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Learning from the wisdom of practice: teachers' educational purposes as pathways to supporting adolescent purpose in secondary classrooms

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ABSTRACT

Purpose in life is beneficial for adolescents and their communities. However, less is known about supports for purpose development during adolescence, particularly in the school setting. The study described here drew from theories about teacher beliefs and knowledge, and a multidimensional definition of purpose in life, in order to learn from practising teachers about the ways in which supporting adolescent purpose may fit within their existing beliefs about their work with students. The specific aims were to explore alignment between teachers' educational purposes and their own definitions of purpose in life with the 'personal meaning' and 'beyond-the-self' dimensions of purpose in life. Nine secondary school teachers from the United States who taught in a variety of academic content areas were interviewed using a semi-structured protocol. Transcripts were coded according to two dimensions of purpose: personal meaning and beyond-the-self consequences. Teacher responses revealed alignment between their educational purposes and the dimensions of 'personal meaning' and 'beyond-the-self consequences'. At the same time, teacher definitions of the unified construct of purpose in life did not reflect this same integration of the dimensions of purpose. Implications for teacher education and future research are discussed.

Introduction

Within adolescent developmental research, purpose in life has been defined as 'a long-term intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self' (Damon, Menon, and Bronk 2003, 21). While researchers in the field of positive youth development are increasingly familiar with this definition, teachers of adolescents are likely to hold their own theories about what 'purpose in life' is, and whether and how it can be supported in secondary classrooms. These same teachers are often taught that it is important to discover what their students already know in order to help them move to higher levels of thinking on any given topic. More specifically, they are taught that part of good teaching involves understanding the existing theories that individuals hold so that

evidence can be presented that helps address the specific ways in which those theories may be inadequate or incomplete, while retaining what is accurate and useful (Bransford, Brown, and Cocking 2000). Researchers and practitioners in the field of teacher education also know that, at least in some areas, teacher beliefs influence their practices (Fang 1997), and in many teacher preparation programmes, teachers are envisioned as both reflective practitioners and learners (Adler 1991; Leitch and Day 2000). However, in the evolving effort to understand how to leverage the academic efforts of schools to support purpose in life in students, minimal information exists that highlights teachers' actual beliefs about purpose in life. Given the pedagogical importance for teacher educators of understanding what teachers already believe about purpose in life, the study described here was designed to generate information about purpose in life beliefs among secondary school teachers from a variety of academic disciplines in the United States.

A multidimensional definition of purpose in life offers a heuristic for examining teacher beliefs about the topic. As researchers have worked to identify purpose in adolescents, four underlying dimensions have been proposed: intention, personal meaning, beyond-the-self contribution and engagement (Damon, Menon, and Bronk 2003; Malin et al. 2014; Moran 2009; Yeager and Bundick 2009). These dimensions may be useful starting points for talking with teachers about supporting purpose in their classrooms because they each offer access to a complex construct. In other words, while it may be true that relatively few teachers explicitly design their classroom efforts to support the developmental goal of 'purpose' or utilise a 'purpose' curriculum, it may also be true that many teachers already think about their content area and the futures of their students in ways that align with the individual dimensions of purpose. With this potentiality in mind, the study described here utilised two of the dimensions of purpose, personal meaning and beyond-the-self consequences, in order to unearth secondary school teachers' beliefs about their roles in supporting purpose in life in adolescents.

Why teach for adolescent purpose during the secondary school years?

Specific characteristics of the period of adolescence suggest that working to understand one's purpose in life may be salient to this developmental stage. The prototypical adolescent is engaged in identity exploration (Lerner 2008), and this period of identity exploration lasts until, at least, emerging adulthood (Kroger, Martinussen, and Marcia 2010). Purpose in life may be seen as an expression of identity commitments: 'This is who I am, and therefore this is what I will do in the world'. Unsurprisingly then, research about purpose development also shows a pattern of exploration prior to commitment. For example, during the secondary school years, adolescents do not, on average, find and commit to purpose (Malin et al. 2014). However, Malin et al. (2014) also show that adolescents find personal meaning in their pursuits, set goals for themselves or find an intention, think about ways to contribute to the world and find ways to engage in a variety of pursuits. It is not so much that adolescents are not on the path to purpose, but that, in developmentally appropriate ways, they are not quite there. With the exploratory, uncommitted nature of adolescence in mind, it may be most appropriate for teachers to think about developing purposeful mindsets during adolescence, with an eye to larger and more long-term intentions. If this is done, then the adolescent or young adult who eventually finds a personally meaningful intention to pursue

has also developed resources to aid in this pursuit by practising goal setting, engagement and beyond-the-self thinking in a variety of areas.

Secondary school teachers may also be interested in learning how to support the development of purpose in life in their students because it is good for their students and may benefit students in the academic areas towards which teachers in schools typically target their work. Research showing that purpose in life is a desired developmental outcome for adolescents, in particular, continues to grow. For example, several correlations have been established between purpose and aspects of adolescent thriving and identity development (Bronk 2011; Bundick et al. 2010; Burrow and Hill 2011; Bronk et al. 2009). Additionally, teachers may be particularly interested in emerging work demonstrating links between both the beyond-the-self and personal meaning dimensions of purpose and academically relevant outcomes. For example, when students are provided with a beyond-the-self reason to work on a task, they stick to challenging, yet not particularly interesting, tasks for longer (Yeager et al. 2014). Related to the purpose dimension of personal meaning, Hulleman and Harackiewicz (2009) showed that low-performing ninth-grade students were more interested in what they were learning and earned higher grades in that subject when they completed written reflections about the personal relevance of what they were studying. Taken together, this research suggests purpose is a good thing to develop in adolescents, but it does not highlight the ways in which purpose may be intentionally fostered.

How may adolescent purpose be supported during the secondary school years?

Research focusing on the specific ways in which purpose may be fostered during adolescence is still relatively nascent, and that which does exist does not highlight specific classroom strategies that would be of particular interest to teachers. Koshy and Mariano (2011) reviewed literature concerning existing programmes designed to support purpose. Finding few contemporary examples, especially in schools, they also described related efforts where these efforts aligned with purpose. For example, they focused on the ways in which schools may support purpose development through civic engagement and service learning. Other researchers have listened to adolescents in order to understand the social supports adolescents identify as they describe their purposes in life. (Moran et al. 2013). Among those identified social supports, adolescents name their schools as one among many contexts in which purpose develops (Moran et al. 2013). Within the school context, student perceptions of teacher competencies have been shown to predict aspects of purpose development (Bundick and Tirri 2014). Overall, however, research that uncovers specific strategies to support purpose is needed (Hill, Burrow, and Sumner 2013).

