



KEN JONES

EDUCATION IN  
**BRITAIN**  
1944 TO THE PRESENT

# Education In Britain 1944 To The Present

**Simon Gibbons, Melissa  
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## **Education In Britain 1944 To The Present:**

**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 Britain** Ken Jones, 2003      **Literacy Crises and Reading Policies** Janet Soler, Roger Openshaw, 2006 This study addresses the critical issue of literacy crises around the world questioning their wider sociological and educational impact and demonstrating how literacy crises in one country can stimulate and shape literacy crises elsewhere

**Gender, Work and Education in Britain in the 1950s** S. Spencer, 2005-08-17 Improvements in education and economic expansion in the 1950s ensured a range of school leaving employment opportunities Yet girls full acceptance as adult women was still confirmed by marriage and motherhood rather than employment This book examines the gendered nature of career Using both written sources and oral history it enters the theoretical debate over the significance of gender by considering the relationship between individual women and the dominant representation of Woman

**A Companion to Contemporary Britain 1939 - 2000** Paul Addison, Harriet Jones, 2008-04-15 *A Companion to Contemporary Britain* covers the key themes and debates of 20th century history from the outbreak of the Second World War to the end of the century Assesses the impact of the Second World War Looks at Britain's role in the wider world including the legacy of Empire Britain's special relationship with the United States and integration with continental Europe Explores cultural issues such as class consciousness immigration and race relations changing gender roles and the impact of the mass media Covers domestic politics and the economy Introduces the varied perspectives dominating historical writing on this period Identifies the key issues which are likely to fuel future debate

**Education Policy in Britain** Clyde Chitty, 2014-03-31 This text provides a clear overview and assessment of the educational policy systems at work in the UK Accessibly written and covering pre school and Higher Education policy making as well as Primary and Secondary the author examines the evolution of education policy from the Education Act of 44 to the academies of today

*Brian Simon and the Struggle for Education* Gary McCulloch, Antonio Fco Canales, Hsiao-Yuh Ku, 2023-09-21 This is the first full length study of the life and career of

Brian Simon 1915 2002 leading Marxist intellectual and historian of education in twentieth century Britain Using documentary sources that have only recently become publicly available it reveals the remarkably broad range of Simon s life as student soldier and school teacher Communist Party activist and educational academic campaigner and reformer In a sympathetic biography that yet retains critical distance the authors analyse Simon s contribution to Marxism and the CP explore the influence of both on his work as a historian of education and trace the significance of his Marxist beliefs political associations and historical approach to the cause of educational reform In so doing they consider the full nature and limitations of Simon s achievements in his struggle for education Unlike many Marxist scholars he remained loyal to the CP in the 1950s which damaged his reputation as a public intellectual Nevertheless his support for comprehensive education helped to promote egalitarian educational reforms in Britain although he was later unable to provide sufficient resistance to the 1988 Education Reform Act and to a decline in the position of the comprehensive schools In all this the significance of Simon s family and especially his relationship with his wife Joan is to the fore Joan and Brian forged a formidable 60 year partnership in politics and the CP as well as in life that lasted until Brian s death in January 2002     Education and the Reproduction of Capital R. Kumar,2012-07-25 A reflection on the specific context of neoliberal capitalism and it s impact on education The chapters establish the intersectionality of state capital and education and engage with possibilities of transcending the onslaught of capital in different geographical locations from the Northern Hemisphere to the Southern Hemisphere     **An Empirical Approach to Preparing Children for Starting School** Karen Wickett,2019-08-30 This book presents an exploration of the beliefs held by parents Early Childhood Education and Care ECEC practitioners and teachers and their relationships during children s transition to school This exploration was prompted by the author s observations that the relationships between ECEC practitioners and teachers became increasingly strained when the term school readiness was introduced to the EYFS Drawing on the findings of empirical research the book presents the four qualities of relationships between parents ECEC practitioners and teachers during children s transition to school Unlike many current texts this book extends the transition to include the phases of preparation and adjustment and explores how the qualities of relationships between parents ECEC practitioners and teachers can change throughout thephases of the transition The conceptual framework The Relational Transition to School is developed and is a useful tool for researchers and those working together to explore the qualities of relationships between those supporting children during a transition **An Empirical Approach to Preparing Children for Starting School** will be of great interest to researchers academics and postgraduate students in the field of early childhood education as well as those training to be early years practitioners     **The Emerald Handbook of Evidence-Informed Practice in Education** Chris Brown,Joel R. Malin,2022-01-31 Generating understanding into how to more routinely foster evidence informed teaching practice globally this ground breaking handbook is vital reading for educational researchers and especially those working close to practice in all settings     **Education Policy**

