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University of Wales
Trinity Saint David

Philosophy of Education

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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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- Start to consider the some of the purposes of education in the 21st century
- Take a brief look at 5 key philosophies of education
- Start to develop a personal philosophy of education
- Share ideas from pre-programme activities.

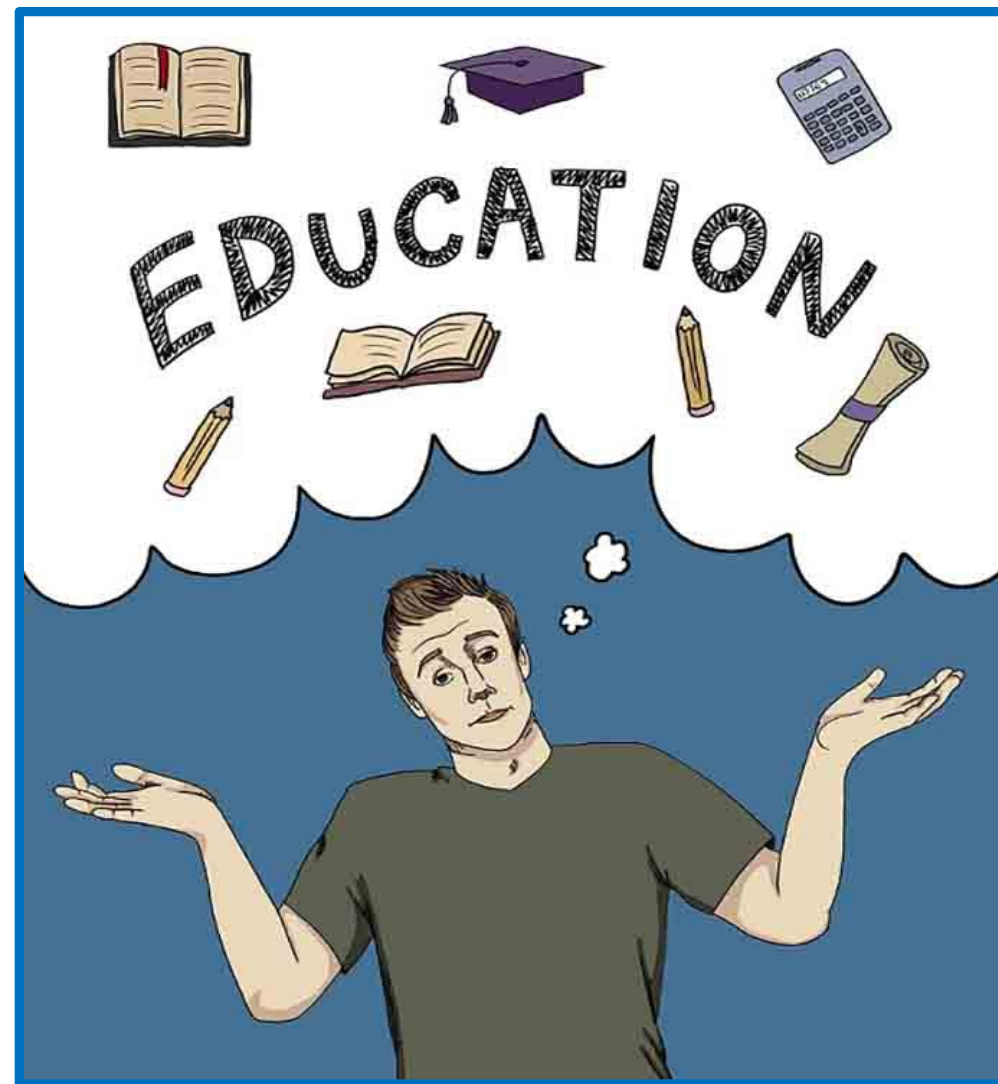


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What is the purpose of education?



why
are
we
here?



Share
your
ideas.



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KEYWORDS



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To sum it up...



