

SES

SOCIETY FOR EDUCATIONAL STUDIES

EDUCATION REFORM LEGISLATION
IN A CHANGING SOCIETY
ANNUAL COLLOQUIUM

ORIEL COLLEGE
26–27 SEPTEMBER 2019
UNIVERSITY OF OXFORD

WWW.SOC-FOR-ED-STUDIES.ORG.UK



Welcome from the Colloquium Conveners

Welcome to the third annual Society for Educational Studies Oriel Colloquium. Following on from the success of the first two events, we would like to formally welcome you to this year's Colloquium titled 'Education Reform Legislation in a Changing Society'. This Colloquium intends to celebrate the many anniversaries of major Education Acts in the UK and internationally, with the key note presentations and seminar papers taking such dates as starting points for broader discussions on continuities and changes in legislation involving the regime of power, control and regulation of education. We hope that a number of papers will consider the international context and of the relationship between educational legislation and other social legislation and reform.

We also look forward to hearing from colleagues that have received funding from the Society under its '2020 Anniversary Awards' small grant scheme.

Professor Gary McCulloch

Institute of Education, University College London
Editor, *British Journal of Educational Studies*

Professor James Arthur OBE

University of Birmingham
Chair, Society for Educational Studies

CONTENTS

Welcome	2
Programmes	4
Key Note Speakers	5
Seminar Session List	8
Delegate List	10



Programme

Thursday 26 September 2019		
Arrival and registration	12.00noon–1.30pm	Porter's Lodge
Lunch	12.30–1.30pm	Hall
Welcome: Professor James Arthur OBE Chair, Society for Educational Studies	1.30–1.45pm	Harris Lecture Theatre
Key Note 1: Gary McCulloch	1.45–2.45pm	Harris Lecture Theatre
Tea	2.45–3.00pm	Harris Seminar Room
Seminar Session 1	3.00–4.30pm	
Key Note 2: William Richardson	4.30–5.30pm	Harris Lecture Theatre
Check into bedrooms	5.30–7.00pm	
Drinks Reception	7.00–7.30pm	Champneys Room
Dinner	7.30pm	Hall

Friday 27 September 2019		
Breakfast	8.00–9.00am	Hall
Seminar Session 2	9.00–10.30am	
Key Note 3: Stephen McKinney	10.30–11.30am	Harris Lecture Theatre
Coffee	11.30–11.45am	Harris Seminar Room
Seminar Session 3	11.45am–1.15pm	
Lunch	1.15–2.15pm	Hall
Key Note 4: Jane Martin	2.15–3.15pm	Harris Lecture Theatre
Tea	3.15–3.30pm	Harris Seminar Room
Key Note 5: Anne West	3.30–4.30pm	Harris Lecture Theatre
Plenary and Publications: Gary McCulloch	4.30–5.00pm	Harris Lecture Theatre
Close	5.00pm	

Keynote Speakers

Professor Gary McCulloch
Institute of Education,
University College London, UK
Chair: Professor James Arthur

Revisiting the Elementary Education Act of 1870–150 Years On: From Acts and Facts to a Social History of Compulsory Education

Abstract: Fifty years ago, the centenary of the 1870 Elementary Education Act was celebrated by many as this key legislation appeared to represent the founding of a national education system. As we approach the sesquicentenary of the Act, we must take heed of a radically changed reality. Historians of education have turned away from a preoccupation with 'Acts and facts' as their attention has moved from a top-down emphasis on educational reformers and structures towards the social interactions of pupils, teachers and schools. The educational world of the nineteenth century has become increasingly silent and distant as the focus of scholarship has become mainly confined to specialist studies of the twentieth century. What Harold Silver described in the 1970s and 1980s as the neglect of education in Victorian England has become much more obvious and profound. Meanwhile, the history of education has itself been thrust towards the margins of the study of education as a whole, even as it has burnished its credentials as a vital aspect of social history.

This lecture seeks to revisit the 1870 Act, this time not as a celebration of political and religious interactions at the apex of English society, but in terms of its contribution to our understanding of the schooling of society as a whole. It was educational legislation that underpinned the slow formation of compulsory education, not in any straightforward or linear way, but as itself part of social history. It was experienced and enacted not only in the Houses of Parliament, nor simply by William Forster in 1870 or Balfour and Morant in 1902, but, just as in our own time, through the bye-laws and in the localities where schools and parents had to interpret them, sometimes challenge them, and often bear their hidden consequences. The richness of the 1870 Act, and its continuing relevance in the 21st century, lie in its legacies for the social history of compulsory education.

