

Education for Everyone

Agenda for Education in a Democracy

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Chapter 1—Schooling for Everyone

Intentional education—schooling—must be universal if the culture in which it exists is to be sustained through and by the education. Moreover, for the well-being of the collective, the members must live together in harmony or the culture and its members will perish.

Education, Schooling, and Teaching

Education, both intentional and unintentional, is a process by which the young are exposed to the important ideas necessary for the culture's continued existence. Goodlad distinguishes between education and schooling. Education happens through exposure to all elements, both good and bad, of the culture. Schooling is planned and deliberate. Schooling is first and foremost, a process for creating a wise citizenry—a high moral calling, in Goodlad's view, and cannot be escaped.

Themes of This Book

There are two major themes in this book. First, all cultures have ongoing education for everyone. We are immersed in the culture, and the culture is sending messages all of the time in all directions. Educational improvement must address the influence of families, peers, TV, radio and the internet. Second, there exists in most countries, schooling for *some*. Those in power determine the quality and quantity of school and the rules of inclusion and exclusion.

It is a moral imperative and practical necessity that a well functioning democracy provides for total inclusion of all of its citizens in the schooling process. A democracy can be successful only if its citizens are able to assume the responsibility of self-governance. This requires a literacy that beyond reading and writing. It includes skills of critical analysis such as asking the right questions and evaluation of the legitimacy of the arguments and evidence.

Beginnings: A Study of Schooling

The Agenda for Education in a Democracy emerges from many connecting and sometimes conflicting narratives. It is an ongoing saga: continually evolving, responding to changes in the world around us, struggling to make itself better, more useful and more effective.

The Education of Educators

Goodlad emphasizes that the education of educators is one of the primary ways to improve the effectiveness of the educational system. A part of this requires the creation of strong partnerships between universities and schools, to integrate the conceptual with the practical. To give focus to the

study of education and the education of educators, the Agenda was developed to address the political and content issues of schooling. Schooling must have a shared and agreed upon purpose to be both relevant and effective.

Chapter 2—Agenda for Education in a Democracy

The Agenda grew from a set of beliefs and assumptions about education and organizational change and about the purpose of a public education. Included in this list was the belief that goals should arise from activity rather than goals creating activity.

The roles school play in a society are more important than probably recognized. They are the only institution with the specific duty to teach the young about a social and political democracy. Teachers must, then, introduce students to the ideas and ideals of our political system.

For improvement to occur, everyone involved in the process must work together as a team with a shared mission. School-university partnerships provide the structure, simultaneous renewal provide the process, and the postulates provide the conditions for advancement.

1. A support structure for leadership and faculty is required
2. Faculty must have proper responsibilities, qualifications and accountability
3. A program to develop future educators
4. Prepare students to deal with the realities of schooling
5. Regulatory and policy to prevent unqualified teachers and administrators

National Network for Educational Renewal

The purpose of the partnership is:

1. Improve performance of universities
2. Improve performance of schools and school districts
3. Improve collaborative relationships between schools & universities

The Four-Part Mission of Schooling

1. Enculturate the young into a social and political democracy
2. Provide access to knowledge for all children & youth
3. Practice pedagogical nurturing of the art and science of teaching
4. Ensure responsible stewardship of the schools

Education and Schooling

Schools coexist with and affect the culture in which they exist as the culture affects the schools. Schools and culture are interlinked and

integrated completely. As a result, there is a certain amount of duplicity then that must be overcome. What we express as an ideal rarely exists in the culture in practice. A school can be useful and effective in achieving its official public purpose, but still fail at education for a democracy.

Chapter 3—The Context of Schooling in a Democracy

Education, public schooling, is necessary to maintain citizenry capable of maintaining a democracy. The knowledge of how to run a democracy is not possessed by all parents equally. It must be supplemented with public education.

Characteristics of a Democratic People

There is a difference between voting and voting wisely. There is a difference between having an opinion and having an informed opinion. It is a learned skill to differentiate between legitimate argument and rhetoric. Though schools cannot make anyone wise, they provide the tools by which people can make themselves wise.

A democratic people have a respect for equal justice under the law and use free and open inquiry to become informed. Knowledge of rights and an understanding of "freedom" is required for a democratic citizenry.

