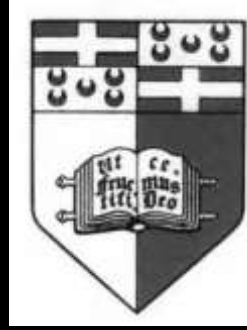




21 november '15



ronald
sultana

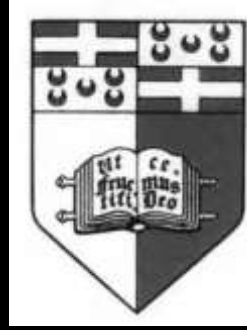
The removal of trade schools...

...was it a good idea





21 november '15



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The removal of trade schools...

...was it a good idea



Advance organiser

- Putting trade schools in **context**
- Preliminary comments—**past/present**
- Yes or no? ... **the evidence**
- Wicked **problems**, virtuous **solutions**

Putting trade schools in **context**

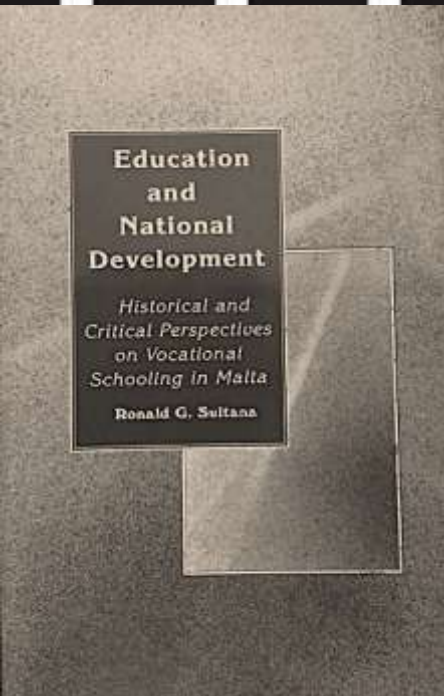


- Attract labour intensive, low-waged industries
- Tripartite secondary schooling in 1970
- Raising of school-leaving age
- World Bank promoting vocational secondary schools
- Local capacity for training poor
- Making mainstream state schools a viable alternative
- Ideological/economic context promoting manual labour



Economic arguments:

Education arguments:



Ideological arguments:

Preliminary reflections ↓



Entrée de Napoléon à Malte.

1.
Introducing
TVET in the
curriculum is
not a new idea



2. Accepting TVET as important knowledge has always been a **struggle**



...curricular histories...

seized the pruning knife—and without the possibility of endangering by an unskillful operation the vital principle of the trunk, [had] for certain classes severed from the tree of knowledge the leaves of Cicero and Demosthenes and grafted in their stead enlarged branches of scientific and modernly linguistic education.

R. Wallace

The Mediterranean, 12-11-1842, p.7

'Our sons', he pointed out, 'must be made to understand two salient truths. The first that there is no shame in manual labour. And the second that it is useless to hanker after clerkships, and private secretaryships which no longer exist except in novels, when thousands of jobs, on the land, await them, all the world over, if they are properly equipped'.

H. Casolani (Superintendent Emigration)

RWGD, 1924-25, para. 33

powerful knowledge

- Draws on mankind's heritage
- Beyond common sense
- Beyond immediate relevance
- Everyday selves vs. best self
- Disciplinary knowledge
- Internal critique and progress

Which knowledge counts?

