

STUART MACLURE

*Educational
Development*

ASPECTS OF *&* PUBLIC POLICY

*School
Building*

1945-73

Educational Development And School Building Aspects Of Public Policy 1945 73

John E. Dunford



Educational Development And School Building Aspects Of Public Policy 1945 73:

Educational Development and School Building Stuart Maclure, 1984 *The Design of Learning Spaces* Pamela Woolner, 2010-07-01 Learning can take place anywhere So does the detail of the physical surroundings provided by schools matter After many years of minimal investment in school premises schools in the UK are in the midst of a wave of planning building and using new schools This includes all English secondary schools being renewed through Building Schools for the Future BSF as well as schemes for English primaries and programmes of school construction in Scotland and Wales Starting from an educational perspective and building on work in architectural design Pamela Woolner gives an overview of current issues in the design of learning environments covering the physical design of spaces and how that design impacts on the organisation of people in schools their relationships and their teaching and learning Filling the gap in understanding and knowledge between the worlds of architecture and education this is essential reading for school leaders and all those engaged in thinking about how school design might be planned and arranged to facilitate learning and teaching **John Newsom** David Parker, 2005 This biography of an outstanding figure in the post World War II British school system offers new and important insights into the history of education Detailing Newsom's ideas about the type of schooling children would need after the war it is shown how he quickly coordinated the country's welfare and education services as many thousands of evacuees escaped to Hertfordshire from the German bombing raids on London His success at a time of accentuated demand for social reform is made apparent explaining his radical school designs which were linked to liberal child centered teaching approaches Attention is paid to those areas of education particularly close to Newsom's heart the arts outdoor camps and expeditions and the reconciliation of war torn nations through overseas exchanges **School Design Together** Pamela Woolner, 2014-07-17 The time is ripe for interdisciplinary collaborative approaches to school design Whatever the current funding limitations we still need to think about how we design organise and use space in schools for learning and teaching This edited book ensures that we don't start from ground zero in terms of good design Including chapters from researchers and practitioners in architecture and education it assesses describes and illustrates how education and environment can be mutually supportive The centrality of participation and collaboration between architects educators and school users holds these diverse contributions together The book embodies the practice as well as the principle of interdisciplinary working Organised in two parts this volume considers how schools are designed and used with chapters looking at current and past school environments in the UK US and Europe It then questions how the learning environment can be improved through participatory design processes with contributors from design and education backgrounds offering both theoretical understanding and practical ideas Written without subject specific jargon or assumptions it can be used by readers from either an architectural or educational background bridging the on going communication gap between education and design professionals Design and education professionals alike will appreciate the practical information which shows how to change

or improve a learning environment focus on evidence based research case studies and chapter topics including schools from across the primary and secondary sectors

The Architectures of Childhood Roy Kozlovsky, 2016-03-16 Between 1935 and 1959 the architecture of childhood was at the centre of architectural discourse in a way that is unique in architectural history. Some of the seminal projects of the period such as the Secondary Modern School at Hunstanton by Peter and Alison Smithson, Le Corbusier's Unité d'Habitation at Marseilles or Aldo van Eyck's playgrounds and orphanage were designed for children. At CIAM architects utilized photographs of children to present their visions for reconstruction. The unprecedented visibility of the child to architectural discourse during the period of reconstruction is the starting point for this interdisciplinary study of modern architecture under welfare state patronage. Focusing mainly on England, this book examines a series of innovative buildings and environments developed for children such as the adventure playground, the Hertfordshire school, the reformed children's hospital, Brutalist housing estates and New Towns. It studies the methods employed by architects, child experts and policy makers to survey, assess and administer the physiological, emotional and developmental needs of the user, the child. It identifies the new aesthetic and spatial order permeating the environments of childhood based on endowing children with the agency and autonomy to create a self-regulating social order out of their own free will while rendering their interiority and sociability observable and governable. By inserting the architectural object within a broader social and political context, *The Architectures of Childhood* situates post-war architecture within the welfare state's project of governing the self, which most intensively targeted the citizen in the making of the children. Yet the emphasis on the utilization of architecture as an instrument of power does not reduce it into a mere document of social policy as the author uncovers the surplus of meaning and richness of experience invested in these environments at the historical moment.

