

Appendix J: John's assignment

First assignment

Question 1

-What are the main arguments of these different authors about the <State and Education >

Need 2 more
articles
on state
+ education

Introduction

Through the Issues in educational policy coursework, i have learnt education policy and policy analysis and i am now equipped with the knowledge and skills necessary to interrogate, analyze and evaluate educational policy reforms concerned with the improvement of the education system.

1. R. Dale: The State and Education Policy

➤ The State in the Sociology of education

According to R. Dale in <The State and Education Policy>, when he developed the theory about the State in the sociology of education, he defined The State as an effectively neutral means of delivery of intended outcomes decided elsewhere. Three major approaches were set out in reference to the sociology of education.

➤ The Structural-Functionalist approach

The hypothesis to the collaboration and partnership to develop the technology of education to the economy, implicitly forget everything that happened between input to and output from the education system to 'black box' status

➤ The 'New' sociology of education

The omission observed in the previous approach was partly repaired by the 'new' sociology of education, with its concentration on the content of schooling and how particular conceptions of reality were constructed and sustained in school and classroom, but the State still remained in the black box. This approach was criticised by the political economist

1.1. The Political Economy of Education

This approach sustains the importance of State provision to resolve capitalist system needs. Once again it is never clear quite how the needs of the capitalist system are to and met in each school and classroom.

which are
(key point!)

1.2. Marxist theory of the State

An other ideological theory that do make the State the focus on their interest, have paid a little attention to education. For this theory, State it characterise the political science. We can't forget that there are some exceptions in the previous approaches which it will be instructive;

Not
the key
arguments of
Dale himself

one Marxist exception is *Althusser's Ideological State Apparatus*, in which education is seen as a key ideological state apparatus in the reproduction of the capitalist mode of production.

My own view on this case is all those theory neglect the implication of the State in education, they use other ways to understand what the relationship between the State and education is, because they have confirmed their studies very much to education politics rather than the politics of education. explain further

1.3. The Nature of the Capitalist State

The author specified the importance to focus on state provision of education because it shows us how the basic problems facing education systems in capitalist countries derive from the problems of the capitalist State.

There are two limitations on this topic. First, the problems of the capitalist state derive from its relationship to the maintenance and reproduction of capitalist mode of production, rather

in your own words! Gramsci's View? "The democratic- -Bureaucratic system has given rise to great mass of functions which are not at all necessitated by the social necessities of the dominant fundamental group" (Gramsci, 1971:13). Secondly, the author doesn't intend to suggest that everything that goes on in schools is explained by, or related to, the problems of capitalist state. State activity then, is not neutral, but is the result of the state apparatus being taken over by, and used, as instrument of the ruling class. However Miliband does not move beyond the democratic elite theorist except by showing that they make the wrong assumptions about who controls the state and how. The State is still conceived as a neutral instrument, with nature of the policies it follows decided by desires of those who control it.

Moreover, as David Hogan (1979) pointed out, the functions of institutions cannot be read off from an analysis of who controls them. This is basic to the critique which suggests that the functions of the State in capitalist societies are given not by the direct control of capitalists or capitalist sympathizers within the state apparatus, but are in fact objectively given by imperatives of the maintenance and reproduction of the condition of existence of the capitalist mode of production. We can't talk the dominant problematic for education without talking about difficulties associated with the term 'function'. It is not clear. The instance, when the functions of the education system are referred to, whether 'function' is being used teleological, in the sense of the purpose or the education system, or descriptively, in setting out what the education system does. All those approaches are refuted by the author because they not setting up the real problem about the role of the State in Education, but he has proposed to adopt he call 'core problem' of capitalist State as a whole and of education systems in capitalist State. The point of this approach is to lay down non-arbitrary priorities and guidelines for the analysis of education system. After it, it is possible, then, to derive from this analysis a list of 'core problems' for the capitalist State' which it can then be

assumed will be on agenda of all state apparatus and institutions including the education system.

The author suggests isolating three broad core problems in the sense to make them very usefully:

- Support of the Capital accumulation process;
- Guaranteeing a context for its continued expansion;
- The legitimization of the capitalist mode of production, including the State's own part in it

But the isolation of these three problems is relatively arbitrary and relatively unimportant in that the analytic approach being put forward is not dependent on their close and unambiguous definition.

