. It was made of words and based on the words of others, this text is a bit of both but brings in the fulcrum of experience and the necessity of evidence on which to base more than assertion; literary criticism was for a long time, simply intelligent assertion, F.R. Leavis<sup>ii</sup>, for example was famous for his strident assertions and his frequently used phrase 'this is so, is it not?'. He is arguably still the most influential literary scholar to have a direct influence on the teaching of English in schools. To my knowledge, my wordy dissertation, made no difference to anyone but its own author (leading to acquiring a Masters) and the relatively brief acquaintance made with it by the internal and external examiners. Since then it has troubled no one and no one has troubled it; but it still exists, it is still made of words, although the slippery nature and instability of language, means that it cannot be read now as it might have been when it was written; I think it can rest in peace.

The 'experience' upon which it was based was principally that of literary experience. Something I will argue later is 'real' and indeed, educative experience. A final point is that the topic was The Victorian Social problem novel, a subject chosen because it was in the realist mode and concerned with social change and emancipation. With the exception of *Hard Times* (Dickens, 1850) some of the other novels are not considered 'great literature' for example Mrs Gaskell's *North and South* and Kingsley's *Alton Locke* and neither did I consider them myself as great works of art, they were partly social manifestos in fictional form, a description that could apply quite neatly to many texts I later taught in school. One continuity in my intellectual work has been this concern both ontologically and epistemologically with 'realism', that is with the nature of reality and the place of the self in such reality. Some of this concern has been focused on art and reality, especially literature as a major symbolic system in human development, for example, can the artist effect social change? Much of my concern in education has been with the nature of teaching and how it, in a sense, provides students of English with access to inner and outer realities, can we learn to become active agents in our own lives, can we participate in social change, to me English teaching has always been an emancipatory project.

<sup>iii</sup> In searching for a theoretical home, I began, as mentioned above, with politics, mostly socialist with strong Marxist influence (1973 – 1988?), and then was long attracted, as touched on above, to various post modernist and post structuralist positions (1988 – 2000?), inspired principally by my interest in literary theory rather than educational or social theory. The dominant figures for me in the 1980s and 1990s were literary scholars like Derrida, Ricouer, and Roland Barthes. However, these theoretical directions also led to encounters with Foucault, Bourdieu and so on, endlessly cited in the social science research and attractive because they had important things to say about power, ideology and culture. I can now see that I was experiencing a period of intellectual debate in the 1980s and 1990s that Sayer neatly summarises as:

a new dialogue between literary studies and social theory. This exchange, along with a more general turn to language and discourse, was useful in exploring the similarities and relations between literature and social science (Sayer, 1992, p. 6)

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For me, especially via current interpreters of Darwin (see below), that dialogue continues.

Critical Realism is certainly in part a reaction to, and response to, postmodernism and there is much generative discussion in the literature about, for example, Bourdieu and Foucault whose work is seen as seminal in many respects. Sayer's comment:

One way of defining postmodernism --- is as modernism coming to terms with its limitations. --- Critical Realism itself might be interpreted as a product of successive critiques of a complacent and overly confident modernism in social science, and its radical underestimation of the complexity, diversity and multiple meanings of the social world. Although postmodernism tends to be anti-realist and realists tend to be modernists --- critical realism should not reject postmodernism but acknowledge that some elements of it may be valid, particularly this problematisation of modernist categories and structures of explanation. (ibid. p.30)

He goes on to stress that CR as well opposing complacent modernism is also vehemently against the 'defeatist version of postmodernism' (ibid) and those two oppositions are very strong factors in my strong personal adherence to CR.

Critical Realism is emerging from an initial period as fundamentally a philosophical movement and, I would argue, as postmodernism is sometimes characterised as *the linguistic turn*, so, I would argue, that CR is part of *the human turn*, a turn partly back to humanism but forward looking to a reenergised belief in human agency and social action. As *the human turn* continues so CR is becoming an emergent force in the Social Sciences and in practical application, Critical Realism is increasingly developing research methodologies. The founding figure of CR is usually accepted to be Roy Bhaskar whose early focus was on the Philosophy of Science, producing a key work in CR in 1975 *A Realist Theory of Science*, as a writer his prose style can only be considered as varying from dense to actually impenetrable (he was once awarded the Bad Writing prize) but whose work, fortunately for me, has been helpfully interpreted.

