

## Introduction:

Class diversity has and always has been part of society no matter the form, in 1971 Pierre Bourdieu developed a theory called cultural deprivation in society, this theory implied that the classes should be compared as a whole as in the removal of the classification because of one's background.

Failure is a measure of one's success within education and this is usually linked to the social class you have come from, both upper and working class believe that the working class are to blame for their own failures within and outside the education system and the assumption that higher class is far superior to the working class but Bourdieu believes this to be untrue and that the failings are linked to the education system (Fowler. B, 1998).

**Comment:** Is this a quote? Not sure what you mean?

Bourdieu also identifies that the forms of 'capital' held by individuals can to that individual having a better foothold on some social advantages. This leads to the individual who possess or acquire these forms of 'capital' being more able to reproduce their own privileged positions within society with academic qualifications being one form of 'capital' (Bourdieu, P. (2002)).

**Comment:** Yes this is important and picked up by Reay.

These failings within society are something that have become a realisation over the past 40 years with new strategies being implemented and new approaches to the education system being adopted such as The National Strategy which was initially aimed at tackling the literacy problem within the county but later extended to include all subjects across the curriculum.

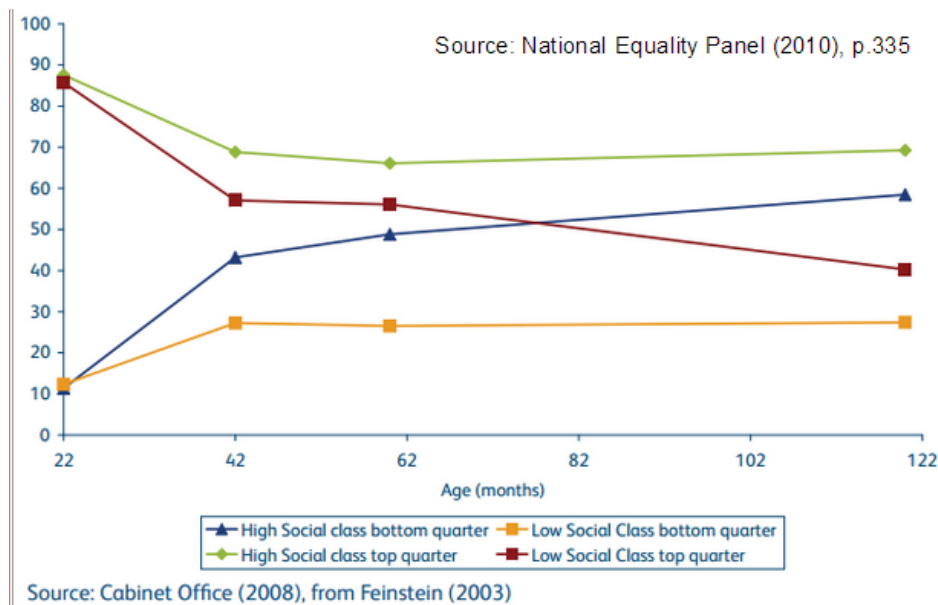
## Historical facts

New Labour policy initiative aimed at improving the coordination of services for children identified as 'vulnerable' and raising their educational attainment. It states that:

“Doing well in education is the most effective route for young people out of poverty and disaffection.” Marshall,G. (2002).

Although this statement is true and that education is a way out of poverty, the class divide still exists with social diversity being a prominent factor, showing that who you know and not what you know is just as if not more important. Another factor that has an influence on societies perspective is the gap between the richest and the poorest and the fact that it has not decreased since New Labour came to power, showing evidence that there is no greater *social mobility* now than in the 1950s (Office for National Statistics, (2004)).

**Comment:** Is this true? Evidence this – many graduates are not in work and have significant debt (ONS, 2011)



**Comment:** It is not clear what this graph is showing as the Y-axis is not labelled.

## Media Influence

The medias has for a long time influenced politics, while researching this topic ~~Kjartan Páll Sveinsson~~ of the Runnymede Trust, who promote a successful multi-ethnic Britain in the spirit of civic friendship, shared identity and a common sense of belonging, founded in 1968 wrote in an article:

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Harriet Harman of the Labour party and the then Minister of Equalities, in 2008 released a transcript to the media of her speech to the Trades Union Congress. Her speech was based around closing the divide between the classes stating “it is where you live, your family background, your wealth and social class that have an effect on your future”, referring to the class system but this at the time caused outrage within the media with the Telegraph quoting that Harman had dropped the C-word. Ref?

Another example of media intervention in politics, was the use of the word hooody culture, which was later used by David Cameron as a party slogan ‘hug a hooody’ this had both positive and negative impacts nationally for the conservatives. Was the use of this phrase a vote winner in the sense he was he jumping on the proverbial bandwagon or was he actually being sincere?

