



Leading education
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Institute of Education
University of London

Life chances and reform of the primary curriculum

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Warning

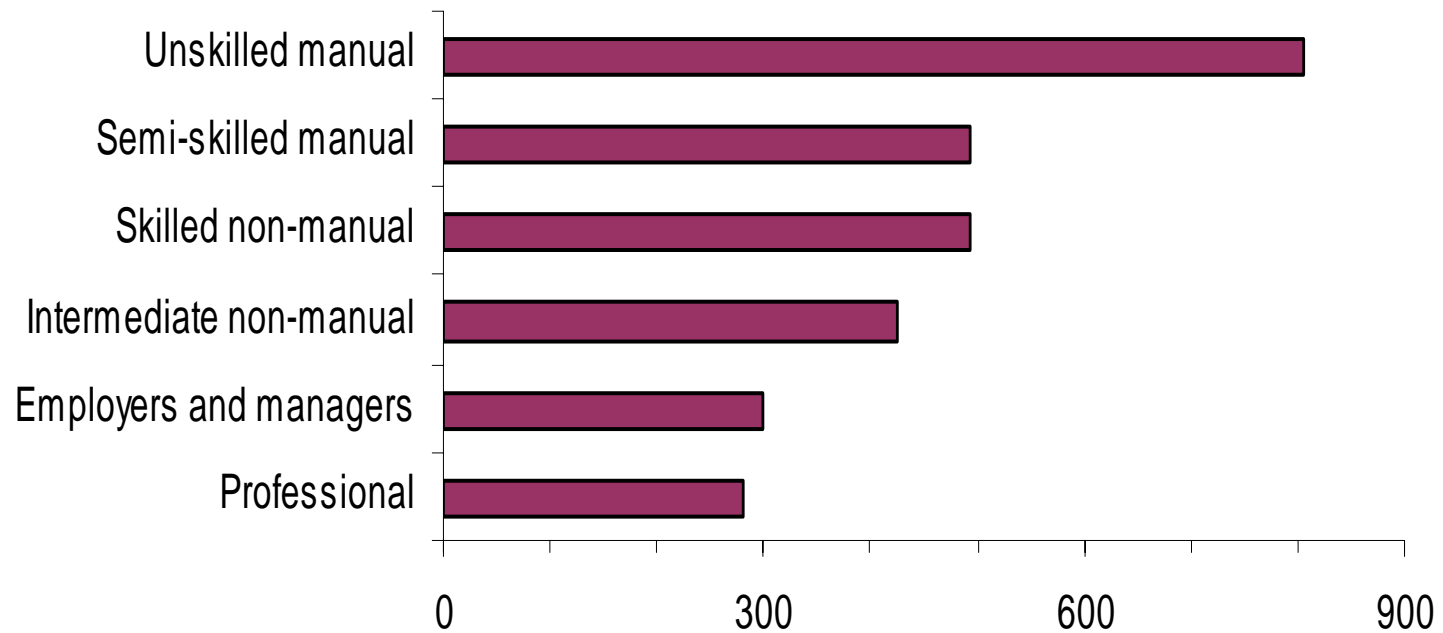
This talk is not for traditionalists

Challenges of the 21st Century

- Globalisation
- Communications and media
- New technology
- Migration
- Environmental change
- Changing social and family structures
- Inequality

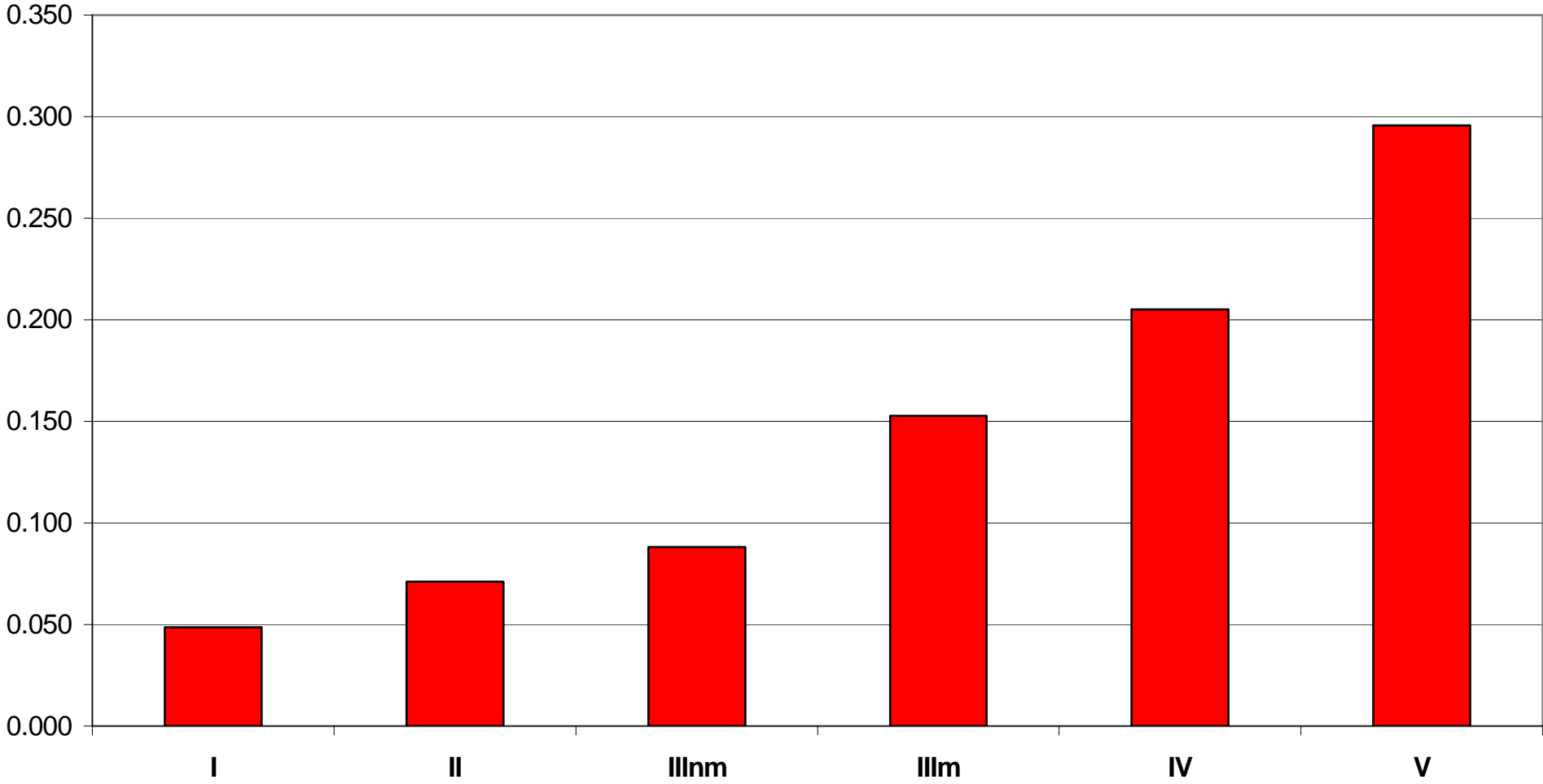
Life Chances

Mortality rates per 100,000 men aged 20-64, by skill-based occupational classification, England and Wales, 1991-3