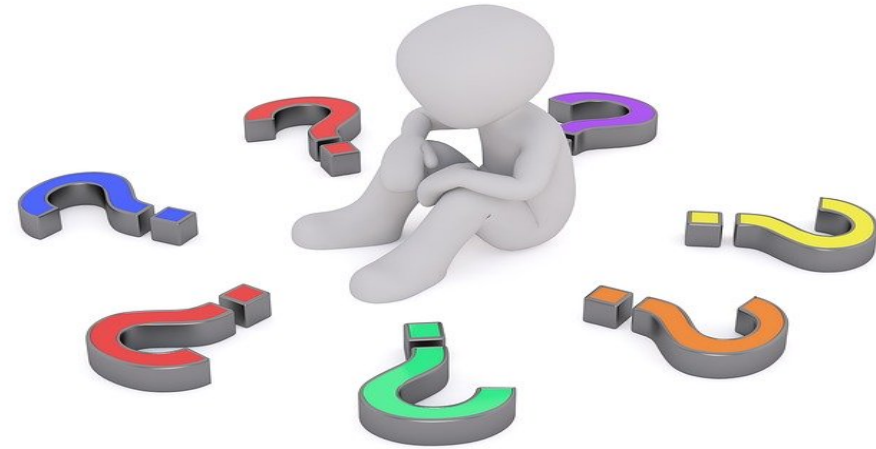
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Developing a Philosophy of Education

- Philo – ‘love’
- Sophos – ‘wisdom’



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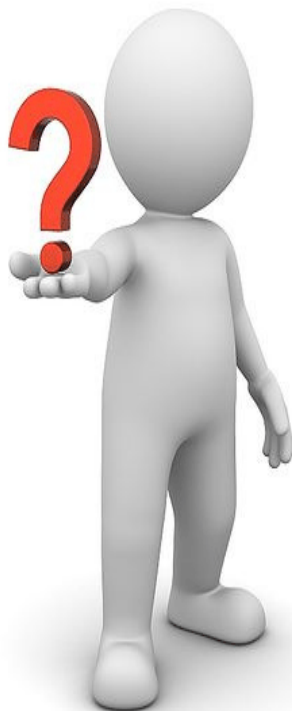
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Your School Days Are The Best Days of Your Life
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- What is the purpose of education?
- What content and skills should schools teach?
- How should schools teach this content?
- What are the proper roles for teachers and students?
- How should learning be measured?



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Conversations in the staffroom:



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Jack

I am so excited! This new charter school can be just what we need, a chance to raise our test scores and re-establish a positive reputation for the quality of public education! It's all about tough standards and high test scores. Let's face it, we are competing in a global economy, against nations whose students outscore ours on the standardized tests that matter. It's embarrassing. I'd love to see a strict code of conduct, demanding maths, science, and humanities courses, and no silly electives. It's all about rigorous standards!



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Elin

Jack, you and I both would like to teach in a more rigorous schools, but the truth is I am fed up with testing. I'll tell you a secret: I don't much care whether South Korean kids or those at the Country Day School score better than us on those silly multiple-choice tests. Kids thirst for meaningful ideas. The school I envision would focus on classic works of literature and art. How about a school where we discuss great books like *Moby Dick*, *The Old Man and the Sea*, Plato's *Republic*, and Homer's *Iliad*? I want to create students who know not only *how* to read but who *want* to read, and best of all, know how to *think*.

Mark

I agree with Elin that we need to move beyond today's tyranny of testing, but Hemingway and Homer are not the answers. Our job as teachers is to make certain that our students can do well in the real world. When I was in eighth grade, my class took a three-week train trip throughout the Midwest. We researched and planned where to go; figured out how to read train schedules; used maps; and ended up learning maths, history, geography, and writing. Talk about an integrated curriculum! I want students to learn how to solve real-world problems, not just answer test questions or discuss books.



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Jon

At last, reality! But there are more pressing social needs than a train trip. I want students to do more than simply fit into society; I want them to leave the world a better place than they found it. One out of five U.S. children is born into poverty. I want to teach kids to make a difference. Rather than insulate them from real-world problems, we should help our kids develop a social conscience and the political skills needed to improve our society. Teaching in a socially responsible charter school would be my dream.



