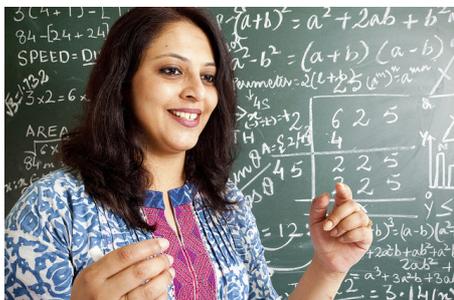




## Chasing targets?

Edmond Holmes



The more successful the teacher is in keeping up with the examiner, the more fatal will his success be to his pupils and to himself. In the ardour of the chase he is being lured on into a region of treacherous quicksands; and the longer he is able to maintain the pursuit, the more certain is it that he will lose himself at last in depths and mazes of misconception and delusion. It is only by stripping himself of his own freedom and responsibility that the teacher is able to keep pace with the examiner, and each turn or double that he makes involves a fresh surrender of those prerogatives.

In consenting to work on a prescribed syllabus he has given up the idea of planning out his work for himself. In attempting to adapt...his teaching to the questions set by the examiner, he is allowing the latter to dictate to him, in the minutest detail, how each subject is to be taught. In other words, in order to achieve the semblance of success, he is delivering himself, mind and soul, into the hands of the examiner, and compelling the latter, perhaps against his will, to become a Providence to him and to order all his goings. This means that his distrust of himself is as complete as his distrust of the child, and that his faith in the efficacy of mechanical obedience has led him to seek salvation for himself, as well as for his pupils, by following that fatal path.

(P63-64, 1911)

Apologies for the he/man language... no "his or her" in those days. RC Quotation from "What is and What Might Be: A Study of Education in General and Elementary Education in Particular" written in 1911 by Edmond Holmes who had been Chief Inspector of Elementary Schools in 1905:

<http://www.educationengland.org.uk/documents/holmes/index.html>



## Masters

For those of you who are interested in further study at the IoE including using your M-Level credits towards a Masters degree, this is a reminder that the student advice evening will take place on **Wednesday 23 March, 4.00 – 7.30pm** at the Institute of Education. You can drop in any time between 4.00 – 7.30pm. Please go to the foyer area on Level 4 in the first instance as this is where the registration will take place. Further information is available at [www.ioe.ac.uk/open](http://www.ioe.ac.uk/open)

## LATEST JOBS:

- **Globe Academy**
- **Ashcroft Tech. Academy**
- **Evelyn Grace Academy**
- **Drapers' Academy, Romford**
- **City of London Academy**
- **Woodcote High School**
- **Coombe Girls' School**
- **Putney High School**
- **Carshalton High School**

## JAPANESE EARTHQUAKE RELIEF FUND



As you are all aware, an earthquake measuring magnitude 9.0 hit Japan on 11 March, 2011. Reports suggest that over 20,000 people have died or are missing, although it is feared the total number of dead could be far higher (as of 20/03/2011). A group of Japanese students from several UK colleges have launched a fund-raising initiative to support The Japanese Red Cross Society in assisting the earthquake victims.

Your donation will help disaster victims rebuild their lives and their communities. Any amount, no matter how small, will be greatly appreciated. Please join the recovery effort by visiting:

<http://japanearthquakerelieffund.jimdo.com/about-this-site/>

## Here come the girls

In the first of two articles examining the role of single-sex education Denise Lodge celebrates its success.

Girls' over-achievement at school is such a success story we should be proclaiming it from the highest heights.

The success is visible in the league tables that the press use to rank schools based on their GCSE and A-level results. It is the single-sex schools that have consistently dominated the tables for years. And it's the girls' schools that occupy the premier positions.

In independent schools, students in girls' schools score higher than girls in co-ed schools. Look at statistics from the past four years: GCSE A\*-C, GCSE A\*-A and A-level A-C, the figures are 98 per cent, 66 per cent and 93 per cent in girls' schools compared with 94 per cent, 53 per cent, and 89 per cent for girls in co-ed schools.

