

# **FREE SCHOOL**

**THE WHITE LION  
EXPERIENCE**

**Nigel Wright**

# Free School The White Lion Experience

**John F. Schostak**



## **Free School The White Lion Experience:**

**Reclaiming Freedom in Education** Max A. Hope, 2018-11-02 Reclaiming Freedom in Education examines the notion of freedom within educational settings Following an investigation of the new Free Schools in the UK it argues that this name is a misnomer and instead explores the original free schools of the 1960s and 1970s using these models as a lens through which to explore contemporary examples of radical schooling notably those which describe themselves as democratic and or progressive By arguing that in radical educational contexts both positive freedom and negative freedom are apparent and that the notion that responsible freedom is more pertinent than that of absolute freedom this book posits that freedom can be seen to operate in a number of ways including freedom to be freedom to think freedom to choose and freedom to self govern The book Describes how freedom can be used to inform educational structures policies pedagogies and practices across a range of settings Features illustrative case studies of radical free schools and alternative education spaces which have been underpinned by a commitment to freedom and to advancing social justice Critiques the current policy agenda to use freedom to make education more competitive through claims that it correlates with higher test scores and academic success Considers some of the challenges for teachers educators and students of offering and experiencing freedom in education and argues that despite these the case for advancing freedom is both urgent and compelling Creating discussions about the new meaning and role that freedom can have in improving education Reclaiming Freedom in Education is a practical contribution to educational activism which will be a key point of reference for teachers parents researchers and students on undergraduate and postgraduate courses in Education Studies Early Childhood Studies and doctorates **Second**

**Language Acquisition and Task-Based Language Teaching** Mike Long, 2014-07-31 This book offers an in depth explanation of Task Based Language Teaching TBLT and the methods necessary to implement it in the language classroom successfully Combines a survey of theory and research in instructed second language acquisition ISLA with insights from language teaching and the philosophy of education Details best practice for TBLT programs including discussion of learner needs and means analysis syllabus design materials writing choice of methodological principles and pedagogic procedures criterion referenced task based performance assessment and program evaluation Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning **Thinking Black** Rob Waters, 2018-11-06 It was a common charge among black radicals in the 1960s that Britons needed to start thinking black As state and society consolidated around a revived politics of whiteness thinking black they felt was necessary for all who sought to build a liberated future out of Britain s imperial past In Thinking Black Rob Waters reveals black radical Britain s wide cultural political formation tracing it across new institutions of black civil society and connecting it to decolonization and black liberation across the Atlantic world He shows how from the mid 1960s to the mid 1980s black radicalism defined what it

meant to be black and what it meant to be radical in Britain      **Wheels in the Head** Joel Spring,2012-08-21 In this popular text Joel Spring provocatively analyzes the ideas of traditional and non traditional philosophies from Confucianism to human rights regarding the contribution of education to the creation of a democratic society The goal is to explore how governments use education to control and manage their populations and to examine forms of education that claim to free people from authoritarian control A critically original work it is widely used as a text for courses on philosophical social political and historical foundations of education and critical issues in education Reflecting its global relevance a Chinese translation was published by the University of Peking Press in 2005 New in the third edition Expanded analysis of the use of education by authoritarian states Revisions to more clearly relate educational ideas to the theme of wheels in the head a phrase coined by philosopher Max Stirner to describe the use of schools by modern governments to control their citizens New sections on liberation education and on human rights education      Free School Nigel Wright,1989      **Beyond Schooling** David H. Hargreaves,2019-04-11 Provocative and engagingly written Beyond Schooling offers a challenging perspective on State schooling in England and the unrelenting increase in centralisation from the late 1960s until the present day Exploring how the education of our children and young people should be recaptured from the State as the country moves into a precarious future this book argues that any fundamental reconsideration of schooling has much to learn from an anarchist analysis introduces readers unfamiliar with anarchism to the main themes of this political philosophy and practice and their relationship to the political left and right shows how an anarchist perspective on education raises deep issues about the community and the use of power questions the notions of full time schooling and age grading alongside conventional conceptions of the teaching profession and the potential educational role of parents as work declines or disappears In its original reflections on the state of contemporary schooling and the paths to future reform Beyond Schooling is a must read for anyone seeking a new vision for the future of education and schooling      **Pupil, Teacher and Family Voice in Educational Institutions** Janice Wearmouth,Andrew Goodwyn,2019-03-14 Taking a novel approach to the concept of voice within education systems this insightful text considers the extent to which the values opinions beliefs and perspectives of pupils families teachers and members of senior management are heard in educational settings and explores what can be learned from integrating their views and opinions in decision making processes Pupil Teacher and Family Voice in Educational Institutions traces the historical and legal developments which have heralded an increased appreciation of individuals perspectives in key decision making processes Chapters consider how various parties can be encouraged to voice their opinions and beliefs and address the issues and challenges which may face institutions as they seek to create an atmosphere of open and active consultation and engagement Drawing on evidence based research case studies and personal accounts chapters reflect upon the concept of voice in diverse settings and acknowledge the sometimes significant divergence between the intended and actual extent to which such opinions beliefs and perspectives are reflected in day to

day practice Offering in depth exploration of the concept of voice and the benefits implications challenges and practicalities associated with it this text will be of interest to future and in service teachers educational researchers and policy makers