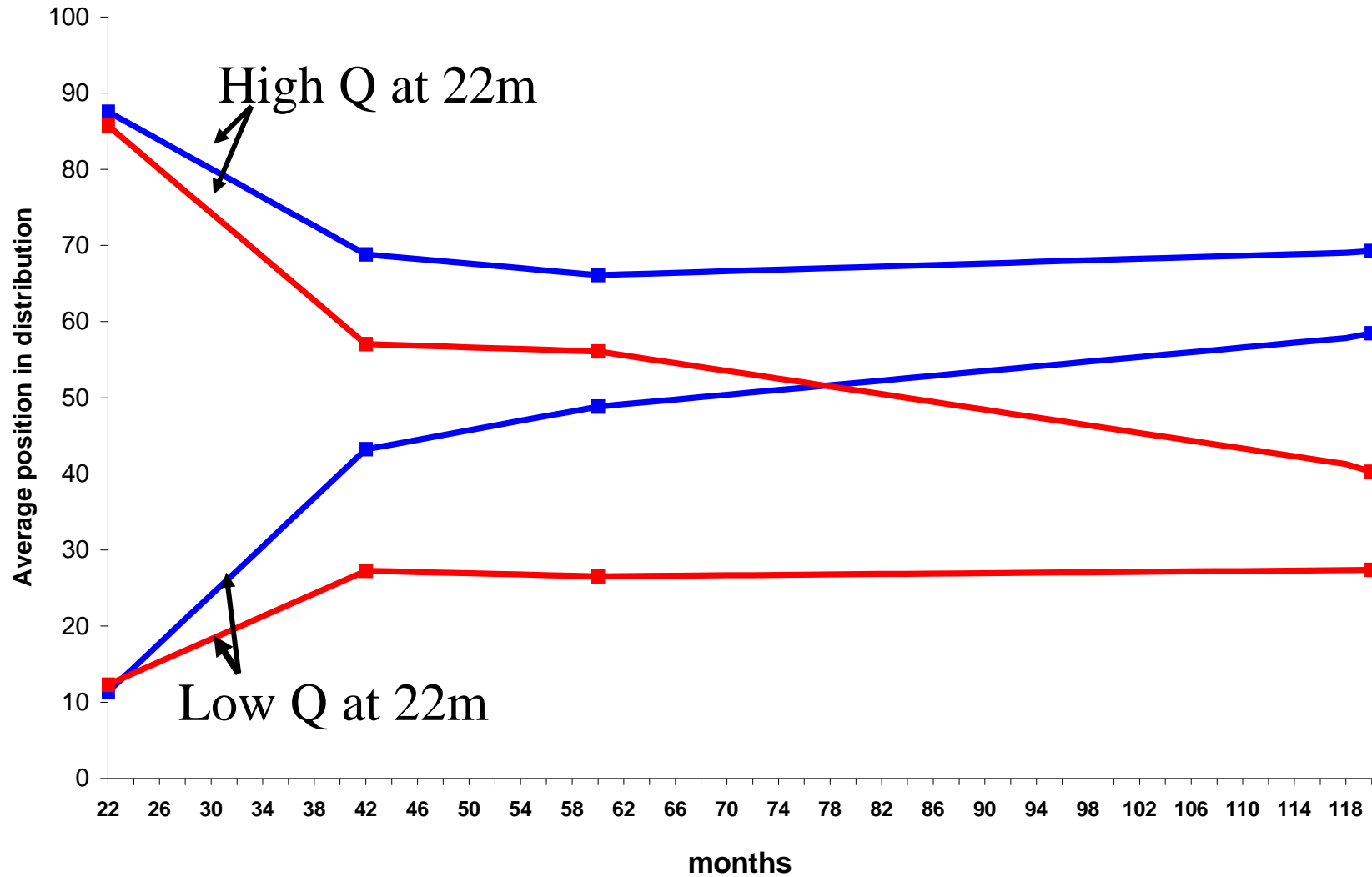


Source: Acheson et al., 1998

Probability of multiple deprivation at 30 years, by birth SES, 1970 Cohort Study

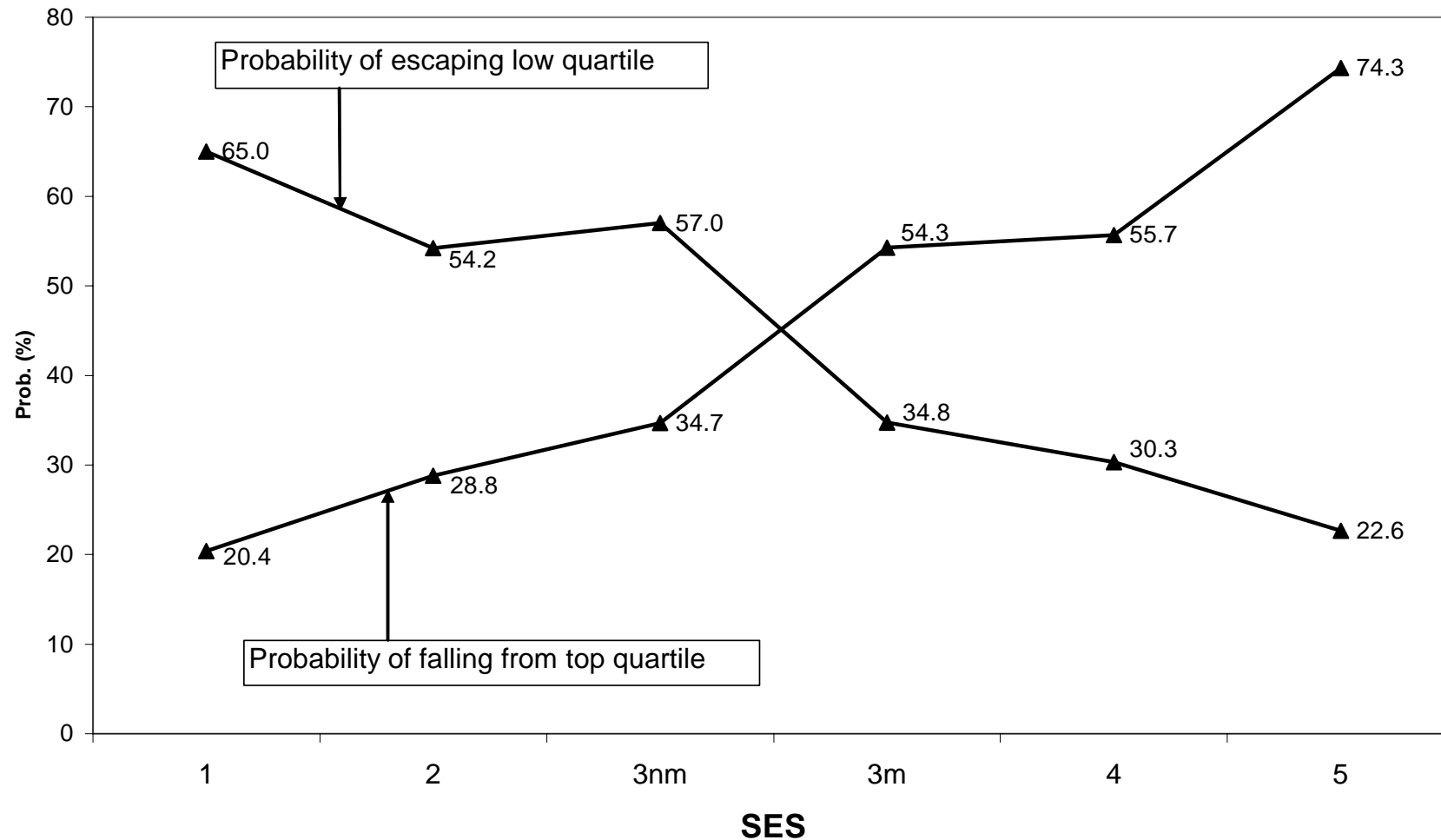