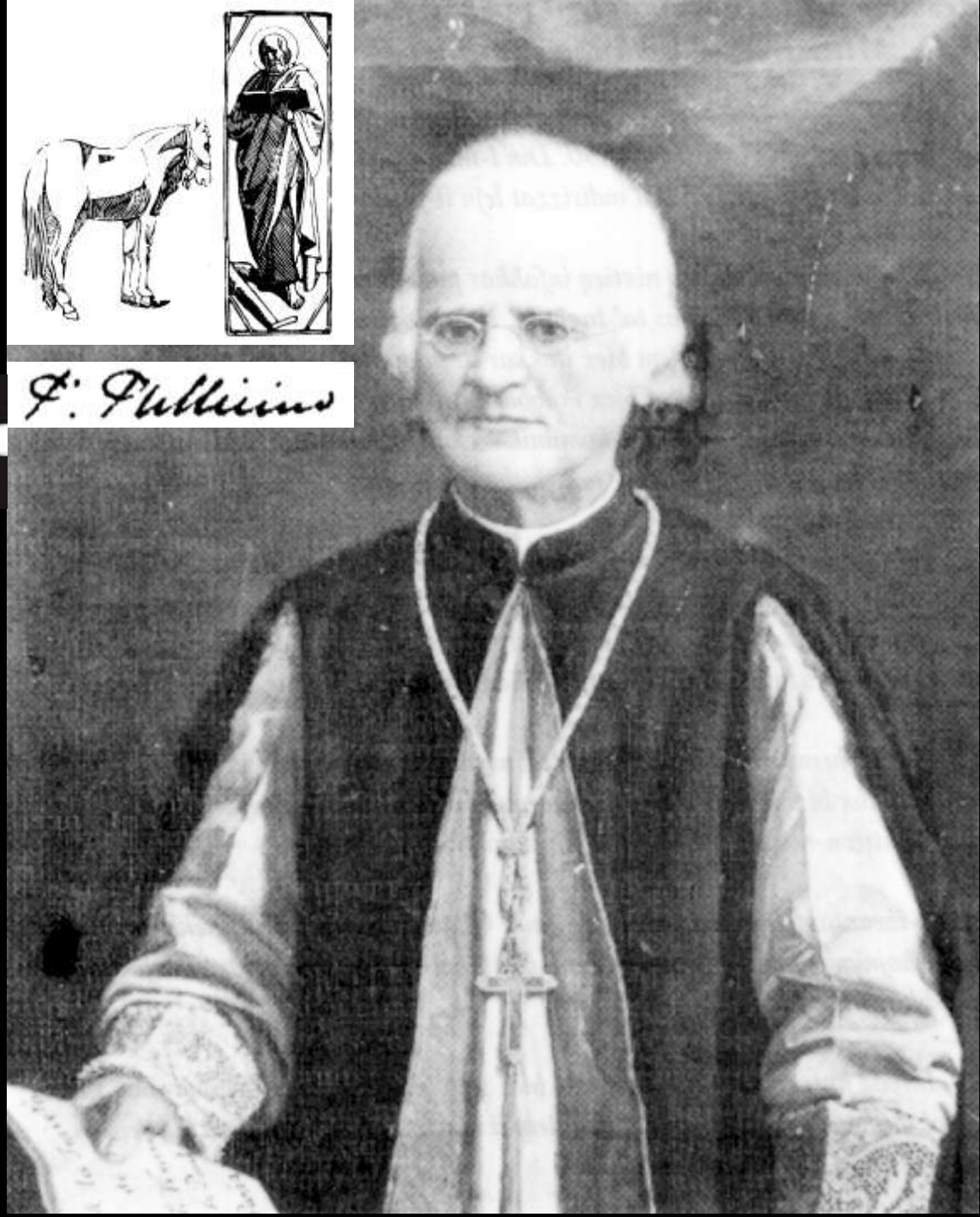
knowledge of the powerful

- Valued by community
- Enjoys status / is well paid
- Leads to satisfying life
- Is secure – not precarious
- Career progression
- Permits self-determination