At A-level in 2005, girls in independent schools took 52 per cent of the A grades while girls in independent co-ed schools took just 42 per cent. In Mathematics, Physics, English and French in girls' schools they scored 70 per cent, 54 per cent, 54 per cent and 54 per cent but the girls in co-ed schools scored 62 per cent, 44 per cent, 38 per cent and 42 per cent. Clearly, it's a phenomenon.

So, yes, girls do over-achieve, if they are in a school that specialises in the education of girls. Parents with both sons and daughters know that they learn in different ways. Learning and discovery are emotional as well as intellectual activities and it is only in schools that take this into account that girls will thrive and fulfil their potential.

The girls of today will be the leaders of tomorrow and parents believe that there should be no limits on their ambitions, either professionally or personally. The world of employment, however, is not always so enlightened and there are sticky floors and glass ceilings that need to be dealt with. At girls' schools the girls are shod with Teflon feet and tough heads and prepared for the positions of authority.

There is no sex stereotyping regarding subject choice in girls' schools. A survey in 2004 showed that in girls' independent

schools compared with all girls elsewhere, including co-ed schools, 70 per cent more girls took A-level maths, 90 per cent more took physics or chemistry and 80 per cent more studied modern languages.

Outside the school gates girls get plenty of opportunity for living in the real world. Yet it can be a relief for girls to know that, after a weekend packed with social fun, they don't have to deal with boys on Monday morning.

Parents who are rightly ambitious for their children will therefore avoid the mistake of sending their girls to Dad's old school because it is simply not geared to the right kind of schooling that should nurture their girls and prepare them for the world outside.

The enlightenment that is found in girls' schools does not always spread to universities. It is to be hoped that the good practices that we employ could be spread

**Parents with both sons and daughters know they learn in different ways. Learning and discovery is an emotional as well as intellectual activity**

into some university establishments and into the world of work.

The current financial situation could perhaps have been avoided if more women had been employed on the boards of FTSE 100 companies. A more reasoned voice could have reduced the overt risk-taking in the worlds in which gambling with ordinary people's savings seems to have become acceptable.

Girls' schools are successful in producing girls who are superb over-achievers. The pressure should now be on the universities and on the employers to do the decent thing for their young women too – our country needs it.

### About the author

Dr Denise V Lodge is the Head of Putney High School GDST, has taught in co-ed and girls' schools, independent and maintained, and attended a co-ed and a girls' school, both independent and maintained

## Elite: forget GCSE, go straight to A-level

### TES

Ministers are considering giving state schools the freedom to bypass GCSEs and fast-track bright pupils straight to A-levels, The TES has learnt.

"We are considering much greater freedom for schools to accelerate bright kids past GCSE to do either A levels or pre-Us and introducing league table measures that capture that and reward schools for it, not penalise them," a source close to the education secretary said. The source points to Singapore where they say around a fifth of pupils take A-levels without any intermediate national exams.

Brian Lightman, ASCL general secretary, said: "This would have to be thought out very carefully because at the moment GCSEs are considered for university entrance and by employers. Bypassing GCSEs would lead to a curriculum that was either extremely demanding or very narrow."

Some state secondaries in England already have under-16s studying for AS- levels but must still also enter them for GCSEs at some point.

The government source said: "We want a league table system that doesn't disincentivise schools from doing what they think is in the best interests of the kid.

"If, for example, you said a group of pupils in the top set in maths were going to skip GCSE and go straight to AS-level then we want to make it clear that they have done a great job. At the moment they would all score zero."

## PUZZLE –

It takes two gardeners 8 days to mow a lawn. One is lazy and one is energetic. The energetic one would take 12 days if he mowed it by himself. How many days would the lazy gardener take to mow it by himself?

ISSUE 6 SOLUTION:  
3.6 KM/H

## NOTES:

