

# The first decade (1974–1983)

1

## An Introduction to Curriculum Research and Development

Stenhouse, L.

*London: Heinemann, 1975*

Based on the Humanities Curriculum Project, *An Introduction to Curriculum Research and Development* by Lawrence Stenhouse introduced the 'Process Model' of curriculum development, launched the 'Teacher as Researcher' movement and argued that curriculum development should be based on collaboration between universities and schools, a theme that BERA and the RSA were to return to in a report issued during BERA's 40th year, *Research and the Teaching Profession: Building the capacity for a self-improving education system*.

2

## Class Codes and Control; Volume 3: Towards a Theory of Educational Transmissions

Bernstein, B.

*London: Routledge and Kegan Paul, 1975*

In Volume 3 of his classic collection Basil Bernstein sets out to explore how the school, especially the secondary school, transmits its values to pupils, arguing that, "the child's response to the school is likely to transform the way in which he thinks and feels about his friends, his community and society as a whole".

3

## Interaction in the Classroom

Delamont, S.

*London: Methuen, 1976*

In *Interaction in the Classroom* Sara Delamont – one of the foremost scholars in the sociology of education – provides a classic and rich ethnography of school life, opening up the detail and nuances of classroom interaction.

4

## Learning to Labour: how working class kids get working class jobs

Willis, P.

*Farnham: Ashgate Publishing Limited, 1977*

In probably one of the best known books in the sociology of education, Paul Willis provides a definitive account of the roles played by social class and masculinity in the reproduction of educational inequality. *Learning to Labour* combines brilliant ethnography with theoretical sophistication to illustrate as the subtitle says how working class 'kids' get working class jobs.



5

## 15,000 hours: secondary schools and their effectson children

Rutter, M., Maughan, B., Mortimore, P. and Ouston, J.

*London: Open Books, 1979*

*15,000 hours* is regarded as a seminal study on the impact that schools have on young people and takes its title from the number of hours that they spend in them. As such, it helped to give rise to the modern school effectiveness and school improvement movements, albeit that these movements have not always led to strategies of which Michael Rutter, Peter Mortimore and their co-authors of *15,000 hours* would approve.

6

## Assessment, Schools and Society

Broadfoot, P.

*London: Routledge, 1979*

The words of Patricia Broadfoot's introduction to *Assessment, Schools and Society* might have been written at any stage in the last 40 years: "Often the more heated the debate about educational issues becomes, the more the real issues are obscured. A notable phenomenon at the time of writing is the concern about supposedly 'falling standards' and the demand for careful monitoring of the work of the nation's schools". Broadfoot goes on to argue that assessment practices provide one of the clearest measures of a society's expectations of its schooling system because "the aspects of pupils' performance that schools chose to assess reflect very clearly the functions (that) a particular educational system is required to fulfill".

7

## Inside the Primary Classroom

Galton, M., Simon, B. and Croll, P.

*London: Routledge and Kegan Paul, 1980*

In *Inside the Primary Classroom*, Maurice Galton, Brian Simon and Paul Croll explored the findings of the ORACLE (Observational Research and Classroom Learning Evaluation) study of teacher and pupil interaction in primary classrooms to paint a revealing and rich picture of life in the primary school. Maurice Galton, Linda Hargreaves, Chris Comber, Debbie Wall and Anthony Pell were to repeat the exercise 20 years later, with over two thirds of the schools originally studied being revisited.

8

## Origins and Destinations: family, class and education in modern Britain

Halsey, A.H., Heath A.F. and Ridge, J.M.

*Oxford: Clarendon Press, 1980*

*Origins and Destinations* is a theoretically informed quantitative analysis that uses data from the British Longitudinal Studies to show the enduring nature of educational inequalities in the UK. The study did much to influence Labour education policy and its impact can arguably be traced through to more recent policy innovations such as the Pupil Premium. Halsey and his colleagues' earlier work had done much to inform the move to 'comprehensivisation'. At a theoretical level, *Origins and Destinations* provides a good example of the 'Political Arithmetic' tradition in the sociology of education.



9

## A Sociology of Special Education

Tomlinson, S.

*London: Routledge, 1982*

Sally Tomlinson's classic text, *A Sociology of Special Education*, is widely regarded as a landmark in the policy and practice of special education. Applying a sociological analysis, Tomlinson describes provision for those that have special educational needs as being "permeated by an ideology of benevolent humanitarianism". She argues that while the then prevailing orthodoxy of distinct provision might have been "enlightened and advanced", it also represented "a social categorization of weaker social groups" (those defined as having special educational needs and their families) by "more powerful social groups" (teachers, social workers and other professionals). The various moves towards more inclusive approaches over the past 30 years owe much to Tomlinson's groundbreaking work.

10

## Invisible Women: The Schooling Scandal

Spender, D.

*London: Writers and Readers  
Cooperative Publishing Society, 1982*

Dale Spender's *Invisible Women* did much to open up debate about the experience and achievement of females in patriarchal classrooms and schooling systems, contexts in which the achievement of boys was more highly valued by teachers and others, and in which boys dominated classroom discourse, in spite of often being less diligent and less hard working than their female peers.

**The build-up to BERA's formation in the early 1970s was no less eventful than the decade as a whole. Edward Heath's government signified its intent regarding selection at 11 by confirming that LEAs would no longer be expected to submit plans to "go comprehensive", his Education Secretary, Margaret Thatcher, brought an end to free school milk in primary schools, and the school leaving age was raised from 15 to 16.**

11

## Religion, Education, and Employment: Aspects of Equal Opportunity in Northern Ireland

Cormack, R.J. and Osborne, R.D.

*Belfast: Appletree Press, 1983*

Robert Cormack and Robert Osborne's edited collection helped to shape political as well as research questions in Northern Ireland at the time.

12

## The pupil as scientist?

Driver, R.

*Maidenhead: Open University Press, 1983*

*The Pupil as Scientist* set out to give teachers and student teachers a better understanding of the thinking of young adolescent pupils in science lessons and to indicate the difficulties that such pupils have in understanding the more abstract or formal ideas with which they are presented. It is practical in its orientation, with the issues discussed illustrated through examples drawn from dialogue and observations made in science lessons.