Bhaskar's examination of the philosophies of science and social science resulted in the development of Critical Realism. He is best seen as a radical philosopher and one whose approach expounds the critical and emancipatory potential of rational (scientific and philosophical) enquiry against the 'old' positivist stance, and the 'new' challenge of the 'postmodern' perspective. CR emphasises the importance of distinguishing between epistemological and ontological questions and the significance of objectivity properly understood for a critical project. There is an external reality that exists quite independently of all human beings and each individual attempts to understand, through our faulted perceptions, what that reality means for our short lives. CR positions philosophy and social science as socially situated, but not socially determined. CR considers that objective critique can, and should, motivate social change, and that human beings retain agency despite the structural, and very real, stratifications extant in society. The essence of CR is a belief in both the possibility and necessity of authentic human freedom. This summary covers the early to midperiod of Bhaskar's work, his late work, which took a very spiritual turn, is considered by many advocates of CR, myself included, as a decidedly wrong turning.

Interestingly, just as 'the survival of the fittest' was not Darwin's phrase so 'Critical Realism' was not actually Bhaskar's term, he generally called it *Transcendental Realism*. However, he did adopt the term Critical Realism himself later on, but more importantly CR has become a wide ranging movement affecting many disciplines and now with many distinguished advocates and a very significant literature of its own, increasingly so in the Social Sciences. Some of the most important development of applications of CR for Education has come from other disciplines, not just its philosophical beginnings but latterly and notably Sociology, Psychology and Economics. One thread running through CR has been a valuing and re-evaluation of the Pragmatists, especially Dewey and, as a necessary part of that focus, a very important emphasis on reflexivity and inner speech; one of the key elements for Education is CR's attention to the nature of private mental activity as inner speech and its relationship to public and outer speech. This link to Dewey is also, for me, a direct link to the Personal Growth model of English, so bringing together CR and PG into one radical alignment for social change.

I will now restrict my discussion to CR in relation to Social Sciences and specifically to research methods and then to my own work. In addition, I will review briefly the work of Margaret Archer whose thinking has strongly influenced some of my recent work.

In Andrew Sayer's excellent *Realism and Social Science* (Sayer, 2000), his Introduction followed by a Key Points summary occupies in total 26 intense pages (ibid, pp. 2-28) and cannot be bettered as an overview of why CR 'offers great promise for social science and theory' (ibid, p.2). His key points, summarised rather crudely in my words, are that Critical Realism :-

- Offers a third way between empiricism/positivism and relativism;
- Posits the real as whatever exists be it natural or social;
- Believes observability can make us more confident about what really exists;

- 
- Offers an alternative to hopes of discovering a law-finding science of society;
  - Provides a modified naturalism but includes the recognition of the necessary interpretation of meaning in social life;
  - Contains the belief that we can generate reliable knowledge of society (not laws of society);
  - Supports that generalisation is possible and generative – if always fallible;
  - Views Marxism as a helpful theory but not now a totalizing theory;
  - Accepts the messiness of social world but believes causation can be determined;
  - Views the social world as characterised by stratification but also emergence;
  - Considers that social phenomena are emergent from biological phenomena;
  - Argues that social science's categories and descriptions must be unstable in the long term, in the physical science there is more relative stability;
  - Posits that the natural world is characterised by closed systems, the social world is a system but 'open'- the future is open;
  - Argues that meaning has to be understood, there may be regularities in society (for example) but they cannot simply be measured or counted without interpretation;
  - Posits fundamentally that Social Science – using CR – has emancipatory potential;

Critical realism, given this huge remit, is now a very broad church with, inevitably, much internal disagreement and re-evaluation of key ideas, some of the latter has been produced because of the move to practical application, from a philosophical stance to a methodological framework. In Sayer's earlier and truly ground breaking text *Method in Social Science: a Realist Approach* (Sayer 1984):

Particular philosophies are not simple and self-contained but exist through their opposition to a range of alternative positions. They involve loose bundles of arguments weaving tortuously across wider field of philosophical discourse. (1984, p.5)

And such is Critical Realism and, I would argue, it is only recently making some direct impact on Educational research but perhaps its emergent influence has been developing for several decades, notably in the domain of evaluation.

