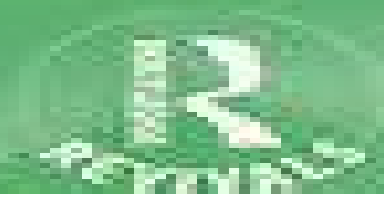


Education and Enmity

The Control of Schooling in
Northern Ireland
1920-50

Donald Herman Atkinson



Education Enmity The Control Of School

Paul Wilfred Armstrong, Chris Brown



Education Enmity The Control Of School:

Education and Enmity (Routledge Revivals) Donald Akenson, 2013-03-30 First published in 1973 Professor Akenson's book traces the series of religious and political controversies which have battered the state schools of Northern Ireland. After the government's admirably intentioned but muddled attempt to create a non-sectarian school system in the early 1920s, the educational system was progressively manipulated by sectarianism. The way in which the author describes how children are schooled reveals a great deal about the attitudes and values of the parental generation and also helps to explain the actions of later generations.

Religious Education in Public Schools: Study of Comparative Law José Luis Martínez López-Muñiz, Jan De Groof, Gracienne Lauwers, 2006 Publisher Description [Resisting Educational Inequality](#)

Susanne Gannon, Robert Hattam, Wayne Sawyer, 2018-06-12 *Resisting Educational Inequality* examines poverty, social exclusion and vulnerability in educational contexts at a time of rising inequality and when policy research suggests that such issues are being ignored or distorted within neoliberal logics. In this volume, leading scholars from Australia and across the UK examine these issues through three main focus areas: Mapping the damage: what are our explanations for the persistent nature of educational inequality? Resources for hope: what do we know about how educational engagement and success can be improved in schools serving vulnerable communities? Sustaining hope: how might we reframe research policy and practice in the future? Using a range of theories and methodologies including empirical and theory-building work as well as policy critique, this book opens innovative areas of thinking about the social issues surrounding educational practice and policy. By exploring different explanations and approaches to school change and considering how research policy and practice might be reframed, this book moves systematically and insightfully from damage towards hope. In combining pedagogy, policy and experience, *Resisting Educational Inequality* will be a valuable resource for all researchers and students, policymakers and education practitioners.

Educational Regimes and Anglo-American Democracy Ronald A. Manzer, 2003-01-01 Manzer's comparative political study of schools in Australia, Canada, New Zealand, the United Kingdom and the United States focuses on five fundamental problems in the historical development of Anglo-American educational regimes: the original creation of systems of elementary education in the nineteenth century as publicly provided and publicly governed; the transformation of secondary schools in the early twentieth century to match the emerging structure of occupational classes in capitalist industrial economies; the planning for secondary schools in the development of the welfare state after the Second World War; the accommodation of social diversity in public schools from the 1960s to the 1990s in response to increasingly strong assertions of ethnicity, language, race and religion; not only as criteria for equal treatment but also as foundations of communal identity and more.

Education in a Federal UK John Furlong, Ingrid Lunt, 2019-10-23 Britain's two recent referenda on Brexit 2016 and on Scottish independence 2014 have raised in the public mind fundamental questions about the future of the UK. It seems that for the first time the public, the media and the political elite have woken up to the fact that in

different parts of the UK there are different histories different aspirations and different imagined futures in relation to a whole range of vitally important political issues But what the public debate often fails to recognise is that in many areas of public life perhaps especially education the UK is already a federal state and in key respects has been so for many years The aim of this volume is therefore to take stock to try and capture what the current state of educational policy and practice is across the whole of the UK This has been achieved by commissioning two different papers from each of the four countries Wales Scotland Northern Ireland and England The first is an overview exploring the distinctive history principles and current policies of each country The second paper has been specifically chosen as a case study of a key policy that highlights the distinctiveness of each country the Foundation Phase for Wales assessment policy in Scotland shared education initiatives in Northern Ireland and higher education policy in England Taken together these eight papers give an important insight into the complexities of educational policy and practice across the whole of the UK today This volume was originally published as a special issue of Oxford Review of Education

School-to-School Collaboration Paul Wilfred Armstrong,Chris Brown,2022-09-26 Taking a global perspective the chapters within this book follow a common framework to explore how macro level factors help to create the conditions in which school to school collaboration is likely to succeed or fail on the ground

The Economics of Schooling in a Divided Society V. Borooah,C. Knox,2015-05-26 Countries that have suffered ethnic or religious conflict and become segregated societies reflect these divisions in education provision for their children Northern Ireland is a case study in point where a parallel system of schools offers education in Catholic maintained schools and Protestant de facto controlled schools While school segregation is the most obvious manifestation of Northern Ireland s fractured society there are more important issues of educational inequality with respect to schools and pupils This book analyses three issues in some detail segregation educational performance and inequality in educational outcomes between schools and between pupils from deprived and affluent family backgrounds Thus far public policies to tackle these issues have been met with limited success The authors consider an alternative approach which they term shared education the aim of which is to improve school performance and in so doing to dismantle some of the barriers between maintained and controlled schools