Relative cognitive shifts, 22m to 10y



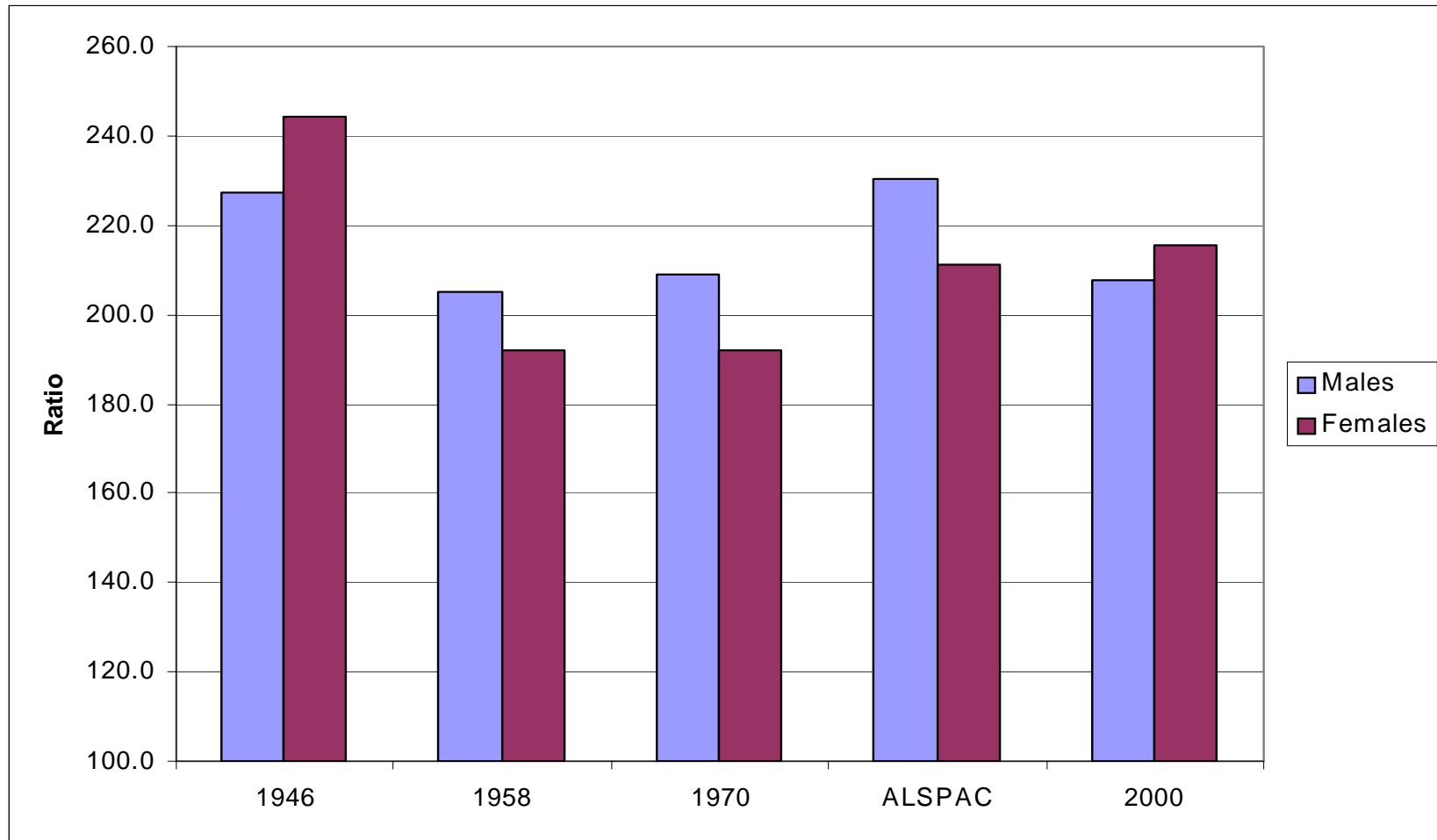
Source: Feinstein, L. (2003) 'Inequality in the Early Cognitive Development of British Children in the 1970 Cohort', *Economica* (70) 277, 73-97