From a teacher education perspective, two areas of thought from European and American traditions may be especially helpful in considering teacher beliefs about supporting purpose in their adolescent students: Hopmann's (2007) interpretation of 'matter and meaning' as presented in his discussion of *didaktik* and Shulman's (1986) concept of pedagogical content knowledge. *Didaktik*, in German and other European discussions of teacher education, refers to various processes at work in the interaction among teachers, learners and content (Hopmann 2007). The term has no simple English language translation (Hopmann 2007), and a full explication of its meaning is beyond the scope of the study at hand. However, Hopmann (2007) argues that one of the core characteristics of teaching within *didaktik* is

the difference between 'matter' and 'meaning'. Matter is the more concrete of the two, referring to the content of teaching (eg US History, Algebra or Art). Meaning, however, refers to deeper truths about humankind and its existence that emerge in the interactions among the learner, teacher and academic content. One of the assumptions of the present study is that purpose in life may be discovered through the individual's interactions with any number of academic disciplines; Hopmann's (2007) language of matter and meaning provides a helpful framework within which to consider these possibilities.

Within the context of teacher education in the United States, the past three decades have seen an increased emphasis on the particular type of knowledge that teachers must have in order to teach effectively. Pedagogical content knowledge brings together what teachers know about the subject matter with what they know about teaching (Shulman 1986). Pedagogical content knowledge includes the topics or components of the subject matter and how to make it comprehensible to students. This point of intersection creates one unique type of teacher knowledge, but if pedagogical content knowledge in the academic content areas is put into conversation with pedagogical content knowledge about purpose, then the type of knowledge a teacher may need is even more specialised. The overarching goal of the present study was to begin to unearth this specialised knowledge about teaching for purpose within the academic disciplines. Shulman is clear to point out that some of this information derives from research, but that it also comes from the 'wisdom of practice' (Shulman 1986, 9). In the effort to understand how to support purpose development through teaching in the academic disciplines, and in turn help teachers learn how to do so, teacher wisdom is a key component of building up the repertoire of pedagogical content knowledge for the subject matter of *purpose*.

Using a dimensional definition of purpose to explore teacher beliefs

The dimensional understanding of purpose introduced earlier offers four different paths for unearthing teacher wisdom about how to teach for purpose. The dimensions of purpose provide the conceptual framework for the methods of the study described here, and may be understood as building blocks or precursors to purpose in life (Malin et al. 2014). For example, one individual may identify the intention of their purpose prior to becoming highly engaged. Another individual may become highly engaged in several activities that positively influence others in some way, and through these activities discover the one thing he or she most intends to accomplish through their life purpose. In the following section, each dimension is described in further detail in order to lay a foundation for using two of these dimensions as entry points for investigating teacher beliefs about purpose.

Intention

The intention of one's purpose is a key dimension of the definition of purpose utilised in the present work. This dimension may be understood as the 'content' of purpose, and this particular dimension distinguishes contemporary research about purpose from earlier waves of such research. The earliest research about purpose focused on 'sense of purpose' (Crumbaugh and Maholick 1964). Sense of purpose refers to the feeling or belief that one's life has purpose, and not necessarily the intention of that purpose. In other words, one can believe that one's life has purpose, but not yet know what that purpose is. However, in more contemporary investigations of purpose, researchers have focused on the degree to which

adolescents not only have a sense of purpose, but have also come to understand what that purpose is: they know what they intend to do through their life's purpose.

Personal meaning

Beyond identifying the intention of purpose, the definition of purpose utilised here requires that this intention be personally meaningful to the individual. One can imagine individuals whose multiple goals in life are organised around a larger intention, but who find no meaning in this particular intention, they are simply moving through life. The *personal meaning* dimension of purpose gives credence to the intrinsic value that the individual may find in his or her purpose. Purposeful individuals pursue their purposes, in part, because it brings them joy and satisfaction, or it fulfils intellectual curiosity, among many other potential intrinsic motivators. Imagine a young man who declares that he is going to travel to less developed countries working on water delivery to rural villages. 'Wow!' those around this young man might think, '*This* is a young person with purpose'. However, in further conversation with that young man, the listener hears much more about his love of music, and how much he regrets that he will have to give up this passion of his life in order to work towards his intention of delivering water to rural villages. At this point, working with the understanding of purpose proposed here, there would be several more questions to ask this young man in order to determine whether or not he is truly purposeful. This is because it would seem that he is giving up that which is most personally meaningful to him (music) to pursue something that others are likely to find important (water delivery to rural villages). The dimension of personal meaning honours the ways in which that which is most personally meaningful becomes the path to beyond-the-self contribution, rather than its obstacle.

Beyond-the-self contribution

Purpose also requires that the individual influence the world beyond the self through working to accomplish their intention. As other researchers have noted, intentions to influence the world beyond the self may be prosocial, antisocial or neutral (Damon, Menon, and Bronk 2003), and sorting beyond-the-self intentions into these categories is a task that is somewhat dependent on the values of a particular group about what is good for others and what is not, and about what is the 'self' and what is 'other'. However, purpose also fits in a developmental systems model of adolescent thriving (Bundick et al. 2010). In this model, positive forms of contribution are theorised to be good for both the individual and society (Lerner, Dowling, and Anderson 2003). From this perspective then, assets of the system do not simply orient towards what benefits the individual; these assets also result in the good of the system. The beyond-the-self dimension of purpose, when it is construed as part of this system, is necessarily about positive contribution. Building from this theory, the present work relies on a particular operationalisation of the beyond-the-self dimension of purpose. The beyond-the-self dimension of purpose is met when the individual intends to increase the well-being of family, community or greater society in some way, while refraining from gravely and recklessly harming others in this pursuit.

Engagement

The fourth dimension of purpose is *engagement*. In earlier research on the forms of purpose, researchers noted that while adolescents may articulate a long-term intention that is both personally meaningful and positively contributes to the world in some way, they vary in the

degree to which they take consistent action to work towards these articulated purposes (Malin et al. 2014). In other words, the purposeful individual organises actions around several related goals (McKnight and Kashdan 2009), and thus part of determining if an individual is purposeful is recognising the steps enacted to achieve these related goals.

