

Why Main Goals Neglected

1. Do not know how to achieve.
2. Will not come to terms with social functions of education - incompatible with self- image.
3. No means of assessing – so can not:
 - (i) See progress.
 - (ii) Monitor own effectiveness.
 - (iii) Get credit in certification process.
 - (iv) Get credit in accountability and evaluation.

4. Value-Laden:

One group or other opposes. Incompatible in same class.

Need to individualise in relation to pupil's values so pupils can practice components of competence, but teachers don't know pupils' values and do not respect "working class" values.

Assessments value-laden.

Can only observe if classroom elicits.

Observers' perceptions influenced by his/her values and competencies: Lack ability to manage independent, thoughtful, people.

Need to influence values - fear of brainwashing.

Handle by choice. But prevented by lack of respect and worries about perpetuating status quo. Compare private schools.

5. Transformational. Can't specify outcome in advance.
6. Requires sensitive monitoring and facilitation of growth. Conflicts with "teaching as telling" and satisfactions wanted from job: centre of attention, source of information.
7. No tools to help teachers administer individualised, CBE programmes. Too much to expect.
8. Variety and choice in conflict with equality: Worries about reinforcing social divisions.
9. Conflict with beliefs about behaviour to be expected of public servant. Requires teachers to attend to pupils' needs and invent ways of meeting them. Requires teachers and pupils to be doing things they do not know how to do and the outcomes of which they cannot specify in advance. Public servants not expected to be innovators and adventurers: expected to do bidding of elected representatives. Criteria and tools of accountability. Creation and management of innovative climates in schools/public service.

Won't call for research because do not think it can help them with such problems.