Historical Roots of Schooling and Democracy

Schooling was easier in earlier history because of the homogeneous population. The increasing diversity has multiplied the complexity of providing good schooling but at the same time provides opportunities for students to hear many different perspectives and world-views and provides real life lessons in how to get along with each other.

As pressures grew to meet the many different and new demands caused by the diversity, schools dropped the role of educating citizens. The public accepted this shift passively.

The Moral Responsibility for Democracy Education

First, for those who are not born into wealth, education is the best hope for providing opportunities to change their lot in life. Second, schools must prepare people to participate in a democracy, both as leaders and as participants in the process.

The goal of education should be to both promote independent formation of what they wish to achieve in life and recognition of the obligation to respect similar goals for others. This creates a tension between freedom for oneself and freedom for others, protected by some authority. Freedom and authority are thus allies.

Public education is almost the only common experience and opportunity to teach the skills required in a democracy.

Rethinking Our Priorities

Goodlad asserts that the reason these goals must be met in public schools is that we do such a poor job of demonstrating the ideals in our practice of

democracy. If left to culture and unintentional education, the result will not be optimum. Education is best left to trained professionals and not allowed to happen by chance.

Teaching students how to choose and achieve the "good life" for them while at the same time, not preventing others for achieving their vision requires students develop: autonomy, independent judgment, strong character, and self-understanding.

To achieve this end, it should be apparent that a standardized curricular or pedagogical method is inadequate. Standardization does not allow for adjustment for the many peculiarities of a diverse student population. Schools cannot be tools to instill Pavlovian patriotism. This approach (rote learning of reading, writing and arithmetic) would simplify schooling and would serve a dictatorship as well as a democracy. Although it would not prepare a democratic citizenry, it would prepare standardized test takers.

Neglecting our duty of preparation of a citizenry able to participate in the democratic process ultimately fails our democracy and our way of life. The continued existence of the country requires citizens with the knowledge, skills and the necessary dispositions.

Chapter 4—An essential Narrative for Schooling

Schools must do more than prepare students to take tests. Unfortunately, the norm now makes higher test scores an end in and of itself. There is a view that the primary purpose of schooling is to make "good workers." That it is of the foremost importance to serve the "god of economic utility." Consumerism has become the ends to the means (education).

The Failings of Reform

Education in America can be described as one reform movement after another. Reform presupposes that solutions for problems cannot come from within the system to be reformed and must be imposed from the outside. Reform does not recognize that the world is not static nor is education. The educational system must have an ongoing means and methods for self-examination and transformation.

Reform Part One: New Priorities

During the 1960s, the Great Society reforms were put into place. These were primarily directed by local authorities associated with the schools. Federal assistance was provided for financial support.

Reform Part Two: The New School Order

During the 1970s, perceived failures drove "back to basics: reform movements driven by government officials. The reforms of the 1970s by-and-large took authority away from local communities. In the 1980s, a new, bottom-up, reform movement started that emphasized site-based management. Unfortunately, it was not funded well and was not sustainable.

Reform and Its Many Problems

One reason reforms fail is that they assume too much uniformity between schools, teachers and students. Also, a standardized curriculum of basic

skills such as reading, writing and arithmetic cannot prepare people to participate in a democracy. Finally is the mechanism itself—whole turnover of methodologies in one swoop are hard to implement. Schools are like an ecological system—change occurs continuously and organisms adapt to these gradual changes. So schools must continuously change to adapt to the changing world. From this comes the concept of *renewal*.

The Rhetoric of Reform and Renewal

The rhetoric of reform and renewal are similar. In practice they are quite different. The contrast in approaches is a contrast in world-view. Reformers assume that people want to be told what to do and not have too much freedom. Renewers assume that humans prefer to set their own goals and how to achieve them.

Renewal offers improvements without assigning blame or imposing linearity of means and ends. Renewal, according to Goodlad, embodies the ideals of a democracy.

What is at Stake

Democracy is in trouble. The agenda for Education in a Democracy offers to restore a shared humanity to education. The agenda takes the idea of excellence and democracy seriously. First and foremost, it assumes that real people can do what is right, just and honorable. However, there is enormous pressure from the reform movement to move the country to a privatized educational system.

Chapter 5—Democracy, Education, and the Human Conversation

The tendency in America is to focus on the mechanics of a democracy—voting, free press, etc.—rather than the substance—the people and their interactions.

