

# 7.3

## Understanding education across the four home countries of the UK

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It is published on the website here because it provides some useful historical information. Information on each of the four home countries is updated in the text (England) and on the website in Unit 7.4 (Secondary Schools in Northern Ireland; governance, policy and curriculum), Unit 7.5 (Secondary Schools in Scotland; governance, policy and curriculum) and Unit 7.6 (Secondary Schools in Wales; governance, policy and curriculum).

### Introduction

The UK, or, strictly, 'the United Kingdom of Great Britain and Northern Ireland', was created in 1920 after 'Home Rule' was granted to the Republic of Ireland. Thus, the UK comprises four countries: England, Northern Ireland, Scotland and Wales. Each of these countries has its own distinct history and traditions. The story of education in the four countries is only a partially shared one: the organisation of state education in Northern Ireland and Scotland has always been, and remains, quite distinct from that of England. Education in Wales developed historically along similar lines to that of England, with legislation mostly having force in both countries. But the recent trend towards devolution, since the 1990s, with a Welsh Assembly, as well as a Scottish Parliament and Northern Irish Assembly, now tends to highlight differences, rather than similarities. Close interest currently focuses on the result of a Scottish independence referendum, planned for 2014.

Writings about British education invariably reveal an English slant. One purpose of this unit is to draw attention to the similarities and differences between the four home countries and, where possible, to explain the origin and importance of these situations. One factor affecting the way the different systems have evolved may be owing to the differences in population, where over 80 per cent of the UK population is resident in England. Most British pupils are taught through the medium of the English language in their schools and universities, but in Wales all pupils must experience at least some teaching through the medium of the Welsh language.

## Objectives

At the end of this unit, you should be able to:

- identify points of similarity and difference between education systems in the four countries of the UK;
- reflect on the significant influences of history upon the UK's systems of education;
- discuss some of the broad changes in UK education since 1997; and
- identify areas of policy and practice where the countries of the UK have taken different approaches to secondary education policy and practice.

Check the requirements of your course to see which relate to this unit.

## Systems of education in the four home countries

As an example of UK national variations, while it is generally now the case that children across the UK will have some experience of school on a voluntary part-time or full-time basis before their fifth birthday, only Northern Ireland actually requires attendance from age 4. Differences are manifest in the use of terminology, as well as policy. For example, the current English 'academies' programme has no foothold in Scotland, where, for quite different historical reasons, around one-quarter of state secondary schools include 'academy' in their title. One consequence of these national variations is that qualified teachers cite difficulties, whether real or perceived, in moving from, for example, England to Scotland, although the laws of supply and demand play a part too, with more employment opportunities - not just for teachers, but also their partners - existing in England than elsewhere. Often reluctantly, therefore, teachers from Northern Ireland, Scotland and Wales feel that moving to England offers the best prospects for career progress. Given that there is a much greater diversity of school type in England than elsewhere in the UK, however, teachers may feel a hesitancy in moving, for example, from a mixed-sex school to a single-sex school, or from a position in a school with post-16 provision to one that 'feeds' local sixth form or further education colleges.

Alongside a country's main educational system, there may be other systems in place, varying from country to country. For example, most British children are educated in publicly funded state schools, but around 7 per cent of the overall cohort of UK secondary-age pupils are educated



### Task 7.3.1 Understanding education in the UK

The OECD (Organisation for Economic Co-operation and Development) has recently (2012) issued a 'Country Note' about education in the UK in its *Education at a Glance: OECD Indicators 2012* series, available for download at [www.oecd.org/edu/EAG%202012\\_English\\_100912.pdf](http://www.oecd.org/edu/EAG%202012_English_100912.pdf).