Relative cognitive shifts, 7 -11, by SES, 1958 Cohort

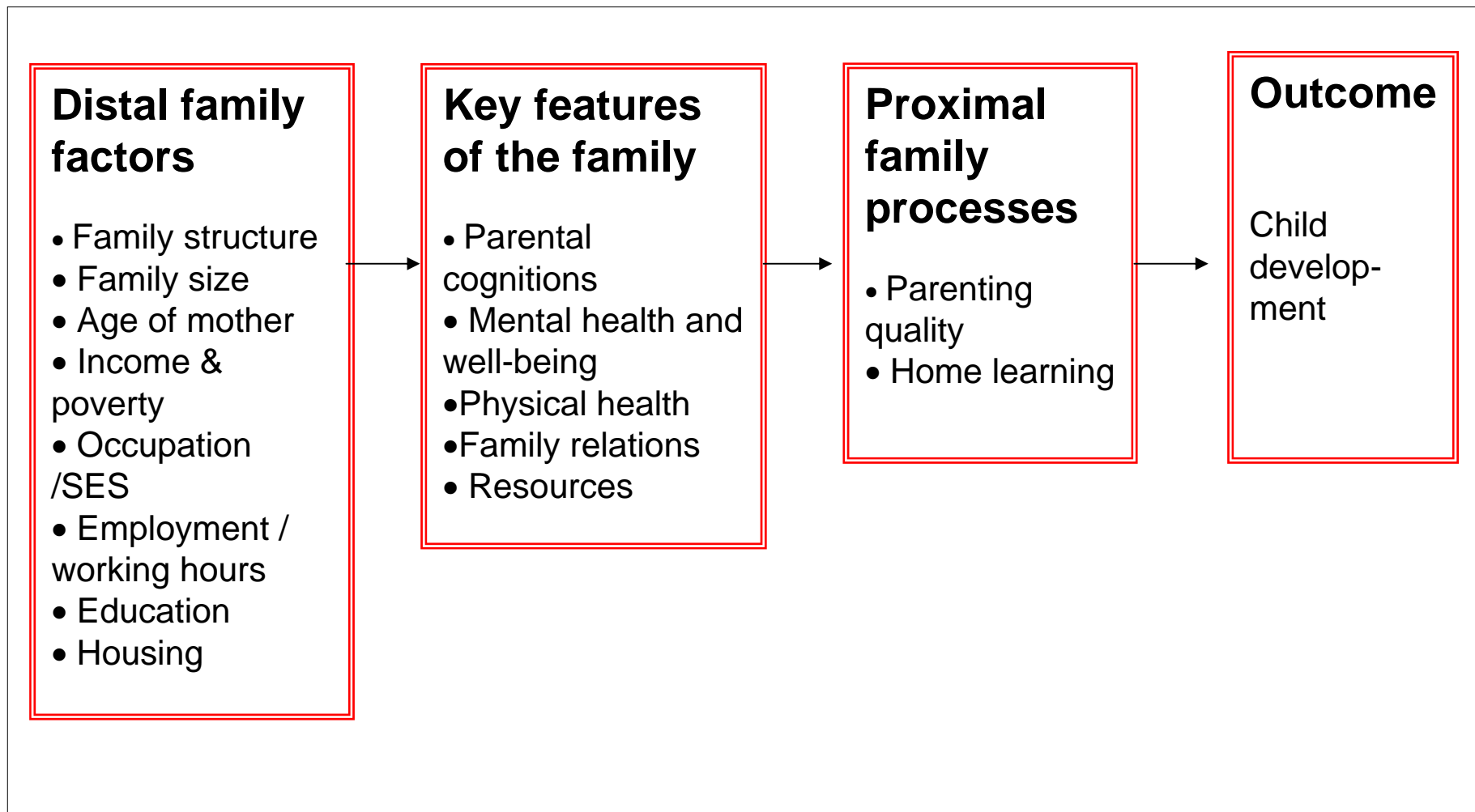


Source: Feinstein, L. 'Schools and Educational Attainment', *Oxford Review of Economic Policy*, (in press)

Cognitive Percentile: Decile 10 / Decile 1 (Fixed factor)