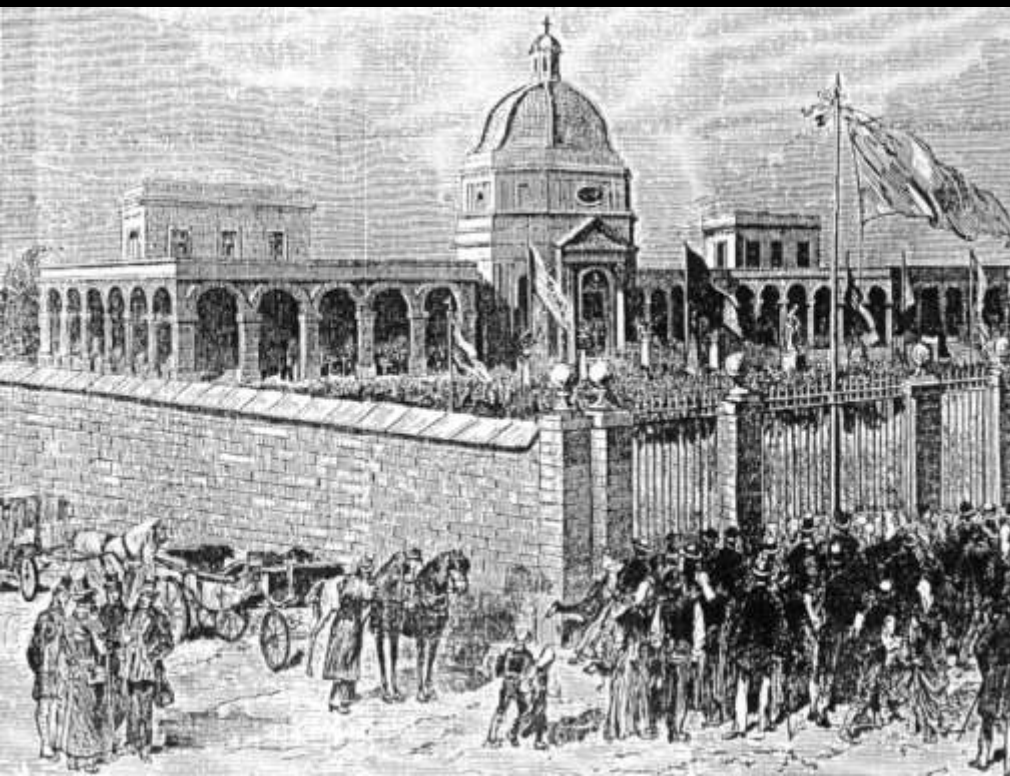
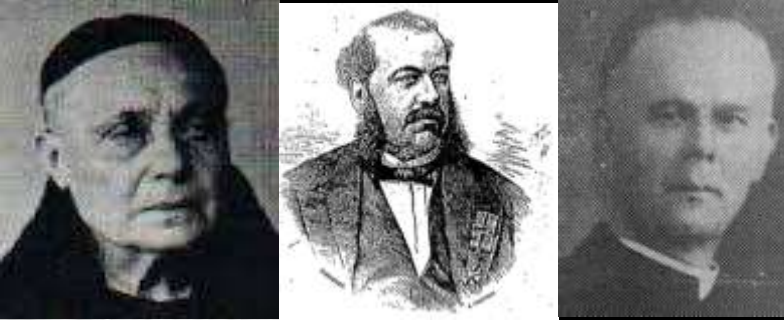
Who's knowledge counts?