The document identifies some strengths of education in the UK, but also some potential weaknesses. It additionally highlights some contrast between schooling policy and practice in England and Scotland. Read this document and discuss its main findings with other student teachers and your tutor. Store your findings in your PDP.

privately in fee-paying 'independent' schools, the majority of these located in England. These private schools, some of which are boarding schools, where pupils can - or are required to - sleep overnight, have their own distinct histories, hierarchies, traditions and systems. The same is true of UK religious schools, predominantly, once again, located in England. Faith schools, principally catering for children from Anglican, Catholic or Jewish family backgrounds, are to be found in both the state and independent sectors. Confusingly, however, these schools sometimes choose to, or are obliged to, admit children of other faiths or, indeed, of no faith. Now complete Task 7.3.1.

## Historical developments in the four home countries

For centuries, access to formal education was the privilege of the rich, though the benevolence of the churches offered some support to the masses. A current list of the longest-established schools in the UK begins with cathedral schools, established in the sixth and seventh centuries, then moves to some early examples of medieval grammar schools, to prestigious foundations, including Winchester College (founded 1382) and Eton College (founded 1441), then to many sixteenth-century grammar schools linked to the Tudor monarchs and then to an assortment of private foundations dating from the seventeenth and eighteenth centuries. Each of these schools was for boys and, although the term 'public school' is attached to Winchester, Eton and other leading private schools, it is crucial to understand that the meaning of this term is peculiarly English. The public schools of England are decidedly not 'public' in the generally understood sense of offering a cost-free education for ordinary children. These public schools are, in fact, an elite subset of fee-charging private schools. Elite institutions for girls began to emerge only in the nineteenth century, first in the guise of 'finishing schools', rather than institutions imparting high-level academic knowledge. The first girls' school to offer a curriculum to rival that of the boys' public schools emerged in the mid-nineteenth century, led by the North London Collegiate School and Cheltenham Ladies' College.

As far as state schooling is concerned, England, Ireland, Scotland and Wales lagged behind Prussia, France and other leading countries. Reliance upon the beneficence of the churches and private individuals determined that no state-funded elementary schools emerged in England, Scotland or Wales until the 1870s, when it became apparent that the policy of leaving the establishment of schools to the churches was failing. In piecemeal stages, state elementary school systems emerged in the late nineteenth century, with attendance becoming first compulsory, next free of charge and then progressively extended by initiatives to raise the school-leaving age. Opportunities for children from working-class families to benefit from secondary education remained restricted, however, until the Second World War provided a catalyst for reform. In England and Wales, distinct 'primary', 'secondary' and 'further' education sectors were created by the 1944 Education Act. Legislation for Scotland and Northern Ireland, in 1945 and 1947, respectively, determined that the long-cherished ambition of 'secondary education for all' eventually became a reality throughout the UK. In the initial post-war period, each of the home countries operated selective secondary school systems, with pupils proceeding to a grammar, secondary modern or sometimes technical school on the basis of their performance in an examination at age 11, called the '11-plus'. But criticisms of selective schooling were to grow during the 1950s, as the reliability of the tests, which could take no account of 'late developers', was questioned.

### ***Comprehensive reorganisation***

The idea of the comprehensive school, the first British example of which was opened in 1949 by merging secondary modern and grammar schools on opposite sides of a road on the Welsh island of Anglesey, was promoted as an alternative to the 11-plus, which directed pupils to different types of schools. The evidence from further experimental comprehensives, established in the 1950s, appeared to be encouraging and, during the next decade, comprehensive schooling became a central plank in the national Labour government policy.

Scotland and Wales rapidly embraced comprehensive schools and, by the end of the 1960s, almost-complete comprehensive reorganisations had been effected in these countries. By contrast, Northern Ireland, with its sectarian traditions, had not contemplated change at all. The position in England was more complex and politically contentious. Initially, there was a strong momentum for comprehensives, but in urban areas rapid progress was often hampered by inadequate building stock and other factors. Upon becoming Secretary of State for Education in a new Conservative government, in 1970, Margaret Thatcher removed the expectation that local education authorities would establish comprehensive schools, although, in fact, a further 1,400 comprehensive schools were established between 1970 and 1974. After October 1976, when Labour Prime Minister James Callaghan made a notable speech at Ruskin College, Oxford, debates about secondary schooling focused much more upon pupil academic and behavioural standards, rather than school structures.