**Unravelled** Dean Garratt, Gillian Forrester, 2012-03-22 Education Policy Unravelled examines the nature of contemporary education policy its purposes and political formation It charts the continuity of policy development along neo liberal lines taking an historical perspective and moving from New Labour to the emerging position of the Coalition government Contrary to popular belief about recent radical change in education policy the author team draws attention to the fact that there have been strong similarities and nuanced disagreements between successive modern governments Written in an accessible style the book contains a number of activities and pedagogical features designed to appeal to students to inform thinking and understanding around key policy issues This is an invaluable guide for engaging with education policy as it uses a variety of key elements of policy theory in order to support students through some of the complexities involved in contemporary policy analysis and critique

**The Routledge Education Studies Textbook** James Arthur, Ian Davies, 2012-11-12 The Routledge Education Studies Textbook is an academically wide ranging and appropriately challenging resource for students beyond the introductory stages of a degree programme in Education Studies Written in a clear and engaging style the chapters are divided into three sections that examine fundamental ideas and issues explore educational contexts and offer study and research guidance respectively To support the development of critical thinking debates between contributors are interspersed within sections and address the following questions Do private schools legitimise privilege Should the liberal state support religious schooling Are developments in post 14 education reducing the divide between the academic and the vocational Do schools contribute to social and community cohesion Do traditional and progressive teaching methods exist or are there only effective and ineffective methods Educational Research a foundation for teacher professionalism Each chapter opens with an overview of the rationale behind it and closes with a summary of the main points At the end of every chapter key questions are posed encouraging the student to critically reflect on the content and suggestions for further reading are made The Routledge Education Studies Textbook is essential reading for students of Education Studies especially during second and third years of the undergraduate degree It will be of interest to trainee teachers including those working towards M Level A companion volume The Routledge Education Studies Reader by the same editors contains key classic and contemporary academic articles and has been designed to be used alongside this Textbook

**The Making of Geography as a Secondary School Subject** John Mortimer, Tom O'Donoghue, 2021-06-02 No work has ever been produced previously that shows how historically geography has been constructed as a subject for the senior years of secondary schooling in Western Australia from 1917 to 1997 In doing so this book contributes to the existing corpus of international research on the history of curriculum and particularly the history of geography as a senior secondary school subject Much of it is based on primary sources including the textbooks and atlases used along with syllabus manuals and geography examination papers It also provides a framework for investigating the construction of senior secondary school geography curricula in other constituencies and could act as a model for engaging in further research in curriculum history for other school subjects state

wide nationally and internationally The book also makes an important contribution to the fields of curriculum design curriculum development and curriculum innovation It will be of great interest to historians of education comparative educationists education leaders policy makers and librarians *Special Educational Needs in the Early Years* Penny Borkett,2020-11-11 This book unpacks the vital elements of SEN in the Early Years through the lens of inclusion Using a comprehensive blend of theory policy and practice it Covers the development of legislation and policy relating to SEND Includes a wide range of recommended readings Encourages reflection to aid independent study Provides case studies linking theory to practice Written in an accessible style this book empowers you to not only understand the impact of policy on practice but to question it Exploring Key Issues in Education Derek Kassem,Dean Garratt,2009-07-15 A key textbook for Education Studies providing an insight into some of the issues and dilemmas faced by education in the UK and internationally

**Youth Identities, Education and Employment** Kate Hoskins,2017-07-18 This book investigates how policy family background social class gender and ethnicity influence young people s post 16 and post 18 employment and education access It draws on existing literature alongside new data gathered from a case study in a UK state secondary school to examine how policy changes to the financial arrangements for further and higher education and the changing youth employment landscape have had an impact on young people s choices and pathways Hoskins explores a number of topics including the role of identity in young people s decision making the impact of changes to young people s financial arrangements such as cuts to the Education Maintenance Allowance and increased university fees and the influence of support from parents and teachers The book will be of interest to students and researchers of Education and Sociology