Critical realism has long accepted that while the external world exists whether we think about it or not, how we think about it profoundly affects our perspective, helping to explain why no one can agree much about Education or what good English teaching looks like. Much debate about epistemology focuses on whether knowledge is 'hard' and can 'be acquired' or is 'soft' and principally generated through experience. Critical realism fundamentally is more at the 'soft' end, hence typically more qualitative in research terms, but it is part of its practical adequacy is that it recognises the importance of 'hard' knowledge, the sort that natural scientists pursue. CR shares with postmodernism a healthy scepticism about the boasts of natural science and its claim to a simply observable reality with measurable laws and regularities, arguing that such Science cannot escape from the ineluctable limitation of being mediated through our perceptions. However, it is very clear that as far as it is possible to investigate the external world, natural science is 'as good as it gets' but we must maintain the Critical as in **Critical** realism. Sayer argues that knowledge:

Is primarily gained through activity both in attempting to change our environment (through labour or work) and through interaction with other people, using shared resources, in particular a common language. Although the development of knowledge may be furthered through passive contemplation of the world, it always presupposes the existence of these two contexts, which provide a kind of feedback or test for our ideas and or language in which and with which to think. ---More over the search for truth, the attempt to rid social knowledge of illusion, puts reflective examined knowledge into a critical relationship with false beliefs and their effects on society. In this sense the role of social science and perhaps also the humanities may be critical, therapeutic and even emancipatory. (ibid p.14)

I thoroughly endorse this view of knowledge, closely aligned as it is with the Critical theory I mentioned in the Introduction above, and its implications for research methods that have 'practical adequacy', for me this is a mixed methods approach. It is also worth noting that Education suffers interminably from much 'illusion' and many 'false beliefs' that are generated by those in power (often politicians or civil servants) who mistake participation in education as a student (especially the formative school days) for real knowledge when that knowledge has not been subjected to reflection or critical examination.

## Ontology and epistemology

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My ontological position is that there is an external reality – we are ‘real’, our environment is real, our existential challenge is to critically engage with that reality, recognising our subjectivity as both a strength, and a limitation, but retaining a firm belief in agency. That external reality is not just the physical world but also the social world, not just because other people are real but because our consciousness is a collective entity. Equally society has real structures and stratifications, I have not imagined the ‘class structure’, it is real; it is subject to change in the way the physical world is not, for example, whatever I wish about gravity, it will not go away or be adapted to let me fly, I can imagine flying but never achieve it. I can imagine a truly just, even classless society, and that makes it possible however unlikely given current societal structures. From the perspective of epistemology, all humans have limited access to our shared external reality (including natural scientists) but that does not make us necessarily limited in our ambition to gain maximum purchase on our reality. The Natural Sciences have produced a great deal of relatively reliable knowledge about our world, including human beings, so we do not ‘start from scratch’ even if we are rightly critical of received knowledges and wisdoms. Equally, methodologies of research maybe flawed but some really are better than others, chiefly because they have been ‘tried and tested’ and the results are usefully articulated for us that we may accept, reject or react to them.

The act of teaching cannot therefore, even in the school subject of Science, pretend to fully explain external reality, but it should certainly try to explain what we think we know about it and what we do not know. In a subject like English, teaching must chiefly focus on the nature of the mediation of reality through language and especially certain texts that seem worth close attention. Paying close attention also allows for critical attention, for the pursuit of meanings, some shared, some individual. Critical realism argues that meaning making is evaluative in looking for what matters, for what is meaningful to humans, for what offers us a developmental opportunity, this can be called ‘emancipatory’. In that sense, any act of teaching can be an act of emancipation and English is a subject fundamentally focused on students discovering their identity and their voice through developing an understanding of the power of language and also of literature, broadly expressed, not just the received ‘canon’ (Cultural Heritage), the English teacher is therefore, at least potentially, an agent of change and personal growth, this, I can see, is my ‘ideology’. English is a democratic project in my ideology. However, that is not to say it is such a project for others, indeed it may be used as a controlling device intended to regulate the thoughts and emotions of citizens of the nation state. There is a long debate in the history of the subject about whether ‘English’ and especially ‘Literature’ has been substituted for religion as a kind of moral technology.

#### <sup>iv</sup> **Mixed methods – how qualitative is quantitative?**

Fundamentally I do not see these approaches as polarities or oppositions, much more valuable is to see them as a continuum but also as mutually enriching.

