

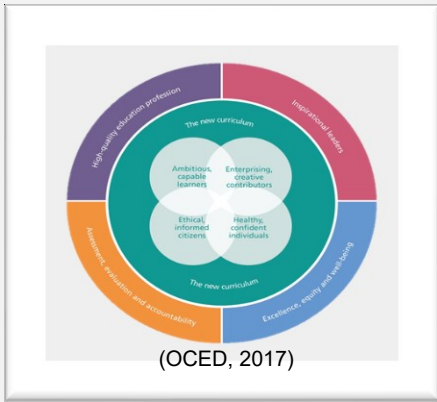
New Curriculum for Wales 2022. As a result of the Donaldson review, where teachers said they wanted more power over what to teach, and children said they wanted a "greater focus on life skills, personal confidence, basic skills, work skills, career advice and health and well-being" (Welsh Government, 2018c p. 3), the new curriculum for Wales 2022 is moving away from the subject based curriculum introduced in 2008, to areas of learning.

Languages
Literacy and communication

Humanities
Expressive Arts
Health and Wellbeing

Mathematics and Numeracy

Science and Technology



Functionalism, developed from the writings of Emile Durkheim (1858-1917), is one of the key sociological perspectives. Durkheim believed society required social cohesion and social control in order for it to function properly. Social cohesion reflects how people are bound together for a common goal and social control reflects how people are prevented from acting in anti-social ways (Tutor2u, 2018).

Norms and Values have links to social control and social cohesion. Norms represent the rules for acceptable behaviour and action within the school (Meighan and Siraj-Blachford, 2003). Values are a schools vision and ethos, a shared purpose and direction that informs decisions (Edmondson and Robertson, 2016). Social constructivists view teaching as social interactions influenced by teachers experiences of schooling, family and the community (Livingston and DiNardo, 2016). Children are socialised into appropriate ways of communicating, they are taught attendance and punctuality are important and how to develop social skills such as turn taking and manners (Murray, 2019).

How this looks in schools:

- Routines, weekly and daily , classroom, school
- Rules, school, classroom and playground
- Consequence's for not following rules
- Reward systems, housepoints, certificates, trophies



(Children's Commissioner For Wales, 2019)



(UNICEF UK, 2018)

- An ethos that is embedded alongside children's rights, and based on core values.
- Pupil Voice
- Pupil Role models: e-cadets, school council, swyddogs
- School uniforms
- Attendance awards

Criticisms learning by association and shaping behaviour through consequences associated with the norms and values has strong links to behaviourism. Conditioning and behaviour modification occur through classical and operant conditioning (Coşkun, 2019). Ivan Pavlov introduced the notion of classical conditioning as behaviour learned through association. Schools need to take care that children do not associate negative emotional experiences with school, as it can lead to school phobia (McLeod, 2018). In 2018, research showed 13% of parents were getting into debt to cover the cost of school uniforms

The Hidden Curriculum

Tracy Colmer

The Curriculum is underpinned by values and aims. Aims describe the purpose, to provide a skilled workforce, develop moral citizens and encourage lifetime learning (Edmondson and Robertson, 2016). It has formal and informal content and process by which learners gain knowledge, understanding, develop skills, alter attitudes, appreciations and values (Farrell, 2009). John Dewey defined learning that takes place during schooling in addition to the statutory curriculum as the hidden curriculum (Meighan and Sirij-Blachford, 2003).

Conflict Theory

opposes functionalism. Karl Marx suggests social order is maintained by domination and power, rather than consensus and conformity (Chappelow, 2019). Marx argue education plays a role in maintaining prestige, power and dominance of economic and social position (Ballantine and Spade, 2015). According to conflict theory, some groups in society having a greater advantage over others (Meighan and Sirij-Blachford, 2003). It is used to explain social phenomena including wealth and poverty (Chappelow, 2019). Theories emphasise that school structures focus attention on the hidden curriculum and invisible pedagogies which operate to the advantage of middle class male and ethnic minority pupils (Meighan and Sirij-Blachford, 2003).

Social Class Marx believed there to be two main classes in capitalist society: the Bourgeoise who own and control power; and the Proletariat who sell their labor power. Children lack social and political power, however, poverty affects their day to day life and life chances (Potter, 2011).

"A direct correlation exists between educational attainment and economic prosperity, and many children affected are simply not realising their full potential" (Welsh Government, 2018b. p. 2).