Debates in Religious Education L. Philip Barnes,2011-07-07 What are the key debates in Religious Education teaching today Debates in Religious Education explores the major issues all RE teachers encounter in their daily professional lives It encourages critical reflection and aims to stimulate both novice and experienced teachers to think more deeply about their practice and link research and evidence to what they have observed in schools This accessible book tackles established and contemporary issues enabling you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding Taking account of recent controversy and challenging assumptions about the place of religion in education expert contributors cover key topics such as Effective pedagogy in RE teaching Exploring thinking skills and truth claims The relationship of science and religion in the classroom The place of school worship in

contemporary society The role of RE in spiritual and moral development Diversity in the RE classroom With its combination of expert opinion and fresh insight Debates in Religious Education is the ideal companion for any student or practising teacher engaged in initial training continuing professional development and Masters level study **Education in Britain** Ken Jones,2016-01-27 In the decades after 1944 the four nations of Britain shared a common educational programme By 2015 this programme had fragmented the patterns of schooling and higher education in Wales Scotland Northern Ireland and England resembled each other less and less This new edition of the popular Education in Britain traces and explains this process of divergence as well as the arguments and conflicts that have accompanied it With a reach that extends from the primary school to the university and from culture to politics and economics Ken Jones explores the achievements and limits of post war reform and the egalitarian aspirations of the 1960s and 1970s He registers the impact of the Thatcherite revolution of the 1980s and of the New Labour governments which were its inheritors Turning to the twenty first century Jones tracks the educational consequences of devolution and austerity The result is a book which is more attentive than any other to the ever increasing diversity of education in Britain This comprehensive and accessible overview will have a wide appeal It will also be an invaluable resource on courses in educational studies teacher education and sociology Education in Divided Societies T. Gallagher,2004-10-18 All societies contain ethnic divisions Traditionally education has acted to promote social integration but with the acknowledgement of diversity do we know which system best promotes positive inter community relations Education in Divided Societies examines the experience of a range of systems including those which provide common schools and those which place minorities in separate schools The book argues that structures do not guarantee outcomes and that processes of dialogue and interconnected social systems provide the route to the future **Devolution and Pluralism in Education in Northern Ireland** Caitlin Donnelly,Penny McKeown,Robert Osborne,2006-03-17 This is the second of two anthologies designed to accompany the Open University course From Enlightenment to Romanticism an interdisciplinary exploration of the changes and transitions in European culture between 1780 and 1830 The collection of extracts in this anthology provides primary and secondary sources on changing landscapes new forms of knowledge new conceptions of art and the artist and the exotic and Oriental Each selection is accompanied by a detailed introduction explaining the context and significance of the sources Extracts in the anthology stimulate questions rather than provide reassuring answers and offer vital insights to the major events movements and personalities of the time Irish and British Reflections on Catholic Education Sean Whittle,2021-02-20 This volume presents an interdisciplinary and systematic review of Catholic Education Studies across Ireland and Britain Taken together the chapters drill down to the foundations identity and leadership matters in Catholic education and schools It is in reading the complete volume that a more precise picture of Catholic education in Ireland and Britain develops into sharper focus This is important because it reflects and crystallises the complexity which has almost organically developed within the field of Catholic Education Studies It also provides a powerful

antidote to the naïve reductionism that would boil Catholic education down to just one or two fundamental issues or principles Contemporary Catholic education perhaps globally but certainly in Ireland and Britain is best depicted in terms of being a colourful kaleidoscope of differing perspectives However this diversity is ultimately grounded in the underlying unity of purpose because each of the contributors to this volume is a committed advocate of Catholic education The volume brings together a rich range of scholars into one place so that these voices can be listened to as a whole It includes contributions from leading scholars blended with a plethora of other voices who are emerging to become the next generation of leading researchers in Catholic education It also introduces a number of newer voices to the academic context They present fresh perspectives and thinking about matters relating to Catholic education and each of them confidently stand alongside the other contributors Moreover these reflections on Catholic education are important fruits to have emerged from the collaboration made possible through the creation of the Network for Researchers in Catholic Education which was established in 2016 under the auspices of Heythrop College University of London

Faith Schools Roy Gardner, Denis Lawton, Jo Cairns, 2005 Provides an accessible overview of the debates issues and practicalities of faith based education It sets out the challenges and opportunities of different approaches to faith schools and addresses the choices faced by parents