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## Free school meals

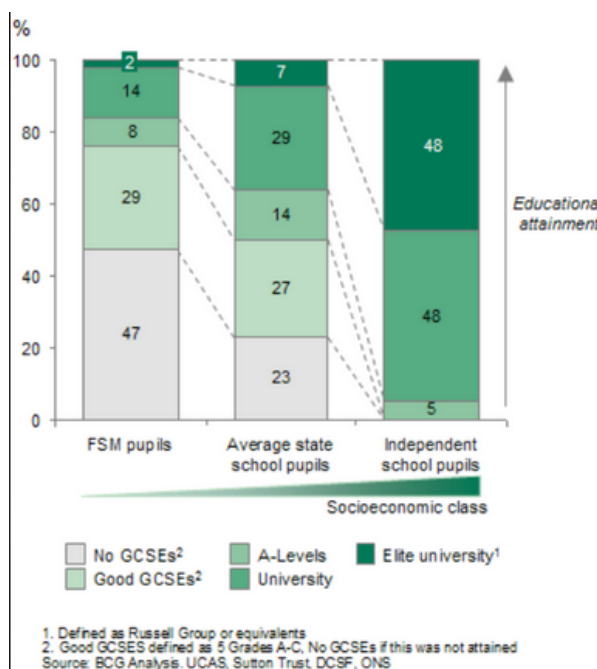
Research into the performance of children at the earliest age of education has shown that children from families where there is a higher than average income coming in to it, perform better at an earlier age and are ‘better prepared’ for education at an earlier age. Children aged three and coming from families that had a high annual income were twice as likely to succeed as children aged three who come from families with the lowest annual income. Children aged three and coming from families that had a high annual income have a 50% greater span of

vocabulary than children coming from the poorest families. By the time these children are 5 the vocabulary span of children from the richest families had increased by 3% in the test completed (from 58% to 61%) while the vocabulary span of children from the poorest families had remained the same as when they were three with 38% scored on the tests taken. So in terms of early educational achievement, it would seem that the income acquired by a parent or parents does have an impact to some degree. The same research showed that children diagnosed as hyperactive within a classroom, and therefore were labelled as disruptive, came mostly from the poorest families and the least disruptive of children came from those children from better off families. The research showed that there was a corollary between income and “conduct problems” with those from the poorest families being more identified as disruptive than those children from families with an average or higher than average income (Bryant, L. (2010)).

**Comment:** The household income

**Comment:** These two things do not necessarily follow

**Comment:** This is a good use of data to support your arguments



Source: Sutton Trust (2010) - Mobility Manifesto, p.13

## Critical analysis:

Does the social class you come from really impact the performance of your? child, does a label such as receiving free school meals (FSM) have a detrimental impact on your future, the answer to this is no!, why? Because it is not the individual's circumstances that determine their future, it is the people around them that do, if you tell a child that they cannot do something they will attempt to do so, if you tell a child that they will never succeed they will try but if they are not given a chance to do so in the beginning, how could they truly stand a chance of succeeding in the future. This has been highlighted on occasions in the media, which due to its coverage can influence society in many ways.

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**Comment:** Do you mean does the label or does being in receipt of, or in potential receipt of FSM ...

The media's influence can sometimes be productive and sometimes counterproductive, although they try to inform the public with information they believe should be known to all, they sometimes paint a one sided picture which can be detrimental not only to the society's perception of schools but also to teaching as a profession, they do not highlight the difficulties faced, this influence has certainly had an impact on the way the public interpret what the government do but also what happens within the schools and with this in mind all the negative coverage of schools has certainly given the public a bad image of schooling as a whole.

**Comment:** Yet the evidence you have quoted above and other from Floud, Reay and others indicates there is a strong correlative link between income and achievement. If you mean to write that you believe that it does not have to and then you can evidence circumstances where it can then this is strong writing – you just affirming you believe something which the evidence (that you have quoted) does not support is weak writing.

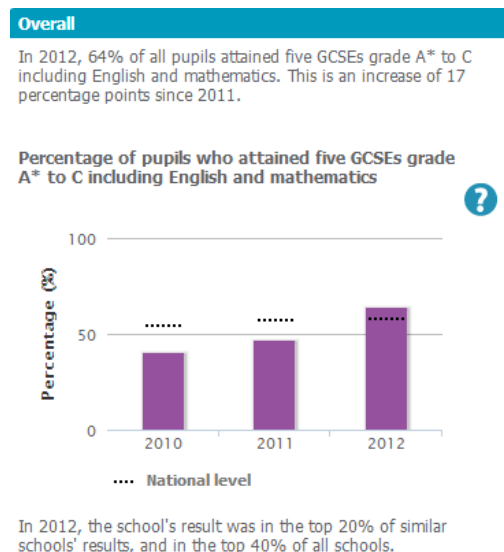
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The new system of change that has seen the introduction of new academies being built has in many terms seen improvement across the board, this has yet to be published by the media as a positive impact in society. Data collected from Sirius Academy shows otherwise, Sirius Academy was built on the site of Pickering High Sports College and opened in 2009, it takes from all areas of Hull and the surrounding areas leading to some of the most deprived areas being catered for where the children come from some of the poorest families in the country. The standards that are being implemented have seen a drastic improvement across the board

**Comment:** What does this mean? This is a very general statement and needs to be (i) made more specific and (ii) evidenced as you are talking about a general effect here so you cannot evidence this from local data and/or anecdotes

**Comment:** ?

with the school being at above average at the national level (Sirius Academy (URN: 135945, DfE No.: 8106906), prior to which the school was underachieving as reported by the office for standards in education.



