

2. WELFARE STATE EDUCATION

SOCIETY: view of	<ul style="list-style-type: none"> ▪ 1946 saw growth of <i>state intervention</i> after poverty of 1930s and World War 2 ▪ Belief that state (government) has important role to play in <i>wellbeing of society</i> ▪ By providing <i>welfare support</i> for those disadvantaged by social circumstances ▪ E.g. free NHS, free education for all, state pension, <i>equality of opportunity</i> ▪ The state has a responsibility to remove or <i>reduce disadvantage</i>
PURPOSE: of education	<ul style="list-style-type: none"> ▪ Initially selective (1944) either: Grammar, Secondary Modern or Technical ▪ Replaced by <i>non-selective Comprehensive schools</i> in 1960s-70s ▪ In order to create <i>equal opportunities</i> for all children in education ▪ So all can play a <i>useful role in society</i> as suited to their interests and abilities
LEARNER: role of	<ul style="list-style-type: none"> ▪ To <i>achieve</i> good marks and to pass one's exams successfully ▪ To be an <i>industrious</i> and helpful member of the school community ▪ Being aware of <i>needs</i> of others in a socially and culturally diverse society
LEARNING: form of	<ul style="list-style-type: none"> ▪ Mainly <i>subject-centred</i> but with some attention to <i>cross-curricula</i> themes ▪ Focus on subject areas and <i>contemporary issues</i>, e.g. race and gender ▪ Mostly <i>teacher led</i> but with scope to follow personal interests in some areas
TEACHER: role of	<ul style="list-style-type: none"> ▪ <i>Professionally responsible</i> for subject area and school curriculum ▪ <i>Involved</i> in various new and innovative national curriculum projects ▪ To engage, <i>inspire and encourage</i> students to be responsible citizens
SCHOOL: focus of	<ul style="list-style-type: none"> ▪ An important and <i>central institution</i> in the local neighbourhood and community ▪ Helping pupils to get <i>good jobs</i>, apprenticeships, or to go to university ▪ To be a <i>model</i> of good behaviour, personal success and achievement ▪ Through good education to contribute to the <i>well-being of society</i>

NB. Whilst summaries such as these oversimplify they do nevertheless highlight essential ideological differences