Engagement with one's purpose may look different at different ages and as one's work towards the intention progresses. For example, an early adolescent girl may describe her purpose in life as helping animals. She may want to do this by becoming a veterinarian, which is something that she knows requires more than four years of college. Clearly, the early adolescent is not enacting her purpose by practising as a 13-year-old veterinarian, but she may volunteer at an animal shelter, and work hard in her classes so that she can gain admission to the types of university programmes that will allow her to go to veterinary school. Through these actions that will help her accomplish that which is most important to her, she demonstrates the dimension of engagement.

Utilising the dimensions of purpose to explore teachers' educational purposes

The primary aim of the study described here was to highlight teacher beliefs about purpose. The dimensions of purpose offer four distinct windows of opportunity for recognising these beliefs. However, two of the dimensions may be particularly important to consider. In a study of 270 adolescents and emerging adults, 42% of college students were purposeful, while another 42% demonstrated self-oriented life goals (all dimensions of purpose except beyond-the-self contribution) (Moran 2009). This finding would suggest that while most individuals find and engage in work to accomplish a long-term intention that is personally meaningful by the time of emerging adulthood, fewer than half incorporate a beyond-the-self component into these efforts. Therefore, it makes theoretical and practical sense to target teacher beliefs around the integration of that which is personally meaningful with that which is consequential to the world beyond the self because there is at least some evidence that the integration of these two dimensions may benefit from more explicit support, while individuals may more typically receive the supports they need to find an intention and engage with it. With this in mind, the present study utilised the individual dimensions of personal meaning and beyond-the-self consequences in order to explore teacher beliefs about purpose, which integrates the two.

Furthermore, this study rests on an assumption that while teachers may or may not directly think about or target the unified construct of purpose through their classroom practices, it is likely that they think about or target at least one or more of its constitutive dimensions in their work. In other words, the ways in which teachers view their educational purposes may provide insight into how teachers may support purpose development in adolescent students. For example, when Finnish student-teachers were asked to reflect in writing on the 'educational purposefulness' of their own teaching, they wrote about their responsibilities to teach about the subject matter, and also about the importance of relationships with their students (Tirri and Ubani 2013), and a similar study of practising Finnish teachers found that teachers saw themselves as responsible for aspects of students ethical growth (Tirri 2012). While the work of Tirri and colleagues has relied on a general prompt to reflect on educational purposefulness, the present study, in part, relies on specific prompts about the dimensions of purpose, but in the context of teachers' views on educational purposefulness, rather than through directly asking about purpose in life. By learning about how teachers think about and intend to support each dimension in their overall

understanding of the purpose of education within their content area, progress can be made towards the ultimate goal of understanding how to support purpose in the classroom, and in turn how to support teachers in their efforts to do so. The study described here was designed to generate an exploratory and qualitative account of teacher beliefs about purpose, particularly the integration of that which is personally meaningful with that which positively influences the world beyond the self, with the hope that this account might inform both teacher educators and researchers who seek to understand how better to support purpose development in secondary schools.

Methods

The aim of the qualitative study described here was to explore US secondary school teacher beliefs about purpose. The study was designed to answer the following research questions:

(1) In what ways, if any, do US secondary school teachers' thoughts about their educational purposes align with the 'personal meaning' and 'beyond-the-self' dimensions of the researcher-driven definition of purpose in life?

(2) In what ways, if any, do US secondary school teachers' responses to direct questions about purpose in life align with the 'personal meaning' and 'beyond-the-self' dimensions of the researcher-driven definition of purpose in life?

This work is descriptive and theory generating, and therefore there were no hypotheses. The institutional review board at Texas Christian University approved this study.

Participants

The sample for this study was purposive, specifically targeting teachers who were interested in the topic of purpose. High school teachers from the US state of Texas were recruited for this study through email announcements about the study from the primary investigator. Nine teachers responded to these recruitment emails. Three of the teachers taught in a public magnet school focused on developing globally minded citizens. Another three teachers taught in two different larger, public, comprehensive high schools in the same school district as each other. The final three teachers taught at a secular, private high school in the same geographic area as the larger, public, comprehensive schools.

Teacher participants were diverse in gender and experience in teaching. The public magnet school teachers included one female biology teacher, one male economics teacher and one male mathematics teacher, who had all been teaching for less than five years. The comprehensive public school teachers included one female chemistry teacher, one female mathematics teacher and one male English teacher, who had all been teaching for more than five years. The private school teachers were all male, including one English teacher, one writing teacher and one mathematics teacher. The private school teachers also all had more than five years of teaching experience.

School contexts varied in terms of the degree to which holistic educational goals, like purpose in life, might be supported. At both the magnet school and the private school, teachers were expected to teach with more holistic goals in mind. The magnet school was responsible for teaching to the state academic standards, but did so within a larger

educational mission to develop globally minded citizens. Teachers at the private school were not bound to teach to the state academic standards, and instead taught to their own high-level academic standards, but the mission of this school also included the spiritual and moral development of its students. Teachers from the public, comprehensive high schools were the least likely to be explicitly directed to attend to the holistic growth of their students. While the public, comprehensive schools were different from each other, at the level of the school, they were each first held accountable to meeting the state academic standards as measured through standardised tests. While the study reported here does not include a full, qualitative account of each of these school contexts, these differences should be kept in mind, as these contexts provide another layer of influence on the ways in which teachers may envision their roles in teaching for purpose.

Interview procedure

Teachers were interviewed using a semi-structured interview protocol designed to elicit their beliefs about teaching for purpose, particularly around the dimensions of intention, personal meaning, beyond-the-self contribution and engagement (Appendix A). Interviews were conducted at a location mutually agreed upon by the researcher and the participating teacher. The semi-structured format allowed the interviewer to ask common questions across the participants, while also allowing the interviewer the freedom to delve into deeper areas of the conversation if research interests arose more idiosyncratically. Interviews were audio-recorded. The total time for explaining the study, gaining consent and conducting the interview was approximately 1 hour. A professional transcriptionist transcribed each interview, and the analytical stage of this study utilised these transcripts.