The problems faced by the State overall are writ small in education system. It may be required to find solutions in all three core problem areas simultaneously and it is unable to do so. In education as elsewhere, these solutions are often mutually contradictory.

This recognition of the contradictory nature of demands on education is quite crucial to any adequate explanation of it. Isolating a single dominant requirement not only impoverishes the study of education system by failing to provide a comprehensive account of their work, but the account it does provide of the particular highlighted feature cannot be adequate even of that feature in isolation if we recognize that the various demands on the education systems take their character at least in part from their relationship to other demands on it.

1.4. Education as a state apparatus

A major emphasis in the foregoing section was on the relative autonomy of the education state apparatus. Examining education as a state apparatus enables us to raise a number of questions that usually go unasked and to clarify some of his ambiguities and confusion that frequently seem to attend discussion of the state. In this section there is no distinction between the State and the Government.

Government is clearly a most important part of the State. It is the most active and most visible part of it, but it is not the whole of it. This is demonstrated, in the ability of state to carry on functioning in the absence of government.

It is important to recognize that the economic and political reproduction that goes on in school goes on in particular political context, the main parameters of which have been outlined above. The State apparatus is by no means monolithic in either its aim or its modes of operation; the forms of control implemented through educational institutions. Thus not only do the basic forms of control-bureaucracy and technocratic management- in their 'pure' forms themselves

2. T. Mkandawire: Thinking about developmental states in Africa

1. Introduction

Good but you started with the unimportant point + finish with the key point of state's role. A few point about source + nature of control are missing

According to the author, "such states are urged to 'delink', to reduce themselves, to stabilise the economy, to privatise the economy, to engage in 'good governance', to democratise themselves and society, to create an 'enabling environment' for the private sector, etc. In other words, to do what they cannot do. What we then have is to paraphrase Gramsci, the pessimism of diagnosis and the optimism of the prescription. Obviously, such a contradictory position is unsatisfactory. To attain some congruence between diagnosis and prescription, we need to retrace our steps back to the diagnosis. For that reason African Leaders shall argue that neither Africa's post colonial history nor the actual practice engaged in by successful 'development states' rule out the possibility of African 'developmental states' capable of playing a more dynamic role than hitlerto." (Mkandawire T: ~~Thinking about developmental states in Africa. Cambridge journal of Economics~~, 2001, p 289.

Ok
but not
a key point

1.1 The 'developmental state'

According to the author, "the developmental state has two components in the literature: One ideological, one structural that distinguishes developmental states from other forms of states. The author want to explain how by ideology, a developmental state is essentially one whose ideologically underpinning is 'developmentalist' in that it conceives its 'missions' as that of ensuring economic development, usually interpreted to mean high rates of accumulation and industrialisation. Such a state 'establishes' as its principle of legitimacy its ability to promote sustained development." (Mkandawire T: ~~Thinking about developmental states in Africa. Cambridge journal of Economics~~, 2001, p 290.

After the independence period Many African leadership thought that by economic development strategies, through by the structural adjustment program they can also change the performance of education sector, but it wasn't the case.

✓ "The key organizational features of importance are 'autonomy' of state institutions, which enables it to define and promote its strategic developmental goals, and its 'embeddedness', which is the state forming alliances with key social groups in society that helps it to achieve its developmental goals.¹⁸ In this perspective, autonomy implies the presence of high degrees of coherent state agencies that are able to formulate and implement coherent developmental goals. Put differently, autonomy means the ability of the state to behave as a coherent collective actor that is able to identify and implement developmental goals."(1)

1.2 Lesson from Asia

✓ "Subsequent analysis has shown that neoclassical reading of experience of development in Asia had downplayed the role of the state in the 'success stories'. Mounting evidence showed that the state had been the key agent behind the spectacular success of the East Asian 'Four

Tigers'. (Mkandawire T: ~~Thinking about developmental states in Africa~~. Cambridge ~~Journal of Economics~~, 2001, p 292).

"In the East Asian cases, autonomy was initially conceived in terms of the state imposing its will over society and suppressing civil society. As Johnson¹⁹ points out the "soft authoritarian character" of the state was the source of its autonomy." (2)

From neoliberal orthodoxy which characterised the 1980s to the lessons from neoliberal perspective, we can confirm the role of the state in the development process.