#### OFSTED report on Sirius Academy

DfE Financial Year (Ending 31st March)	Amount per FSM pupil	Number of FSM pupils
2011-12	£488	375 (48.5%)
2012-13	£623	576 (48.5%)
2013-14	£900	576 (48.5%)

Sirius Academy: Showing the number of free school meal applicants out of a total of 1278 pupils.

OFSTED's Jan Bennett HMI wrote:

The academy is developing at a fast pace and offers a good and improving education for its students. The Principal provides extremely strong and effective leadership and she is supported very well by the governing body. Together, they took very tough decisions in order to strengthen leadership and build a team of very capable and talented teachers. The academy is now oversubscribed which is testament to its growing reputation within the local community.

The fact that the children have not changed, the school still takes in from the same deprived areas, showing evidence contrary? to the social class model previously underpinning social inequalities, with these factors in mind what has happened is a restructure of how the school implements and utilises strategies, pulling in from many professional bodies such as Teachers Effective Enhancement Program (TEEP), which underpins some of the strategies such as Bloom's Taxonomy with training and support given to subscribers and employing professional in key areas to aid in progression such as behaviour management.

**Comment:** Bloom is not a strategy it is a hierarchy in three domains the affective, physical and cognitive.

**Comment:** Grammar?

Linking what is clear evidence for improvement in a state academy shows the initial findings in the theory first postulated by Pierre Bourdieu in 1971 has firm structural arguments for why education needed a rethink.

Other clear evidence can be found in society, with some key figures being from deprived backgrounds, but does this just show individual determination, no it doesn't, it shows that whatever your social background you have the ability to succeed but with a strong educational background you have another tool within your repertoire to succeed and gain access to those careers that may have been out of reach before.

If the fact that new approaches and management of schools has not in itself provided evidence for the changing face of society, then as the writer of this document I can say that I am proof that the initial social class does you are burdened with does not determine your future, this without doubt is also determined by an individual's aspirations, which do play a major role if schooling has failed an individual as it did so for me and from what I have witnessed, schools and society are driving hard to change the life's of many children that would not have that first chance if it was not for the changes that have been implemented over the past 20 years.

Comment: ?

### **Practical application:** 301 of 800

If one is to remove the stigma of class diversity within secondary education, one needs to tackle every situation with the same ideals but with different strategies. Strategies that are available can be found with ease but knowing which strategy works comes with experience, this is one key aspect of the training that is received on the initial teacher training course (ITT) and then later as a newly qualified teacher (NQT). At present through the ITT course information strategies have been gathered relating to teaching and maintaining an outstanding lesson, this has been incorporated through planning and preparation in and outside the classroom but also by implementing different strategies and ideas to manage the classroom. Strategies such as: Assessment for Learning (AfL); Behaviour management; School Development Plan (SDP) among others to aid in the understanding necessary to be an outstanding teacher.

These and other strategies can lead to the ability to deal efficiently with Emotional and Behavioural Difficulties (EBD) that may arise during the school day, along with the professional aspect of teaching, by utilising these and the experience that is offered by other



colleagues a structure can be built to establish a network of logical decision making based around the needs of the students. Other aspects that can help to increase teacher pupil awareness are the Continuous Professional Development (CPD) courses that are offered which can sometime help with managing aspects of the classroom and the pupils.

Above all is the ability to understand every student's individual needs along with the group mentality needed to maintain the development of the students so as to lead them in a direction that at present is the advised route to take to ensure a higher proportion of children succeed. A word with particular interest is **habitus**, this refers to the lifestyle, the values, the dispositions and the expectations of particular social group, something which is gained through experience, the individual learns by what they see and experience, each group being different dependent on their social groupings. The choices they make are free from prejudice with one of the main ones being behaviour as, Bourdieu stated:

**Comment:** Habitus is the "general physical state of being of the individual"

"Individuals have to react in particular events, many of which are novel, but they tend to do so in terms of behaviour that they have come to see, as reasonable, common sense, behaviours. This means that the habitus is an infinitive capacity for generating product. This includes the idea of thought, perceptions, expressions and actions- whose limits are set by the historically and socially situated conditions of its products. Taste, class and education." (Bourdieu, P. (1971)).

The advantages of understanding this principle can lead to an understanding required to lead those that need leading, along the correct path in life, just by showing empathy for the situation the individual is placed in, not by their own making but by decisions that have been made for them, whether correct or not, at least then the teacher can make executive decisions based on the knowledge they have and in turn giving every child the chance to succeed.

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