Analytical procedure

The analytical procedure was based in deductive content analysis, which may be used to extract meanings and intentions from participants' words (Elo and Kyngäs 2008). Specifically, the existing theoretical categories of personal meaning and beyond-the-self contribution were used to organise participant responses. Thus, 'personal meaning' and 'beyond-the-self consequences' became provisional codes (Dey 1993) tied to participants' responses to questions about their educational purposes and more direct questions about their definitions of purpose in life. Provisional coding is considered useful when the researcher has a predetermined set of categories by which he or she wishes to organise the data (Saldaña 2013), such as the two dimensions of purpose utilised here. The specific questions from the interview protocol considered to reveal educational purposes were those related to what teachers thought was most important to learn in their content area, and those related to their hopes, concerns and visions of future success for their students. Here, 'content area' is used interchangeably with 'academic discipline', and refers to the subject matter taught by the teacher (eg chemistry, writing or economics). Teacher beliefs about the definition of 'purpose in life' were coded from their responses to a question that directly asked what this concept meant to them.

To check reliability of the codes, the primary investigator discussed the coding scheme with a second coder who was blind to the hypotheses of the study, and then the second coder separately coded three transcripts. Table 1 shows coding guidelines, agreement and

representative vignettes for the coded categories. Agreement between the second coder and the principal investigator was acceptable at levels greater than 85% (Miles, Huberman, and Saldaña 2014) for the following codes: content as a pathway (personal meaning); teacher goals for students (personal meaning; beyond-the-self contribution); and teacher beliefs about purpose (personal meaning; beyond-the-self contribution). A 70% level of agreement was reached for 'content as a pathway – beyond-the-self contribution', with more instances of the second coder recognising an instance when the principal investigator did not, than instances where the second coder did not agree with the principal investigator's assignment of the code. Overall, the principal investigator was a more conservative coder than the second coder, meaning the second coder was more likely than the principal investigator to identify the dimensions of purpose in participant's words. As the principal investigator was the sole coder for most transcripts, the findings that follow should be interpreted as a more conservative account of teacher beliefs about the personal meaning and beyond-the-self dimensions of purpose in life.

Findings

Findings from this study of nine secondary school teachers in the United States are presented in the following order. First, findings related to teacher beliefs about what is most important for students to learn in their content areas (eg mathematics, science or English) are presented. Then, findings related to the ways in which teachers described their hopes and concerns for their students are discussed. Finally, findings related to teacher definitions of purpose are presented. Overall, teachers interested in talking about purpose with a researcher did think about their educational purposes in ways that aligned with the personal meaning and beyond-the-self dimensions of purpose in life. At the same time, teachers' definitions of purpose inconsistently included either personal meaning or beyond-the-self language, and rarely included both.

The content area as a pathway to personal meaning and beyond-the-self contribution

The interview began with questions about the participant's academic content area. Specifically, participants were prompted to discuss that which they thought was most important for students to learn within their content area. The goal in coding these responses according to the dimensions of purpose was to begin to understand whether or not teachers conceived of their academic content area as a possible path to the integration of personal meaning and beyond-the-self consequences that is foundational to purpose. Responses to these questions showed a mostly shared hope across participants that students find some personal meaning in what they learn in the disciplines, as well as evidence that for some teachers, the content area is a path to beyond-the-self contribution.

The strongest theme that emerged from this analytical round was that teachers wanted students to understand that whatever they were learning in the academic content area was connected or relevant to students' lives in some way. For example, the biology teacher described connecting learning about body systems to students' successes on the football field. The chemistry teacher also focused on the effect of food on the body through the lens of chemistry. The private school English teacher described wanting his students to 'wind up

Table 1. Coding scheme, agreement and qualitative examples of teachers' educational purposes and purpose definitions.

	Personal meaning	Beyond-the-self
Coding guidelines and agreement	*Educational Purposes (Agreement: > 85%):* Teacher discusses beliefs about important learning goals in the content area, or hopes or concerns for students or visions of future student success in terms of students making personal connections, finding relevance/doing relevant work, having/finding passion, happiness, interest, personal meaning or excitement about subject matter *Purpose Definition (Agreement: > 85%):* Teacher defines purpose to include making personal connections, finding relevance/doing relevant work, having/finding passion, happiness, interest, personal meaning and excitement	*Educational Purposes (Agreement: > 85% for student-related questions; > 70% for content area questions):* Teacher discusses beliefs about using content beyond the classroom to connect with others, influence others, help others, make changes, serve the community, solve problems (outside of the classroom), etc. Teacher discusses hopes, concerns or visions of future student success that include students connecting with others, influencing others, helping others, making changes in the community, serving the community and solving problems *Purpose Definition (Agreement: >85%):* Teacher defines purpose to include connecting with others, influencing others, helping others, making changes in the community, serving the community and solving problems
Teachers' Educational Purposes	*When asked about their content area:* 'I have students come into my classroom and tell me that they don't like biology … so I ask them, 'Do you like to breathe? Do you enjoy being able to see things and run?' and this and that. It becomes very evident to them really quickly how big of a part, you know, of their life biology is.' – Biology Teacher, Magnet School '[I hope students learn] that our global economies are interconnected and that there are a lot of different inputs into our economy that kind of affect our lives that we sometimes have control over collectively. Sometimes we have control over them individually, and then we also often have no control over them whatsoever.' – Economics Teacher, Magnet School *When asked about students' futures:* '[I] sort of want them to go to college and be successful, but any time they're just like ecstatic to share whatever they're doing, it makes a difference because you know that they at least are doing something now … That means a lot to me that they found something to be happy about in life.' – English Teacher, Public School 'It almost never has to do with the name of the person's job. It almost never has to do with the city, town, country, continent in or on which the person lives. I think it has to do with what they get excited about, and if they seem to get excited about things that, again, are productive, are outward-looking, are aware of a world around themselves, are self-aware and world-aware.' – Writing Teacher, Private School	*When asked about their content area:* 'In order to be a good, well-rounded citizen, there are certain scientific things that everyone needs to at least be versed on – not necessarily have already formed an opinion … but at least have background knowledge.' – Biology Teacher, Magnet School 'I'd say in the top three it's very important to learn how to locate oneself in culture, context, communities, and to think about one's responsibilities to and opportunities within the communities of which one is a part.' – Writing Teacher, Private School *When asked about students' futures:* 'I would say striving and trying to do their best to take the things that they've learned from high school, and hopefully if they've gone to college, from college too and really put those into practice and become thinkers, become just real-life problem solvers in whatever job or whatever situation they find themselves in.' – Math Teacher, Magnet School '[My] biggest hope is that they develop the skills and empathy – and empathy is actually a skill … that will allow them to leverage the remarkable privilege and opportunities that they have to make things better.' – Writing Teacher, Private School

| Teachers' definitions of purpose in life | '[Purpose in] life. Okay. I really love my life right now. My family is fantastic and my marriage is *wonderful* and my job is so great. I love the books I'm reading. But it doesn't mean anything unless it will mean something ten years from now. All of this excitement about the present and future plans and these things, if … You know, it's like ask me in ten years if I've been living with purpose [laughs] at this stage in my life. I don't … . I mean who has the answer to that, I guess. But I guess what I am trying to say is that I know that I am where I have to be, and I am content with all the things that are the way they are. I work so hard to make them that way and to keep them that way here at work and at home and with my relationships. It's just a happy equilibrium, and I think that's enough'. – Math Teacher, Public School

