

**Key Issues arising from the literature**

<b>FOCUS</b>	<b>TENDENCY</b>	<b>TENSION</b>
Adolescence	<ul style="list-style-type: none"> <li>to position as problematic</li> </ul>	<ul style="list-style-type: none"> <li>the location of responsibility for this problem</li> <li>institutional versus personal</li> </ul>
Expectations	<ul style="list-style-type: none"> <li>high expectations related to standards</li> </ul>	<ul style="list-style-type: none"> <li>expectations versus cultural inclusiveness</li> </ul>
School Reform	<ul style="list-style-type: none"> <li>organisational change</li> </ul>	<ul style="list-style-type: none"> <li>clarity of purpose for change</li> </ul>
What makes a difference	<ul style="list-style-type: none"> <li>the nature of teacher/student interaction in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>democratisation versus need for knowledgeable authority</li> </ul>
Thought and action	<ul style="list-style-type: none"> <li>citizenship</li> </ul>	<ul style="list-style-type: none"> <li>contextualised, purposeful, critical focus versus cooperative confusion</li> <li></li> </ul>
Subject disciplines	<ul style="list-style-type: none"> <li>integration</li> </ul>	<ul style="list-style-type: none"> <li>discourses distinctive versus 'real-world' blurred boundaries</li> <li>question of degrees of framing.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>multiliteracies</li> </ul>	<ul style="list-style-type: none"> <li>acknowledgment, and explicit teaching of, some multiliteracies versus 'watering down' allowing powerful literacies to remain untaught</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>policy imperative</li> </ul>	<ul style="list-style-type: none"> <li>lack of clarity regarding what and how to generate</li> <li>- in Maths only?</li> </ul>
Learning theory	<ul style="list-style-type: none"> <li>social theory literacy</li> <li>psych theory numeracy</li> </ul>	<ul style="list-style-type: none"> <li>student positioning/agency critically influenced by learning theory - largely internalised by</li> </ul>

<b>FOCUS</b>	<b>TENDENCY</b>	<b>TENSION</b>
		teachers/system.
Doing School	<ul style="list-style-type: none"> <li>• access real-life contexts</li> </ul>	<ul style="list-style-type: none"> <li>• is real-life real now/in future - for whom?</li> <li>• is school knowledge relevant - for whom?</li> </ul>
The learner	<ul style="list-style-type: none"> <li>• targeted/type-cast</li> </ul>	<ul style="list-style-type: none"> <li>• categorising groups oversimplifying needs versus</li> <li>• focusing on entitlements of all with the danger that all means some.</li> </ul>