(1), (2) (Edigheji O (2005): ~~A democratic State in Africa?~~ www.cps.org.za)

2. African prospect

According to Mkandawire (2001), many reasons show how the Asian experience is impossible for Africa. The reasons include:

- ✓ The dependence;
- ✓ The lack of ideology;
- ✓ The 'softness' of the African state and its proneness to 'capture' by special interest groups;
- ✓ Lack of technical and analytical capacity;
- ✓ The changed environment that did not permit protection of industrial policies;
- ✓ The poor record of past performance.

✓ All these reasons show that without a national consensus based on the African historical experience or in models of the more successful 'development state' elsewhere. More significant was the fact that this perspective ruled out the possibility of developmental states in Africa that were either led by national bourgeoisie or capable of nurturing one. The incapacity of African state to establish themselves as rational legal institutions and to rise above the 'patrimonialism' that affects all of them, regardless of their ideological claims and the moral rectitude of individual leaders. The state in Africa failed to allow the local business class effective presence in policy making.

Question 2

-How do they understand the relationship between state, and Education and ^{with capitalist national class} ^{because of influence of IMF/WB etc} ^{Key point: State captured by} ^{interest. agencies} ^{+ weakened by} ^{them → are} ^{never able} ^{to play the} ^{potential role}

Both authors agree with one or the following elements which characterise "State and education" as follows:

- State is characterised by the lack of framework which that responsible for developing their national developing projects including educational sector

54% → not the way to compare
→ need to get at their conceptual
of the state

- 11... 11... 11... 11... 11...

Appendix K: Frank's reading response 1

Course: Leadership and Management of Teaching and Learning EDC7095

Curriculum at Education's Center Stage, Flinders, D and Thornton, S (2004).

In this article, Flinders and Thornton (2004) comment on different views of scholars on curriculum as a critical field in educational system. First, they analyse Tyler's views of his classic text on curriculum development which was published in 1949. The work is organised around four questions: What are the purposes of an educational program? What experiences will further these purposes? How shall the program be organised? And how shall it be evaluated? These four questions are the way curriculum is designed according to Tyler (1949). He emphasises ^{the importance} on educational objectives as a starting point of curriculum design. Tyler also describes sources of information which can help curriculum developers and teachers to formulate educational objectives. The first source of information on how objectives are obtained is study of learners' behaviour which provides their interests and their physical, social and psychological needs according to their stage of development. The role of school is to help learners meet these needs. Second, studies of contemporary life provide broad knowledge and education efforts to focus more on critical aspects of life and how a learner when he has in mind this knowledge can be able to use it in similar situation to solve a similar problem (transfer of training). Suggestions from subject specialists committees established representing each course such as mathematics, english and art as the third source of educational objectives. These subject specialists committees aid to provide educational objectives and show how their related subjects contribute to the education of young people. according to ... ?

Flinders and Thornton (2004) refer to Goodlad's critic of national curriculum reform in his book; *School curriculum in the United States* where he is questioning about ^{the way in which} how curriculum content is determined and the way it should be ^{taught} teaching. Draws on Dewey (1938) views he argues that curriculum content should be designed according to children-centred and society-oriented. *What does this mean?*

In 1960s, two trends were observed on how educational objectives should be used, their form and their functions. They first argue that objectives well defined, clear stated and measurable are the starting point of curriculum planning. This trend advocated by Tyler was viewed as rational, mechanistic and means-end based on pre-defined changes in student behaviour. 2

Second, opponent of behavioural objectives is represented by Eisner (1967), who states that teaching is more dynamic, complex and more interactive therefore is very difficult to pre-defined specific behaviour in advance in terms of objectives. That means that explicit curriculum is a small part of what schools teach, it does not address the implicit curriculum, unplanned and hidden which may be concerned. ✓

In his book "Life in Classrooms", Jackson (1992) notes that there is a classroom routine which may be taken into account by curriculum developers as hidden curriculum and unspoken expectations which determines student success or failure.

Latly, Schwab's article (1979) "The practical: A Language for Curriculum" was viewed as critic of the field's past, present and the future.