### ***Schools and the marketplace***

Under Margaret Thatcher's Conservative governments of the 1980s, education policy in England took on a more ideological character, influenced by free-market thinking. Parents were to be treated as consumers of education, entitled to more information about their children's schooling and, as far as possible, empowered to make choices between schools. The traditional sources of advice, such as the civil service, university teacher educators and Her Majesty's Inspectorate, were now shunned in favour of ideas from radical, right-wing 'think tanks' and advisors. Relations with the major teacher trades unions worsened as the powers of school governing bodies were strengthened and conditions of service for teachers were more strongly regulated. The 1988 Education Reform Act introduced far greater central control of schools throughout England, Northern Ireland and Wales, though subject to certain market principles. This measure was a lengthy and wide-ranging piece of legislation, the first part of which specified a national curriculum of 10 subjects: mathematics, English, science, history, geography, modern languages, technology, physical education, art and music. Additionally, schools were to continue teaching religious education, which was already mandatory, and secondary schools were expected to cover sex education within a framework of personal, social and health education. By the terms of the Act, Local Education Authority (LEA) powers were reduced in a variety of ways and the Inner London Education Authority was abolished altogether. A much greater proportion of central education spending was delegated directly to head teachers and provision was made for schools wishing to 'opt out' of LEA control. Such schools were to be given 'grant-maintained' (GM) status, receiving their financial support directly from the Treasury. The Act made provision for the expansion of 'city technology colleges' (CTCs), an initiative that prefigured the drive for subsequent specialist schools and academies, which burgeoned in England during the New Labour years, after 1997. (New Labour was the name adopted by the Labour government elected in 1997.)

A wave of further Conservative legislation in the 1990s offered schools more authority over pupil discipline and behaviour, introduced a new framework for teacher education and established a part-privatised school inspection agency, the Office for Standards in Education (Ofsted), whose brief was to be more robust and critical of teachers and their methods. Efforts to introduce a comprehensive regime of testing to accompany the National Curriculum once again brought the government into conflict with the principal teacher unions, ultimately leading to a significantly downsized curriculum with less stringent assessment and reporting arrangements.

### ***Developments since 1997***

From 1997 to 2010, the Labour governments of Tony Blair and Gordon Brown maintained the drive to improve school standards. Over the decade 1999-2000 to 2009-10, public spending on education grew by 5.1 per cent per year in real terms, the fastest growth over any decade since the mid-1970s (Chowdry and Sibietta 2011: 1). During this period, the UK schools' workforce increased substantially, with the increased employment of teaching assistants to relieve teachers of administrative and mundane duties, though the benefits of this and also of a drive to keep class sizes manageable were more clearly evident in primary, rather than secondary, schools. The Blair years witnessed a public commitment 'to restore teaching to its rightful place as one of our country's most valuable professions' (Blair 1999). Honours lists began to include many more head teachers, teachers and other school employees. A televised National Teaching Awards ceremony was introduced and a General Teaching Council for England (GTC) was inaugurated, which spawned further GTCs for Wales and Northern Ireland, so bringing the remainder of the UK in line with Scotland, which had established its GTC in 1965. Ultimately, however, English teachers demonstrated little enthusiasm for their body and there were few protests when, in 2010, the incoming Secretary of State for Education in a Conservative-Liberal Democrat coalition government, Michael Gove, abolished it, though the GTCs for the other three countries were unaffected by this announcement and, thus far, remain operational.