#### **Surveys and individual expression.**

My particular pursuit of knowledge has been at the ‘soft’ end of the spectrum but with an increasing sense of emergent consistency, even, dare I say it, reliability. So, returning to mixed methods, surveys are useful ways to gain a sense of what a large number of English teachers (or teachers of any subject) are concerned about in relation to their professional identity and the state or status of their subject. To me the exact numbers of a percentage have always been useful, but not the final goal, much more such survey data has been indicative of deeper concerns and themes but surveys are ‘practically adequate’, they do a useful and limited job at a particular moment in time – once they are used over a longer period of time – as with my ongoing investigation into models of English - they perhaps begin to offer some real insight into trends and themes, what critical realists call ‘regularities’. My surveys have sought to be representative but teachers are very difficult to engage and my returns, with a few exceptions, have always been relatively low, leading me to make only modest claims statistically and use quite straight forward methods of analysis. In collaboration with others I have employed SPSS on a number of occasions, especially with large numbers such as the AST survey (Fuller, Goodwyn And Francis-Brophy, 2012).

Surveys are not, in my view, intrusions or impositions on teachers but instead are connected to the lived external reality of English teachers’ lives and the data has often demonstrated strong findings of commonality; a carefully designed set of questions enables the participant to articulate their views and knowledge, albeit briefly and in a deliberately constrained mode. I firmly believe that the latter point predominates and have carefully trialled all such instruments to ensure, as best we can, that they are fit to purpose. Equally important for the success of a survey is the rhetoric that introduces it and the timing that positions it. To engage teachers one must be engaging, write in an invitational and respectful way and position yourself as independent and to be trusted. One must also have chosen a timely topic that teachers have views and

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feelings about and one must aim for a time in the teaching year that makes the appearance of the survey and its completion, not too unwelcome.

It has always been a feature of my designs to offer space for comment so reaching for the qualitative response within the apparently ruthlessly quantitative mode. Many fascinating comments have been provided, offering a more insightful understanding of how the participant is feeling. In the olden days of print copies and postal surveys, the questionnaires would be returned with comments written all over the questionnaire, defying the neat comment boxes, or accompanied by hastily hand written notes, signalling to me, the agency and individuality of the respondents. Methodologically such 'random' additions to the data are considered problematic and required some judicious appraisal; but they are of course, expressions of individual concern relevant to the topic in hand and evidence of the desire for the respondent to escape the constraints of the questionnaire; normally I would make judicious use of them. With more recent, electronic questionnaires, usually using Survey Monkey or sometimes Word, the randomness has gone to be replaced by comment boxes, with or without word limits. Overall the comment box has moved my questionnaires even more towards the qualitative as comments can be rich and detailed and require close analysis, even coding when appropriate, most with my IFTE survey (Goodwyn, 2017a).

And, yes, as CR postulates, our epistemologies are in profound ways, always individual. But CR does not take the line that we exist in purely subjective isolation. There is also a profound orientation in CR that locates the Critical as potentially emancipatory, this is much debated but one must take sides at times and I choose that version.

### **Observations, Interviews and documentary analysis**

Given that we interact with and perceive reality through our subjectivity then any account of that reality is some kind of interpretation, especially when we address the question 'why' rather than 'what', for example differentiating between 'what is the current National Curriculum for English' and 'why is there an NC for English at all and is it fit for purpose'? As Eliot said that humanity cannot bear too much reality and by that I take it he does not mean the mundanity of everyday life, the life of common sense and accepted norms, what another Eliot (George this time) calls 'being well wadded with stupidity', the stupidity that protects us from being utterly overwhelmed by the intensity of the world. I believe he means just that, that 'reality' involves full and painful consciousness of the human condition and the inhumanity of our species, making reality only bearable in small doses. Giddens, in his classic text on identity, describes this as the protective cocoon which: --- stands guard over the self in its dealings with everyday reality. It 'brackets out' potential occurrences which, were the individual seriously to contemplate them, would produce a paralysis of the will, or feelings of engulfment. (Giddens, p.3)