Reference

Flinders, D and Thornton, S (eds) Curriculum at education's centre stage. Editors' comment, pp48-50. London. Routledge Falmer

✓
*A sound
summary of
the article.*

Appendix L: Frank's reading response 2

Course: Leadership and Management of Teaching and Learning EDC7095

Basic Principles of Curriculum and Instruction, Ralph W. Tyler (1949)

In his article, Tyler (1949) seeks to develop an approach in designing and developing an instructional program such a curriculum. His work is articulated around four key questions:

- What purposes should the school seek to attain?
- What educational experiences will further these purposes?
- How can learning be organised for effective instruction? ✓
- How can this learning experience be evaluated?

✓ ✓ Tyler (1949) suggests that if an educational institution is engaged in curriculum development the starting point is; first, defining goals, second, establishing corresponding experiences or content of the program, third, organising learning in a coherent way(units of learning) and finally evaluating outcomes. He argues that "all aspects of the educational program are really means to accomplish basic educational purpose". He focuses more on how educational objectives are obtained and he described three primary sources of information such as; essentialists, progressives and subject specialists.

Sources of educational objectives

- Studies of learners: This approach seeks to diagnose interests of children as well as their physical, social, psychological and integrative needs according to their stage of development. The role of school is to identify the gaps and of establishing equilibrium in helping learners to meet their needs. Educational objectives will be defined in terms of knowledge, attitude and skills learners has to acquire to meet their needs.
→ acc to? These are not the source, but the different groups of 'experts' that have their own views on what the sources should be.
- Studies of contemporary life based on an assumption that life is so complex and continually changing; they provide broad knowledge and educational efforts to focus more on critical aspects of life and show how a learner when he has in mind this knowledge acquired can be able to use it in various situations for problem-solving (transfer of training). Critics for this objectives are that all situations are not desirable, stable and in the same line with children interests.

→ Other criticisms / concerns in this regard?

How and by whom are these needs determined?

- The third source of educational objectives describes by Tyler (1949) is a suggestions from subject specialists. This includes committees from each subject such as mathematics, sciences, English, and arts.

what are these suggestions?

These subject specialists committees aid to provide educational objectives and show how their related subjects contribute to the education of young people.

Tyler notes that no single source of information is adequate to provide educational objectives therefore curriculum developers may take into account various sources for more relevant of educational objectives.

the identification of educ. objectives

Reference

Tyler, R. (1949) Basic principles of curriculum and instruction, pp 51-59 in Flinders, D. & Thornton, S (eds) (2004) The Curriculum Reader. London. Routledge Falmer

Appendix M: Frank's reading response 3

Course: Leadership and Management of Teaching and Learning EDC7095

Educational Objectives -Help or Hindrance? Elliot W. Eisner (1967)

In his article, Eisner (1967) draws on the work done by different psychologists on curriculum development such as Bobbitt (1918), Tyler (1949) especially on the particular aspect of educational objectives. Designing and developing curriculum, educational objectives clearly specified provide goals; allow organisation of content and permit the assessment of outcomes as states Tyler (1949:87).

Eisner (1967) as an opponent of educational objectives based on behavioural theory of curriculum argues for several limitations of pre-defined objectives which assume that it is easy to predict the outcome of instruction.

First, in the process of teaching many variables can occur which are not planned in advance such a new situation, and on which teacher may concentrate for more children understanding. As Eisner (1967) notes that teaching is dynamic and complex process that cover many aspects which pre-specified educational objectives cannot anticipate result accurately.

Second, according to nature of subject matters such mathematics and sciences it is possible to predict with precision what kind of outcome is expected but in other subject matters such as arts it is not easy to anticipate with such precision the behaviour of learners.

Third, educational objectives have to be evaluated as outcomes. Eisner (1967) identifies the confusion in using standards criteria when evaluating outcomes. He argues that there are some aspects which quantitative methods are inapplicable and require qualitative appreciation. For example in some field, standards are applicable such as in mathematics and sciences, but in others such as arts with qualitative character judgment is required.

Eisner (1967) seeks also to develop another approach of constructing curriculum contrasting with the rational approach. Draws on MacDonald (1965) view, who argues that "objectives are only known to us in any complete sense after the completion of our act of instruction".

According to this view, Eisner (1967) raises a problem to resolve in curriculum theory between means-end and the psychological conditions of curriculum construction.

Reference

Eisner.E. (1967) Educational objectives-help or hindrance? In Flinders, D. & Thornton, S. (eds) (2004) The Curriculum Reader. Routledge Falmer

What, according to Eisner, is the difference between standards and criteria.

Does he suggest an alternative? If so, what is it?