**Education under siege** Peter Mortimore,2013-09-23 At a time when education is considered crucial to a country s economic success recent UK governments have insisted their reforms are the only way to make England s system world class Yet pupils are tested rather than educated teachers bullied rather than trusted and parents cast as winners or losers in a gamble for school places Education under siege considers the English education system as it is and as it might be In a highly accessible style Peter Mortimore an author with wide experience of the education sector both in the UK and abroad identifies the current system s strengths and weaknesses He concludes that England has some of the best teachers in the world but one of the most muddled systems Challenging the government s view that there is no alternative he proposes radical changes to help all schools become good schools They include a system of schools receiving a fair balance of pupils who learn easily and those who do not ensuring a more even spread of effective teachers as well as banning league tables outlawing selection opening up faith schools and integrating private schools into the state system In the final chapter he asks readers who share his concerns to demand that the politicians alter course The book will appeal to parents education students and teachers as well as everyone interested in the future education of our children

**Trade Union Education** Mike Seal,2018-05-08 Trade union education is in the doldrums It generally lacks modern ways of teaching and is full of outdated content and avoids

history economics and politics This book demonstrates clearly that what is delivered in trade union education and how it is delivered have to be reformed and modernised It successfully shows also how all trade unionists all over the world are educators in one way or another Chapters cover the history context and challenges in trade union education the power of popular education techniques trade union activism community and social movements practical examples of transformative new work and learning tips learning materials and all those areas relevant to delivering impactful education

**Education Policy and Social Reproduction** John Fitz,Brian Davies,John Evans,2005-11-16 This book takes a theoretically informed look at British education policy over the last sixty years when secondary schooling for all children became an established fact for the first time Comprehensive schools largely replaced a system based on academic selection Now under choice and competition policies all schools are subject to the rigours of local education markets What impact did each of these successive policy frameworks have on structures of opportunities for families and their children How and to what extent was the experience of secondary school students shaped and what influenced the qualifications they obtained and their life chances after schooling The authors locate their work within two broad strands in the sociology of education Basil Bernstein s work on the realisation of power and control in and through pedagogic discourse and social reproduction provides a theoretical framework for exploring the character of and continuities and change in education and training policies The book is an important contribution to debates about the extent to which education is a force for change in class divided societies The authors also set out to re establish social class at the centre of educational analysis at a time when emphasis has been on identity and identity formation arguing for their interdependence This book will be an important resource for students policy analysts and policymakers wishing to think through and understand the longer term impact of programmes that have shaped secondary schooling in Britain and elsewhere

**Becoming a Teacher: Issues in Secondary Education 6e** Simon Gibbons,Melissa Glackin,Elizabeth Rushton,Emma Towers,Richard Brock,2023-03-27 Essential reading for anyone learning to be a teacher This book will continue to be a core text on our ITE programmes Rachele Newman Director of Initial Teacher Education University of Southampton UK A comprehensive must have for every new teacher entering the profession a wide variety of short chapters packed full of key research evidenced ideas brilliantly articulated by a team of expert authors Fantastic Mark Winterbottom Professor of Education University of Cambridge UK The beauty of the book is that the authors do not attempt to simplify teaching instead they celebrate and explore the complexities of being a teacher Stefanie Sullivan Deputy Head of School Director of Initial Teacher Education University of Nottingham UK This timely new edition remains the ultimate guide for students in the core areas of teaching policy assessment and curriculum planning while also covering the relevant issues facing educators and students today Grounded in contemporary research and empirical evidence Becoming a Teacher provides a critical yet accessible exploration of the complexities involved in starting a career in secondary education New chapters include topics such as wellbeing and mental health social justice decolonising the

curricula and how to develop teacher identity when starting a career Themes such as digital pedagogy now run through the core of the book reflecting the future of our education system The book Supports students with a blend of theory and practical solutions Integrates a wide range of issues contexts and perspectives Guides and encourages readers to reflect on their own learning and teaching Covers practical classroom implementations theoretical and empirical research social and cultural dimensions and much more Benefitting from the expertise of top academics in the education field while leaving room for the reader to engage with their own critical reflection this book is essential for PGCE and Education students to gain a thorough understanding of the many facets of education as well as their own role as a teacher Simon Gibbons is Senior Lecturer in English Education and Director of Teacher Education at King s College London UK He is a former chair of the National Association for the Teaching of English Richard Brock is a Lecturer in Science Education at King s College London UK He taught secondary physics for many years in greater London and has also taught English in Japan and worked in special education Melissa Glackin is Senior Lecturer in Science Education and the Director of the MA in STEM Education at King s College London UK Elizabeth Rushton is Head of Department of Curriculum Pedagogy and Assessment at the Institute of Education University College London UK She previously led the Geography PGCE at King s College London after having worked as a geography teacher and as Director of Evaluation for an education charity Emma Towers is a Teaching Fellow in Education Policy at King s College London UK Before moving into higher education she worked as a primary school teacher in London schools



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