

Academic Scrapbook

Education past, present and future

Student ID: 1905001



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Do we need art in school?



Term is starting - and English schools must tackle their arts emergency

Rosen mentions testing and how the curriculum is customized to fit a certain pattern of memorizing and reciting. He writes that we make the pupils absorb as much information as we can get in, and criticizes the lack of time to reflect and respond. Not only to the taught material, but to the relevant events in the world. He sees the world as changeable and unpredictable and wants the young people to be flexible, interpretive, critical and creative. Rosen thinks that arts can be beneficial in these matters. In arts, we need to change something to create something new. By creating something new and by playing with materials and tools, he thinks we might change ourselves.

In shortage, arts have an impact on the three subsets of skills defined as “skills for innovation”: technical skills; skills in thinking and creativity; and behavioural and social skills.” (Winner & Vincent-Lancrin, 2013, pp. 251).

Imagine that!

Hickman (2005) describes art as ‘exercising’ the imagination, and claims that arts in school are under threat of being phased out. Arts are said to have an impact on developing critical and creative thinking. There are arguments that arts enhance performance and understanding in non-art academic subjects such as mathematics, science, reading and writing. (Dickson, 2011; Winner & Vincent-Lancrin, 2013).

Feel that!

It is said to be therapeutic and to reduce stress. (Dickson, 2012; Hickman, 2005). Some research indicates arts has a positive influence on the academic motivation, the self-confidence and in communication. (Winner & Vincent-Lancrin, 2013). Higher self-esteem and self-confidence are often seen in people who are actively involved in making and other creative pursuits. (Hickman, 2005).

There might be indications between one’s capacity for empathy and the ability to think creatively. (Hickman 2005). Arts allows us to communicate in other ways than we might do otherwise and are said to strengthen our social skills. (Winner & Vincent-Lancrin, 2013).

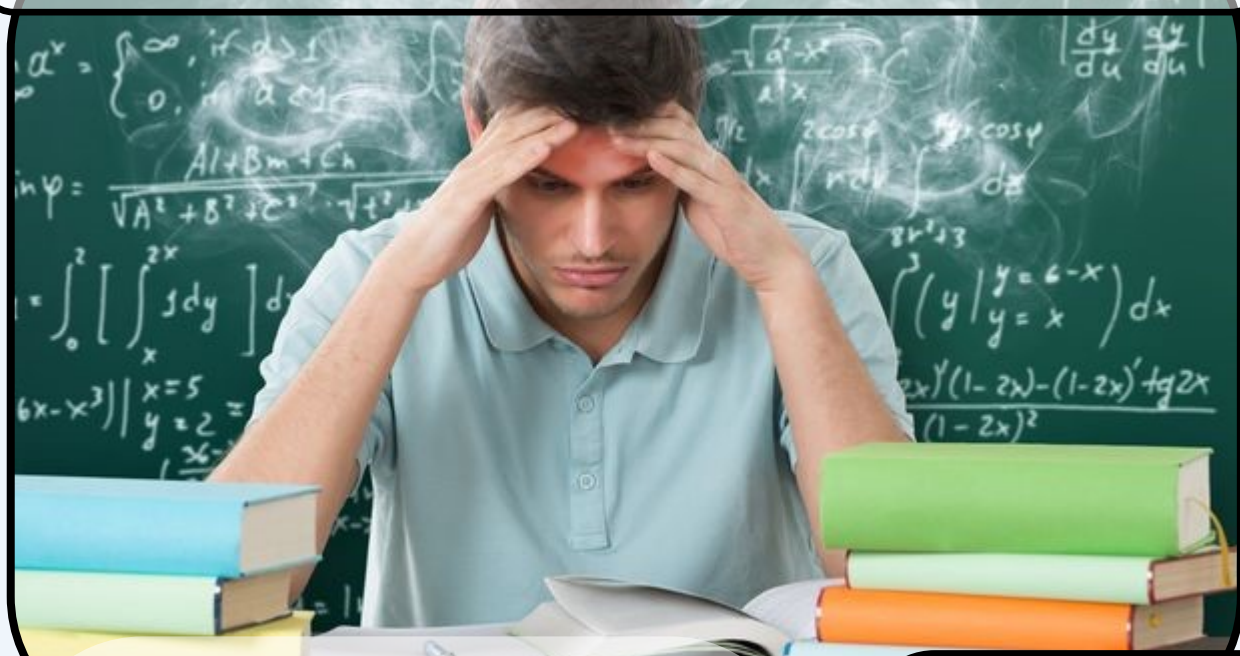
The future?