Labour government priorities for secondary education had focused on raising the performance of poor-performing secondary schools through target setting and surveillance, rather than threatening England's remaining 166 grammar schools. The remit of Ofsted was further strengthened to 'name and shame' schools afflicted by poor test and examination results, pupil indiscipline, truancy and poor teaching. In some instances, failing schools were subjected to hastily convened enquiries, closed and then re-opened - generally as a specialist school or 'city academy' - with a new school name and new head teacher. The New Labour years witnessed progress in the attainment levels and examination passes of pupils across the age range, but improvements in primary-school attainment fell short of the hoped-for rate and the rising trend of top grades being awarded in public examinations was more widely attributed to General Certificate in Secondary Education (GCSE) and General Certificate in Education (GCE) Advanced (A) Level examinations (in England, Northern Ireland and Wales) no longer being fit for purpose than to better teaching and learning. In a clear assault on perceived 'soft subjects', the current Coalition government has endorsed plans for the award of an 'English Baccalaureate' to pupils achieving GCSE passes in mathematics, English, two science subjects, a foreign language and either history or geography. The long-term future of the GCSE would appear to be in some doubt. As at the time of writing, there are proposals in England for the replacement of GCSE by 'The English Baccalaureate Certificate', which has a simpler but more rigorous assessment procedure (DfE 2012k).

With a post-16 participation rate that is higher than that of any other part of the UK, Scottish public examinations - Standard, Higher and Advanced Higher awards - have been under less scrutiny, so controversy was relatively absent in the period leading to the launch of the wide-ranging Curriculum for Excellence, covering 3- to 18-year-olds, in 2010. At the time of writing this chapter, Wales is currently in the process of reviewing its upper secondary curriculum, in part driven by disappointing data from international comparison exercises.

Tony Blair's New Labour governments cast aside many of the Party's longstanding objections to Conservative initiatives and actively encouraged diversity in secondary education. Prime Minister Blair personally pledged his support for faith schools by sending his own children to one. His government also threw its support behind schools choosing a specialist designation in such areas as science and technology, business and enterprise, the humanities, sports or the performing arts. GM status was formally abolished in 1997, but the principle of encouraging schools to liberate themselves from local authority (LA) control was upheld by New Labour and embodied in an early twenty-first-century wave of 'city academies', hailed as 'independent state schools', to be funded directly by central government with support from external sponsors. The opportunity this presented to English secondary schools to depart from the prescription of the National Curriculum and to exercise autonomy over such matters as the length of the school day, teacher pay, pupil behaviour and disciplinary sanctions, as well as having financial independence from LAs and freedoms to carry across surpluses from one financial year to the next, had a powerful appeal to head teachers beyond urban districts. Accordingly, the academies programme developed a momentum for the post-comprehensive era of choice and diversity. Politicians of all parties viewed academies as essential levers to raise pupil and school standards, to improve teacher training and to reduce bureaucracy.

Official statistics record that, during 2010-2011, of the 3,310 secondary schools in England, 371 were academies (DfE/NS 2011). Since that time, however, the requirement for academies to identify a sponsor has been relaxed to create a new category of 'converter' academy. The total number of academies in England surged to 2,309 in September 2012, of which 1,808 were converters, 1,485 were secondary in character, 769 were primaries and 56 were for children with special educational needs (DfE 2012j). Alongside these developments, some 79 free schools have opened since 2011, with a further 114 planned for 2013 (BBC News online, 3 September 2012). Free schools are state-funded, non-selective schools outside LA control. They can be set up, for example, by a commercial sponsor, charity, religious group, university or parents group. Allied to this development, some 11 14-19 vocationally oriented 'studio schools' and three 'university technical colleges', sponsored by employers and higher education institutions, opened in September 2012 (DfE 2012i). The prospect of almost all English secondary schools - and perhaps primaries, too - operating outside the framework of a LA now appears to be a likelihood.

In the spirit of increasing further the diverse array of English secondary schools, some enthusiasts for grammar schools have encouraged the Secretary of State to invite proposals to add to the 164 English grammars. Very frequently, the example of Northern Ireland is cited, where the 68 grammar schools in the province have a strong record of sending pupils to the UK's top universities. In fact, however, the Northern Ireland data are complex: many non-grammar schools also have outstanding records for public examination results and the performance of selective and non-selective Catholic secondary schools is generally higher than that of the Protestant schools. Moreover, there is currently a Northern Irish Catholic groundswell to phase out academic selection, with some dioceses looking towards shared schools attended by children of both the major denominations.

