Education and the Good Life: Beyond the National Curriculum

John Ponsford White; University of London
All about Education and the Good Life: Beyond the National Curriculum (The London education series) by John White. LibraryThing is a cataloging and social networking site for booklovers. An investigation of what we should be aiming at in education, and what concepts of the human being and the good society should lie behind our aims. The author compares the general aims of education for which he argues, with those which can be perceived to underlie the National Curriculum. (retrieved from Amazon Thu, 12 Mar 2015 18:22:35 -0400). 

Library descriptions. An effective National Curriculum therefore gives teachers, pupils, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It allows schools to meet the individual learning needs of pupils and to develop a distinctive character and ethos rooted in their local communities. And it provides a framework within which all partners in education can support young people on the road to further learning. Values and purposes underpinning the school curriculum Aims for the school curriculum The national framework and the purposes of the National Curriculum. The school curriculum and the National Curriculum: about key stages 1 and 2. Beyond 2000: Science education for the future The report of a seminar series funded by the Nuffield Foundation. EDITORS OF THIS REPORT Robin Millar Jonathan Osborne. CONTRIBUTORS Attendees at seminars. The National Curriculum separates science and technology. Research, however, suggests that many young people perceive the purpose of the scientific endeavour substantially in terms of its technological products. end-in-itself, which must provide both a good basis for lifelong learning and a preparation for life in a modern democracy. Its content and structure must be justified in these terms, The science curriculum from 5 to 16 should be seen primarily as a course to enhance general scientific literacy™.
Getting the National Curriculum right presents difficult choices and balances. It must be robust enough to define and defend the core of knowledge and cultural experience which is the entitlement of every pupil, and at the same time flexible enough to give teachers the scope to build their teaching around it in ways which will enhance its delivery to their pupils. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils to deal with difficult moral and social questions that arise in their lives and in society.


But we at Good Choices Good Life want to encourage young people to carefully consider their higher education opportunities. The schools and programs offer much greater freedom to students. While there are required courses, there is a tremendous amount of choice involved – the initial choice to continue your education, the choice of which program to enter and the choice of where to go. Most young people face important questions as they approach this point in life. Why continue your education beyond high school? What options are available? In this article series, we’ll delve into these, as well as other considerations young people should keep in mind when choosing an educational program, a school or an academic plan for their life.