A Life in Education and Architecture Catherine Burke, 2016-03-16 This book provides a detailed exploration of the relationships between individual architects, educators, artists and designers that laid the foundation and shaped the approach to designing new school buildings in post-war Britain. It explores the life and work of Mary Medd nee Crowley (1907-2005) who was alongside her husband and professional partner David Medd, one of the most important modernist architects of the 20th century. Mary Medd devoted the major part of her career to the design of school buildings and was pioneering in this respect, drawing much inspiration from Scandinavian architecture, arts and design. More than a biography, the book draws attention to the significance of relationships and networks of friendships built up over these years among individuals with a common view of the child in educational settings.

Her Majesty's Inspectorate of Schools Since 1944 John E. Dunford, 2017-09-25 This history of HMI since World War II shows how its independence derives from the work of the 19th-century inspectors and examines the relationship between HMI and school, local education authorities and the government. It considers the effect of the 1988 and 1992 Education Acts.

Education in the Post-War Years Roy Lowe, 2012-05-16 This book provides an overview of the relationship between the sweeping social changes of the post-war period and education in England. It outlines

the major demographic cultural and socio economic developments which made new demands of the education service during the twenty years following the War and analyses the responses made by schools colleges and universities The book provides not only an informed narrative of the development of formal education but also an authoritative account of the ways in which suburbanisation and the growth of the new property owning middle class determined both the rhetoric of education and the structure of the system which emerged through the implementation of the 1944 Education Act

Educational Development and School Building Stuart Maclure,1984 *Design for the Changing Educational Landscape* Andrew Harrison,Les Hutton,2013-10-15 The whole landscape of space use is undergoing a radical transformation In the workplace a period of unprecedented change has created a mix of responses with one overriding outcome observable worldwide the rise of distributed space In the learning environment the social political economic and technological changes responsible for this shift have been further compounded by constantly developing theories of learning and teaching and a wide acceptance of the importance of learning as the core of the community resulting in the blending of all aspects of learning into one seamless experience This book attempts to look at all the forces driving the provision and pedagogic performance of the many spaces real and virtual that now accommodate the experience of learning and provide pointers towards the creation and design of learning centred communities Part 1 looks at the entire learning universe as it now stands tracks the way in which its constituent parts came to occupy their role assesses how they have responded to a complex of drivers and gauges their success in dealing with renewed pressures to perform It shows that what is required is innovation within the spaces and integration between them Part 2 finds many examples of innovation in evidence across the world in schools the higher and further education campus and in business and cultural spaces but an almost total absence of integration Part 3 offers a model that redefines the learning landscape in terms of learning outcomes mapping spatial requirements and activities into a detailed mechanism that will achieve the best outcome at the most appropriate scale By encouraging stakeholders to creating an events based rather than space based identity the book hopes to point the way to a fully integrated learning landscape a learning community

The Conservative Party and the Destruction of Selective Education in Post-War Britain Piers Legh,2023-01-26 The book tells the untold story of the Conservative Party s involvement in terms of stance and policy in the destruction of selective state education from 1945 up to the present day Close consideration is paid to their attitudes and prejudices towards education both in power and in opposition Legh examines the Party s responses to the pressure for comprehensive schooling and egalitarianism from the Labour Party and the British left In doing so Legh defies current historiography to demonstrate that the Party were not passive actors in the advancement of comprehensive schooling The lively narrative is moved along by the author s critical examination of the Education Ministers throughout this period Florence Horsbrugh and David Eccles serving under Churchill and Eden and also Quintin Hogg and Geoffrey Lloyd under Macmillan as well as Edward Boyle and Margaret Thatcher under Edward Heath Legh s detailed research utilises a range of

