



Education knowledge organiser



The Education System

Functionalism

Durkheim considers how education is able to perform the role of socialisation:

- ⇒ Education is an important agency of socialisation; it maintains social stability and social cohesion.
- ⇒ Prepares young people for working life and adulthood. Teaches specialist skills for work.
- ⇒ Education is meritocratic - student's achievements are based on their abilities and efforts, not on social class, gender or ethnicity.

Functionalists believe that success is due to **achieved status**, everyone has equal opportunities to succeed, those who work hard and achieve are rewarded with higher pay levels/status.

Parsons suggested that schools prepare children for the same **universalistic standards**-the opposite of the **particularistic standards** from home life.

Functionalists ignore aspects of education, which are dysfunctional, such as negative conflict.

Marxists criticise Functionalists through Hidden Curriculum reinforces social inequality and maintains ruling class ideology.

Feminists criticise Functionalists through Hidden curriculum maintains and reinforces patriarchy not meritocracy.

Marxism

- ⇒ Education prepares young people for a capitalist society.
- ⇒ **Education is not meritocratic.**
- ⇒ Education claims to be meritocratic but schools discriminate in favour of the middle class, e.g. language
- ⇒ Encourages conformity and acceptance of social position.
- ⇒ The hidden curriculum teaches young people the expectations of society.
- ⇒ The main role of education is to **maintain capitalism** and reproduce social inequality. This is reinforcing the class system
- ⇒ Education does not provide equal opportunities. Designed to benefit the powerful. This is why working-class children underperform.
- ⇒ **Correspondence Theory**- School processes mirror the world of work in order to prepare them for labour.

Marxists fail to acknowledge that education actually reproduces diversity rather than inequality.

Marxists often fail to acknowledge that gender and ethnicity often combine with class to produce success or failure.

Neo-Marxism (NEO means NEW)

- ⇒ Influenced strongly by traditional Marxism – class inequality, conflict, Capitalism...**BUT** seeks to update theory for the contemporary world – uses elements of Interactionist theory to show how individuals shape the world around them.

Laddish culture- Showing off and silliness in school to impress peer group. Use example, of lads to this in education/classrooms today.

- ⇒ **Paul Willis** - found 'The lads' formed their own friendship group which had a counter-school culture which was against the values of the school and doing well. They focused on 'having a laff' to cope with the boredom they felt at school & in work.

Similarities to Marxism agrees capitalism shapes the future however differences to Marxism 'Rejects the view that WC passively accept their position to become compliant workers. There is not a simple relationship between the economy and the education system; students are active participants – some of whom choose to fail.

Existence of anti-school subcultures, truancy and exclusion suggest both the hidden curriculum and correspondence principal have failed.

The New Right

Politician's, thinkers and writers who support the free-market rather than state intervention and who believe that traditional moral values should be preserved.

New Right thinkers believe in **competition**, choice a free market through league tables, Ofsted, National Curriculum.

Similar beliefs to the functionalists but believe that the state takes too much of a role and the free market policies (marketisation) would raise standards. E.g. schools should compete with one another and parents and pupils should be seen as consumers.

Chubb and Moe- Education Vouchers and Parentocracy.

'Social mobility'- The movement of people between social groups= C.A.G.E.L (Class, Age, Gender, Ethnicity, Locality), especially social classes.

New Right- They believe that education has failed to equip all students with the skills needed to be successful in the global market place.

Social Democratic- A political viewpoint associated with the traditional Labour party, which believes in creating greater equality through reforms. Social Democrats believe in to get rid of class divisions between different types of schools, create more equal opportunities.

Differential Educational Achievement

Gender

Official statistics reveal some differences in educational achievement based on Gender...

Changing Job Opportunities = Decreases in 'male' jobs in manufacturing and engineering, but an increase in 'female' jobs in the service industry

Feminist Movement = Change in attitudes towards women's roles and expectations- encouraging educational success and the ability to have a professional career.

Legal Changes = The Sex Discrimination Act (1975) -raised awareness of equal opportunities.

Subject Choice = Gender stereotyping in textbooks, or role models of teachers in certain subject areas (male dominated maths & science) and continued gender stereotyping by teachers.

Ethnicity

Statistics show some ethnic groups under achieve whilst others over achieve.