### **Corporatism, Social Control, and Cultural Domination in Education: From the Radical Right to Globalization**

Joel Spring, 2012-11-27 Starting with the 1972 publication of his seminal work *Education and the Rise of the Corporate State* Joel Spring has been documenting and analyzing the politics of knowledge and education Throughout his work he has explored the attempts to use education to advance the economic and political interests of dominant groups The general term he uses for the relationship between schools and power is ideological management His scholarly work first looked at the influence on American schooling of business and economic doctrines embodied in human capital theories and consumerism The next step in his exploration of the politics of knowledge was to examine these issues in the context of globalization leading to a proposed educational rights amendment to national constitutions and a new paradigm for education both of which might ensure that schools are protected from ideological management by economic and political elites Spring's indigenous background has strongly shaped his interest in the political and economic goals of schooling particularly the attempts of those in power to use schools to destroy indigenous languages and cultures In this collection Spring brings together 10 of his key writings providing an overview not just of his own career but the larger contexts in which it is situated In the Introduction he reviews the evolution and scope of his work and his earlier arguments and reflects on its central themes which are reflected in the writings selected for this volume In the *World Library of Educationalists* international scholars themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands of their work and see their contribution to the development of a field as well as the development of the field itself Contributors to the series include Michael Apple James A Banks Stephen J Ball Elliot Eisner Howard Gardner John Gilbert Ivor F Goodson Peter Jarvis [Education, Authority, and the Critical Citizen](#) Neil Wilcock, 2023-08-24 This book offers a unique analysis of the tension between the individual and society in educational contexts and the role that citizenship and democratic education can play It approaches the question from two different perspectives the institutional and the interactional and argues that any solution must answer the tension from both or it will necessarily fail The answer is found through a political methodology that places education at the centre and concludes that a balance can be found if we embrace the federated disestablishment of education and state and internally democratic schooling that aims to realise the emancipation of the political child The book situates itself in the tradition of political philosophy that is education focused identifying an unresolved tension between the individual and society in the works of Rousseau Dewey and Freire It discusses the concept of authority as a primary issue persisting in this tension It does so by exploring both interactional and institutional responses based on the idea of the free individual and

cooperative associations The author advocates an education system that creates the necessary space for the cultivation of the free individual and is run by the principles of internally democratic schooling With a strong focus on citizenship and the role of education in the development of social justice oriented citizens this book will be of great interest to researchers academics and postgraduate students in the fields of philosophy of education political philosophy educational theory and citizenship education

**International Handbook of Student Experience in Elementary and Secondary School D.**

Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students experiences of schools and in fact themselves as researchers

**Summerhill And A S Neill** Vaughan, Mark, 2006-03-01 Summerhill remains unique and different its underlying principles and its founding beliefs have informed and influenced generations of teachers in both sectors It will continue to do so Professor Tim Brighouse Commissioner for London Schools Summerhill is a world renowned school in England where pupils decide when and what they will learn The school was established in 1921 by A S Neill who was named by the Times Educational Supplement in 1999 as one of the twelve most influential educators of the 20th Century Known as the oldest children s democracy in the world Summerhill allows pupils to air their views propose new school rules and construct future plans for life at the school at the regular school meeting This unique book contains key extracts from Neill s classic text Summerhill a worldwide bestseller since its publication in 1962 and features contributions from A S Neill s daughter Zoe Neill Readhead who is the current Principal She updates the story of the school larger and more vibrant than ever before from Neill s death in 1973 to the present day In his contribution Tim Brighouse discusses some of the ways in which the influence of Summerhill and A S Neill still extends throughout the world today Ian Stronach who acted as expert witness during the infamous court case tells the story of the British Government s attempt to force untenable changes or close down the school in 2001 and the school s subsequent landmark victory in the Royal Courts of Justice The book offers a truly inspiring account of a remarkable school which promotes progressive change in the way pupils are taught and shows how real experiences of democracy can be created for young people It is essential reading for teachers and trainee teachers

headteachers and school leaders local education authorities and parents      **Routledge Library Editions: Philosophy of Education** Various Authors, 2022-07-30 This set of 21 volumes originally published between 1955 and 1997 amalgamates several topics on the philosophy of education with a particular focus on religious education curriculum studies and critical thinking This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject and will be of particular interest to students of philosophy education and those undertaking teaching qualifications