Table 7.3.1 Education in the four home countries of the UK: some comparisons

	<i>England</i>	<i>Northern Ireland</i>	<i>Scotland</i>	<i>Wales</i>
Normal age ranges for compulsory schooling in state schools	Primary 5-11 (but most children start at 4); secondary 11-16; post-compulsory from 16. Pupils are required to be in education or training to age 17 (18 from 2015).	Primary 4-11; secondary 11-16; post-compulsory from 16. Compulsory schooling begins earlier than in the other UK home countries, at age 4.	Primary 5-12 (but many children start aged 4); secondary 12-16; post-compulsory from 16. Post-compulsory participation is highest of the UK home countries	Primary 5-11 (but most children start at 4); secondary 11-16; post-compulsory from 16.
School types	Maintained primary and secondary schools are funded through the LA or directly via the Treasury. Around 1% of school-age children attend special schools. Around 7% of school-age children attend fee-paying independent schools. Faith schools of various types offer a distinctive religious ethos.	Maintained primary and secondary schools are funded through the five Education and Library Boards. Around 1.5% of school-age children attend special schools. Only around 0.2% of the school-age population attend fee-paying independent schools. Most Northern Irish schools are either Catholic or 'Controlled' (i.e. mostly Protestant but also open to children of other faiths or of no faith).	Maintained primary and secondary schools are funded through the LA. Around 1% of school-age children attend special schools. Around 5% of the school-age population attend fee-paying independent schools. Faith schools - almost exclusively Catholic - offer a distinctive religious ethos.	Maintained primary and secondary schools are funded through the LA. Around 1% of school-age children attend special schools. Around 2% of the school-age population attend fee-paying independent schools. There is a small group of Catholic and Church of Wales faith schools.
Particular secondary school characteristics	Some 166 English grammar schools remain, with concentrations in, e.g. Buckinghamshire and Kent. Recent developments include academies, free schools, studio schools and university technical colleges. Maintained secondary and academies often have a specialist curricular designation, e.g. 'technology academy' or 'arts and media college'.	Secondary-school system remains predominantly selective, with grammar school places especially prized by parents.	Principle of community-based comprehensive schooling has been largely maintained, though high schools, secondary schools, academies and grammar schools (but quite different from English schools bearing the latter two names).	Principle of community-based comprehensive schooling has been largely maintained and many secondary schools include 'comprehensive' in their title.

Table 7.3.1 Continued

	<i>England</i>	<i>Northern Ireland</i>	<i>Scotland</i>	<i>Wales</i>
Inspection agencies	The Office for Standards in Education, Children's Services and Skills inspects schools and other institutions and agencies concerned with education and training. www.ofsted.gov.uk	The Education and Training Inspectorate inspects schools and other institutions and agencies concerned with education and training. www.etini.gov.uk	HM Inspectorate of Education, part of Education Scotland, inspects schools and other institutions and agencies concerned with education and training. www.educationscotland.gov.uk/inspectionandreview	Estyn (Her Majesty's Inspectorate for Education and Training in Wales) inspects schools and other institutions and agencies concerned with education and training. www.estyn.gov.uk/english
Curricula	Academies and free schools, as well as independent schools, enjoy a higher degree of autonomy, including over the curriculum. LA schools are bound by the National Curriculum, which is divided into four Key Stages.	Grant-aided (maintained) schools follow the common Northern Ireland Curriculum (similar to English and Welsh models) and divided into four Key Stages.	A comprehensive Curriculum for Excellence covers pupil ages 3 to 18, with four levels and a senior stage.	All pupils in Wales are required to follow a programme of study in Welsh, either as a first or second language, from ages 5 to 16.  Welsh-language teaching also features in further and higher education courses. Maintained schools are bound by the National Curriculum, which is divided into four Key Stages.
Tests and examinations	Key Stage testing and the reporting of results is a stronger feature of schooling in England than elsewhere in the UK. In areas where grammar schools operate, there are competitive entry examinations ('the 11-plus'). Traditional public examination awards at ages 16 and 18 are the GCSE and Advanced level, but a range of vocational qualifications may be taken, too. Some schools	Although the 11-plus or 'transfer test' has been formally abandoned, grammar schools are permitted to set their own entry tests. Traditional public examination awards at ages 16 and 18 are the GCSE and Advanced level, but a range of vocational qualifications may be taken, too.	Traditional public examination awards at ages 16 and 18 are Standard, Higher and Advanced Higher awards. Some Scottish schools in the independent and maintained sectors enter pupils for GCSE and A-level examinations.	Traditional public examination awards at ages 16 and 18 are the GCSE and Advanced level, but a range of vocational qualifications may be taken, too. A Welsh Baccalaureate is available, which includes other examinations.

