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COMPREHENSIVE EDUCATION: EVOLUTION, ACHIEVEMENTS AND NEW DIRECTIONS

Edited by Mark Hewlett, Richard Pring and Margaret Tulloch

This book is an invaluable contribution to educational thought, especially at a critical time as debate intensifies in the approach to the forthcoming Education Bill, Spring 2006. This book provides necessary intellectual underpinning: the results of research by the country's leading academics, and thoughtful analysis by experienced educationists.

Derived from papers delivered to a conference series at the University of Oxford, contributors were asked for their considered views and evidence regardless of whether they supported the idea of comprehensive education. It was not a pro-comprehensive political rally. The fact that the overall balance of argument is pro-comprehensive derives simply from weight of evidence.

Key questions are addressed:

What are the effects of selection, overt and covert?

Do comprehensive systems produce better results than selective systems?

Does variety, diversity and choice – as it currently operates - enlarge and equalise opportunity or create disparity, and disadvantage those who have no choice? Does choice really exist?

Why and how has Labour protected secondary modern and grammar schools and allowed their expansion?

What is comprehensive education: what does it really mean?

Are federations and collegiates the way forward?

If we're essentially concerned with what students learn isn't it time to rethink the curriculum which sells short the most able and is rejected by the least able?

This book is sponsored by CSCS (Centre for the Study of Comprehensive Schools), CASE (Campaign for State Education) and the University of Oxford Department of Educational Studies

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The search for high quality education for all

Introduction: Overview of themes and issues in the current context (January 2006)

Hewlett, M; Pring, R, Tulloch, M

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Judge, H, Brasenose College, Oxford
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Jesson, D, Centre for Performance Evaluation, University of York
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Edwards, T, Emeritus Professor of Education, University of Newcastle and Tomlinson, S, Senior, Research Officer, University of Oxford
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Gillborn, D, Institute of Education, University of London

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Tulloch, M, Campaign for State Education
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