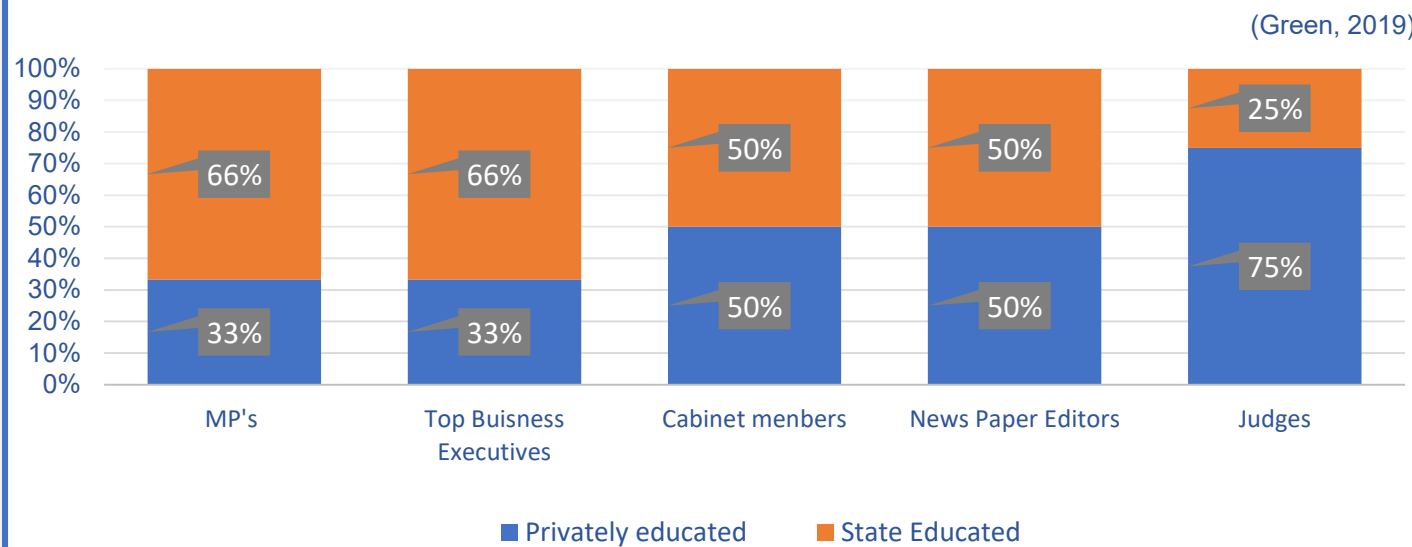
Children from affluent family backgrounds

- 9% of the UK population are privately educated
- Private schools offer pupil academic advantage and better life chances over their state educated peers.
- On average, pupils who attend private schools are significantly above state educated children at every stage.
- Research found 3% of 3,700 elite schools with sixth forms and sixth form colleges in the UK accounted for a third of admissions to Oxbridge (Ndaji, Little and Coe, 2016).
- Twice as likely to attend elite universities and occupy positions of public influence and power.
- Prime Minister Boris Johnson, was privately educated at Eaton and attended Oxford University.

Children living in poverty

- 29% of the children in Wales are living in poverty (Children's commissioner for Wales, 2019).
- Poverty and educational attainment are linked to parental occupation, income and qualifications.
- The gap in attainment between children from poorer families and those from more affluent backgrounds widens as the social differences become more apparent (Hatcher, 2011).
- In 2015, 33% of children eligible for free school meals achieved 5 good GSCE passes compared to the 61% who were not eligible (Hawes, 2019)

Link between positions of public influence and private education



A scholarship can be awarded to any pupil based entirely on their performance within a particular subject or field of education and irrespective of background, class or financial stability (Claridge, 2019)

A Bursaries is a means tested reduction in the fees, typically around 10% to 100% and is awarded by the school, an educational trust, the Local Education Authority or a charitable foundation (Education Advisors Ltd, 2020).

Tackling Child Poverty.

Since 1999, both the UK and Welsh Governments have implemented policies and strategies aimed at tackling child poverty (Potter, 2011)



"Flying Start is the Welsh Government's flagship Early Years programme for families with children who are under 4 years of age and is targeted in some of our most deprived areas in Wales" Welsh Government, 2012. p. 3).

Free School Meals. "Local authorities are legally bound to provide free school meals (FSM) to eligible pupils attending maintained schools" (Welsh Government, 2019).

Pro's improve health and educational outcomes. Allows schools to monitor the progress made in narrowing the attainment gap (Welsh Government, 2018a).

Con's: stigma and cultural reasons for not accepting welfare

Pupil Deprivation Grant. Funding from the Welsh Government to overcome barriers poorer pupils face in achieving their full potential (Welsh Government, 2018b).

Pro's raised the profile of disadvantaged pupils, improved outcome in self-esteem, confidence and well-being (Welsh Government, 2013).

Con's: moral dilemma as pupils other than those eligible for FSM may deserve the support

School Development Plans, a school's strategic plan to improve outcomes (Welsh Government, 208c) by articulating the school's vision, mission, values, goals and objectives (Ong, 2014).

Pro's improves differentiation, pupil outcomes and better teachers (Ong, 2014).

Con's increase workload for teachers.

What can schools do?

Better access to culture, music, art, books

Extended schools, breakfast clubs, after school clubs

Accessible adult learning

Uniform swap shops

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