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Cara

Everyone in this room has been trying to design a charter school backward. Let's set aside what we as teachers want and consider a revolutionary idea: building a school based on what students want. I would like our charter schools staffed by teachers who are skilled in facilitating and counselling children to reach their personal goals. Believe it or not, I trust students, and I would give every child (even the youngest or least-able) an equal voice in decision making. We have forgotten the purpose of schools: to help students find their way.



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Inventory of Philosophy of education



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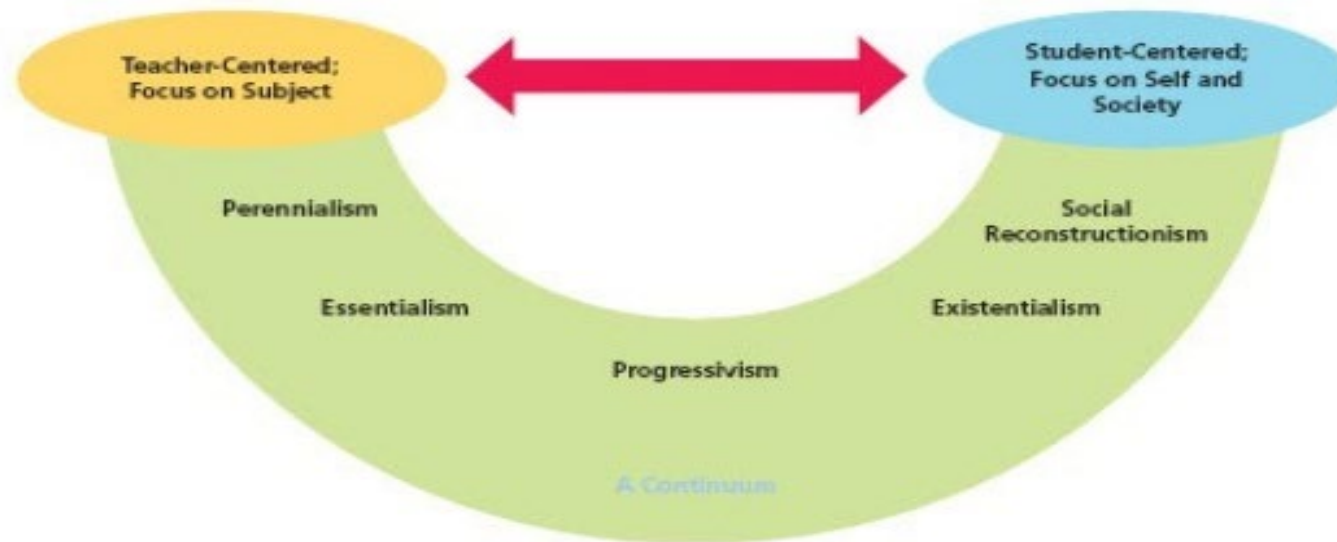
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A Essentialism (Jack)	B Perennialism (Elin)	C Progressivism (Mark)	D Social Reconstructionism (Jon)	E Existentialism (Cara)
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
6. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____
Score: _____	Score: _____	Score: _____	Score: _____	Score: _____



Philosophies of Teaching



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Essentialism

Essentialism strives to teach students the accumulated knowledge of our civilisation through core courses in the traditional academic disciplines. Essentialists aim to instil students with the 'essentials' of academic knowledge, patriotism, and character development. This traditional or back-to-basics approach is meant to train the mind, promote reasoning, and ensure a common culture in Britain.



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Essentialism

William Bagley (1874-1946) believed that the major role of the school is to produce a literate, intelligent electorate; he argued against electives while stressing thinking skills to help students apply their academic knowledge.



E.D.Hirsch (1928 -) established the Core Knowledge Foundation to develop a prescribed curriculum in subject areas, including technology.