Young People's Rights in the Citizenship Education Classroom Helen Hanna, 2019-06-29 This book explores the rights held by young people in the citizenship education classroom in the divided societies of Northern Ireland and Israel Against the backdrop of a long history of protracted conflict and division the author analyses how international rights obligations are reflected in the contested citizenship education curriculum in secondary schools Drawing upon extensive qualitative data as well as policy and curriculum documents the author reveals that understandings of education rights can be oriented around three themes minority group representation in the curriculum dealing with difference through pedagogy and preparing young people for life in a divided society This can be mapped onto the 42 A rights framework where education should be acceptable and adaptable However the variety of interpretations held by participants raises questions regarding the universality of international frameworks for education rights and the workability of such frameworks in the national and divided contexts While the contexts of Northern Ireland and Israel have much in common they are rarely compared this book will show that their comparison is as relevant as ever as issues of identity continue to affect everyday school life This book will be of interest to citizenship and history education scholars as well as those who are concerned with the application of international human rights law

Teacher Preparation in Northern Ireland Séan Farren, Linda Clarke, Teresa O'Doherty, 2019-08-22 This book addresses the history of teacher preparation in Northern Ireland paying particular attention to the distinctive political and religious influences in the country and how these have impacted teacher education

Catholics of Consequence Ciaran O'Neill (Lecturer in history), 2014 For as far back as school registers can take us the most prestigious education available to any Irish child was to be found outside Ireland Catholics of Consequence traces for

the first time the transnational education careers and lives of more than two thousand Irish boys and girls who attended Catholic schools in England France Belgium and elsewhere in the second half of the nineteenth century There was a long tradition of Irish Anglicans Protestants and Catholics sending their children abroad for the majority of their formative years However as the cultural nationalism of the Irish revival took root at the end of the nineteenth century Irish Catholics who sent their children to school in Britain were accused of a pro Britishness that crystallized into still recognisable terms of insult such as West Briton Castle Catholic Squireen and Seoinin This concept has an enduring resonance in Ireland but very few publications have ever interrogated it Catholics of Consequence endeavours to analyse the education and subsequent lives of the Irish children that received this type of transnational education It also tells the story of elite education in Ireland where schools such as Clongowes Wood College and Castleknock College were rooted in the continental Catholic tradition but also looked to public schools in England as exemplars Taken together the book tells the story of an Irish Catholic elite at once integrated and segregated within what was then the most powerful state in the world

A New History of Ireland Volume VII J. R. Hill, 2003-12-04 A New History of Ireland is the largest scholarly project in modern Irish history In 9 volumes it provides a comprehensive new synthesis of modern scholarship on every aspect of Irish history and prehistory from the earliest geological and archaeological evidence through the Middle Ages down to the present day Volume VII covers a period of major significance in Ireland's history It outlines the division of Ireland and the eventual establishment of the Irish Republic It provides comprehensive coverage of political developments north and south as well as offering chapters on the economy literature in English and Irish the Irish language the visual arts emigration and immigration and the history of women The contributors to this volume all specialists in their field provide the most comprehensive treatment of these developments of any single volume survey of twentieth century Ireland

Breaking Enmities P. Grant, 2016-07-27 This book discusses relationships among religion literature and ethnicity in Northern Ireland since 1967 The introduction provides a theoretical account of how literature engages sectarian prejudices allowing these to be played out in ways that can help to dissolve or mitigate the alienating effects of traditional enmities Subsequent chapters deal with identity endogamy education gender and imprisonment Each chapter combines an analysis of specific cultural issues with a critical assessment of relevant works by key authors A conclusion offers an assessment of relationships between Northern Ireland and other modern societies facing analogous problems in a post modern world marked by rapid globalisation

Fundamental British Values Vini Lander, 2019-05-17 This book seeks to investigate how the pedagogic space of schools and classrooms has been defined by the UK government's counter terrorism Prevent strategy most notably through the requirement on teachers not to undermine fundamental British values as part of the Teachers Professional Standards The term fundamental British values migrated from Prevent to the statutory framework that regulates teacher professionalism and has effectively securitized education practice The Prevent strategy was conceived in response to the 7 7 bombings in London by so called home grown

Muslim terrorists The need for teachers to promote British values is an attempt to forge a cohesive British identity among young citizens within a multiracial multicultural and multilingual society However as the chapters in this book illustrate the state project to harness education to engender belonging or as some would argue civic nationalism whilst simultaneously undertaking surveillance of children and young people from the Muslim community for signs of radicalization has led to the perception of a hierarchy of citizens or conversely insider outsider citizens The imperative to promote and not undermine fundamental British values has in some instances transformed the safe space of the classroom where children and young people s right to explore their perceptions of current affairs citizenship and belonging has been curtailed for fear of surveillance by teachers who may interpret their utterances as either undermining British values or to be signs of radicalization This book explores these dilemmas for teachers and the implications for their professionalism and examines how racist nativism has pervaded society educational policy and practice through the promotion of a Britishness perceived by many as a raced classed and exclusionary discourse This book was originally published as a special issue of the Journal of Education for Teaching L'Irlande du Nord Maurice Goldring,1987

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