'When it comes to purpose, like I said, the best thing, like with my kids and students and then with my brothers, is seeing that they're happy and that they enjoy … You know, they're not miserable; that's for sure'. – English Teacher, Public School | 'Purpose in life … I think that that's probably one of the reasons that I teach what I do, is because you see how every little piece of all of these different systems end up playing a part together and how things that you may initially see as so insignificant still have this huge role. I think that that's just so incredibly important for all of them to realise that whether or not their role is something that ends up being something where they make some large sum of money or something where they, you know, are living paycheck to paycheck, that those things aren't as important as the connections that– You know, they could be driving a school bus and they're going to be impacting so many different lives. I think that constantly that's kind of the thing we're looking at … I think it's like 300 musicians, and I'll show them how it sounds when they're all warming up and then the piece of music that they can perform together. It's literally cooler than most musical pieces they've ever seen, and it's just trying to point out how valuable every single piece and instrument is to that whole. I think that with biology, that's just so evident, how cool it is that there's all of these different pieces being connected. So I hope that that's something that they always remember, that whether their purpose is something that they see as huge or small, that it's still a purpose and it's still part of the whole'. – Biology Teacher, Magnet School |

Table 2. Alignment of teacher beliefs with dimensions of purpose.

	Educational purposes				Definitions of purpose in life	
	Content area		Hopes, concerns, and visions of student success			
	Personal meaning	Beyond-the-self	Personal meaning	Beyond-the-self	Personal meaning	Beyond-the-self
Magnet school						
Biology teacher	•	•	•	•		•
Economics teacher	•	•	•			
Math teacher				•		
Public school						
Chemistry teacher	•		•	•		
Math teacher			•		•	
English teacher	•	•	•	•	•	
Private school						
Math teacher			•			•
English teacher	•	•	•	•	•	•
Writing teacher	•	•	•	•		•

having an understanding of themselves as being invited to participate in a conversation that's been going on for a long, long time'. The economics teacher hoped that his students would learn 'that there are a lot of different inputs into our economy that affect our lives'. All in all, six of the nine teachers touched on some aspect of personal meaning or connection for students when they described what they hoped students learned from the discipline (Table 2).

A second theme that emerged from this analytical stage was that some teachers also wanted students to learn about how they might become a part of their communities, or in the language of purpose, to be of consequence to the world beyond the self. The private school English teacher quoted above went on to say that once students had found their own voices, that he hoped they would be able to 'bring their voices to the table in that conversation and to engage in it authentically. And also to make maybe their own contribution to that conversation … 'The biology teacher quoted above was the most explicit in her articulation of beyond-the-self learning goals for students within biology, saying, 'In order to be a good, well-rounded citizen, there are certain scientific things that everyone needs to at least be versed on – not necessarily have already formed an opinion … but at least have background knowledge'. The writing teacher articulated a hope that students 'think about [their] responsibilities to and opportunities within the communities of which [they] are a part'. Overall, five out of the nine teachers specifically mentioned beyond-the-self consequences as a part of their overall learning goals for students in their discipline, and all five of these teachers also mentioned content area goals related to students developing personal meaning (Table 2).

Envisioning students' futures as personally meaningful and connected to others

The second analytical stage of this study was to uncover the ways in which teachers may be thinking about the personal meaning and beyond-the-self dimensions of purpose in life when they describe their concerns, hopes and visions of future success for their students.

To that end, participants were asked about their biggest concerns and hopes for students and what they would need to see in a student 10 years beyond graduation to feel that the student was 'successful'. These responses were coded for personal meaning and beyond-the-self ideas. Teachers overwhelmingly named personally meaningful goals or beyond-the-self contribution when they described their concerns and hopes for their students, with eight of the nine teachers describing the importance of finding personal meaning, and six of the nine teachers describing the importance of beyond-the-self contribution (Table 2). Five teachers explicitly referenced both (Table 2).

Eight of the nine teachers specifically discussed their concerns, hopes and visions of future success for their students in ways that suggested they cared that their students eventually created personally meaningful lives (Table 2). While teachers did not use the language of personal meaning, they did talk about happiness, passion, contentment and fulfilment. The biology teacher hoped she would see her students in the future 'pursuing anything that they're passionate about'. Her colleague in the economics department wanted students to be 'stimulated' by whatever they were doing. All three public school teachers made reference to student happiness. For example, the chemistry teacher, describing the students that she felt were likely to go on to contribute to society in a variety of ways, added, 'I think I would want to see happiness for them'. The public school mathematics teacher used the words 'fulfilling', 'content' and 'enjoying themselves' to describe her hopes for her students and their lives. The public school English teacher, who taught several students who might not consider going on to college, was open to many different paths in life for his students, but qualified all of these paths with the statement, 'But at least they're happy doing what their doing, and I think that … that means a lot to me – that they've found something in life to be happy about'. All three private school teachers also discussed aspects of personal meaning when describing their concerns, hopes and visions of future success for their students. The English teacher specifically referenced happiness, while his colleague in the mathematics department wanted to see that students found something to do that was 'gratifying' to them. The writing teacher looked for excitement about things that were both self- and other-aware, saying: 'I think it has to do with what they get excited about, and if they seem to get excited about things that, again, are productive, are outward-looking, are aware of a world around themselves, are self-aware and world-aware'. Note, also, that the writing teacher specifically ties personal meaning to beyond-the-self awareness. Taken together, teachers' answers to questions about their concerns, hopes and visions of future success for their students included a strong theme of wanting students to live lives of personal meaning.

