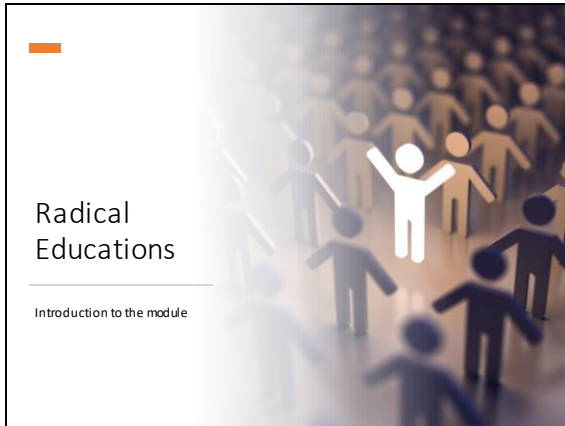




Module sessions

- 10.00-12.00 Tuesday and Friday synchronous sessions
- Further work through Moodle
- Engagement is central to progress this year
- **Week 1** – Introduction to radical educations
- **Week 2** – Theories and concepts of critical pedagogy
- **Week 3** – Alternative education in practice
- Assessment via a prospectus for an alternative school

Module Aims

...to give students the opportunity to consider possibilities for radically different educational structures and meanings.

It will make use of much of the work covered in the previous two years to develop critical perspectives on education and to explore alternative conceptualisations.

Radical

Adjective - (esp. of change or action)

Relating to or affecting the fundamental nature of something; far reaching or thorough

1. Arising from or going to a root or source; basic: *proposed a radical solution to the problem.*
2. Departing markedly from the usual or customary; extreme: *radical opinions on education.*
3. Favouring or effecting fundamental or revolutionary changes in current practices, conditions, or institutions: *radical political views*

A broader definition

of, relating to, or proceeding from a root: as

- a** (1) : of or growing from the root of a plant (2) : growing from the base of a stem, from a rootlike stem, or from a stem that does not rise above the ground
- b** : of, relating to, or constituting a linguistic root
- c** : of or relating to a mathematical root
- d** : designed to remove the root of a disease or all diseased and potentially diseased tissue

More definitions

of or relating to the origin : FUNDAMENTAL

- a** : very different from the usual or traditional : EXTREME
- b** : favouring extreme changes in existing views, habits, conditions, or institutions
- c** : associated with political views, practices, and policies of extreme change
- d** : advocating extreme measures to retain or restore a political state of affairs

My Learning Journey

- Reflect and notedown what you perceive as your key learning experiences within your life
- Consider those learning experiences, who were the key people (if anyone) that helped you along the way? Where did this learning take place?
- Has your learning in formal settings different from any informal learning you have noted? Why do you think that is?
- Consider your formal learning experiences only, how effective were they? What could have been done to improve them?

Key issues



How education is represented



How education is experienced

Challenges to the norm

- *'Challenge is not just coming from outside the system; there is now an unprecedented chorus of criticism of modern-day schooling'*
- (Wood, 2011, p.114)





What's wrong with state schooling?

- Are we producing adults who can think for themselves?
- Institutionalisation of individuals through school
- Roots in Enlightenment & US tradition which challenges UK system

Michael Apple

- Reflection on the reading
- *'Education has once again become a site of crucial struggles over authority and identity, indeed over both the very meaning of being educated and who should control it.'*
Apple (2018)

Questions

- Whose knowledge is this?
- How did it become 'official'?
- What is the relationship between this knowledge and how it is organized and taught and who has cultural, social and economic capital in this society?
- Who benefits from these definitions of legitimate knowledge and who does not? What are the overt and hidden effects of educational reforms on real people and real communities?
- What can we do as critical educators and activists to challenge existing educational and social inequalities and to create curricula and teaching that are more socially just?
- Can schools change society?

'Speaking honestly, I am deeply concerned that too much of the field of curriculum has lost its way. Too much of it is characterized by a condition of historical amnesia. It has too often forgotten the key questions about what and whose knowledge should be official. It has become lost in postmodern abstractions and deconstructive despair. With neoliberal, neoconservative, authoritarian populist and new managerial forces increasingly occupying the space of real policies and practices, we have little voice in the public debates over the realities of schooling and the decisions of curriculum policies and practices. The field of education deserves more.' (Apple 2018)

Introducing critical pedagogy

- Tait Coles

- *'Teachers can't ignore the contexts, culture, histories and meanings that students bring to their school. Working class students and other minority groups need an education that prepares them with the knowledge of identifying the problems and conflicts in their life and the skills to act on that knowledge so they can improve their current situations. Now is the time for our schools to incite a desire in students to challenge the accepted social truths purveyed by media and education.'*

- *'Education has the power to change social inequality by nurturing a generation with an educated mistrust of everything that has been indoctrinated before. This educational stance is one that we must all strive for as the moral purpose of education.'*

Some common criticisms

Schools are outdated – established models are not fit for purpose (Postman & Weingartner 1971)

The work of John Holt (1982) & John Taylor Gatto (1992)

The 'cookie-cutter' curriculum (Curtis, 2014)

Increasing emphasis on tests and results

De-professionalised teachers

Steiner schools

Montessori

Free schools

Democratic schools

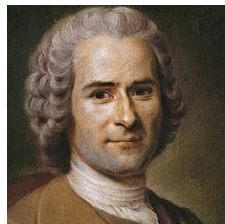
Alternative approaches to schooling

Unschooling

Home education

Jean-Jacques Rousseau (1712-88)

- Social setup in France was unsupportable but the education system was supporting it
- *Emile* – needed to uproot schooling and build a new kind of society
- Required a complete revolution in political and social organisation but only through new education



Paul Goodman (1911-73)

- Traditional school cages and distorts human nature
- Learning and compulsion are incompatible
- Break down the school walls
- Real world education
- Mini-schools





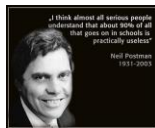
Ivan Illich
1922-2002



Everett Reimer
1910-1998

Neil Postman & Charles Weingartner

- *'Change-constant, accelerating, ubiquitous – is the most striking characteristic of the world we live in.'*
- (Postman & Weingartner 1971. p13)



Some shared views

-  Value of individual happiness
-  Learning without compulsion
-  Critical autonomy
-  Community or environment as a whole as being educative
-  However only commenting on a snapshot of their lives
-  (Barrow, 1978)

Wider representations

- Popular culture
- Media
- Pink Floyd
- The Simpsons

References/Further Reading

- Barrow, R. (1978) *Radical Education: A Critique of Freeschooling and Deschooling*. Gateshead: Northumberland Press
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- Wood, Kay. (2011) *Education: The Basics*. London: Routledge.