Becoming a head teacher	and academies in the maintained and independent sector offer the International GCSE (iGCSE) and International Baccalaureate. A National Professional Qualification for Head Teachers was introduced in 1997. It briefly became mandatory for first-time head teachers working in the maintained sector, but this requirement has now been removed and the qualification, together with qualifications for middle and senior leaders, has been relaunched.	The Professional Qualification for Headship in Northern Ireland is targeted towards those who are no more than 12-18 months away from headship, although it is not a mandatory qualification.	The Scottish Qualification for Headship is widely seen as a route to school leadership, although it is not mandatory.	Unlike England, the National Professional Qualification for Headship (NPQH) remains a mandatory qualification for aspiring head teachers in Wales.
International rankings	In the PISA* 2009 tests for 15-year-olds, England ranked 27th out of 67 countries for reading; joint 28th for mathematics and 16th for science. (*PISA – Programme for International Student Assessment).	In the PISA 2009 tests for 15-year-olds, Northern Ireland ranked joint 19th out of 67 countries for reading; 30th for mathematics and joint 19th for science. Northern Ireland's GCSE and A-level results consistently surpass those of England and Wales.	In the PISA 2009 tests for 15-year-olds, Scotland ranked joint 15th out of 67 countries for reading; 21st for mathematics and joint 17th for science.	In the PISA 2009 tests for 15-year-olds, Wales ranked joint 38th out of 67 counties for reading; 40th for mathematics and joint 30th for science.

While sometimes hailed for offering parents a choice of secondary schools, others have criticised England's bewildering secondary system of independent and state schools, single-sex and mixed schools, selective and non-selective schools, faith schools, academies and free schools. To date, the other countries of the UK have shown very little interest in replicating what Professor Alan Smithers, adviser to the House of Commons Education Select Committee, has termed a 'liquorice allsorts' system (Helmer 2012).

New Labour did much to promote the 'personalisation' of children's learning, with additional resources to support children's special educational needs and gifted and talented learners. The policy thrust to 'modernise' secondary education also rested on embedding information and communications technology among not only teachers and learners, but also parents. In the last decade or more, the Internet revolutionised the ways in which schools presented and marketed themselves, while parents became more skilled at making informed school choice preferences for their children, based on 'league table' information and online inspection reports. Many critics subscribe to the opinion that national testing and league tables cast a shadow over the work of English primary schools and some see advantages in lighter-touch teacher assessments of the type used in the other countries of the UK. There is, however, no suggestion from the present Coalition government that the current assessment arrangements will be scaled back.

## Comparing the four countries

In all parts of the world, educational patterns and structures are subject to constant change. All manner of variables make the business of comparison across national borders difficult, but some of the similarities and differences between education in the four home countries of the UK are set out in Table 7.3.1. An opportunity to research one aspect of a country's education system is available in Task 7.3.2.