Professor William Richardson
University of Exeter, UK
Chair: Dr. Tom Harrison

The public schools, nineteenth century legislation and the shaping of state maintained secondary education in England after 1902

Abstract: To what extent did the legal framework for post-elementary education in schools in the late nineteenth century shape the development of maintained secondary education in England after 1902? The short answer is: To a very great extent. In explaining why, this lecture will examine the conditions of legal and administrative reform under which a community of around 100 leading boys' schools developed in Britain from the Public Schools / Endowed Schools Acts of 1868–1869 to the Education Act of 1902. Central to this development was: the particular legal status of each school; how this was arrived at under charity law and whether, in each case, it resulted in financial stability; what was, nevertheless, held in common by a group of schools of quite different local cultures; how this mix of local particularity and wider shared values contributed to a powerful collective ethos; and how this culture was accepted in full by the ancient universities.

So influential was this ethos by the late 1890s that it shaped many of the assumptions as to how a national system of secondary schools in England – for girls and for boys – should be constituted, administered and funded under legal powers acquired by the Board of Education in 1899 and local education authorities in 1902. This was a settlement through which a range of political, ecclesiastical and educational interests were accommodated and where the main tension within each interest was the balance between autonomy and sustainable school finance. The effect of the nineteenth century boys' school reforms exerted a strong and lasting influence over both sides of 1902 settlement. On the one hand, it was the template against which the development of municipal secondary education was set; on the other, it served to complicate the self-governing equilibrium which had been achieved within the 'public schools community' by the 1890s. From now on the balance between autonomy and sources of revenue would become the fulcrum of concern

for those who made representations to central government on behalf the endowed schools – negotiations which achieved final clarity only in the late 1970s when the removal of the direct grant ended a century of state support and created the conditions in which an enlarged and revitalised independent schools sector would come to mirror more closely the evolving economic geography of twenty-first century Britain.

Professor Stephen McKinney
University of Glasgow, UK
Chair: Professor Hazel Bryan

The Education (Scotland) Act, 1918

Abstract: The two key education acts in Scotland in the late 19th and early 20th centuries were the Education (Scotland) Act, 1872 and the Education (Scotland) Act, 1918. The Education (Scotland) Act, 1872 represented an ambitious drive towards the establishment of a national system of schooling in Scotland that aimed to incorporate many of the existing schools, including the large number of Christian denominational schools. This was partly successful as many of the Church of Scotland and Free Church schools transferred. The Catholic and Episcopal churches were anxious that their schools would lose their denominational status and refused to join the state system and their schools remained independent. The new system was beset by persistent challenges: the focus was on primary schooling and insufficient focus on secondary schooling; the poverty of many of the families in industrial areas and the need for the children to work to contribute to the family income rather than attend school and an ongoing debate about the justice of the terms for the Church schools that had transferred and the lack of any compensation for the transfer. After long and protracted negotiation between the state and the Catholic and Episcopal Churches, the Education (Scotland) Act, 1918 provided another opportunity for these Churches to transfer their schools to the state funded system that allowed them to retain their denominational identity. This Act appears to alleviate the anxieties that they harboured at that time, yet there were to be further complex and problematic negotiations before the schools transferred in the late 1920s.

Keynote Speakers

Continued

Professor Jane Martin
University of Birmingham, UK
Chair: Dr. Richard Race

Telling Stories about Comprehensive Education: hidden histories of politics, policy and practice in post-war England

Abstract: Using individual narratives and testimonies this paper addresses the politics of legislative provision for comprehensive education with an emphasis on the 1940s to 1980s. It has two main concerns. First, focusing on the generation and circulation of comprehensive ideals, it maps out a related and overlapping set of personal and professional networks which join up central and local government, social movements, parents and the teaching profession. Second, it highlights the case of Caroline Benn (1926–2000), educational reformist and public intellectual. The American-born wife of Tony Benn (1925–2014, one of the most prominent post-war socialists in Europe), her own work was overshadowed and she was often sucked into controversy that diverted attention from her contributions to the zeitgeist of British public life as one of the leaders of the Comprehensive Education Movement. Reconstructing the story of Benn's public career life through oral testimonies and previously unused documentary sources, this presentation will offer a fresh reappraisal of a critical period in education politics and policy-making. It will be argued that Benn was an important propagandist and scholar, whose tenacious campaigning brought the causes she championed into the general culture.

Overall, the paper is concerned with 'the comprehensive ideal'. It will reflect on the relationship between political thought and actions and wider social and cultural change, offering a fresh reappraisal of the flourishing of 'radical' agendas in the 1960s and 1970s. This involves mapping the relationship between English educational legislation and other social legislation and reform to present a more balanced account of the history of

comprehensive schooling in England in this period and how it contributed to the shaping of the national education system in a changing society.