Teachers expectations = some teachers may have higher or lower expectations of certain groups (**institutional racism**)

Home and Social Class background = Class position may influence achievement dependant on the types of work offered to particular groups. In other words there is a 'doubling up' of factors. Some differences could be accounted for due to class and home life.

Cultural Difference = Cultural norms and values may be different to 'mainstream' British norms and values. The language spoken at home may also be an important factor.

The Hidden Curriculum = It is argued that certain subjects are biased towards white European culture. Some books may present stereotypical images of some minority groups. (**ethnocentric curriculum**)

Class—Internal

Teachers make judgements and classify students. These judgements can often affect a child's chances of educational achievement.

Labelling = a theory of social behaviour which states that the behaviour of human beings is influenced significantly by the way other members in society label them (**Pygmalion Effect Rosenthal & Jacobson/ Jane Elliott**)

The 'self-fulfilling' prophecy = If teachers have low expectations, or see a child as only being capable of reaching a certain level of academic achievement this can make students bring on their own 'self image' into line with the teachers judgement.

Streaming = Putting students into groups based on assessment of general ability. This can lead to a "counter-culture".

Subcultures = Paul Willis-Learning to Labour– **Anti School Subculture**

Class—Internal

Statistics tend to show that the higher a student's social class background, the greater chance they have of achieving high educational qualifications.

Material Deprivation = Cost of uniforms, sports kits and special materials may keep poorer children away from school. Living conditions such as poor housing, overcrowding, lack of privacy or quiet places to do homework adversely affect performance and attendance.

Parental Attitudes= **Middle-class Values** = Desire for control over their lives, emphasis on future planning, deferred gratification, individual achievement stress

Working class values– passive/fatalistic acceptance, emphasis on present or past, present gratification, collection action stressed

Middle class parents know how to "work the system" such as how to hold disagreements with teachers, which educational resources to purchase etc. They may also expect more from their children and show more interest in their progress.

Cultural deprivation = A middle-class students upbringing may put them at an advantage over working-class students e.g. family visits to libraries, museums or holidays, homes filled with books, educational toys and electronic media are the norm in middle-class homes.

Social/Cultural Capital—Middle-class children will socialise with children in a similar class to themselves. Their parents will be part of a network of social relationships that give them benefits e.g., friends with teachers, university lecturers, doctors etc.



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Relationships and Processes within School

Labelling

Hargreaves 1967 found through observations that in secondary schools, teachers made initial judgements about students based on their **behaviour, ability** and potential.

- ⇒ Teachers' expectations based on **labels** are communicated to the pupils through behaviour, written and spoken comments.
- ⇒ This then affect the way the student sees themselves, called their **self-concept**.
- ⇒ This leads to the **self-fulfilling prophecy** where the student accepts the label as true, and lives up to the expectations.
- ⇒ The labels can be **positive** and **negative**.

The 'ideal pupil' - research suggests that teachers see the 'ideal pupil' as one who conforms to 'middle-class' standards of behaviour-co-operative, hardworking, doesn't challenge teacher.

Rosenthal and Jacobson (1968): "The Pygmalion Effect"

The Hidden Curriculum

Hidden Curriculum: The **informal messages** and lessons that come from the way schooling is organised and run. These messages are reflected in the **ethos** and **culture** of the school, which influences the **behaviours** and **attitudes** that are **valued** and **rewarded** – and those which lead to **punishment!**

Functionalism = Durkheim– school teaches a sense of belonging & commitment to a bigger society, a shared belief in the importance of cooperation & school assemblies, team games and anything that produces a sense of pride in a pupil's individual school helps to pass on these values.

Marxism = Bowles and Gintis (1976) believe that the main role of the hidden curriculum is to produce a docile, easily manipulated and exploitable workforce for capitalists. This is achieved through awarding high grades to pupils who conform, rewarding pupils who obey teachers & those who are motivated by external rewards such as exam success or a pay packet.

Feminism = see the hidden curriculum as promoting patriarchal values that ensure the dominance of men in society. They found that education portrayed the message that males are more important than females, boy's careers are more important and also, that senior positions in education are disproportionately held by men.

Subcultures

"A group within a wider **culture**, which has significantly different **norms** and **values** to other groups in **society**, while still sharing some aspects of the wider culture."

