

2.1. NEOLIBERAL EDUCATION

| | |
|------------------------------|---|
| | |
| SOCIETY: view of | <ul style="list-style-type: none"> ▪ Human nature is essentially <i>competitive</i> and this is how the world works ▪ It is therefore rational for each person to maximise their own personal benefits ▪ Economic rationality, i.e. competition, will bring appropriate benefits to all ▪ The state should thus be 'weak' and not interfere in the free market process ▪ By definition what is 'private' is good and what is 'public' is bad |
| PURPOSE: of education | <ul style="list-style-type: none"> ▪ To prepare students to fit into the existing neoliberal view of society ▪ To provide an internationally competitive workforce ▪ To legitimate this dominant view of society and its structures ▪ Education is <i>performance</i> driven and demonstrates its effectiveness by results |
| LEARNER: role of | <ul style="list-style-type: none"> ▪ The student's task is to fully engage in this process ▪ And therefore to <i>accept</i> given norms in school and society ▪ Finding one's place in existing social/economic structures of society |
| LEARNING: form of | <ul style="list-style-type: none"> ▪ Stress on competition by results, e.g. SATS and league tables ▪ Focus on 'surface' learning, i.e. knowing how to pass exams ▪ A mechanistic and behaviouristic view of learning based on <i>transmission</i> |
| TEACHER: role of | <ul style="list-style-type: none"> ▪ Requires the teacher largely to be an <i>instructor</i> and transmitter of knowledge ▪ Requires cognitive (as against affective) skills and managerial skills ▪ Requires a hierarchical and directive mode of working |
| SCHOOL: focus of | <ul style="list-style-type: none"> ▪ Schools that reflect this worldview will tend to be <i>formal</i> and standardised ▪ The latter is particularly reflected in adherence to a formal curriculum ▪ Many of these aspects of neo-liberalism can be observed in UK schools today ▪ Some features are very explicit whilst others are more implicit and hidden |

NB. Whilst summaries such as these oversimplify they do nevertheless highlight essential ideological differences