The school has been changing throughout time and still is. We must adjust to the constant changes in the world and society. There might be some challenges we face today that we did not face 40 years ago. Not only are the technology industry growing, but questions about mental health and environment and sustainability are influencing every one’s daily lives. I do not claim more arts in school will solve problems or make pupils perform and feel better, but it should be taken into account. There has been changes in the curriculum, but are those actually beneficial to the pupils school performance and their personal well-being?

After this article was published, responds from various people from the field was posted. It was mentioned how the ‘important’ subjects excluded arts, and subjects such as science, technology, mathematics and engineering are given more time on the expense of arts. Someone claimed arts enriches people’s lives and their relationships to one another. Another mentioned how arts are underestimated and considered a ‘soft’ option, even though many arts courses require a wider skill base than a lot of other subjects.

Too much testing?

Teachers quitting



Where do you see yourself in five years?

BBC News refers to a survey by teachers' union. Where teachers were asked where they saw them selves in five years 40% answered no longer working in education. A lot of the leaving blamed the workload and excessive accountability. One stated that the job is no longer about children, but the '60-hour week with pressure to push children's data through'. More than half of them said the work-life balance had worsen. (Richardson, 2019).



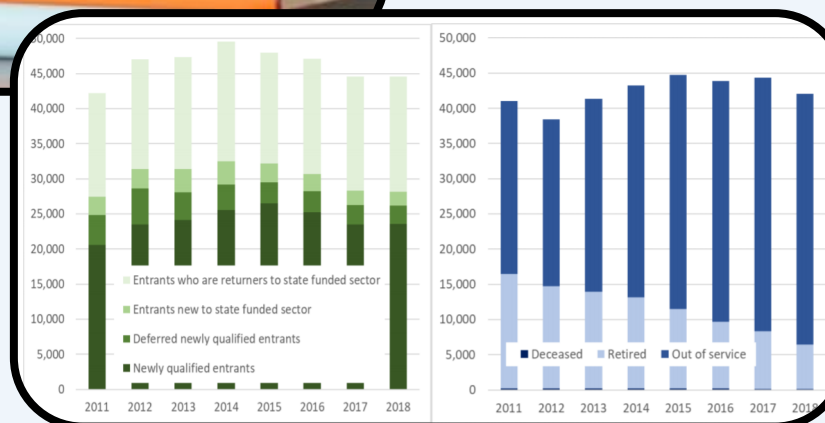
Former teacher's experience

Sunday Mirror says this might be the worst staffing crisis in decades and the fastest rating of new teachers quitting.

Article: 1 in 4 teachers work over 60 hours a week

According to this article, a paper published by Nuffield Foundation and UCL Institute of Education, said teachers work an average of 47 hours a week. 10 percent of the teachers work more than 65 hours a week, 40 percent answered they usually work in the evening, and 10 percent working during the weekend. Yet, it seems working hours have been almost unchanged during the past 20 years. The report recommended the government to focus on other ways to improve retention; increasing pay, improving leadership and better working conditions. The report shows full-time secondary teachers spend almost as much time on management, administration, marking and lesson planning as they do teaching the pupils.

It is claimed one in three teachers leave their jobs within five years of qualifying. Some blames the workloads, unruly pupils and poor pay. (Allen-Kinross, 2019).



