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State Schooling and the Construction of 'Public Childhoods'

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Reflection:

You have been reading a great deal of material from educational history; why might this be important for social constructionists?

Reflection:

Why might these socially constructed terms have gone on to become popular terms of general abuse (and continue to be so)? How do you feel about hearing them being used?

Reflection:

Schooling is frequently invoked as an agent of social change, but how powerful is it and what can realistically be achieved through education?

Education and Constructions of Childhood

Reflection:

When we are assessing learners we frequently speak of 'right' and 'wrong' answers or being 'correct' or 'false' without much thought. Do these terms suggest a moral as well as an intellectual judgement on children?

Reflection:

Education is frequently depicted as a driver of economic development; but here we see educational development stymied by weak economic conditions – can education really drive or, in reality, does it follow economic development?

Reflection:

What motivates the teacher to describe Joyce Storey as a 'disruptive influence', are there implicit assumptions concerning human nature and the status of the poor that underpin such an assessment?