Six of the nine teachers also explicitly mentioned concerns, hopes or visions of future student success that pointed to beyond-the-self aspirations for their students (Table 2). Teachers who mentioned beyond-the-self concerns were evenly distributed across the school types. The biology teacher from the magnet school already recognised this beyond-the-self drive in her students, saying:

> I just think they have not only the opportunities to make these big changes [in the world] but they want to … they have a desire to make things happen that I don't know if my generation ever had. It's not only, 'Hey, these are the problems that are out there,' but they have this desire to figure out ways to change them.

Her colleague in the mathematics department framed his beyond-the-self goals for his students in terms of the ways they would put their problem-solving skills to use, wanting them to 'put those [problem-solving skills] into practice and become thinkers, become real life

problem solvers in whatever job or whatever situation they find themselves in'. The chemistry teacher framed her beyond-the-self hopes for her students in terms of a concern: 'My biggest concern is that the students a lot of times don't get the message that they are capable of being an important part of society and they should be important contributors to society. That is my biggest concern'. The public school English teacher emphasised the possibility that his students would connect with other people, no matter what path they took. Describing students with an interest in auto mechanics, he said, 'That's what they do, and they find opportunities to share that with other people, whether it's working on side projects or whatever [else]'. Two teachers from the private school emphasised contribution in the way they described their hopes for students as well. The English teacher included beyond-the-self involvement when he discussed what he would need to see 10 years after graduation to know that his students were successful:

> I would need to see that the person had gained some autonomy in his life or her life, that they were kind of out there doing it on their own, that their life was involved with others in one way or another, whether it was just through the establishment of their own families or their outreach to the community at large, and that they were doing something creative and constructive and something that makes them happy.

The writing teacher specifically addressed concerns related to the amount of privilege and power his students possessed and would continue to possess: '[My] biggest hope is that they develop the skills and empathy – and empathy is actually a skill … that will allow them to leverage the remarkable privilege and opportunities that they have to make things better'. Overall, six out of the nine teachers, two from each of the school types included in this study, mentioned beyond-the-self concerns when they described their concerns, hopes and visions of future success for their students (Table 2).

Teachers' definitions of purpose in life

Towards the end of the interview, the interviewer introduced the term 'purpose in life' to participants without providing a researcher-created definition, and then prompted participants to explain what the term meant to them. Some chose to answer this question by explaining their own purposes, while others described the concept of purpose in life in more abstract terms. In contrast to the ways in which several teachers described their educational purposes to include both personal meaning and beyond-the-self consequences, their definitions of purpose in life were less likely to include these two dimensions. In fact, while three teachers included aspects of personal meaning in their definitions, and four included aspects of a beyond-the-self orientation, only one teacher included both of these in his definition of purpose in life.

Teachers who included aspects of personal meaning in their definitions of purpose in life primarily referred to contentment and happiness. For example, the public school English teacher said, 'When it comes to purpose … the best thing, like with my kids and students and then with my brothers, is seeing that they're happy and that they enjoy … You know, they're not miserable; that's for sure'. The English teacher from the private school, in the context of describing a more beyond-the-self aspect of purpose, included this qualifier: ' … but also that by participating in [the beyond-the-self activity] as fully as possible, it's going to enrich me and enrich my experience here'. The mathematics teacher from the public school, who referred to her own purpose in life in order to describe the concept, described

finding a 'happy equilibrium'. Overall, three of the nine teachers included aspects of personal meaning in their discussion of purpose in life (Table 2).

Teachers who included aspects of beyond-the-self contribution in their discussions of purpose primarily focused on the idea of recognising and living out one's role in a community or group of people. Two teachers from the private school described purpose in this way. The English teacher explained that purpose means recognising that 'It's important to acknowledge and to know that there's something in this world more than just me that I'm connected with'. His colleague in the maths department described purpose as including 'making contributions to a group and doing so through leadership of that group'. He went on to say:

> That group can be the varsity [American] football team, a very well defined collection of 25 young men, or the president of the student body, a very well defined group of 400 students. But the group can also be kids who hang out in this room typically [during] fourth period. There's no formal election of gathering … But at any rate, to help a group achieve laudable goals. Your group could be Firestone, a tire store, and obviously part of that purpose is to realize a profit. But hopefully you're also, having a purpose of ethical service to the customer … But I would say a general purpose for people would be to see themselves in a variety of groups, and see how they can help that group.

The biology teacher from the magnet school also stressed the importance of recognising one's interconnectedness as being central to purpose. She connected this theme to her content area as well, and stated:

> I think that that's probably one of the reasons that I teach what I do, is because you see how every little piece of all of these different systems end up playing a part together and how things that you may initially see as so insignificant still have this huge role (see Table 1 for a more extended version of this quote).

Overall, four teachers included aspects of beyond-the-self contribution in the way that they described purpose in life (Table 2).

Summary of results

The study described here was designed to understand the degree to which teachers' educational purposes and definitions of purpose in life align with the personal meaning and beyond-the-self dimensions of the researcher-driven definition of purpose. Teachers were interviewed about their beliefs about their academic content areas, their hopes, concerns and visions of future success for their students and about their own definitions of purpose in life. Their responses revealed that several of the teachers conceived of their educational purposes in ways that aligned with the personal meaning and beyond-the-self dimensions of purpose. However, when directly prompted to discuss the concept of purpose in life, this alignment was less clear.

Discussion

The aim of the study described here was to create an account of what teachers already believe about supporting purpose in their classrooms, with the ultimate goal of providing points of departure for future research and for teacher professional development opportunities targeted towards teaching for purpose. This aim was grounded in what is known about how individuals learn and in what is known about what teachers need to know to teach well. Specifically, a key part of helping individuals develop more productive theories in any given

area is to understand the existing theories that they hold (Bransford, Brown, and Cocking 2000). Additionally, one of the types of knowledge that teachers need to teach well is pedagogical content knowledge, which can, in part, be gathered from the wisdom of practice (Shulman 1986). Teachers' beliefs about their educational purposes offer researchers a way to learn about how teachers may support the development of purpose in their students (Tirri 2012; Tirri and Ubani 2013). The findings of this study suggest that teachers who are interested in talking about purpose already think in deep ways about how their content area provides a pathway to finding personal meaning and considering beyond-the-self consequences, and that their concerns, hopes and visions of future success for their students also align with these two dimensions of purpose. When directly prompted, however, their own definitions of purpose were less likely to include personal meaning and beyond-the-self consequences. Possible interpretations for these findings are discussed here, and implications for future research and work with teachers are addressed.