Part of the reality of a subject such as English, is that is structured by elements such as nationalism, canonical authorities and a world dominating language with a baggage of colonialism. However, I reject the postmodernist defeatist position that claims language is a prison controlled by linguistic and cultural police forces and that 'agency' is a form of self delusion and that subjectified reality was all we can believe in. English teachers are very real people and they are intriguingly individual but they share significant commonalities and these persist over time. Certainly, their agency is much trammelled by prescription, high stakes testing regimes and panopticon models of inspection, but they remain resilient, creative and student centred. The classroom is a real world site of teaching and learning and therefore must be investigated, as I have done, directly through observation and indirectly through surveys and interviews. Understanding the identity of English teachers requires painstaking qualitative methods, principally semi-structured interview. The structure comes from the need to interview in real time about what is a significant topic but the 'semi' from recognising the unique agency of each participant. I also believe that interviewer and interviewee are agents in the co-construction of the interview 'event'. In a valuable interview both participants experience meaningful engagement with numerous meanings being, for example, challenged, created, changed, there will never be 'one' meaning emerging from this complex interaction. Before such an interview starts the participants come with expectations and at least part of their identity is already in active use; I would argue that a carefully produced survey has similar characteristics as a site of the consolidation and production of meanings. A good interview can be not just meaningful but critical, critical in the sense of challenging a status quo. In my view, the interviewer treads a fine line between listening and demanding, between being lead and leading, between deference and dialogue. The interviewer must engage reflexivity, for the interviewee the event, and importantly, the effect of the event (what is remembered) is a reflexive opportunity. I have deliberately used value laden terms such as a 'good' interview, because, to make an obvious point, educational research requires skilled and experienced researchers, it needs expertise.

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Observation is always a form of research, it is an enquiry into practice, it is also an intervention into practice but frequently a very temporary one. It might well be argued that most observation of teachers is undertaken, especially now, in a very different spirit to research, being much more about making judgements of 'performance', of assigning grades based on standards and, in the spirit of the panopticon, of checking that the teacher is 'delivering' someone else's requirements about the lesson whether it be content or pedagogy. I have researched and written extensively about this issue but the most intensive period I can cite was that of the National Literacy Strategy and the Framework for English (Goodwyn, 2011). One of the most productive set of observations I undertook was of six remarkable and generous English teachers over the course of a year, this led to the book, *The Expert Teaching of English* (Goodwyn, 2010)

Partly because observation has become such a fraught professional issue in the lives of teachers, so of all the problematic elements in mixed methods, I would argue that observation is the most challenging, here the concepts of objectivity and subjectivity exist at their paradoxical best. The nature of my professional life has meant that I observed and was observed from the days of my PGCE, through my years in school and then, and most intensively as an observer, during my 20 years as a PGCE tutor. All of these observations may be usefully characterised as evaluative, they were performative 'events' in which the teacher (whether me or my student) was 'on show' for a specific period of time. I tried to wrestle with observation as part of the professional life of English teachers in *Developing English Teachers* (Goodwyn, 1997), still the only subject specific book of its kind. I engaged in these observational practices as an external examiner for many universities and on occasion for projects, such as the one mentioned earlier which was an evaluation of the impact of the New Opportunities Fund training on the practice of English teachers.

In the context I have just described, observation is a highly skilled activity and 'feedback', as I argue at length in *Developing English Teachers*, is an even more skilled and sophisticated aspect of expertise. I would argue that all my observations, whether of PGCE students or experienced teachers were a form of research; the former were more multi-purpose, developing my understanding incrementally, the latter usually intensely focused, in both modes field notes were used in attempting to capture the nature of practice and especially best practice. The best example of as touched on above, was used as the basis for *The Expert Teacher of English* where six outstanding teachers were observed six times, twice a term over a full year. On each occasion, a lesson of their choosing was observed and field notes taken, a careful decision was taken not to use audio or video technology to minimise external interference into the classroom. After the lesson, there was a semi-structured, audio taped, interview beginning with reflections on the specific lesson, consideration of what the lesson revealed about English teaching and then a final section which used a prompt, these prompts varied from curricular statements to vignettes of classroom moments, participants were asked to comment on these texts using a think aloud protocol. These tapes were all transcribed and analysed in meticulous detail.

These observations both multi-purpose and research intensive, took place in a real world context of the school and especially the English Department, often with its own staff room. Most qualified English teachers (not PGCE students who are itinerant) have a teaching room of their own (for most of the time) and this leads to a personalisation of that room, expressed partly through spatial layout but much more vividly through visual 'architecture' and artefacts; these rooms are partly extensions of the professional identity of the teachers themselves. These rooms, to the experienced observer, were very revealing. In terms of Critical Realism, they demonstrated the stratified nature of the environment with endless posters about school rules and key elements of the National Curriculum whilst simultaneously showing the teacher's modest agency through choice of book and film posters and examples of children's work.

