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SOCIAL CLASS AND THE COMPREHENSIVE SCHOOL



Founded by KARL MANNHEIM

Social Class The Comprehensive School

Brendan G. Carr



Social Class The Comprehensive School:

Social Class and the Comprehensive School Dr Julianne Ford, Julianne Ford, 2006-06-19 Drawing on the great wealth of knowledge and experience of educational practitioners and theorists the volumes in The Sociology of Education set of the International Library of Sociology explore the very important relationship between education and society These books became standard texts for actual and intending teachers Drawing upon comparative material from Israel France and Germany titles in this set also discuss the key questions of girls and special needs education and the psychology of education

How They Fared Guy Neave, 2018-10-10 Originally published in 1975 How They Fared looks at some of the effects of going comprehensive The book's investigation provides information about the inflow of students from comprehensive schools In what way do these students differ from their fellows from selective establishments What does this tell us about the relationship between school and university Do comprehensive school students differ in their reasons for entering higher education from the more traditional pattern of university students The book seeks to answer these questions by examining the effects of the changing pattern of secondary education upon the university

Education, Change, and the Policy Process Harold Silver, 1990 The aim of this book is to track the historical elements of change in educational policy formation and implementation in relation to the specifics of responses to change the possibilities of change and attempts to achieve it Chapter 1 assess whether the future is in past historical change or is simply illuminated by it The notion of an explicit relationship between history and policy analysis is expounded in chapter 2 The answer for successful policy making in British higher education is looked for in chapter 3 Chapter 4 describes versions of accountability in public sectors of higher education Chapter 5 delineates the decline in the reputation of British higher education from the mid 1960s to the 1980s Chapter 6 places vocationalism in the context of further education describing its intentions and outcomes Chapter 7 contains a history of periods in British education from 1780 until now Chapter 8 examines the American zeal for change in education as a historical process beginning in the 1980s Chapter 9 describes the plight of socially disadvantaged children in school from 1920 80 Chapter 10 reinforces the general thrust of the book as a concern for using historical policy analysis as a point of entry into considerations for educational change Notes at the end of each chapter and an index are provided EJS

Moral Education William Kay, 2025-08-05 In the early 1970s few subjects in schools had grown faster than moral education and more and more teachers were seeking guidance in a changing and developing field where a training in the traditional subjects could not always provide sufficient help Originally published in 1975 Dr Kay maintained that a study of the sociological factors involved could give considerable insight into the meaning and purpose of moral education and in this book he examines the effect on the individual pupil of the home the school and differing socio economic class structures and ideologies Using standard sociological analyses Dr Kay discloses some of the determinants of individual morality as they affect children in their homes and schools He concludes that the alleged moral superiority of the middle classes merely

stresses the fact that the benefits which are currently enjoyed by this minority should become the privilege of all The analysis of home and school leads him to the view that a democratic milieu is the environment most likely to promote moral growth And his study of school systems concludes with the view that privileged elitism should be replaced by an aristocracy of service with full pupil participation in every aspect of school life Today it can be read in its historical context

The Political Economy of Unemployment Thomas Janoski, 2024-06-21 This comprehensive and instructive study examines the relative success or failure of government policies in preventing and alleviating unemployment Choosing two contrasting cases West Germany and the United States Thomas Janoski probes the causes and consequences of two very different orientations toward labor market policy In West Germany labor employers and government cooperate in the running of a powerful and effective employment service In the United States by contrast one finds little state involvement organizational confusion a long history of poor funding and legislative resistance to intervention in the labor market In the author's mind these inadequate policies have had deleterious consequences for the American labor force Whereas a skilled and flexible labor force exists in West Germany Americans are poorly trained and barely assisted in finding jobs and training To remedy this situation Janoski puts forth bold and useful policy recommendations including the creation of a new organization to operate in national labor markets the development of technical training programs in high schools and the creation of a youth service to prevent teenage crime The Political Economy of Unemployment offers a trenchant examination of how modern industrialized nations deal with the vicissitudes of the economy and how they might develop and implement more effective labor market policies Meticulously researched it is an important contribution that policymakers and social scientists will find provocative and useful This title is part of UC Press's Voices Revived program which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice reach and impact Drawing on a backlist dating to 1893 Voices Revived makes high quality peer reviewed scholarship accessible once again using print on demand technology This title was originally published in 1990

School Organisation and Pupil Involvement Ronald King, 2017-05-08 First published in 1973 this book is based on research carried out by Ronald King on integral parts of school organisation including the assembly uniform rewards and punishments games and out of school activities curriculum prefectorial system and school councils in a sample of seventy two schools It measures and explores the level of pupils involvement in the school in terms in their evaluations and effective dispositions in relation to pupil age sex and social background This book will be a valuable resource for those studying the sociology and history of education as well as educational research and school organisation