F. Pullinus

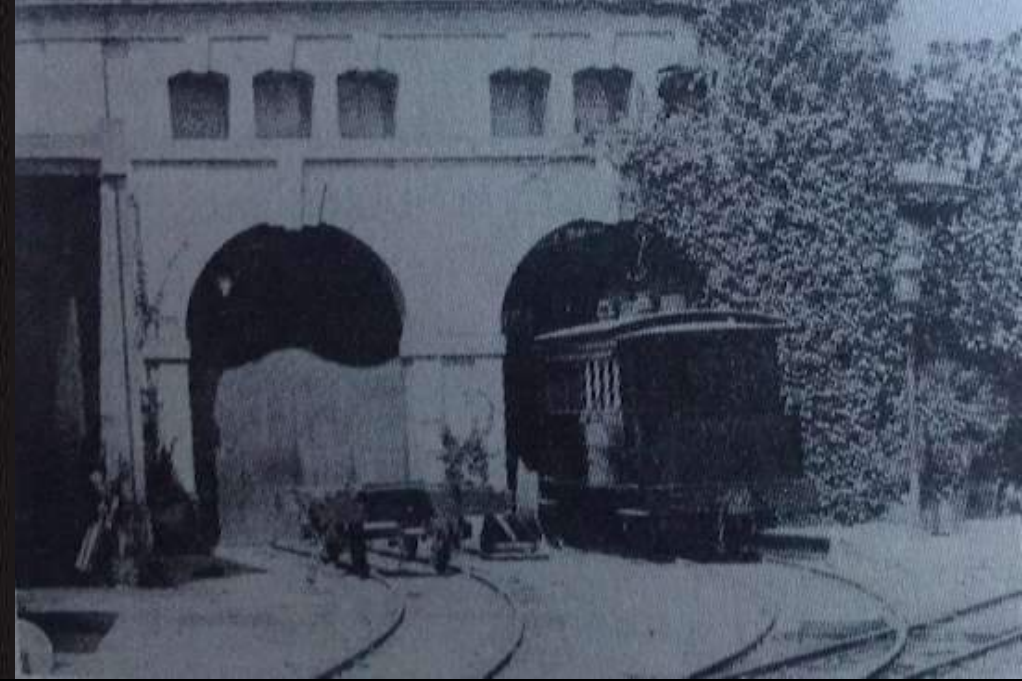


3.
TVET has often
been used to
make schooling
attractive to
students from
modest
backgrounds



4.
TVET often seen
as having a
'moral' mission





5.
Many attempts
to set up TVET
schools—and to
ensure **parity of
status** and
esteem



In the Woodwork Workshop



Woodwork Practice



Trade class—Qala
1906



6. The
powerful tend
to want
TVET...

Liceo - 1911



...but **not** for
their children

7.
A basic fact:
every time there
is a **choice** to be
made, **inequality**
and the
achievement
gap increase



the evidence

**Education
and
National
Development**

*Historical and
Critical Perspectives
on Vocational
Schooling in Malta*

Ronald G. Sultana



the evidence

Economic arguments:

- Too expensive to keep updated
- Rates of return to students generally lower
- Generic skills give higher rates of return
- Course-unrelated employment
- New economy requires different skills



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and
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- Problems with the 'relevant curriculum'
- Watered-down curricula
- Lowering of expectations
- Ghettos reinforcing anti-school culture
- Loss of benefits from peer effects
- Working class kids get working class jobs



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Ideological arguments:

- Problems with equity/social reproduction
- Reinforces division between hand and mind
- Generic vs specialised skills



Education
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Regardless of Its Form, Tracking is Inequitable, PISA Analysis Finds

By Holly Yettick on May 14, 2014 7:00 PM

Result of early tracking:

- With early tracking, **achievement gap increases** considerably between primary and lower secondary schools
- Effect of **family background** on individual student performance is weaker the later tracking takes place
- Equality of **opportunity** higher in school systems that have fewer school types
- Later tracking does not go hand in hand with a drop in **performance level**

a wicked problem

Keep all learners together,



but risk...

Separate in different schools,



but risk...

Same school, TVET option,



but risk...



a wicked problem

Keep all learners together,



but risk...

- Some disengage anyway
- Negative impact on learners
- Demotivates teachers

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Same school, TVET option,
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It all depends on:

- General policy environment
- Logic underpinning system
- Economic and cultural status of TVET
- Value of TVET on school and labour pathways
- Technological literacy part of core curriculum
- Ability and attitudes of teachers
- How well teachers are trained
- Social mixing in schools

...technological literacy...

Addressing the achievement

What works

What does not work

S

Addressing the



achievement



What works

- Commit to success for all
- Use excellent, motivated teachers
- Emphasise prevention
- Guarantee clear learning targets
- Remedial programs: a last resort
 - complement not replace
 - be intensive and temporary
 - have high expectations
 - give high status to participants
- Develop fast-paced curricula
- Use mastery-learning
- Involve parents and community
- Use one-to-one, peer tutoring

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What does not work

- Use pull-out programmes
- Develop "ghetto curricula"
- Reduce learning expectations
- Use remedial programmes without changing pedagogy
- Focus on remediation rather than prevention.
- Tackle learning problems at secondary rather than primary