

Can 'Educational Excellence Everywhere' play its part in tackling social inequality?



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What is Education for?



Do we have a defined and settled role for education in tackling social inequality?

Who gains from Education?



According to Richard Shaull in Paulo Freire's Pedagogy of the Oppressed

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

(Freire, 2000[1921], p. 34)

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“But this progress isn’t felt everywhere ”
(p.6)

Resistance?



Complementary schools for immigrant and ethnic minority children in the UK have been an important socio-political, educational movement in the country for nearly half a century

(Li, 2006, p. 27)

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“New free schools and UTCs to enable parents and communities to demand more for their children”

(p.17)

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“But we also want academies to use their freedoms to innovate and build more stretching and tailored curricula, to meet the particular needs of their pupils or their local area or the particular ethos of the school”
(p.90)

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“Parent Portal: we will launch a new online Parent Portal to provide parents with a one-stop shop, clearly and simply setting out the information they need to know about the school system and how to support their child”

(p.17)

Making Education a Priority



Investing in Critical Reflective Thinking



Manchester Museum

Using the Manchester Museum's *Manchester Museum Comes to You* programme to stimulate creative thinking around some of its collection via community curation

Manchester Metropolitan University Making Education a Priority - MEaP

The development of a *PG Cert in Teaching and Learning* that was specially designed for supplementary schools , covering ; learning, teaching and assessment strategies and leadership and management skills in educational settings

Investing in Creative Thinking



Teacher Training



PG Cert in Teaching and Learning

Teaching, Learning and Assessment

School Leadership and Management

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“We will strengthen university and school-led teacher training, increasing the rigour of ITT content with a greater focus on subject knowledge and evidence-based practice”

(p.28)

References



Freire, P. (2000[1921]). *Pedagogy of the oppressed*. New York: Continuum.

Li, W. (2006). Complementary Schools, Past, Present and Future. *Language and Education*, 20(1), 76-83.