'Matter and meaning' in the content area

While this study listened to the voices of American teachers who likely did not experience teacher training immersed in *didaktik* as articulated by Hopmann (2007), their words suggest that US teachers interested in talking about purpose are also somewhat likely to believe their content area (the 'matter' of their teaching) is a pathway to 'meaning', specifically the personal meaning and beyond-the-self dimensions of purpose in life. Six of the nine teachers in this study saw their content area as a pathway to at least one of these two dimensions, and five included both dimensions as they discussed what was most important to learn in the content area. This is, perhaps, not surprising, as teachers may teach what they themselves find meaningful or useful.

The fact that teachers hoped students would find personal meaning and ways to act beyond the self through their learning in academic content areas is particularly salient when the identity exploratory nature of adolescence is considered (Kroger, Martinussen, and Marcia 2010). Inherent in the definition of purpose utilised in this study is that individuals move from having a general sense of purpose to knowing what that purpose is. The content of one's purpose (the intention) is then key, according to this definition, to having purpose. Teachers who teach in their content areas with an eye towards how what is learned in the content area may be both personally meaningful and influence the world beyond the self are exposing students to a variety of possible intentions.

The fact that several teachers in this study discussed their academic content in ways that align with the personal meaning and beyond-the-self dimensions of purpose has implications for how teachers are introduced to and supported in their efforts to teach for purpose. A potential objection to teaching for purpose might be that there is simply not enough time in the standards- and assessment-driven environment in many US schools, and in the schools of many other nations. Educators may view purpose education as simply 'one more thing' for which there is no time. However, the teachers in this study show that helping teachers teach for purpose may be more about helping them tap into the greater meaning they find in the particular subject matter they teach, rather than giving teachers a whole new subject (purpose) to include in their teaching. Teacher educators who wish to support teachers in their efforts to teach for purpose then may want to begin with having these individuals explore what they already believe is the most important thing for students to learn in the

content area, and then layer a discussion about purpose on top of this existing teacher knowledge.

Teachers want purposeful futures for their students

When asked to describe their hopes, concerns and visions of future success for their students, teachers also spoke in ways that aligned with the personal meaning and beyond-the-self dimensions of purpose in life. As with the ways in which they spoke about their content areas, most teachers expressed hopes that their students would create personally meaningful lives that reached beyond the self in some way, with slightly more than half of the participating teachers integrating personal meaning and beyond-the-self consequences in their responses to these questions.

This finding helps address another concern that teachers may have about teaching for purpose. Some teachers may feel that teaching for purpose in life is a large task beyond the scope of the academic responsibilities of schools. However, as with teacher beliefs about their content areas, teachers' expressions of their concerns, hopes and visions of future success for students offer another path to helping teachers think about how they might support purpose in their classrooms. While it may feel like an overwhelmingly large responsibility for a teacher to consider shaping purpose in life, it may feel more approachable for a teacher to think about helping a student find something that is personally meaningful, or introducing a student to way to contribute to the world beyond the self. As with using content area goals as an entry point, teacher educators who want to support teachers in their efforts to develop purpose in their students may want to consider beginning the discussion with a discussion of the goals that teachers already hold for their students, followed by learning activities that show how some of those existing goals align with the dimensions of purpose.

Teachers' definitions of purpose

When teachers were asked to provide their own definitions of purpose in life, they did not consistently provide definitions that addressed the personal meaning and beyond-the-self dimensions of purpose, with less than half of the group including each of these, and only one participant including both. Beginning with the language of 'purpose' did not surface teacher thinking about the integration of personal meaning with beyond-the-self consequences in the way that allowing teachers to talk about their educational purposes did. When the dimensions were used as a starting point, teacher beliefs about the dimensions of purpose were plentiful, but when specifically prompted to discuss purpose, the same complexity did not emerge.

This finding, too, has implications for professional development efforts that aim to support secondary teachers as they support purpose in life in their students. Beginning professional development efforts without first offering opportunities for teachers to come to a multidimensional understanding of purpose through reflecting on their own educational purposes may prematurely cut short teacher thinking in this area. A teacher may be inclined to think, 'This is what purpose is, and I do not teach about that'. Instead, it may be worthwhile to encourage teachers to reflect on the ways in which they support students in creating personal meaning or in thinking in beyond-the-self ways about what they are learning, without yet naming these as 'purpose'. Then, drawing from the meaning that teachers likely already

think is created through the teaching and learning process in their academic content areas, teacher educators may facilitate a process by which the multidimensional definition of purpose is co-constructed from what teachers already think and do, as these thoughts and practices are put into conversation with the researcher-driven definition.

Implications for teacher education and professional development

This investigation of teacher beliefs about purpose began with an argument based in learning theory (that in order to teach a student well; to change their existing theories about anything): the teacher must have a strong understanding of the student's existing knowledge or theories about the subject (Bransford, Brown, and Cocking 2000). When thinking about how to best educate future and current teachers to teach for purpose, the teachers are the students whose existing theories teacher educators must understand. A key finding of the study described here is that when teachers are directly asked to discuss their understanding of 'purpose', they do so in ways that are less likely to integrate personal meaning and beyond-the-self consequences than when those same teachers are asked to reflect on their educational purposes in a variety of ways. In this case, teachers' existing theories about their educational purposes may provide a clearer pathway than their theories about the unified construct of purpose for helping them consider how they might teach for purpose. In much the way that Hulleman and Harackiewicz (2009) demonstrated that high school students performed better when they were able to reflect on the ways in which what they were learning was relevant to them, teacher educators may find it beneficial to begin their professional development efforts with learning activities that encourage future and current teachers to reflect on the ways in which personal meaning and beyond-the-self consequences are relevant to what they teach (the content area) and their goals for who they teach (their hopes, concerns and visions of future success for their students). This may be especially beneficial for future and current teachers who will teach in contexts that do not explicitly include holistic learning goals for students, and for whom the relevance of teaching for purpose may be less immediately clear.

