

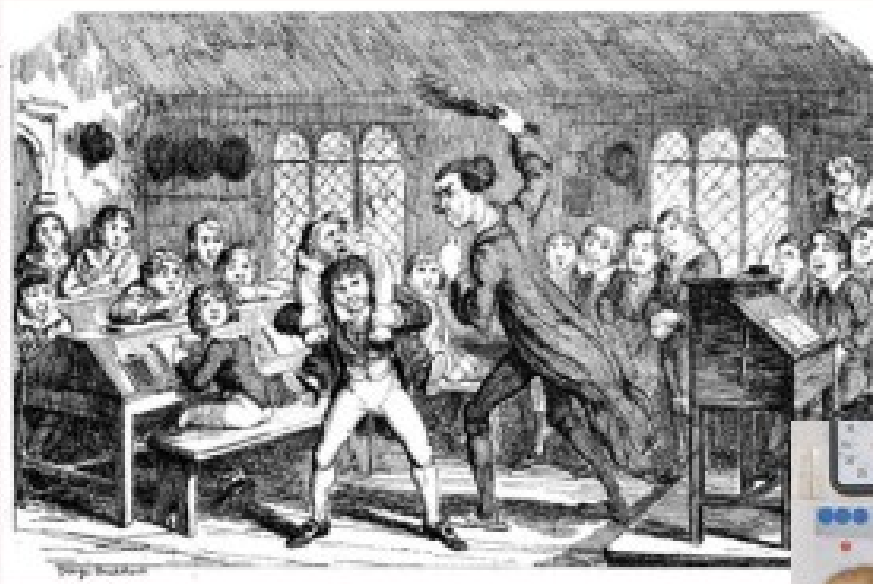
The Introduction into Education

LESSON 4: PUPIL AT SCHOOL

MGR. KATEŘINA LOJDOVÁ, PH.D.



Has pupils or society changed?



Pedocentrism

Ellen Key: The Century of the Child, 1909

„Not leaving the child in peace is the greatest evil of present days methods of training children.“

„Education is determined to create a beautiful world in which child can grow.“

Read here:

<https://archive.org/details/centurychild00frangoog>

Pedocentrism

Reform schools (beginning of 20th century)

- Waldorfs (<https://www.youtube.com/watch?v=tZmAX5adCl0>)
 - Montessori
 - Dalton
 - Jena plan
 - Freinet pedagogy
-
- **Criticism of traditional school**
 - Intellectualism (lack of complex development: aesthetical, health...)
 - Mechanical learning
 - Authoritative education
 - Lack of individualism
 - Isolation of school and family

Pedocentrism

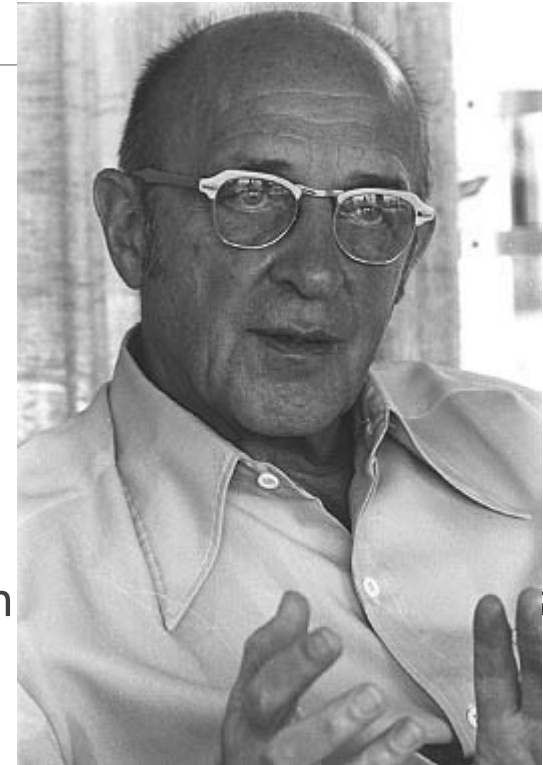
1921: Summerhill founded by Alexander Sutherland Neill – democratic school

<https://www.youtube.com/watch?v=2Shah1Ulf98>

Carl Ransom Rogers (1902 –1987)

student-centered learning, also known as learner-centered education

- aims to develop learner autonomy by putting responsibility for the learning path
- puts students' interests first
- emphasizes each student's interests, abilities, and learning styles
- placing the teacher as a facilitator of learning for individuals



Carl Ransom Rogers

The Introduction into Education

LESSON 5: STRUCTURAL ARRANGEMENTS OF CHILDHOOD

MGR. KATEŘINA LOJDOVÁ, PH.D.

Structural Arrangements of Childhood

- Social and cultural background
- Social and cultural capital
- Gender
- Race
- Ethnicity

Structural arrangements of these categories will affect the nature of childhood (Corsaro, 2015).

Family provides the basis for its race, cultural and social capital, family traditions and social status.

During adolescence, the child can emancipate itself from some of the family's characteristics, but not from all (Allport, 1958).

Social and cultural background

James S. Coleman (1926–1995):

- differential achievement of poor children attending private, Catholic, and public schools

Catholic high schools possessed more "social capital,,

Explained the importance of social cohesion that has diminished with social progress.