**Breaking into the Curriculum** John F. Schostak, 2020-03-13 Information technology is here to stay Its impact has already been far reaching in business in communications and in leisure activities it has been responsible for replacing human action by that of machines As such it raised questions about freedom and the meaning of work and human activity which could no longer be ignored by those working in education The educational response to information technology must ensure that human activities are enhanced rather than enslaved by computers Originally published in 1988 Breaking into the Curriculum provides one such response A range of curricular structures and teacher roles are examined for their potential for preserving freedom in a future that was already being formed and informed by electronic systems Drawing on case studies of pupils and teachers from throughout their school career the authors of this collection sought to provoke discussion on the true ends of education and the kinds of strategies that would best realise those ends Information technology it is argued is already shaping our thinking concerning the schooling of children As such it can either create an electronically controlled environment or it can provide the stimulus for imaginative playful and creative thought and the development of intelligence in its broadest sense The choice is ours the authors of this collection seek to inform that choice Today it can be read in its historical context

**The Changing Urban School** Robert Thornbury, 2012 The author takes a long look at what goes on in schools and the roles played by people specifically concerned with them but finally the problems of the school are seen as indissolubly bound up with the changes that have overtaken urban life The school cannot be isolated teachers administrators planners and parents must actively co operate in making the school work in society and a society which works for the school Nothing other than such a total vision he concludes will enable us to achieve normal educational goals Robert Thornbury writes out of fifteen years experience of the urban school and of the problems not only of Britain but also those sometime similar often more acute of other countries in particular the United States and Australia The need for a total urban strategy is worldwide His point of view is broad based but his sympathies lie most of all with the hard working teacher who stayed on in the urban classroom It is a book for teachers therefore but also by its own argument for all concerned with the future of the inner city and the reordering of education

**In and Out of School** Roger White, David Brockington, 2024-08-01 Originally published in 1978 reissued here with a new preface this book describes a project based outside the school institution but in co operation with it exploring methods and courses which might offer meaningful education for groups of fifth form leavers Though the project had been primarily concerned with developing a survival

curriculum for the non academic urban adolescent the format of living experiential teaching and learning it exemplifies would be appropriate to the education of children of all ages and abilities The authors identified community resources and offer suggestions as to how these might be better employed They show how education could be taken out of the classroom to extend schooling beyond the schools and in this context they point to the vast untapped resources of both people and buildings outside the school walls which could profitably be incorporated within the existing learning framework They show also how the training of professionals particularly trainee teachers and social workers by involvement in such an experiment could constitute a fundamental preparation for their future roles Finally the authors urge for an extension of social policy with regard to education an extension of provision which they argue could be achieved largely through the re allocation of existing resources such as had already demonstrably worked in the city of Bristol The perspective throughout is ideological as well as practical and the book is both a polemic and a procedural manual suggesting workable approaches and ideas many of which are still relevant today

**Assessing Radical Education** Nigel Wright, 1989 **Slavoj Žižek** Tony Wall, David Perrin, 2015-06-30 i ek demands we take a long hard look at the painful reality of education in contemporary capitalist society and to actively seek out its trouble in paradise Why is it education is supposedly failing to meet the demands of our society Why is it there are record levels of stress for teachers Why is it there is a record level of complaints from our university students How is it now possible to compare a higher education course with a vacuum cleaner toaster or television This book illuminates aspects of i ek s ideas which sheds light into these modern challenges and tensions in education and considers alternative ways forward Though i ek frustrates as much as he inspires with his own recipe of Lacan Hegel and Marx this book aims to give an entry route into i ekian critique of education a topic area he very rarely directly talks about

**A Life for Mankind** Stephen A. Engelking, This book could have started with Once upon a time there was a Jewish boy who had a dream because it describes the life of a personality who was driven by a strong destiny fueled by the discovery of Jesus as the Messiah of history and with a plan to save mankind from self destruction He became a renowned biblical researcher the founder of a world nation and was to influence both the meek and the mighty He was a radical thinker and a man of action supported by a wife of equal strength and determination Often the subject of the most vitriolic and unjustifiable attacks he remained true to his vision and principles throughout his life By unveiling considerable previously unpublished sources the real man behind the Passover Plot is brought alive to the reader

*Spare Rib* , 1983 **Absent with Cause** Roger White, 2024-11-01 Originally published in 1980 Absent with Cause reissued here with a new preface looks at the Bayswater Centre which provided full time education for young people who had stopped attending comprehensive schools and for whom the alternative may well have been home tuition or residential provision in community homes or assessment centres By describing what actually happened in a documented year with a whole intake of youngsters the intention was to probe beneath the label of failure to show that a meaningful full time educational programme could be offered and accepted despite

disastrous home backgrounds or a history of complete disenchantment with school By pointing to the success of an ethos that redefined the three most important educational objectives as Responsibility Articulation and Relevance and which actually offered young people a real opportunity to participate in determining their own educational programme and by reference to other units and schools working along similar lines the intention was to discuss the implications for state provision Today it can be read in its historical context This book is a re issue originally published in 1980 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication

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