Put another way, the findings of this study suggest that teacher educators may find it helpful to create learning opportunities that encourage future and current teachers to consider the 'meaning' that is created between student, teacher and subject matter (Hopmann 2007). The academic disciplines represented in this study were diverse, and not a single participant answered questions with only simple, concrete references to the subject matter. All nine participants articulated at least some ways in which they hoped students learned about deeper truths in life from their encounters with the specific subject matter of their classrooms. Tirri and Ubani's (2013) work offers a path forward from this finding; perhaps teacher educators can consider asking future teachers to reflect on their own educational purposes so that 'meaning' stays more in the forefront of teacher thinking as they begin their daily teaching practice. Yeager and Walton (2011) have explained how brief interventions in educational settings, such as reflective writing, set into motion recursive processes that have more long-term impact. It may be that brief reflective activities during teacher preparation would set into motion more long-term thinking about how to help students integrate personal meaning and beyond-the-self contribution through the lessons of various academic content areas. Awareness of the range of possible meanings that may be created through teacher and student interactions with each other and the subject matter, may, in fact, be

the pedagogical content knowledge (Shulman 1986) that teachers need to teach effectively for purpose. Likewise, those who facilitate professional development opportunities for practising teachers may also want to consider offering these spaces for reflection on the ways in which meaning is created across a variety of academic disciplines.

Implications for future research

The implications of this exploratory work for future research align with implications for teacher education and professional development. Specifically, in the effort to understand how purpose is and may be supported in secondary classrooms, researchers may want to consider structuring their investigations around the individual dimensions, rather than the integrated construct of purpose. Particularly in the evolving effort to understand *practices* to support purpose, looking through the lens of the dimensions may unearth several practices that would be missed through the lens of the integrated construct. Another implication of these findings for researchers is that practising teachers who are interested in the topic of purpose are valuable sources of information and potential collaborative partners in continued efforts to generate evidence-based practices for supporting purpose in the classroom. Future research efforts will likely benefit from working with teachers to create and understand the practices of purposeful classrooms, rather than simply delivering research findings and curriculum about purpose to teachers.

Limitations

While the findings of this study offer hope that purpose can be supported in the classroom, and that there are teachers doing this work and interested in learning more about it, there are limitations that future studies in this area should address. A key limitation is the small sample size. Nine teachers provided a wealth of information about what is possible when researchers seek out teacher expertise, but the field would benefit from future work that samples larger numbers of teachers from diverse content areas and school settings. Additionally, future work in this area should complement the interview method utilised in this study with student data that would help offer stronger support that students experience learning across the dimensions of purpose in the ways that their teachers hope they do.

Conclusion

This exploratory study of secondary teachers' beliefs about the personal meaning and beyond-the-self dimensions of purpose was grounded in the belief that teachers are learners and experts to whom researchers should turn in order to better understand how to support purpose in adolescent students. As they shared from the wisdom of their practice, the teachers in this study did not disappoint, each providing rich and varied information about the ways in which they think about their academic content area and their concerns, hopes and visions of future success for students. In many ways, their thoughts about these aspects of their educational purposes aligned with the personal meaning and beyond-the-self dimensions of purpose. Those who work to educate future and current teachers may be able to leverage what teachers think about their educational purposes to help teachers support purpose development in adolescent students. Continuing to include teachers as key partners

in efforts to discover how to best support adolescent purpose development in the school setting will benefit the field, teachers and the adolescents this work is meant to serve.

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Appendix A. Semi-structured teacher interview protocol

Introduction	• Tell me a little bit about yourself.
	• Tell me a little bit about why you became a teacher.
Elicit purpose for content area	• (If not already answered) Tell me a little bit about the main content area you teach.
	• Why do you teach in this content area?
	• What do you think is most important for students to learn in this content area?
Elicit purpose in general	• What are your biggest concerns for your students?
	• What are your biggest hopes for your students?
	• If you encountered one of your students 10 years after he or she graduated from high school, what would make you think he or she had become successful?
Elicit connections between purpose for content and purpose in general	• Can you talk to me a little about how, if at all, what students learn in your classroom is connected to the things you would like to see in them after they have graduated from high school?
Elicit purpose practices across four dimensions	I would like to spend some time talking about some of the things you do in your classroom to help students learn what is most important in your content

Appendix 1. (*Continued*).

Goal identification/intention	• Some teachers believe it makes sense for teachers to set the goals of a classroom, and others believe it makes sense for students to set these goals. Can you talk to me about your own thoughts about this? • Was there ever a time when a student of yours developed a personal goal about something related to your content area that he or she wanted to accomplish? Can you tell me about this? • What are some of the things you do to help students set goals like these?
Personal meaning	• Sometimes, students seem to find personal meaning in something they are being taught, and other times, it seems really difficult for them to make that personal connection. Do you think it's important for students to find personal meaning in what they are being taught? • Was there a time in your classroom when you really felt like you sparked those personal connections? Can you tell me about one of these times? • In general, what are some of the things you do in your classroom to try to create personal meaning? • You have mentioned students who have found personal connections with something in your content area. When you see that in a student, what do you do?
Engagement	• What does a student who is engaged with what he or she is learning look like to you? • Have there been times when you felt like your students were really engaged in something you were doing with them? Can you tell me about one of these times? • How do you encourage students to engage or participate in what they are learning in your classes?
Contribution/beyond-the-self	• In most content areas, we can think about knowledge or skills, and then we can think about the ways in which knowledge and skills get used in and beyond the classroom. How do you approach these two ways of thinking about your content area in your own classroom? • *(If above leads to this)* What do you do to help students see how the knowledge and skills of your content area are used beyond the classroom? • Some people say it's important for schools to encourage students to think about how to make their communities and world better, and others think that responsibility mainly belongs to others.• What are your own thoughts about this? • How do you expose your students to some of the ways knowledge and skills from your content area can be used to contribute?
Elicit integrated purpose practices	So far we have discussed things you do in your classroom to encourage your students to identify and set goals, such as … , and what you do to help them find personal meaning and engage in what they do, such as …. We have also discussed how you help students think about how to use what they learn beyond the classroom, such as …. • Are there any ways in which you see that these four things fit together? Lead into one another? • Conceptually? • In your practices? • What are some of the things you do in your classroom that support more than one of these?
Elicit holistic purpose definition and beliefs about teacher roles	Some people believe that everyone has a purpose in life. What does 'purpose in life' mean to you? Some researchers define purpose as being engaged in a life-long intention to accomplish something that is both personally meaningful and contributes to the world in some way. Using this definition, what do you think a teacher's role is in helping students find their purpose in life? • Why? Why not? • What are some of the things you do in your classroom to help students find their purpose in life?
Final check	Throughout the interview, you have talked about a lot of things you do in your classroom, such as …. Do these seem correct? You have also shared your thoughts about how these things relate, such as …. Does this seem correct? Finally, you've talked about (role of teacher in purpose development) …. Does this seem correct? Is there anything else I've missed that you think is important?