The Comprehensive School Elizabeth Halsall, 2014-05-17 The Comprehensive School Guidelines for the Reorganization of Secondary Education focuses on the main issues basic to the reform of secondary education as part of the move toward comprehensivization in schools These issues concern the less able and the culturally disadvantaged children the streaming non streaming controversy guidance and counseling and the

curriculum This book has 10 chapters the first of which provides an overview of the comprehensive movement in education and the concept of the common school as well as the effects of reorganization on academic standards The discussion then turns to the controversy concerning streaming and non streaming in the comprehensive school how to educate at the secondary level children who are less able and or are culturally deprived and the importance of vocational guidance and counseling The chapters that follow explore issues associated with the curriculum and general school policy in the light of the school s aims and its function in society the problem of size of school and the nature and scope of secondary school curriculum This book concludes by assessing the relative advantages and disadvantages of different types of reorganized school Educators and policymakers with an interest in comprehensive education will find this book extremely helpful

Contrasting Dynamics in Education Politics of Extremes ,2015-01-01 This book aims to enhance understanding of school choice as a supra national travelling policy explored in two strikingly different societies Latin American Chile and North European Finland Chile was among the first countries to implement school choice as a policy which it did comprehensively in the early 1980s through the creation of a market environment Finland introduced parental choice of a school on a very moderate scale and without the market elements in the mid 1990s Predominant aspects of Chilean basic schooling include provision by for profit and non profit private and municipal organisations voucher system parental co payment and ranking lists Finland persists in keeping education under public authority governance and free of charge and in prohibiting profit making and rankings The wide range of sociologists of education contributing to this book offer novel analyses and perspectives on the operation of school choice in Chile the trailblazer and Finland the European PISA leader Agn s van Zanten s description of how school choice operates as a major dimension of social reproduction sets the scene After that Chilean and Finnish authors explore how the policy is displayed and used explicitly for very different societal purposes although implicitly following similar patterns in the two countries with their histories politics and cultures Empirically the focus is on how families view and act on school choice The research material includes large surveys interviews and ethnographic data gathered in urban Chile and Finland Capitalising on the concept of dynamics the book concludes with some insights into how this globally travelling education policy has materialised in two apparently dissimilar societies and their localities

The Changing Urban School Robert Thornbury,2012 The author takes a long look at what goes on in schools and the roles played by people specifically concerned with them but finally the problems of the school are seen as indissolubly bound up with the changes that have overtaken urban life The school cannot be isolated teachers administrators planners and parents must actively co operate in making the school work in society and a society which works for the school Nothing other than such a total vision he concludes will enable us to achieve normal educational goals Robert Thornbury writes out of fifteen years experience of the urban school and of the problems not only of Britain but also those sometime similar often more acute of other countries in particular the United States and Australia The need for a total urban strategy is

worldwide His point of view is broad based but his sympathies lie most of all with the hard working teacher who stayed on in the urban classroom It is a book for teachers therefore but also by its own argument for all concerned with the future of the inner city and the reordering of education Resisting Education: A Cross-National Study on Systems and School Effects Jannick Demanet, Mieke Van Houtte, 2019-01-28 This book focuses on how school level features affect student resistance to education from a comparative angle taking into account cross national differences All over the world policy makers school administrators teachers and parents are dealing with students who resist education Resisting school might ultimately lead to unqualified dropout and it is therefore crucial to understand what triggers resistance in students The book uses the ISCY data set to study multilevel questions in detail It does so based on the view that system effects and school effects intertwine system level policy measures affect student outcomes in part by shaping school level features and school effects may differ according to certain system level features We start from an overarching theoretical framework that ties the various city specific insights together and contains empirical studies from Barcelona Bergen Ghent Montr al Reykjavik Sacramento and Turku It shows that in all countries the act of resisting school is more likely to occur among the socio economically disadvantaged and those in the most disadvantaged schools However educational system features including tracking free school choice and school autonomy are important driving factors of the differences between schools As such systems have the tools to curb between school differences in resistance Previous research turns resistance into a problem of individual students However if school or system features engender resistance to school policy initiatives directed at individual students may solve the problem only partially **Contemporary Research in the Sociology of Education (RLE Edu L)** John Eggleston, 2013-05-13 The subject matter of this book what happens in schools the effects of curriculum change the reasons why some children are successful and others are not explains just why the sociology of education is one of the most important areas to achieve political importance There are five sections to the book covering Educational Achievement Educational Provision The Organization of the School Roles in the School and Values and Learning The editor discusses the implications of the material presented much of which was available for the first time when this book was originally published

Routledge Library Editions: Education Mini-Set L Sociology of Education Various, 2021-06-23 Mini set L Sociology of Education re issues 48 volumes originally published between 1928 and 1990 The books in this mini set discuss Teaching and social change research processes in education class race culture and education marxist perspectives in the sociology of education the family and education the sociology of the classroom and school organization **The Sociology of Education** P W Musgrave, 2017-05-08 First published in 1979 this third edition of The Sociology of Education at the time held the field as the standard textbook on the subject It takes into account the changes that occurred in the field from the publication of the first edition in 1965 and the second edition in 1972 The book is divided into three parts the first considers the way in which the child becomes a social being and the influences upon them of the family the peer group and the mass media the

second deals with the sociology of schooling and looks at different types and stages of schools as well as the attitudes and forms of interaction within them and finally the third traces the relationship between education and social institutions and looks at the balance between the preservation of social stability and the introduction of change

