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**New Times, Hard Times: The
Role of Social Capital in
Enhancing Humanity and
Efficiency in Teacher Education**

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A Case Study Approach

- **Background: State school provision in England and Wales**
- **Primary: 5-11**
- **Secondary: 11-16 (with option to stay on until 18)**
- **Plowden Report (1967) for primary schools**
- **'tripartite' secondary system from 1944 (Grammar, Technical, Secondary Moderns)**

**All inclusive secondary
comprehensive system
introduced by the 1970s.**

How this system fared.

- **Labour P.M. James Callaghan's speech (1976)**
- **Main focus - all not well in schools**
- **Concerns for accountability/ value for money**

- **Margaret Thatcher's ascendancy, 1978**
- **Articulated 'New Right' ideology towards the market and away from 'welfarist state'**
- **Schools criticised strongly for not engendering links with the world of work.**
- **Universities attacked for their negative attitude to business**

The 1988 Ed. Reform Act

- **A prescriptive National Curriculum**
- **Testing at 7,11,14 & 16**
- **Increasing emphasis on consumer as client**
- **School effectiveness and efficiency, the new mantra**
- **Teacher loss in status and autonomy**

Dilemma for schools

- Schools named and shamed
- League tables on basis of exam results
- Schools taken over by private concerns
- Teachers – easy targets for supposed inadequacy. Yet heavy workloads
- Public derision linked to a 'quango' called OFSTED
- Teacher morale at an all time low

Instability Today

- Acute shortage of teachers
- Recruitment of teachers from all over the world including developing countries
- Teaching assistants in large numbers
- High reliance on supply teachers
- Recruiting agencies make huge profits
- Teachers employed in subject areas with questionable qualifications/ training

Recruitment strategies

- Training bursaries / financial inducements
- Retention of new teachers after qualifying is highly problematic
- Teacher shortages persist in inner city areas
- Real difficulties: pupils who are extremely challenging – even to the more experienced teachers
- Nevertheless , government optimism

Disaffected pupils

- Those who resist schooling
- Around 50,000 truants each day
- Teachers assaulted by pupils and parents
- Targeting of parents of unruly children: New Legislation.
- 'Police in schools' – April 2002 - £66m to help Heads and education authorities with the toughest pupil challenges.

The scenario considered

- Not the problem, but a symptom of something much deeper.
- Middle class children with cultural capital in successful schools
- The problem is linked to what is defined as education in our schools and the manner of its delivery.

Missing Elements

- Education for the all round development of the child
- A broad curriculum with complementary extra-curricular work has given way to a narrow instrumental curriculum geared more and more to the world of work
- Competency skills 'what the individual can do' not development of critical faculties.

Training rather than education

- To prepare the workforce to compete in the globalised economy
- The concept of human capital – economic productivity of the individual is deemed to be “the be all and end all” of human existence.
- The individual is merely a factor of production

- All our education and training, be it in law, philosophy, literature and science is geared to the needs of capitalist production.
- A human capital model of education today:
- The individual as a factor of production
- Qualifications / certification
- Income productivity
- Linear view of human development and productivity
- Policy of skilling, flexibility and rates of return

Inclusivity?

- Stakeholders in society to promote inclusivity and citizenship education within the school curriculum
- To prepare compliant workers for the system
- Disadvantaged students do see through the rhetoric of educational promise

Coping with the pupil challenge

- Pupils at the margins interfere with those keen to learn.
- Teachers seek to work in schools which are congenial
- Employ behaviour management techniques
- Sometimes work – generally only temporarily

Teacher education

- Selecting schools carefully for trainees
- But are they being well prepared for the harsher reality of the more difficult schools?
- Risk of leaving the profession is high, especially in boom times
- What is to be done?

The Road Ahead?

- Longer term considerations
- Educational
- Political
- Changes in policy and practice for real education
- Is there an alternative approach?

Human Capital Vs Social Capital

(Adapted from Field (et al) (2000))

	HUMAN CAPITAL	SOCIAL CAPITAL
• FOCUS	the individual	social relationships
• MEASUREMENT	a) duration of ed. b) qualifications/credentials	a) membership/participation b) trust levels
• OUTCOMES	a) income productivity b) health, education, civic activity	a) social cohesion b) economic achievement c) more social capital
• MODEL	Rare	Interactive/transfer
• POLICY	childing, accountability and rates of return	empowerment, capacity, building citizenship

Currency of social capital

- Not entirely new today
- Current thoughts on the concept
- The influence of Putnam (2000)
- Role of Fukuyama (1992), (1995)
- Increasing purchase of the concept in education

Key Ingredients of social capital

- Trust
- Networks
- Community as a resource
- Informal learning
- Close bonds of reciprocal ties
- Some reservations

Government awareness of problems

- Specialist schools
- Teacher assistants/ support staff
- 14-19 initiative in the FE sector
- Connexions for 13-19

Social capital in practice

- Situation where informal learning is dominant
- Situation where youth social work training operates
- The contrast of these with the school model

Proposed changes to the work of teachers/ teacher educators

- Widening of roles
- Greater experiential learning
- Linking the global to the local
- Greater criticality and creativity
- Making schooling more attractive to those on the margins
- Greater fulfillment for teachers

Summary

- Bridge between models of human and social capital to meet population diversity
- Rethinking structures and processes for education provision
- Networking with local communities/ resources
- Enhanced inclusivity

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- Putnam, R.D. (2000) *Bowling Alone: America's Declining Social Capital*; *Journal of Democracy*, 61, pp.65-78.

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