The Shape of Jazz to Come: Plowden, Progressivism and Discourses of Difference

Chapter Outline

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Reflection:
Why do you think traditional folk forms with no traceable authorship and apparently transmitted from generation to generation aurally, such as those collected by the Opies, offered a construction of childhood that appealed to and confirmed the convictions of the educational progressives?

Reflection:
Have we witnessed this attempted concatenation of progressive educational themes and social justice objectives before?

Reflection:
Do teachers still construct themselves as educationists in the way that George Baines did?
Reflection:

Why do you think the case for child-centred and progressive educational methods becomes harder to make as children grow older? Are there any discourses of childhood operating to shape thinking here?

Reflection:

Plowden sought social justice armed with a universal concept of the Child; but Stone suggests that the acknowledgement of difference is crucial. Do you think the cause of social justice is better served by a concept of universal rights founded on the Enlightenment idea of the Child or by the recognition of particular differences in children's childhood experiences based on class, ethnicity and gender? Can you have both?