Understanding the Primary School David Hartley, 2017-05-08 In this study first published in 1985 the author explores the construction of educational ideologies and assesses to what extent they are put into practice by the teachers He examines the politics of education within the school the extent to which the head teacher as the bureaucratic authority in the school seeks to impose his or her own views and the degree to which teachers see themselves as possessing professional autonomy The study also pays attention to status differentiation within the education of the working class and explores the educational consequences of ethnic and gender status group membership This title will be of interest to sociology and education

The Role of the Head (Routledge Revivals) R. S. Peters, 2015-08-11 First published in 1967 this book looks at what the role of a headteacher should be challenging the traditional views of the head and the authoritarian structure of schools Contributors explore new concepts of the head's role in school and authors include both theorists and headteachers coming from various backgrounds including those that are historical philosophical sociological and practical The book also benefits from some more down to earth musings by heads on the job The collection as a whole offers a stimulating variety of views on a subject which is of importance to all teachers as well as those concerned with management and decision making Although first published some time ago it explores issues that are ever present today

Sociology AS Jonathan Blundell, Patrick McNeill, Janis Griffiths, 2003-08 Especially created by three experienced examiners and authors involved in the AQA and OCR specifications this series has been developed using their teaching and learning experiences of the specifications This ground breaking set of resources encapsulates the knowledge understanding and skills required for the AS exam

Routledge Library Editions: Higher Education Various, 2021-03-29 The volumes in this set originally published between 1964 and 2002 draw together research by leading academics in the area of higher education and provide a rigorous examination of related key issues The volume examines the concepts of learning teaching student experience and administration in relation to the higher education through the areas of business sociology education reforms government educational policy business and religion whilst also exploring the general principles and practices of higher education in various countries This set will be of particular interest to students and practitioners of education politics and sociology

Schools on the Edge John MacBeath, John M Gray, Jane Cullen, David Frost, Susan Steward, Sue Swaffield, 2006-11-16 An ideal text for challenging the thinking of those studying for NPQH The conclusion by the authors suggests nine major points to consider if improvement for schools in extremely challenging circumstances is to happen and be sustained These nine lessons for policy makers are very frank and pertinent points let's hope at least some of our policy makers read them

ESCalate Rarely does a book on education reform capture both the big and the small picture with such brilliant clarity MacBeath and his colleagues furnish a no holds barred account of the

ins and outs of understanding and assessing the impact of schools struggling for success A fascinating read Michael Fullan Professor Emeritus OISE University of Toronto Schools serving young people on the margins of society face a major challenge in trying to create an environment where students can succeed The book examines key issues in the field of school improvement More specifically it draws on evidence from the SFECC Schools Facing Exceptionally Challenging Circumstances project to explore o the policy context of schools on the edge o the nature of extreme challenges o the way schools have responded to extreme challenge o what seems to be effective in helping such schools to meet the challenge o obstacles to success and the facilities and resources that can make a difference o strategies to meet the needs of the local community and facilitate lasting change Each of the authors has wide experience of school effectiveness and improvement and of working with schools in disadvantaged communities in Britain the USA and many other parts of the world School leaders local authorities practitioners and all those involved in any aspect of school leadership and school improvement will find this book highly pertinent

Marxist Perspectives in the Sociology of Education Maurice Levitas, 2011-12-08 The major theories explored are those concerned with social mobility and those which derive from a relativist position in Sociology both of which see education as a selection mechanism for a stratified society Social class family sociolinguistics and schools are among the topics discussed In this analysis the author defines key areas in the sociology of education gives access to important concepts of Marx and Engels strengthens sociological starting points by adding a Marxist element discriminates between radically different directions in education maps the main features of long term working class goals This thoroughgoing Marxist critique of widely prevalent notions in the sociology of education provides a compass by which place and direction in this area of education may be found by students teachers and parents

World Yearbook of Education 2015 Agnès van Zanten, Stephen J. Ball, Brigitte Darchy-Koechlin, 2015-02-11 This latest volume in the World Yearbook of Education Series focuses on educational elites and inequality focusing particularly on the ways in which established and emergent groups located at the top of the social hierarchy and power structure reproduce establish or redefine their position The volume is organized around three main issues analyzing the way in which parents students and graduates in positions of social advantage use their assets and capitals in relation to educational strategies and how these are different for old and new and cultural and economic elites studying how elite institutions have adapted their strategies to take into account changes in the social structure in policy and in their institutional environment and exploring the impact of these strategies on educational systems at the national and global levels mapping the new global dynamics in elite education and how new forms of international education and transnational cultural capital as well as new global educational elite pathways shape elite students identities status and trajectories Making use of a social and an institutional approach as well as a focus on practices and policies the volume draws on research conducted on secondary schools and on higher education In addition the global contributions within the book allow for a comparison and contrast of situations in different countries This results in a

comprehensive picture of common processes and national differences concerning advantage and excellence and a thorough examination of the impact of globalization on the strategies identities and trajectories of elite groups and individuals alongside more general cultural and economic processes

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