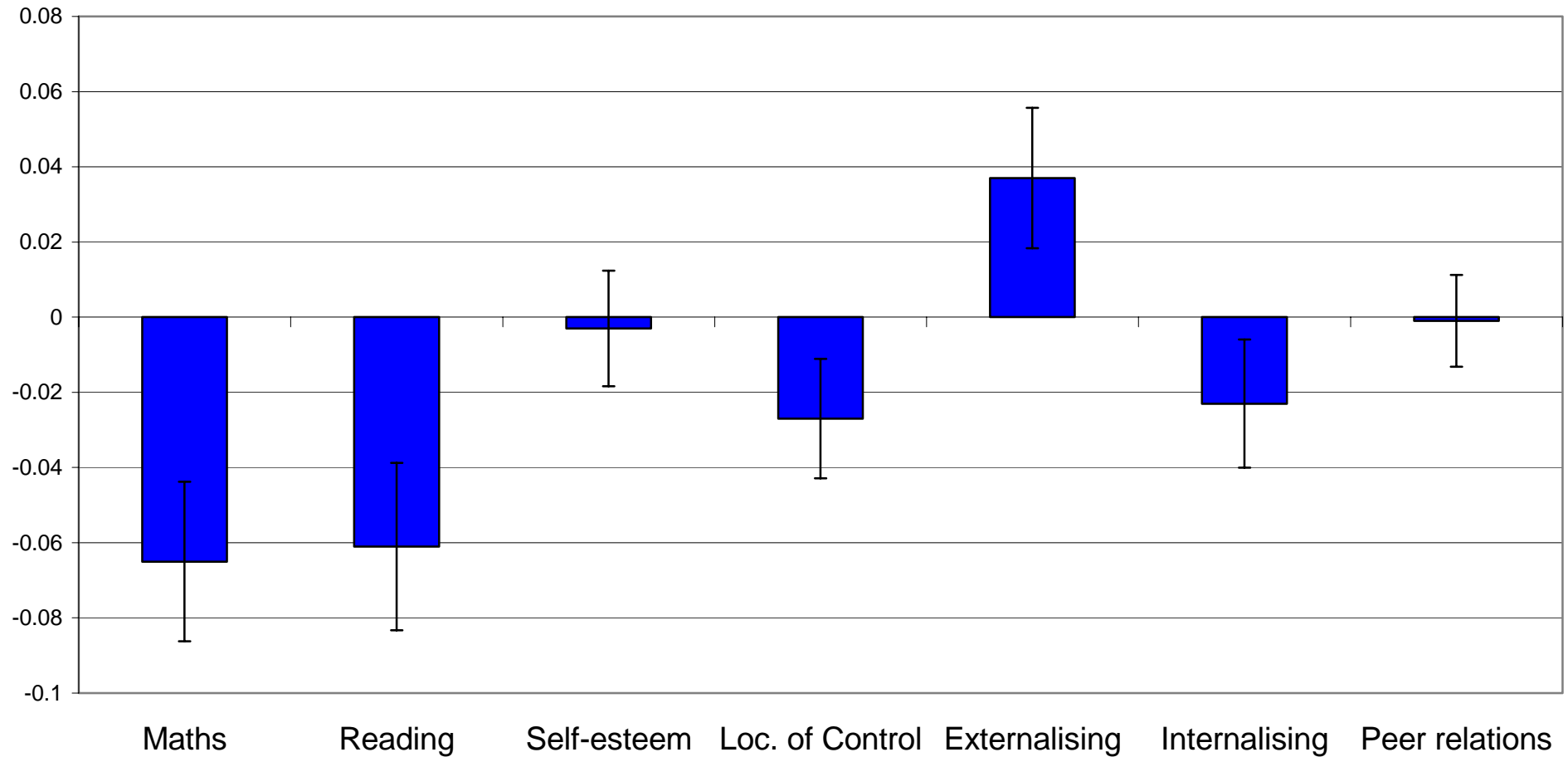


Conceptual model for family influences on child development



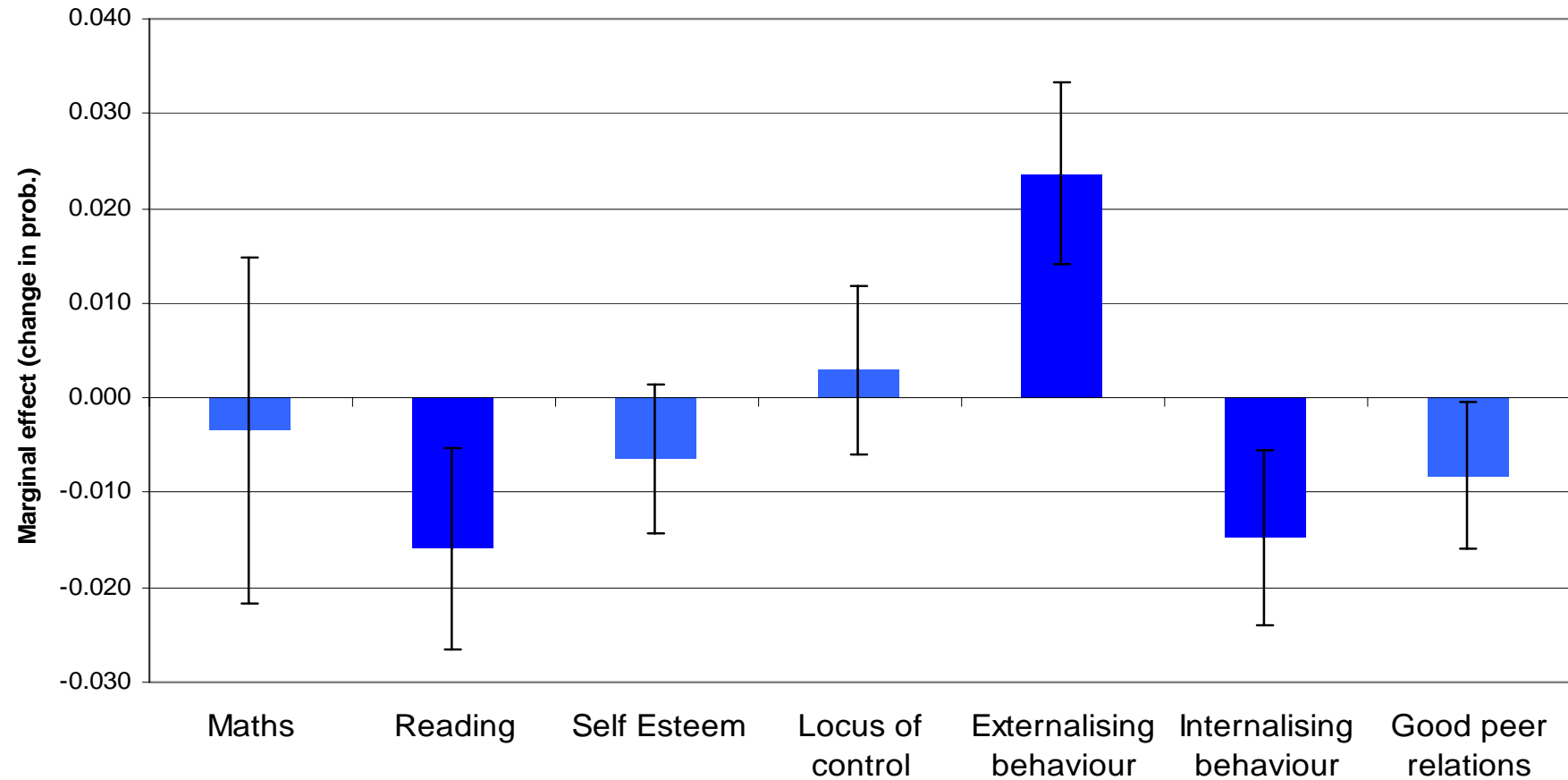
Child capabilities

Predicted changes in probability of not obtaining Level 4; by age 10 capabilities, men