These physical spaces are part of the learning environment of the teacher and student, they are chiefly the literal environment but always imbued with symbolic indicators of what English 'is' and who this teacher 'is', in that sense this is an attention seeking and affective environment. Equally, a classroom full of students, whether in a bare or highly decorated room, is an intensely physical and emotional place to be. In Darwinian terms, it is famously the interaction of the individual of the species with the environment that drives evolution. We have evolved to be the most powerful and dominating species on the planet and it is clear that we, and all other surviving species, will continue to evolve --- or perish. This grandiose statement has some very practical implications for how we should conduct education and I am not referring to particularly to the importance of truthful scientific education as opposed to 'creationism', I am addressing the much deeper purpose of education which can only be concerned with our humanity and how we have come to be the conflicted humans that we are, we love and hate each other in equal measure. As an English in Education scholar this has leads to reflections on the place of literature in helping humanity to understand its loves and hates.

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<sup>vi</sup> There is no space here for a fulsome account of the genesis of the National Curriculum in England, accounts are available (Goodwyn, 2005, 2010, 2011) including that of the key author of the Report Brian Cox (Cox, 1991, N.B. there are no page numbers in the original just paragraph numerals). The focus here is on the claim made by the Cox committee that there were five models of English teaching, as so much of my later work has referred to them, and as my analysis of the importance of some of them is part of my claim to some originality and influence, certainly the publications are still regularly cited internationally, so I offer some detail.

They were introduced as follows under the heading *The role of English in the curriculum*:-

2.20 It is possible to identify within the English teaching profession a number of different views of the subject. We list them here, though we stress that they are not the only possible views, they are not sharply distinguishable, and they are certainly not mutually exclusive (DES, 1989)

No attempt is made to explain where these models came from and there is no evidence that at any point the committee conducted any research to determine if English teachers recognised and aligned with these views of the subject. After presenting the models the committee added two paragraphs of comment, it is worth quoting these in full because they clearly reveal continuities in the 'quicksilver' subject and also its expanding remit.

2.26 Some of these views look inwards: either in the sense of developing the individual child or in the sense of developing English as a separate school subject. Other views look outwards: they are concerned with helping the child with the needs of language elsewhere in the curriculum, or in the outside world of work.

Alternatively, they are concerned with passing on the culture from one generation to the next, and with critically understanding what that culture consists of. Another distinction is that some of the approaches concern essentially the child's developing use of language, whereas others concern the knowledge about language and literature required of an informed and educated citizen in a democratic society.

2.27 Teachers of English will differ in the weight they give to each of these views of the subject. Indeed, some differentiation will derive directly from the stage children have reached at school: for example, the "adult needs" view is more relevant to the later years of compulsory schooling than to the primary years. Some aspects of "cultural analysis" are also more relevant to older children. However, aspects of media education are also important for children in the primary phase, because they can be influenced by the conventions and assumptions of mass media, and should learn to recognise this. (Ibid)

These comments make clear some continuities in the subject going right back to John Dewey (personal growth) and an especially seminal event The Dartmouth Conference (1966) and the account of that conference *Growth Through English* (Dixon, 1967), especially the emphasis on the individual child's developing use of language and equally reveal a new emphasis in 'cultural analysis' on mass media and critical understandings, including developing these understandings in primary aged pupils. These paragraphs also posit a more agentive individual who is engaging with culture but critically and is a nascent 'informed and educated citizen in a democratic society'.

The document then presents the five models and the first provided was:

2:21 A "personal growth" view focuses on the child: it emphasises the relationship between language and learning in the individual child, and the role of literature in developing children's imaginative and aesthetic lives. (ibid)

The placing of PG as first was, perhaps accidentally, exactly right, see below, as it is certainly the 'number 1' model for English teachers (Goodwyn, 1992a, 2010, 2016, Goodwyn and Findlay, 1999). There is therefore, in the 1989 NCE, a foregrounded, strong continuity with *Growth Through English*.

The continuity with Dixon is further strengthened with the appearance of Adult Needs, an updated version of his skills model which he saw as a form of basic literacy (Dixon, p.2). He saw this model as having been achieved through provision of universal literacy, however by 1966, it had become a problem to him as a form of practice leading to drilling and mechanistic exercises.