Professor Anne West
London School of Economics, UK
Chair: Professor Gary McCulloch

Legislative provision for early childhood education in England in the 20th century: From discretionary nursery education to universal early childhood education and care

Abstract: There is a paucity of research focusing on legislative provision for early childhood education in England in the 20th century. This is perhaps surprising given the major developments that took place during this period. In the early 20th century, state-funded nursery education was provided, at the discretion of local education authorities (LEAs), in nursery schools (or classes) for children whose home conditions were deemed unsatisfactory. By the end of the 20th century, 'nursery education' was universally available for four-year-olds and delivered by a 'mixed economy' of providers.

Just over 100 years ago, the 1918 Education Act gave LEAs the power to supply or aid the provision of nursery schools (or classes) for children 'whose attendance at such a school' was 'necessary or desirable for their healthy physical and mental development'. Over the following two decades, the development of nursery schools was slow. However, with the advent of World War II (1939–45) there was an expansion of nurseries, some of which subsequently became nursery schools. Following the 1944 Education Act, LEAs were given a duty to 'have regard... to the need for securing' the provision of nursery schools/ classes. Given local discretion, the distribution of nursery schools/classes was patchy. Although there were proposals for expansion in the 1970s, these were thwarted by the economic situation.

A significant change in thinking about the provision of early childhood education took place in the 1990s with the introduction, by the Conservative Government, of a nursery education voucher scheme. This was enabled by the 1996 Nursery Education and Grant Maintained Schools Act, which defined 'nursery education' as 'education provided for children (whether at schools or other premises)'. The voucher – for four-year-olds – could be used in state-maintained nursery schools, nursery or reception classes in primary schools, private and voluntary providers, or independent schools.

Although the voucher scheme was short-lived, the idea of universal early childhood education continued, with the subsequent Labour Government introducing an entitlement to nursery education – delivered by a mixed economy of providers – for all four-year-olds. Under the 1998 School Standards and Framework Act, the LEA was obliged to 'secure provision (whether or not by them) of nursery education' for children of the prescribed age. This paper provides a 'thick description' of legislative provision, and analyses the nature and extent of continuity and change over the course of the 20th century, focusing on issues such as government assumptions and ideas about the beneficiaries of early childhood education (targeted/universal provision); providers (nursery schools and classes/private, voluntary providers); and the role played by central and local government (powers/duties/funding).



Seminar Session List

Seminar Session 1

3.00–4.30pm
Thursday 26 September 2019

Harris Lecture Theatre
Chair: Dr. Mike Waring

- **Stephen Parker and Sophie Allen**
A Mediator Between the Old and the New? Archibald C. Tait, the Church of England, education policy formation, and the 1870 Education Act
- **Cathal O'Siochru and David Lundie**
The Right to Withdraw: Implications for parental withdrawal from Religious Education in England and Wales

MacGregor Room
Chair: Dr. Terri Kim

- **Roy Lowe**
The Charitable Status of Elite Schools: The origins of a national scandal
- **Jon Davison**
Class Acts: An examination of the discourse of UK Government educational documentation 1870–2020

Music Room
Chair: Professor Paul Croll

- **Sharon Clancy**
Adult Education Funding, Civil Society and the State: Boldness and compromise in the 1918 Education Act and the 1919 Report on Adult Education
- **Yinka Olusoga**
'A System of Beginning Early': Legacies of the 1870 Elementary Act and the 2006 Childcare Act

Seminar Session 2

9.00–10.30am
Friday 27 September 2019

Harris Lecture Theatre
Chair: Professor Jon Davison
Higher Education

- **Michael Fullard**
Teachers' Standards: The need to engage with character education
- **Julia Horne**
Mass Education and University Reform in the Late Twentieth Century
- **Heather Ellis**
Study Abroad, Cultural Diplomacy and Higher Education Reform in Post-War Britain

MacGregor Room
Chair: Professor Uvanney Maylor
Disabilities

- **Brahm Norwich**
From the Warnock Report (1978) to an Education Framework Commission: A novel contemporary approach to setting priorities for educational policy making for the diversity of pupils
- **Sharon Smith**
Parent participation and Special Educational Needs
- **Janet Soler and Mark Olssen**
Framing and Analysing: Learning disability and dyslexia: a recent history of educational legislative reform from a Foucauldian perspective