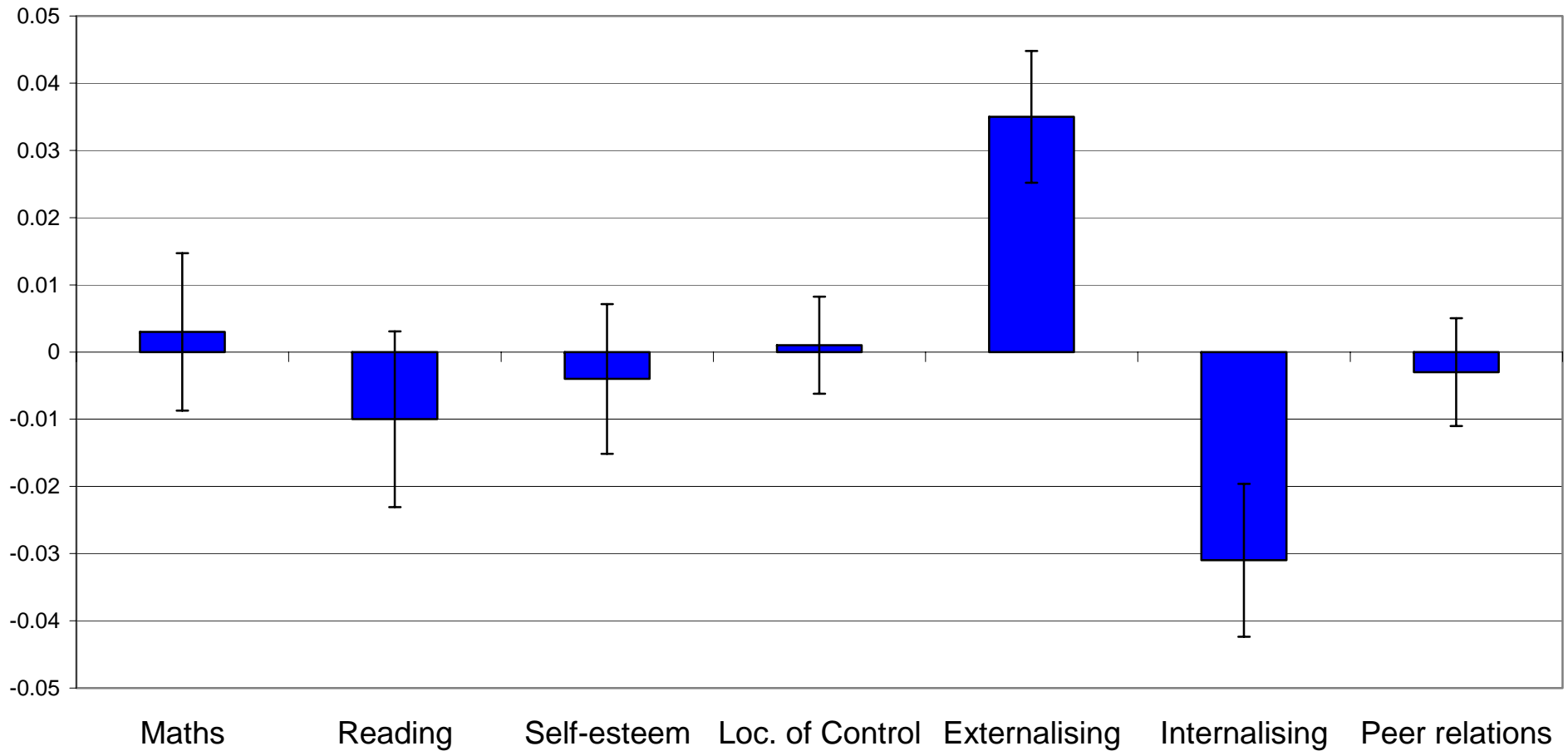
Error bars indicate 95% confidence

Probability of being in workless household with children at age 30



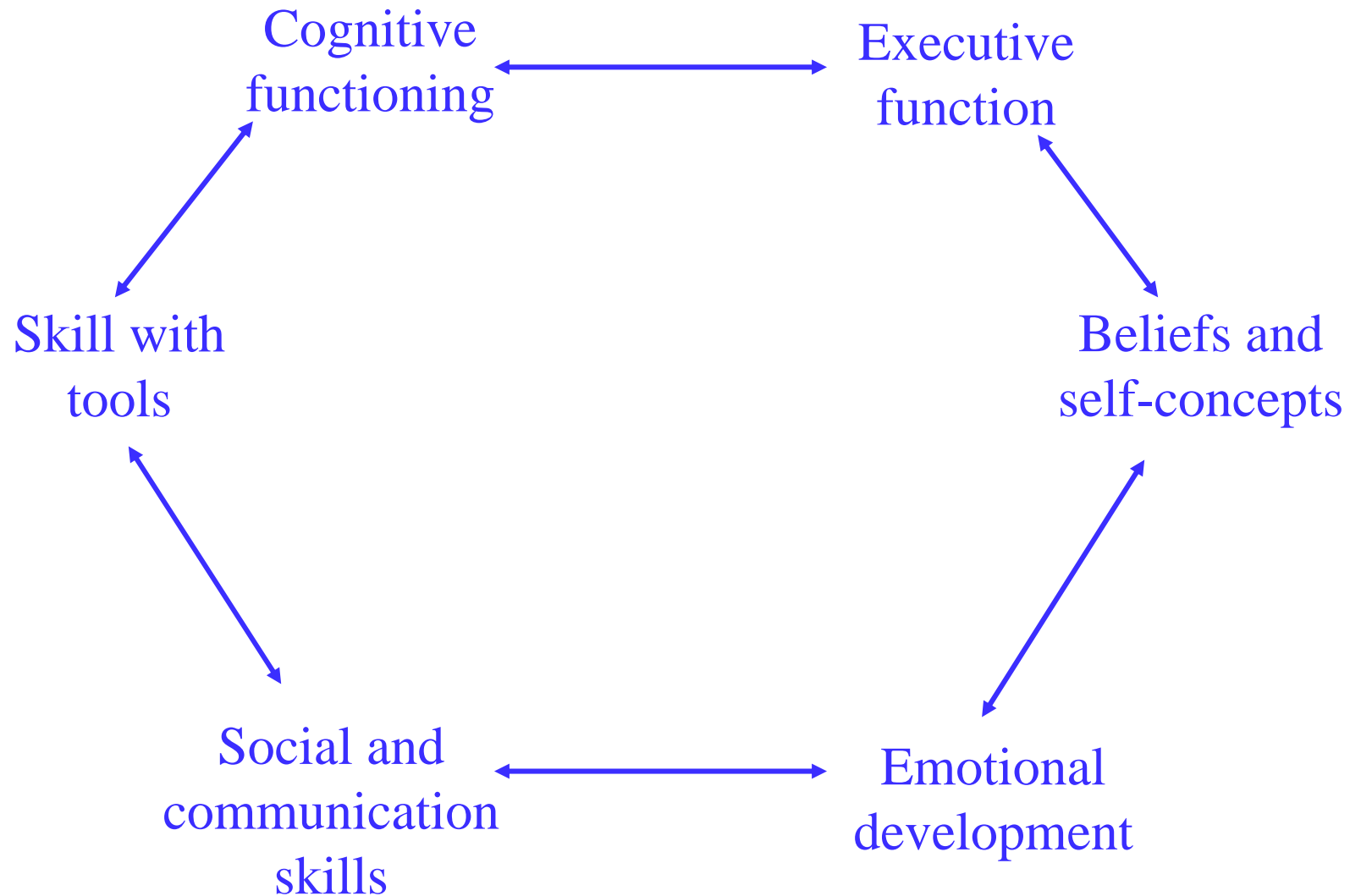
Source: Feinstein, L. and Bynner, J. (Dec 2003), 'The benefits of assets in childhood as protection against adult social exclusion: the relative effects of financial, human, social and psychological assets', Note to HM Treasury.