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Perennialism

Perennialism is a cousin of essentialism. Both advocate teacher-centred classrooms. Both tolerate little flexibility in the curriculum. Both implement rigorous standards. Both aim to sharpen students' intellectual powers and enhance their moral qualities.

Perennialists organise their schools around books, ideas, and concepts, and criticise essentialists for the vast amounts of factual information they require their students to absorb for 'cultural literacy'. Perennial means 'everlasting' – a perennialist education focuses on enduring themes and questions that span the ages. They recommend that students learn from the Great Books – works by history's finest thinkers and writers, books as meaningful today as when they were first written.



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Perennialism



Robert M. Hutchins (1899 – 1979)

During the 16 years he served as president of the University of Chicago, Hutchins abolished fraternities, football, and compulsory attendance, and introduced the Great Books program.

Mortimer Adler (1902 – 2001)

renewed interest in perennialism with the publication of *The Paideia Proposal* (1982). Adler advocated that all students be educated in the classics and that education be a lifelong venture.



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Progressivism

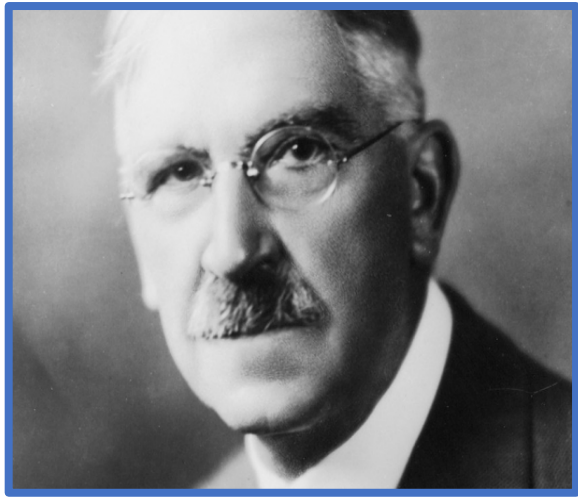
Progressivism organises schools around the concerns, curiosity, and real-world experiences of students. The progressive teacher facilitates learning by helping students formulate meaningful questions and devise strategies to answer those questions. Answers are not drawn from lists or even Great Books; they are discovered through real-world experience. Progressivism is the educational application of a philosophy called pragmatism. According to pragmatism, the way to determine if an idea has merit is simple: test it.



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Progressivism



A founder of progressivism, John Dewey (1859 – 1952) not only worked to democratise schools, he also fought for women's suffrage and the right of teachers to form unions.

Nel Noddings (1929 -) believes that an ethic of care can best be cultivated when the curriculum is centred around the interest of students. Schools are challenged to nourish the physical, spiritual, occupational, and intellectual development of each child.



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Social Reconstructionism

Social reconstructionism encourages schools, teachers and students to focus their studies and energies on alleviating pervasive social inequities and, as the name implies, reconstruct society in a new and more just social order. Although social reconstructionists agree with progressivists that schools should concentrate on the needs of students, they split from progressivism in the 1920s after growing impatient with the slow pace of change in schools and society.



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Social Reconstructionism



George S. Counts (1907 – 1974)
viewed education as an important
tool to counter social injustices, and,
if educators questioned their own
power to make critical decisions,
Counts's plea was to "Just do it!"

bell hooks' (1952-)
theory of education,
engaged pedagogy, helps
students and teachers
develop a critical
consciousness of race,
gender, and class biases.