Mac & Ghail- examine the relationship between schooling, work, masculinity and sexuality. He identifies a range of sub-cultures: macho lads, academic achievers, new enterprisers, real Englishmen and gay students

Griffin-studied young, white working-class women during their first two years of employment. They created small friendship groups and their deviance was defined by their sexual behaviour rather than trouble making. They had three possible routes: work, marriage, or promiscuity (The Labour market, the Marriage market & the sexual market)

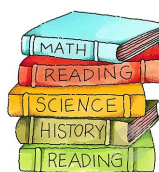
Sewell-conducted research in comprehensive schools in London. Sewell found that some Black pupils were disciplined excessively by teachers who were socialised into racist attitudes and who felt threatened by these students' masculinity, sexuality and physical skills.

Educational Policies

Policy before 1979

1944 Butler Education Act

- Equal chance to develop talents, free state run education
 - Introduction of a meritocratic system in which children received an education based on their academic ability rather than the ability of their parents to pay.
 - Introduction of the 11+ exam and the Tripartite System:
- ⇒ Secondary Modern
 - ⇒ Secondary Technical
 - ⇒ Grammar



1965: The Comprehensive System

- One school for everyone– all abilities and social classes.
- No labelling as failure, seen as fairer.
- Each school has a specific 'catchment'

MORE EQUAL— For the first time, all children despite social class had access to a free secondary school education. This is most definitely an improvement on policies prior.'

LESS EQUAL- Middle and upper class pupils were more likely to pass the 11+. This was due to a variety of reasons, for example having a higher quality of education prior, having access to educational resources at home tutors etc. This meant that working class pupils were more likely to get into a secondary modern school, meaning they did not gain academic qualifications, restricting future job opportunities.

Policies between 1979-1997

1988 Education Act

The **New Right** (also sometimes called neo-liberals) believe that state-run services tend to be inefficient. They argue that a **free market**, in which companies compete for business, provides incentives for improvement in the quality of services over time.

- Introduction of the marketisation of education– consumer choice and competition. Focus on parental choice, funding based on student numbers and freedom for schools.
- The introduction of the National Curriculum– core subjects for ages 5-16.
- Introduction of testing– GCSE examination

- ⇒ Open enrolment
- ⇒ Formula Funding
- ⇒ OFSED Inspections
- ⇒ Publication of League tables
- ⇒ Introduction of the National Curriculum



Results of marketisation

Parentocracy -means 'rule by parents'. Power has been shifted away from the schools and onto parents

Cream skimming-Good schools can be more selective and recruit high achieving, middle class pupils.

Silt Shifting- Good Schools, since they are over-subscribed can avoid taking the less able, working class pupils

New Labour 1997-2010

When the 'New Labour' government came into power in 1997, they introduced various policies in an attempt to reduce the social inequalities created by education.

- ⇒ Raising Standards: providing nursery places for 3-4 year olds, reducing class sizes, national literacy & numeracy schemes, 'special measures', 'value-added' feature on league tables.
- ⇒ Reducing inequality: introduction of Educational Maintenance Allowance (EMA), Aim Higher Programme, The Sure Start Programme,
- ⇒ Promoting Diversity & Choice– Introduction of Specialist and faith schools.

Education, education, education! - one of the first key pledges was to invest in education and futures

Marketisation Policies under New Labour:

Specialist schools –schools could apply to become specialist in a particular subject area e.g. technology. This would lead to funding but schools were also able to select 10% of their pupils. Created more choice and diversity.

Academies– Failing schools were converted to Academies often with new leadership. The aim = to raise standards.

New vocationalism and work related learning– Allowed more schools and colleges to offer vocational subjects.

Coalition and Conservative Policy Since 2010

The coalition government came to power in 2010 when David Cameron's Conservatives were the biggest party in parliament but failed to get a majority, therefore forming a coalition with the Liberal Democrats in order to be able to get their legislation through. The conservatives had a mixture of maintaining the New Right approach of the 1979-1997 governments with more modern attitudes, whereas the Liberal Democrats tended to have a more liberal approach, accepting alternative family types.

They put forward the following policies whilst in power:

- New style academies
- Free Schools
- Pupil premium
- £9000 University Tuition Fees
- EMA scrapped
- Promoting British Values
- Linear A-Levels & GCSE's
- Changes to the National Curriculum
- National Teaching Service
- New Grammar schools