Predicted changes in probability of offending; by age 10 capabilities, men



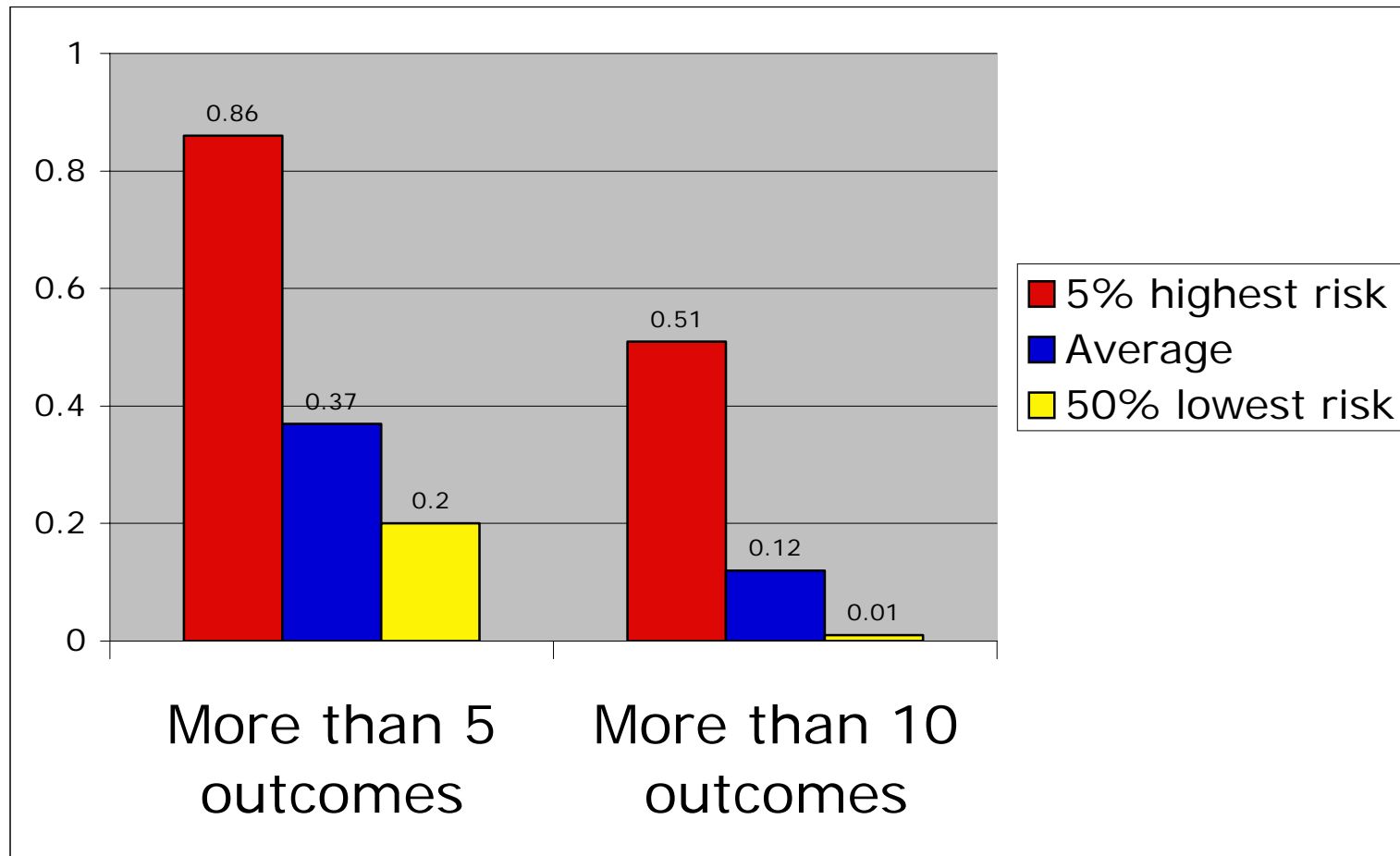
Error bars indicate 95% confidence

A dynamic model of learning and development

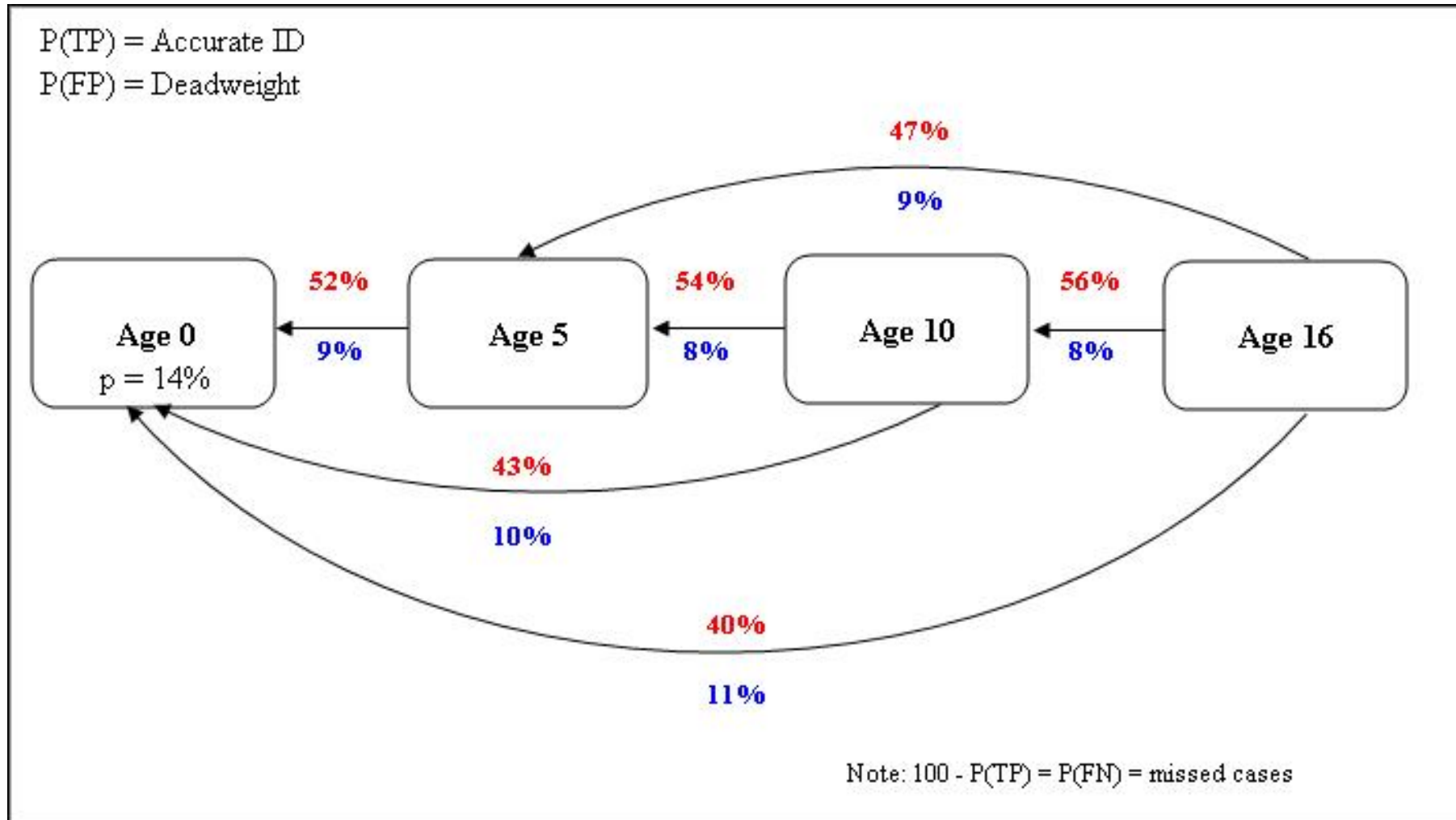


Targeting support

Probability of multiple deprivation in adulthood by childhood risk at age 10



Risk continuity: Multiple adult deprivation age 30, BCS



School

What outcomes do adults want?

- Economic productivity
- Social mobility
- Social justice
- Citizenship
- Social cohesion
- Global sustainability
- Moral development
- The realisation of potential

There is a lot to learn, know and

do



What happens 0-19?

- Skill training
- Identity formation
- Relationships
- Life events
- Biological maturation
- Learning
- Qualifications
- Choices
- Experience of life

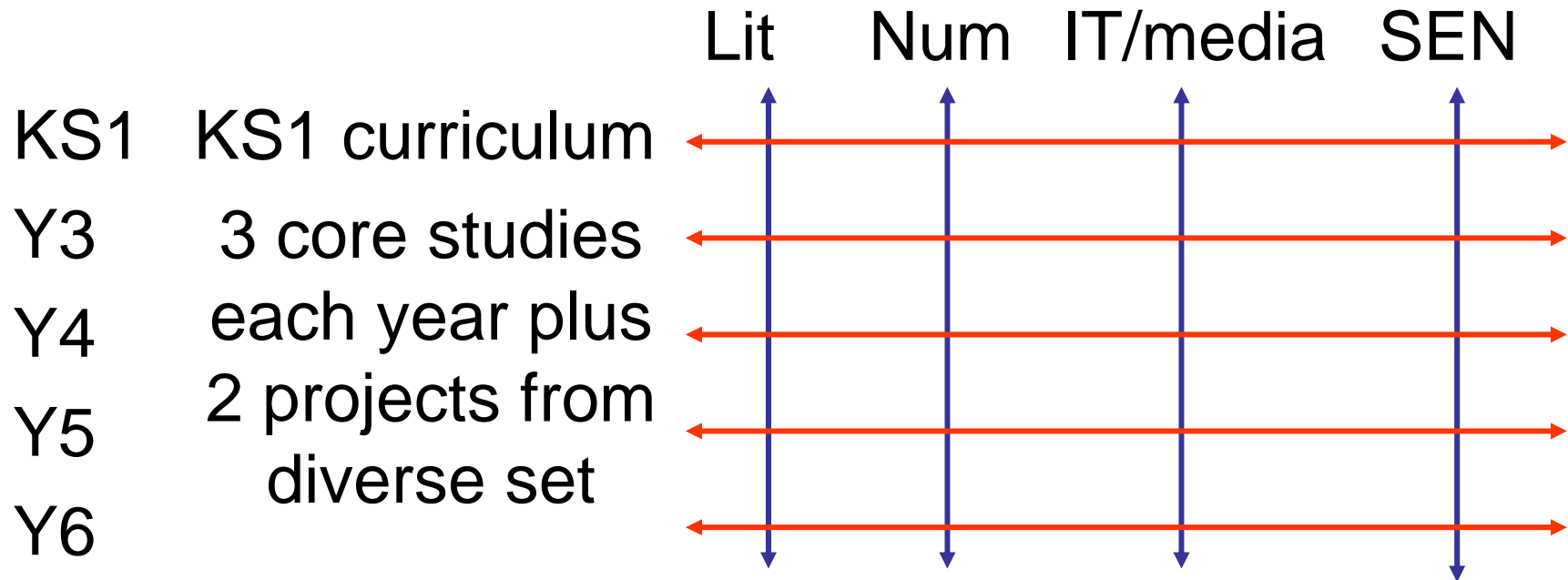
School governance and structures

- It's not just about schools - learning communities (pre-schools, HE, firms, youth clubs etc..)
- Professionalisation – not imposed change
- Progressive universalism
- The great benefits of peer to peer teaching
- Personalisation - centering the system around the child

Personalisation - centering the system around the child

- Supporting the agency of children and YP
- Self-referral to diverse range of opportunities
- Curriculum choice (within-school choice)
- Formative assessment
- Opportunity structures (ladders and bridges – studio time)
- Continuity of care
- The school at the heart of the community

A possible primary school structure



Class teaching

1:1 tuition, peer-peer teaching,
cross-age groupings

Curriculum

- 2/3 locally determined
- Child and parent and school agency
- Ladders and bridges
- Review and mentoring
- Depends on local capacity
- New kinds of teachers required (specialists) in a broader array of structures and contractual mechanisms

My curriculum for my son

KS1:

- Rhyme
- Reason
- Tools
- Voice
- Movement

KS2:

- Community
- Law
- Science
- Music
- Art
- Languages
- History
- Etc....