

THE PROBLEM WITH PARTNERSHIP

THE P WORD

INDUSTRIAL REVOLUTION TO PUBLIC SCHOOLS

- ▶ Industrial Revolution -the family alone could not educate and socialise children for the new occupations that were proliferating in factories and cities.
- ▶ Public schools
- ▶ Separatist model - But both home and school had defined but separate responsibilities
- ▶ The purpose of schooling was to successfully train children to assume their responsibilities for their own learning and the demands of work through a formal education
- ▶ The family was in charge of the child's initial education and training, and their ongoing social, moral, and religious development.

THE EMERGENCE OF THE NUCLEAR FAMILY

- ▶ In the 1920s family structure in western society (commencing in North America) began to change
- ▶ Grandparents or other older generation relatives who previously lived with their children and grandchildren began to move out of the family home.
- ▶ Increased reliance on the nuclear household.
- ▶ Sales of childrearing advice literature addressed toward middle-class audiences increased massively - change of focus to expertise in the form of paediatrics and psychology

WOMEN AT WORK

- ▶ By the 1950's more women were entering the workforce
- ▶ Over time Hierarchical Separatist notions no longer applied
- ▶ Schools were increasingly charged with the responsibility for developing both educated and moral children

RISK SOCIETY -1950's new expectations around child rearing

- ▶ Advances in technology and media delivery fed parental concern around sudden infant death syndrome, child abduction, sexual molestation and accidents.
- ▶ globalised risk, nuclear war, ecological calamity and the collapse of the global economy emerged as new fears
- ▶ These anxieties resulted in emerging societal views that unsupervised children are at risk in terms of their safety and wellbeing
- ▶ High levels of economic and emotional investment required from parents as problematising children's dependence
- ▶ Modern culture emphasises the preciousness of children

NEOLIBERAL REFORMS – TOMORROWS SCHOOLS

- ▶ Emerging oil crisis in 1973 and a world recession
- ▶ Focus on market competition that placed professionals under new pressure to perform.
- ▶ New Zealand was the first country in the Western world to engage in a market reform of education
- ▶ A system that focuses more on outputs than inputs and is more responsive to its clients - it is difficult to forge trusting relationships between parents and schools (Codd, 2004).

THE TREASURY COMMENT

- ▶ *Education is never free as there is always an opportunity cost to the provider. Those who provide the inputs to formal education naturally seek to defend and develop their own interests. Hence, formal education is unavoidably part of the market economy and the Government can afford to be no less concerned with the effectiveness and 'profitability' of its expenditure on education, in relation to the state's aims, than private providers would be in relation to their own. (NZ Treasury, 1987, Vol. 1: 133).*

GLOBALISATION

- ▶ Globalisation is equated with a world wide process of change in education
- ▶ Aligns education with national and international economic trends
- ▶ Public policies which were once created in national settings are affected and regarded through the imperatives of the global economy (Rizvi & Lingard, 2010).

- ▶ *What this means is that education is constitutive of both the means and the ends of globalisation. Not only is education to be the key instrument for producing the new global citizen, but it is also becoming a major component of economic globalisation as a billion dollar export industry. (Codd, 2005, p.198).*

COMMON GLOBAL THEMES

- ▶ increasing criticism of education and training,
- ▶ the demand for improvements without an increase in resources,
- ▶ the increased emphasis on standards, accountability and testing
- ▶ Education is framed in economic terms, and the focus of education has been displaced through increasingly competitive educational and occupational markets

CONSEQUENCES IN A USER PAYS CLIMATE

- ▶ ... over the last twenty five years, whether it has been the scandals of this or that school, care home or hospital, the contested practice of teachers, social workers and doctors has been called to account. Trust has dissolved in the face of public concern and inquiry. Trust in professions has been replaced by trust in mechanisms of explicit, transparent, systematic public accountability that seeks to secure regulatory compliance of professional practice.
(Ranson, 2003. p.10)