Education: It's Everywhere

One of the most important responsibilities of educators in a democracy is to enable youngsters to differentiate between constructive and destructive views and beliefs. Education is so ubiquitous that we fail to comprehend its power and see the consequences of its denial, misuse, and abuse until we are on the verge of and in crisis.

Education is a universal given and is embedded in the culture. Education in and of itself is value neutral—it can be used for constructive ends or destructive ends. One cultural issue to be overcome by educators is television. The problem is that the messages delivered—"you are the most important person" and "buy stuff"—are counter to what a great civilization needs to have embedded.

Knowledge, Wisdom, and Quality Education

School is a society within a society and reflects many of the virtues and problems of the greater society. A school that prepares students for a democracy therefore will embrace diversity of ideas, opinions and worldviews.

In the quest for learning, educators must resist the quest for certainty. If there were certainty there would be no scientific advancement. So it is with morals and patriotism. Good students know how to ask questions and search for answers.

Fairness, Equity, and “Granfalloon”

This country is often seen as dedicated to pursuit of wealth and an indifference to poverty. Schools tend to mimic the communities in which they reside. Rising above the practice and teaching the ideals of a democracy is the challenge for schools. Schools must deal with all issues, no matter how controversial and in a fair a manner as possible.

A democracy is based on the idea that we all have a say in the course the country takes and that each are leaders in some way. Silence and servility are not the stuff of a democracy. Education must equip us to question critically in order to develop informed opinions. Otherwise, education is just a charade promoting complacency and ultimately political decay.

Introduction to the Human Conversation

There is a belief by some that there exists “objective knowledge” and a “correct” view of the world. This view is incorrect. All knowledge is partial and subjective. There is no single worldview that deserves complete acceptance.

Creating a Wise and Thoughtful Public

It is a myth that the cause of all ills is a lack of information. More and more information has not made improvements to the fundamental aspects of human existence. The reason that all of the information is not helping is that there is no training in how to convert the data into useful knowledge.

Chapter 6—Renewal

“Reform” rarely lasts. The changes brought about by reform tend to be cosmetic. The maintenance of a system through continuous care and repair promises the best method of school. Reform replaces; renewal fixes.

Renewal engages everyone involved in the education process and requires communication across, up and down all channels. Renewal uses an ecological model as a metaphor—life continuously changes and life adapts to survive the changes.

School Cultures

Schools create their own culture. There are some characteristics of culture that make them difficult to understand and change. (1) Individuals are not born with a culture; it is acquired. (2) Culture is intertwined and entangled with its many different aspects—weaving a social fabric in which we live. (3) Culture is shared with all members of the society and sets limits on acceptable behavior.

A school's culture is resident in the less visible value and belief systems that influence behaviors. This fact makes culture so difficult to change. Cultural renewal requires an examination and understanding of all the interleaved and interconnected structures, systems and beliefs that make up a culture.

Constructing a Body of Knowledge

One of the early contributors to the body of knowledge for educators was the Atlanta Area Teacher Education Service (AATES). The primary lessons from this study are (1) collegial efforts really do matter; change must involve a core group not just an individual, (2) planning and preparation are necessary to launch any change effort, (3) communication between core groups and others must be commonplace, and (4) a supportive infrastructure must exist to encourage collaboration and provide resources.

A second study, Study of Educational Change and School Improvement (SECSI) found that the most important characteristics needed for renewal were also the least understood. Bridges between schools and teacher education programs at the university level are essential for effective critical inquiry. Two other studies, A Study of Schooling and Study of the Education of Educators (SEE) found that good schools and good teacher education programs must be built simultaneously.

Achieving Symbiotic Simultaneous Renewal

One thing to be avoided is the reliance on the Universities to provide “expertise” in solving problems. The exchange of knowledge—theory and practice—must be bidirectional. To better train teachers, it was thought that Centers for Pedagogy should be created. These centers brought together P-12 educators, teacher education faculty and arts and sciences faculty to develop curriculum for the education of educators collaboratively. Integrating these varied groups was difficult.

The Agenda for Education in a Democracy has focused criteria for partner schools: (1) All learners have equal access to knowledge, (2) Partner schools recognize & honor diversity within school populations (3) students must learn to contribute to a democratic society (4) Decision making processes must involve parents, students and other stakeholders, (5) Create a larger educative community outside the schoolhouse gate.

Universities tend to reward the wrong things to promote better education systems—they stress theory and publication. Schools tend to focus inward on students and the classroom. Both must be changed to reinforce renewal rather than existing culture.