government documents personal papers parliamentary debates and newspapers to provide this crucial re assessment of the Conservative Party and selective education and in doing so questions over simplistic generalisations about wholesale support for selective education policy It reveals instead questioning compromises and disagreements within the Party and its political and ideological allies The result is a stimulating revival of existing scholarship which will be of interest to scholars of British education and politics Education in England and Wales Franklin Parker,Betty June Parker,2018-02-06 Originally published in 1991 this title was begun just before passage of the Education Reform Act of 1988 ERA 88 which was implemented in the 1990s This major act along with still in force provisions of the 1944 Education Act with its 17 amendments comprises the statutes governing education in England and Wales The study reflects both the criticism and the praise showered on that important legislation particularly in the Brief History and School Structure sections and in Chapter 1 with its longer than usual annotations on ERA 88 **England's Schools** Elain Harwood,2015-04-01 For most of us school was our first detailed experience of a building outside the homes of our parents friends and relations Many people react emotionally when their old school charged with so many memories is closed or demolished Not all school buildings are worthy of designation but many are major local landmarks and demonstrate an important part of our society s evolution This book aims to raise awareness of the wide range of school buildings built in England from the Reformation to the Millennium and discusses which buildings may be worthy of greater appreciation and preservation It summarises the development of schools and analyses how social attitudes have been expressed in their architecture and planning Finally it looks at the adaptation of older schools to modern needs and new uses for schools around the country drawing on examples of best practice from Historic Building Inspectors and Advisers Post-war Architecture between Italy and the UK Lorenzo Ciccarelli,Clare Melhuish,2021-10-14 Italy and the UK experienced a radical re organisation of urban space following the devastation of many towns and cities in the Second World War The need to rebuild led to an intellectual and cultural exchange between a wave of talented architects urbanists and architectural historians in the two countries Post war Architecture Between Italy and the UK studies this exchange exploring how the connections and mutual influences contributed to the formation of a distinctive stance towards Internationalism notwithstanding the countries contrasting geographic and climatic conditions levels of economic and industrial development and social structures Topics discussed in the volume include the influence of Italian historic town centres on British modernist and Brutalist architectural approaches to the design of housing and university campuses as public spaces post war planning concepts such as the precinct the tensions between British critics and Italian architects that paved the way for British postmodernism and the role of architectural education as a melting pot of mutual influence It draws on a wealth of archival and original materials to present insights into the personal relationships publications exhibitions and events that provided the crucible for the dissemination of ideas and typologies across cultural borders Offering new insights into the transcultural aspects of European architectural

history in the post war years and its legacy this volume is vital reading for architectural and urban historians planners and students as well as social historians of the European post war period **Routledge Library Editions: Education Mini-Set H History of Education 24 vol set** Various,2021-07-14 Mini set H History of Education re issues 24 volumes which span a century of publishing 1900 1995 The volumes cover Education in Ancient Rome Irish education in the 19th century schools in Victorian Britain changing patterns in higher education secondary education in post war Britain education and the British colonial experience and the history of educational theory and reform **Architecture and the Welfare State** Mark Swenarton,Tom Avermaete,Dirk van den Heuvel,2014-09-15 In the decades following World War Two and in part in response to the Cold War governments across Western Europe set out ambitious programmes for social welfare and the redistribution of wealth that aimed to improve the everyday lives of their citizens Many of these welfare state programmes housing schools new towns cultural and leisure centres involved not just construction but a new approach to architectural design in which the welfare objectives of these state funded programmes were delineated and debated The impact on architects and architectural design was profound and far reaching with welfare state projects moving centre stage in architectural discourse not just in Europe but worldwide This is the first book to explore the architecture of the welfare state in Western Europe from an international perspective With chapters covering Austria Belgium France Germany Italy The Netherlands Sweden and the UK the book explores the complex role played by architecture in the formation and development of the welfare state in both theory and practice Themes include the role of the built environment in the welfare state as a political project the colonial dimension of European welfare state architecture and its export to Africa and Asia the role of welfare state projects in promoting consumer culture and economic growth the picture of the collective produced by welfare state architecture the role of architectural innovation in the welfare state the role of the architect as opposed to construction companies and others in determining what was built the relationship between architectural and social theory the role of internal institutional critique and the counterculture Contributors include Tom Avermaete Eve Blau Nicholas Bullock Miles Glendinning Janina Gosseye Hilde Heynen Caroline Maniaque Benton Helena Mattsson Luca Molinari Simon Pepper Michelle Provoost Lukasz Stanek Mark Swenarton Florian Urban and Dirk van den Heuvel *Children's Health in Primary Schools* Berry Mayall,1996 This text is based on a national survey of primary schools in England and Wales It examines the health of children in schools at a time of increased class sizes and cutbacks in staff and support services The effect the school building may have on

Welfare Policy Under the Conservatives, 1951-1964 Paul Bridgen,Rodney Lowe,1998 This handbook summarizes the development of all welfare policies in the period 1951 1964 and provides a guide to records available or about to become available at the Public Record Office The previous volume in the series covered the years 1939 to 1951 *School Science and Technology* Edgar William Jenkins,1993 **English in Urban Classrooms** Gunther R. Kress,2005 This ground breaking text spans a range of issues central to school English It extends not only to the spoken and written language of

classrooms but also to other important modes of representation and communication

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