Music Room
Chair: Professor Helen Gunter
Education legislation

- **Tony Eaude**
An Analysis of the Changing Wording of 'Spiritual, Moral, Social and Cultural' Development in Education Acts in England Since 1918 and the Reasoning Behind These Changes
- **John Fowler**
The Decline and Fall of Local Education in 20 Acts of Parliament Over the Last 75 years
- **Sarah Younie and Marilyn Leask**
Lessons from the Bonfire of the Quangos: The case for legislation to provide checks and balances to the powers of the Secretary of State for Education

Seminar Session 3

11.45am–1.15pm
Friday 27 September 2019

Harris Lecture Theatre
Chair: Dr. Sarah Helawell
Higher education panel

- **Symposium: Georgina Brewis, Lara Green and Daniel Laqua**
University Access and Student Life in the Aftermath of the Great War: Local, national and transnational dimensions of the scheme for the higher education of ex-service students (1918)

MacGregor Room
Chair: Professor Mark Olssen
Schooling

- **John Fowler**
Government Control of School Education: A critical look at school funding since the Education Act 1944
- **Lottie Hoare**
Roger Noel Armfelt (1897–1955): Gatekeeper on educational reform in the mid-twentieth century?
- **K. Anna S. Olsson Rost**
Unintended but Always Significant? A re-examination of the consequences of national education reform on local developments in the pioneering comprehensive schooling



Delegate List

Sophie Allen
Newman University, UK

Professor James Arthur
University of Birmingham, UK
Society for Educational Studies, UK

Professor Gaynor Attwood
University of the West of England, UK

John Blake
Society for Educational Studies, UK

Dr Georgina Brewis
University College London,
Institute of Education, UK

Professor Hazel Bryan
University of Huddersfield, UK

Jacob Byrne
University of Birmingham, UK

Dr Sharon Clancy
University of Nottingham, UK

Professor Paul Croll
University of Reading, UK

Jon Davison
University of Greenwich, UK

Marc J Deegan
Society for Educational Studies, UK

Dr Tony EAUDE
Independent Researcher

Dr Heather Ellis
University of Sheffield, UK

Danielle Edwards
University of Birmingham, UK

John Fowler
Society for Educational Studies, UK

Catherine Freeman
University of Greenwich, UK

Michael Fullard
University of Birmingham, UK

Lara Green
Northumbria University, UK

Professor Helen Gunter
University of Manchester, UK

Dr Tom Harrison
University of Birmingham, UK

Dr Sarah Hellawell
University of Sunderland, UK

Dr Lottie Hoare
University of Cambridge, UK

Professor John Holford
University of Nottingham, UK

Professor Julia Horne
University of Sydney, Australia

Dr. Ramesh Kapadia
Society for Educational Studies, UK

Dr Terri Kim
University of East London, UK

Dr Daniel Laqua
Northumbria University, UK

Professor Marilyn Leask
De Montfort University, UK

Professor Uvanney Maylor
University of Bedfordshire, UK

Roy Lowe
Society for Educational Studies, UK

Professor David Lundie
Liverpool Hope University, UK

Professor Jane Martin
University of Birmingham, UK

Professor Gary McCulloch
University College London,
Institute of Education, UK
Society for Educational Studies, UK

Professor Stephen McKinney
University of Glasgow, UK

Dr Marlon Moncrieffe
University of Brighton, UK

Dr Vadna Murrell-Abery
Society for Educational Studies, UK

Dr Kristen Nawrotzki
Heidelberg University, Germany

Professor Brahm Norwich
University of Exeter, UK
Professor Mark Olssen
University of Surrey, UK

Dr Anna Olsson Rost
Manchester Metropolitan
University, UK

Dr Yinka Olusoga
Leeds Beckett University, UK

Dr Cathal O'Siochru
Liverpool Hope University, UK

Alan Parker
Society for Educational Studies, UK

Professor Stephen Parker
University of Worcester, UK

Professor Richard Pring
University of Oxford, UK

Dr Richard Race
University of Roehampton, UK

John Reilly
Kent County Council, UK

Professor William Richardson
University of Exeter, UK

Deborah Sabric
University of Roehampton, UK

Sharon Smith
University College London,
Institute of Education, UK

Dr Janet Soler
Open University, UK

Aidan Thompson
University of Birmingham, UK
Society for Educational Studies, UK

Dr Mike Waring
Loughborough University, UK

Professor Anne West
London School of Economics
and Political Science, UK

Dr Susannah Wright
Oxford Brookes University, UK

Min You
University College London,
Institute of Education, UK

Professor Sarah Younie
De Montfort University, UK



SES

SOCIETY FOR EDUCATIONAL STUDIES

www.soc-for-ed-studies.org.uk



Designed and printed by

UNIVERSITY OF
BIRMINGHAM

creativemedia