Strengthening the Culture of Renewal

The university partnership is not the end of the process but a means to institute cultural change. Success requires the collaboration of groups and individuals committed to educational renewal. Everyone must be willing to question their own and others practices to sustain meaningful change.

Renewal requires a vision that every student is worthy of the best schooling available, that systems exist to support teachers in finding what works for each child and that systems exist to prepare future educators as a highly moral endeavor. None of this exists at present.

Chapter 7—Leadership for Educational Renewal

The Agenda for Education in a Democracy is about promoting the hope for a better future. Those who are teachers need to learn to continually improve their skills, methods and techniques in order to achieve this end.

The Need for Strong Leadership

Goodlad believes that there are essentially three types of leaders: ordinary, innovative and visionary. Visionary leaders are rare, but required to advance the state of humans—they create new stories to live by.

Though visionary leaders are required in the educational system, Goodlad believes that the educational system needs more innovative leaders. Innovative leaders are good at refocusing attention—they are dissatisfied with the current economic interpretation of education and are ready to promote the creation of a thoughtful public required to maintain our democracy.

The Agenda promotes skilled leadership. Weak leadership embrace fads or embrace nothing at all. The skilled leadership must come from individual teachers. They are the ones who can best understand the vision of renewal and best at translating ideas into action.

What Makes a Good Leader

A good leader walks the walk, not just talks the talk. For the case of renewal, leaders must practice reflection and self-inquiry. They must understand the change process. A democracy requires leaders who are both trusting and trustworthy.

A Leadership Program for Renewal

Organizational change takes a long time. A Leadership Associates Program was created to nurture leaders who are committed to the Agenda and are willing to work at carrying out the vision of renewal for both schools and the education of educators. The Program has created a central group of educational leaders that share common experiences and a common purpose and are supported by a network of dedicated colleagues.

Education for Everyone: Preparing for the Future

Good schools emerge from supportive environments. Formal and informal leaders of schools, of school districts and university departments and educator training programs create the vision for schooling.

Chapter 8—Experiencing the Agenda

Education needed to advance democracy must be protected from the problems that threaten our democracy. The primary problem facing democracy is complacency—the idea that democracies are self-perpetuating. Schools play a central role in creating a democratic public.

Languages and Concepts

Education is a complex process. Democracy is a complex concept. Combining the two compounds the complexity of education for a democracy.

Mission

The mission of the Agenda includes both the means and the ends. It does little good to create a child that is charming if the means employed are immoral.

Moral

Societies engage in various educational exercises designed to perpetuate the beliefs and customs deemed essential for that society's continued existence. The moral concepts that describe a democracy are compassion, civility, civicness, equality, fairness, freedom, and justice. The system of public schooling is the only system in place for ensuring the qualities necessary for a democratic citizenship.

Conversation

The overarching purpose of conversation is to foster a culture of inquiry, planning, action, and assessment guided by a common mission.

Simultaneous Renewal

School reform tries to put into place something that was presumably not there. School renewal creates a culture that conducts regular assessments of what is going well and what is not. Success is not meddled with—only those things identified as needing improvement.

Postulates

The postulates of the Agenda for Education in a Democracy were derived from the finding that the conditions required for school improvement were mostly lacking in public schools. The 20 postulates are listed in the appendix of *Education for Everyone*.

Tomorrow

Teachers of the young must learn themselves, the two essentially elements of the Agenda's mission: sound pedagogy and the moral conduct of the institution they represent. Teachers are schooling's moral stewards.

Replacing Regularities

Prevailing cultures have great capacity to resist change and derail internal renewal mechanisms. Necessarily then, the strategies for creating change are complex and time-consuming.

While effecting change, existing schooling must be kept viable while changes are implemented and parents must be involved in understanding the what and why of change. Even though change is recognized as needed, the entrenched customs often have strong public support. This results in adding new without taking out the old. This is *not* renewal.

Curricula

The curricular block as practiced does not prepare students with the understandings and behaviors needed outside of school. The concepts of high standards and accountability are good in theory. Unfortunately, the implementation through cycles of testing and the pressure of accountability appear to have the opposite effect.

Pedagogy

The art and science of teaching are at the core of good education. Unfortunately, the teaching methods for teachers are poor. The teaching of teachers must parallel the methods to be put into place in their schools.