NEW PERSPECTIVES ON CHILDRENS' LEARNING

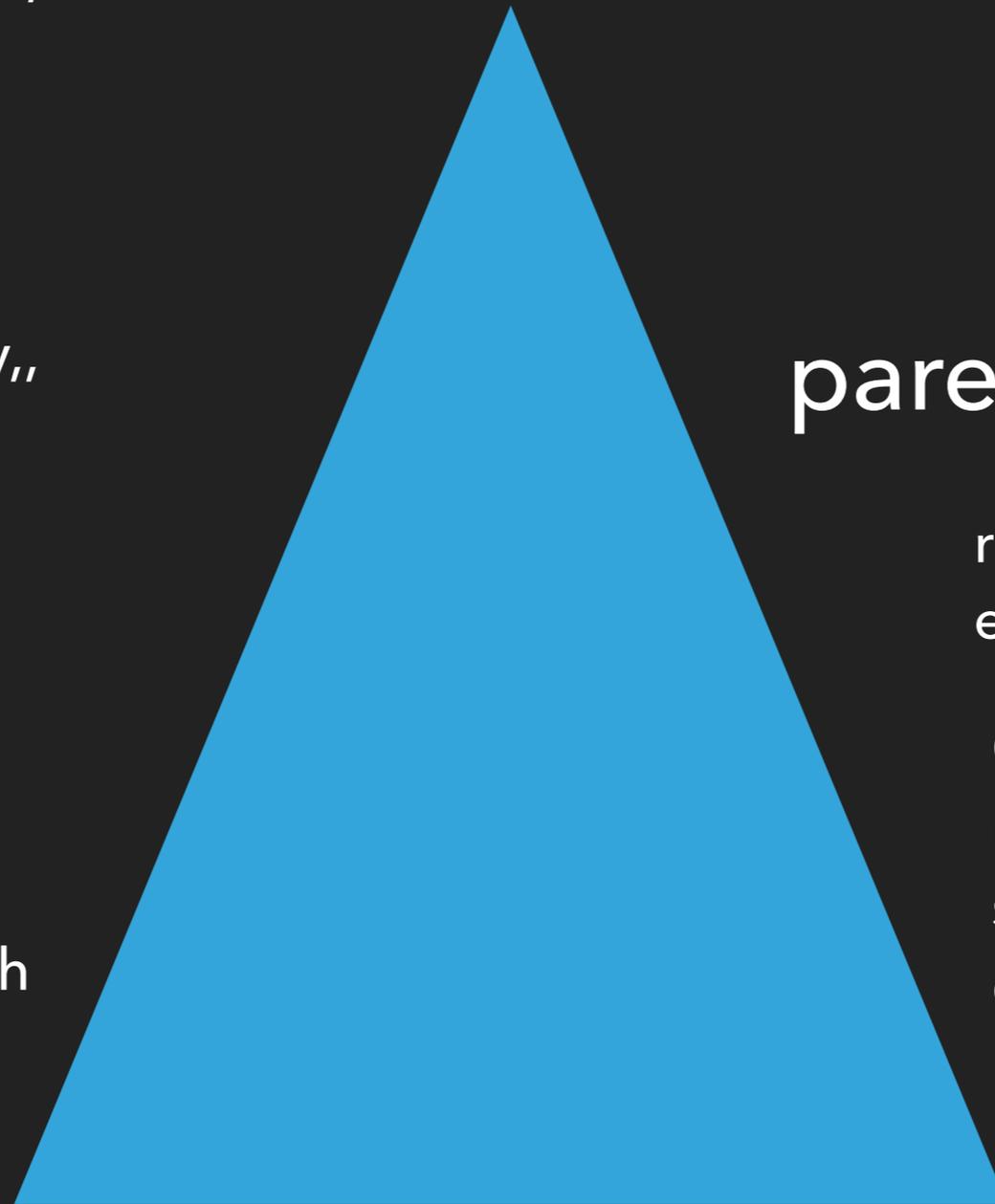
- ▶ Theories that recognised societal and cultural influences were articulated in Bronfenbrenner's ecological model (1976)
- ▶ Epstein (1987) emphasised the need for shared responsibility between schools families and communities to support children's learning

PARTNERSHIP - SHARED RESPONSIBILITY ...??

Families also are responsible for teaching their children the attitudes, behaviours, beliefs, customs, traditions, talents, and skills that are unique to and valued by the family, apart from the school curriculum... . schools that work in partnership with parents provide information to families about children's health and safety, supervision, nutrition, discipline and guidance, and other parenting skills. Schools also provide families with information about building positive home conditions that support student learning and development at each grade level. (Epstein & Sanders, 2002, p. 418-419).

Schools are at the pointy end of the partnership model

- ▶ prepare children for an unknown future
- ▶ accident prevention,
- ▶ raising health standards
- ▶ uphold democracy,,
- ▶ advance scientific knowledge and technological progress,
- ▶ refine moral character, and teach value
- ▶ meet families aspirations for their children
- ▶ personalise education



parents as partners

rights of the individual at the expense of common good

Competitive nature of society, middle class aspirations of success, mediatisation of education

CRITICAL DISCOURSE IS NECESSARY TO AVOID CHANGE

- ▶ Critical discourse in crisis redefines experience, and gives rise to new forms of language as previously unspoken or private experiences are expressed in the public sphere, for example, emancipation, suffrage, gender, feminist, transgender etc.
- ▶ In this way, language becomes a practical tool in which educators can reflect on the conditions which produce the problem with the partnership model
- ▶ code of conduct, expectations, roles and responsibilities
equal partnership, commitment, shared, collaboration

THEMES FROM THE LITERATURE

- ▶ Parents are anxious
- ▶ Feelings of belonging
- ▶ Parents' social networks
- ▶ Wider community connections
- ▶ A desire for a sense of a 'community' space