Social capital

- Social capital is the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition. (Bourdieu)
- ‘It’s not what you know, it’s who you know’,
- Coleman’s approach leads to a broader view of social capital, where it is not seen only as stock held by powerful elites, but notes its value for all kinds of communities, including the powerless and marginalised.

Cultural capital

Non-financial social assets that promote social mobility beyond economic means. Examples can include education, intellect, style of speech, dress, or physical appearance.

Forms of knowledge, skills, education, and advantages that a person has, which give them a higher status in society. Parents provide their children with cultural capital by transmitting the attitudes and knowledge needed to succeed in the current educational system.

Why social background matters at school?

Bourdieu (1998) points out that school contributes to the continuation and transfer of cultural capital division and thus also social space structure. It maintains existing order, namely the distance between pupils with various volumes of cultural capital.

Tested:

https://www.youtube.com/watch?v=HalIX8H_8tQ

<https://www.youtube.com/watch?v=gnRVTMUzI7g>

1:51

Why social background matters at school?

Basil Bernstein: [Theory of language code](#)

Elaborated code and restricted code

There are two factors which contribute to the development of either an elaborated or restricted code:

- the nature of the socialising agencies (family, peer group, school, work)
- the values within the system.

According to Bernstein (1971), “The orientation towards these codes may be governed entirely by the form of the social relation, or more generally by the quality of the social structure” (p. 135).

Why social background matters at school?

Bernstein and educational research

He argued that schools are the main place where students shape their own values and intuitive and practical views of the world.

Bernstein's most recent development of his code theory can help the educational researcher to analyze the social processes within educational organizations.

Bernstein's Code Theory and the Educational Researcher:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.674.5974&rep=rep1&type=pdf>

Gender

- Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity.
- Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially.
- Gender impacts a child's experience at school across the grades.
- Schools have a tremendous opportunity and responsibility to be inclusive of all students, regardless of their gender identity.
- Gender sensitive education.

Gender differences between boys and girls at school

- Small or negligible overall gender differences have been found on IQ tests and tests of reasoning
- The gender gap arises mainly because of differences between boys and girls in language and literacy skills, reflected in differences in performance in English and other subjects which are literacy based.
- The gender gap is small or negligible for Maths and Science.
- Pre-school gender differences in social, cognitive and communication measures have been found, as well as gender differences in the activities that parents carry out with their children:

Parents are more likely to read and teach songs and nursery rhymes with their daughters than their sons.

- Boys are more likely than girls to be identified with special educational needs:
 - Boys are more likely than girls to attend special schools.
 - Girls are more likely than boys to have been the victim of psychological bullying while boys are more likely than girls to have been the victim of physical bullying.
 - Boys are more likely to have committed a criminal offence (e.g. handling stolen goods, stealing, carrying a weapon) than girls (33 percent compared to 21 percent)
- The social class attainment gap at Key Stage 4 (as measured by percentage point difference in attainment between those eligible and not eligible for free school meals) is three times as wide as the gender gap.
- Some minority ethnic groups attain significantly below the national average and their under-achievement is much greater than the gap between boys and girls (<http://www.testedfilm.com/>)

Reasons of the Gender Gap

- Girls and boys tend to use different styles of learning. Girls tend to show greater levels of motivation and respond differently to the materials and tasks given to them.
- Girls find it easier to succeed in school settings.
- Type of school does not appear to influence the gender gap: across schools in England, there are hardly any where boys make greater progress than girls.
- Boys are more likely to be influenced by their male peer group which might devalue schoolwork.

Gender and education: the evidence on pupils in England

<http://webarchive.nationalarchives.gov.uk/20090108131525/http://dcsf.gov.uk/research/data/uploadfiles/rtp01-07.pdf>

Cultural clash

Fordham a Ogbu (1986)

- perception of academic achievement by black students

Hendrickson: *Student Resistance to Schooling: Disconnections With Education in Rural Appalachia*

- Student reasons for resisting engagement with school.
- Student resistance to school is considered within a White, working-class student population in three main themes: family values and expectations, quality and relevance of education, and misunderstandings between teachers and students.
- These themes underscore the various tensions experienced by students whose schools encourage higher education and abstract concepts, but whose parents encourage values of family and vocational work. Thus, the students do not value the education provided by the school, leading to disengagement and misunderstandings with teachers.

Summary: discuss

Pedocentrism as an approach to education.

Structural characteristics affecting schooling: social status and gender.

Elaborated and restricted language code at school.

Gender vs. sex. Gender and schooling.

Gender sensitive education.

Read to understand pupils:

Corsaro, W. A. (2015). *The sociology of childhood* (4th ed.). Thousand Oaks, Calif.: SAGE Publications.

Read to understand democracy at school:

Neill, A. S., & Lamb, A. (c1992). *Summerhill School: a new view of childhood*. New York: St. Martin's Griffin.

Read to understand person-centered teaching :

Rogers, C. R., Lyon, H. C., & Tausch, R. (2014). *On becoming an effective teacher: person-centered teaching, psychology, philosophy, and dialogues with Carl R. Rogers and Harold Lyon*. London: Routledge.