### Task 7.3.2 Researching an issue

Identify a UK country variable and one or more issues that interest you, e.g. 'England' and 'school inspection' or 'Scotland' and 'girls' and 'science'. Interrogate your academic library catalogue and any bibliographic databases available to you. If your searches identify far too many references, keep making your search terms more specific and try again. From the most relevant readings you can identify, browse two or three items and consider how you would present the issue to an audience of overseas visitors who know little about education in the UK. What aspects of your topic are controversial or problematic? What kinds of research into the topic might be helpful? In what respects might this issue be a subject of reform or change over the next decade?

Discuss your experiences and rehearse your presentation with other student teachers and your tutor. Keep a record of your findings in your PDP.

## SUMMARY AND KEY POINTS

Since the onset of the global economic crisis of 2008, educational discourses about growth and expansion have given way to ones about survival and 'doing more for less'. After a sustained period of being relatively well resourced, during the New Labour years, secondary schools are now experiencing, or bracing themselves, for cutbacks. It remains to be seen whether the Coalition government can, as they intend to, improve quality and standards while simultaneously reducing the national investment in education.

Three conclusions may be drawn from the above descriptions and discussion.

The first is that there is no single system of education in the UK. Rather, when we consider the variables of state and private schools, single-sex and mixed, secular and faith institutions, grammar schools and comprehensives, it is apparent that there are several.

A second conclusion is that amid the persistent discourse of 'crisis' it is important not to forget that the UK's leading schools, both in the independent and state sectors, are world leading. There remains an unacceptably long tail of educational underachievement, disengagement and disillusion, however, which appears to be largely an urban phenomenon.

Third, of the four countries of the UK, education policy has been, both historically and in our own times, more overtly political, ideological and controversial in England. This is especially noticeable in the field of secondary education: condemned as a failed experiment in England, LA-controlled community comprehensive schools have formed the quiet bedrock of secondary education in Scotland and Wales. The clamour for specialist schools, academies, free schools and the revival of grammar schools, we might reflect, is a peculiarly English affair.

Finally, we suggest that the influence of history upon these education systems has been, and remains, considerable. Educational reforms frequently combine the rhetoric of modernisation with a reverence for traditions of the past. For the historian, the UK educational landscape offers many opportunities to reflect on the revival of dialogues, trends and policies of earlier periods.



## Other resources and websites

Department for Education (England): [www.education.gov.uk](http://www.education.gov.uk) Department of Education Northern Ireland: [www.deni.gov.uk](http://www.deni.gov.uk)

Directgov *Choosing a School*: [www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ChoosingASchool/index.htm](http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ChoosingASchool/index.htm)

Eurydice overviews of the education systems of England, Northern Ireland and Wales (2011): [www.nfer.ac.uk/eurydice/information-by-topic/education-systems/en/overview-of-education-inengland-wales-and-northern-ireland.cfm](http://www.nfer.ac.uk/eurydice/information-by-topic/education-systems/en/overview-of-education-inengland-wales-and-northern-ireland.cfm)

Organisation for Economic Cooperation and Development (2012) United Kingdom (Education at a Glance: OECD Indicators): [www.oecd.org/unitedkingdom/EAG2012%20-%20Country%20note%20-%20United%20Kingdom.pdf](http://www.oecd.org/unitedkingdom/EAG2012%20-%20Country%20note%20-%20United%20Kingdom.pdf)

Scottish Government Department of Education and Training: [www.scotland.gov.uk/Topics/Education/SecondarySchoolsandAcademiesTrust](http://www.scotland.gov.uk/Topics/Education/SecondarySchoolsandAcademiesTrust): [www.ssatuk.co.uk](http://www.ssatuk.co.uk)

Welsh Government Department of Education and Skills: <http://wales.gov.uk/topics/educationandskills/?lang=en>

*Readings for Learning to Teach in the Secondary School: A Companion to M Level Study* brings together essential readings to support you in your critical engagement with key issues raised in this textbook.

The subject-specific books in the *Learning to Teach* series are also very useful.



Additional resources for this unit are available on the companion website: [www.routledge.com/cw/Capel](http://www.routledge.com/cw/Capel)



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