Existentialism

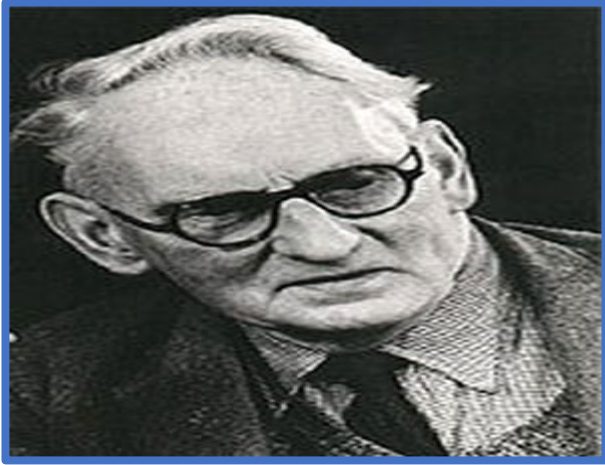
Existentialism asserts that the purpose of education is to help children find meaning and direction in their life, and it rejects the notion that adults should, or could, direct meaningful learning for children. Existentialists do not believe that 'truth' is objective and applicable to all. Instead, each of us must look within ourselves to discover our own truth, our own purpose in life. Each student should decide what he or she needs to learn, and when to learn it.



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Existentialism



A.S. Neill's (1883 – 1973) attitude toward education stemmed from his own problems as a student, problems which fuelled his creation of Summerhill, a school that encouraged youngsters to make their own decisions about what and when to learn.

Maxine Greene (1917 - 2014) believed that it is crucial for students and teachers to create meaning in their lives. Greene saw the humanities and the arts as catalysts for moving people to critical awareness and conscious engagement with the world.



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Michaela Community School

mcsbrent.co.uk

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Ofsted grade
Outstanding



A.S.Neill's

SUMMERHILL

 Founded in 1921 still ahead of its time.



<https://quizizz.com/admin/quiz/5f5394832a9a34001d366c52>

Writing Your Philosophy of Education



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Dyfodol Llwyddiannus 2022 Successful Futures Y Cwricwlwm yng Nghymru | The Curriculum in Wales

3 Cyfrifoldeb Trawsgwricwlaidd: Literacy, Numeracy and Digital Competence

3 Cross-curriculum Responsibilities: Literacy, Numeracy and Digital Competence



4 Diben y Cwricwlwm

- yn ddysgwyr uchelgeisiol galluog sy'n barod i ddysgu drwy gydol eu hoes
- yn gyfranwyr mentrus, creadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith
- yn ddinasyddion egwyddonol, gwybodus yng Nghymru a'r byd
- yn unigolion iach, hyderus sy'n barod i fyw bywyd gan wineddau eu dyheadau fel aelodau gwerthfawr o gymdeithas.

The 4 Purposes of the Curriculum

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

6 Maes Dysgu a Phrofiad

1. Celfyddydau mynegiannol
2. Iechyd a lles
3. Dyniaethau
4. Ieithoedd, llythrennedd a chylathrebu
5. Mathemateg a rhifedd
6. Gwyddoniaeth a thechnoleg

6 Areas of Learning and Experience

1. Expressive arts
2. Health and well-being
3. Humanities
4. Languages, literacy and communication
5. Mathematics and numeracy
6. Science and technology

Y 12 Egwyddor Addysgegol:

Mae dysgu ac addysgu da yn:

1. Canolbwyntio'n gyson
2. Yn rhoi her i'r holl ddysgwyr
3. Defnyddio cymysgedd o ddulliau
4. Defnyddio cymysgedd o ddulliau gan gynnwys y rheini sy'n hybu sgiliau datrys problemau, sgiliau creadigol a'r gallu i feddwl mewn modd beirniadol
5. Gosod tasgau a dewis adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb
6. Creu cyd-destunau dilyn ar gyfer dysgu
7. Dilyn egwyddonion asesu ar gyfer dysgu
8. Ymestyn oddi mewn ac ar draws Mynydd Dysgu a Phrofiad
9. Cryfhau'n gyson cyfrifoldebau trawsgwricwlaidd a chyfleoedd yn cael eu darparu i'w harfer
10. Cymhell plant a phobl ifanc i gymryd cyfrifoldeb cymyddol dros eu dysgu eu hunain
11. Hybu datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol
12. Hybu cydweithio

The Twelve Pedagogical Principles:

Good teaching and learning:

1. Maintains a consistent focus on the overall purposes of the curriculum
2. Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. Means employing a blend of approaches including direct teaching
4. Means employing a blend of approaches including those that promote problem solving, creative and critical thinking
5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. Creates authentic contexts for learning
7. Means employing assessment for learning principles
8. Ranges within and across Areas of Learning and Experience
9. Regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them
10. Encourages children and young people to take increasing responsibility for their own learning
11. Supports social and emotional development and positive relationships
12. Encourages collaboration



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KWL Chart

Topic: Curriculum for Wales

K (know)	W(want to learn/know)	L (what I have learnt)



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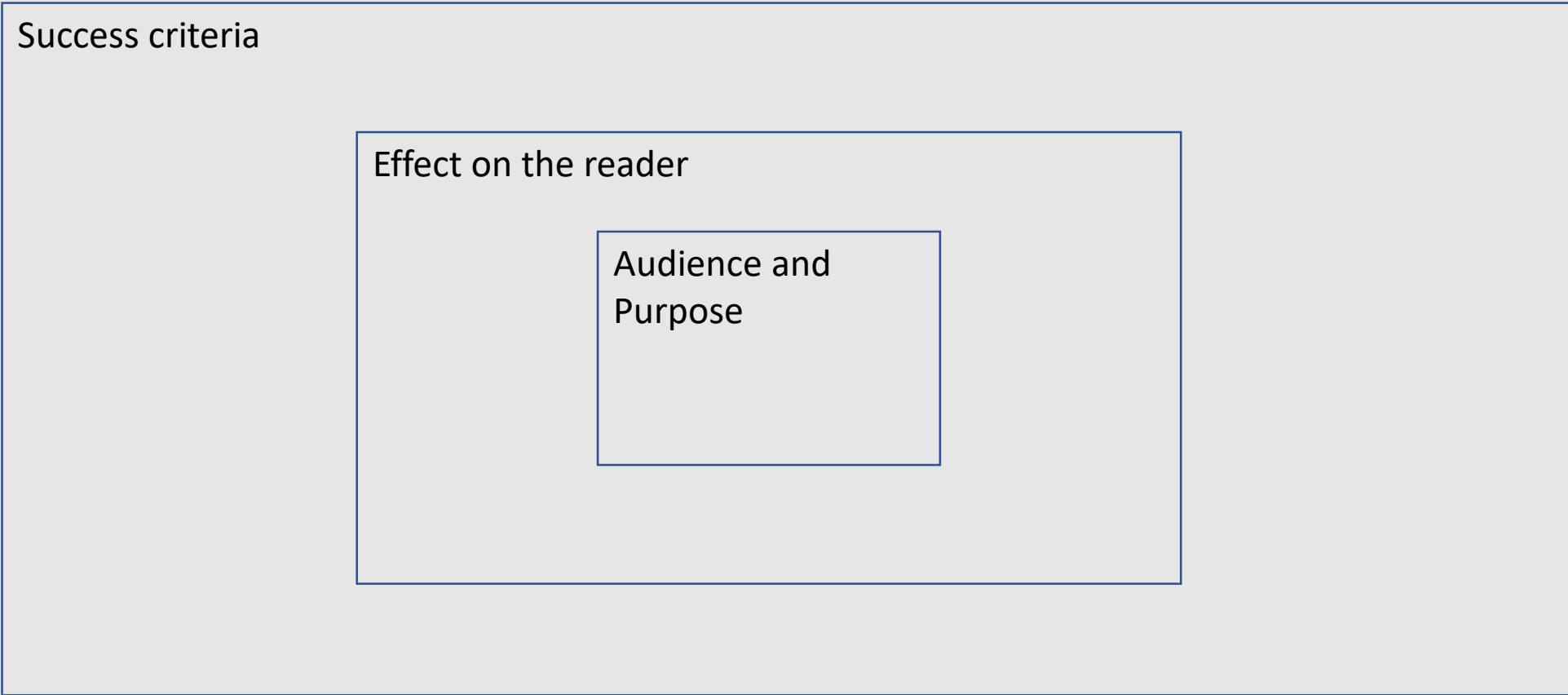
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