Statistics

In 2018 in England, state funded schools received 44,600 qualified teachers whereas 23,500 was newly qualified. The same year 42,100 qualified teachers left teaching whereas 35,600 qualified teachers, 6300 retirements and 130 deaths.

This shows more qualified teachers leaving than receiving newly qualified ones. This might become a problem.

In 2018 84,7% qualified teachers were still in service one year after qualification, but only 67,7% were still in service after 5 years. (DfE, 2019).

In the same article by Sunday Mirror an earlier secondary teacher gives her statement of experience as a newly qualified teacher. She describes the class size of more than 30 16-year olds as a 'nightmare' and says the workload was massive. She quit after she calculated her effective earning to be £3 an hour. This is nine years ago, and she claims the Government has done nothing to improve things since her experience. She says some of the problems are in schools funding, too big classes, and the relation between pupils and teachers. There is not enough time to get to know pupils, earn their trust and spot issues. (Warburton & Davis, 2019)

What do we do next?

So, we now know there is a lot of qualified teachers quitting, more than newly qualified ones. There are teachers telling they do not want to continue teaching, and it seems like the government are fully aware of this. The 'real' average work hours are high, the workload might be too much and the class-sizes might cause troubles and stress for teachers. A lot of this information is not new, and maybe that is a sign of the need of change?

The Warnock Report

The Education (Handicapped Children) Act from 1970

brought the last group of children into education. (Thomas & Vaughan, 2004; Webster, 2018). Even though they now were entitled to an education, the children still got labelled as 'severely educationally sub-normal (ESN [S])', and received their education at one of the 400 new special schools, formed as a result of this law." (Thomas & Vaughan, 2004, pp. 123).

After the legislation, The Warnock Committee was formed. The committee looked at special education in England, Scotland and Wales and published the largest investigation in the field so far. They used the term 'integration' to describe inclusive ideas. Their vision with integration was for schools to do the adjusting, instead of the child.

Did the Warnock Report promote integration?

It is a belief, but the committee did not take a strong stand in favour of integration. They were sceptical to the idea. So, the message of integration was ambiguous, and some believe inclusion would be further advanced than it is if the committee had not taken such a cautious stand. (Thomas & Vaughan, 2004; Webster, 2018).

It might have been over-influence from the medical model perspective of the history of special education and the enormous lobbying by those interested in preserving and maintaining the status quo. (Thomas & Vaughan, 2004).

The committee reported **three types of integration** which they had seen:

1. *locational* where special units or classes existed in ordinary schools where little real integration took place;
2. *social* where children in a special unit would eat or play with their mainstream peers; and
3. *functional* where the relevant children were in regular classes and other activities either part- or full-time."
4. (Thomas & Vaughan, 2004, pp. 120).

Education Act 1981

As a result of the Warnock Report a new Education Act came out in 1981. LEAs first duty was not to ensure children with 'special educational needs' were taught in ordinary schools. Yet, there were three provisos for education in mainstream schools.'

Some says these provisos made it hard for parents to keep their child in mainstream schools. The procedure made negative approaches to integration by schools and LEAs, and the development of the concept and practice of education in the mainstream school for disabled pupils often got undermined. (Thomas & Vaughan, 2004).

Mary Warnock (1924-2019)



Education Act 1981 (provisos)

"[...] to ensure that children with 'special educational needs' were educated in ordinary schools, provided the views of the child's parents had been taken into account and that integration was compatible with:

1. the child receiving the special educational provision that he or she required;
2. the provision of efficient education for the children with whom he would be educated; and
3. the efficient use of resources."

(Thomas & Vaughan, 2004, pp. 124).

Whether or not the Warnock Report had the answers to inclusion in school, there was some ideas that might be brought on. We may also discuss whether or not they promoted integration in mainstream schools and have to be critical in the research we read. Even though the provisos may have made it hard for some, the idea to include everyone in mainstream schools are still a topic.