2:22 An "adult needs" view focuses on communication outside the school: it emphasises the responsibility of English teachers to prepare children for the language demands of adult life, including the workplace, in a fast-changing world. Children need to learn to deal with the day-to-day demands of spoken language and of print; they also need to be able to write clearly, appropriately and effectively. (DES, 1989)

This Cox definition is clearly much broader and more emancipatory than a simplistic 'skills' model and touches, presciently on a 'fast changing world'.

The third continuity – even in name – is Cultural Heritage – which also resonates with the work of F.R. Leavis<sup>vi</sup> and his colleague I.A. Richards<sup>vi</sup>

2:23 A "cultural heritage" view emphasises the responsibility of schools to lead children to an appreciation of those works of literature that have been widely regarded as amongst the finest in the language. (ibid)

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This statement was not an updated version, still treating culture as a 'given' (Dixon, p.3), something to be passively appreciated and ignoring the living culture that the individual child brings actively into the classroom. The Cox committee simply places them beside the other 2, implying, though never stating, equal status between all the models but qualifying slightly their age relatedness in the prefacing comments above 2:26 and 2:27.

Their fourth model was Cross curricular:

2:24 A "cross-curricular" view focuses on the school: it emphasises that all teachers (of English and of other subjects) have a responsibility to help children with the language demands of different subjects on the school curriculum: otherwise areas of the curriculum may be closed to them. In England, English is different from other school subjects, in that it is both a subject and a medium of instruction for other subjects. (Ibid)

This model derives from the Bullock Report of 1975 which argued for a *Language for Life* (DES,1975). However, this has never been a model of *subject English* and research proved conclusively (Goodwyn 1992b) that English teachers saw this as emphatically the responsibility of all subject teachers. Importantly this 'rejection' was repeated later in England when, for similar reasons, English teachers rejected being called 'Literacy' teachers in the early twentieth century (for an account see Goodwyn and Fuller, 2011).

What was accepted by English teachers was the fourth and 'new' model, Cultural Analysis (CA)<sup>vi</sup>.

2:25 A "cultural analysis" view emphasises the role of English in helping children towards a critical understanding of the world and cultural environment in which they live. Children should know about the processes by which meanings are conveyed, and about the ways in which print and other media carry values. (Ibid)

Just before the Cox Report was produced a very different report, *The Kingman Report* (DES, 1988) was published, another story in itself. One of its statements, approvingly quoted by the Cox committee was: "*Round the city of Caxton, the electronic suburbs are rising. To the language of books is added the language of television and radio, ... the processed codes of the computer. As the shapes of literacy multiply, so our dependence on language increases.*" (Kingman 2:7)

This statement, used as a quotation heads the chapter (9) entitled *Media Education and Information Technology*, a chapter which intelligently argues that these areas of knowledge should be a part of English teaching and this is the acknowledgement of a truly fundamental change and led to the writing of my first full length book *English Teaching and Media Education* (Goodwyn,1992) and a later book *English Teaching and the moving image* (2000) and to numerous articles.

There is a very interesting curriculum history, signalled by Chapter 9 and the new model of Cultural Analysis, about the place of Media Education in the curriculum (Goodwyn1992a) and its struggle to secure a 'home'. In England there was a vigorous debate about whether Media Education should be embedded within English (Goodwyn 1992a, 2004) or cross curricular or a separate subject called either Media Studies or Cultural Studies. However, research at the time (Goodwyn, 1992) made it clear that PG, not CA, was the key model for English teachers and they saw PG strongly infused in the first NCE.

<sup>vi</sup> I should like to acknowledge the contribution of Kate Findlay to my work over many years, we enjoyed an extensive collaboration that helped to produce a number of significant publications.

<sup>viii</sup> I should like to acknowledge my numerous collaborations with Carol Fuller, especially in the area of research of the AST projects but also numerous other undertakings such as co-editing two volumes of ETPC and the important book *The Great Literacy Debate*. Dr Fuller's expertise with statistics and especially SPSS were a huge asset to strengthening the robustness of research evidence used in several publications.

<sup>xi</sup> IFTE is the International Federation for the Teaching of English, a federation of the five major English (mother tongue) Teaching Associations of the world, The National Association for the Teaching of English (UK), The Australian Association for the Teaching of English, The National Council for the Teaching of English (USA) represented by its sub section The Conference on English Education, The New Zealand Association for the Teaching of English and The Canadian Council of Teachers of English and The Language Arts.