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**РЕФОРМИ СЕРЕДНЬОЇ ОСВІТИ У ВЕЛИКІЙ БРИТАНІЇ:  
ДОСВІД РЕАЛІЗАЦІЇ КОМПЕТЕНТНІСНОГО ПІДХОДУ  
У НАВЧАННІ УЧНІВ СТАРШИХ КЛАСІВ**

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У статті розглядається проблема шкільного реформування у Великій Британії, починаючи з 2002 року по сьогоднішній день. Здійснюється аналіз досвіду проведення реформ державних середніх навчальних закладів Великобританії в рамках реалізації компетентнісного підходу, їх позитивний та негативний результати.

**Ключові слова:** реформування середньої освіти, інноваційна діяльність, творчий розвиток, компетентність, компетентнісний підхід.

**РЕФОРМЫ СРЕДНЕГО ОБРАЗОВАНИЯ В ВЕЛИКОБРИТАНИИ:  
ОПЫТ РЕАЛИЗАЦИИ КОМПЕТЕНТНОСТНОГО ПОДХОДА  
В ОБУЧЕНИИ УЧЕНИКОВ СТАРШИХ КЛАССОВ**

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В статье рассматривается проблема школьного реформирования в Великобритании, начиная с 2002 года по сегодняшний день. Осуществляется анализ опыта проведения реформ государственных средних учебных заведений Великобритании в рамках реализации компетентностного подхода, их положительные и отрицательные результаты.

**Ключевые слова:** реформирование среднего образования, инновационная деятельность, творческое развитие, компетентность, компетентностный подход.

## **SCHOOL REFORMS IN THE UK: REALISATION OF COMPETENCE APPROACH IN TEACHING STUDENTS AT THE KEY STAGE FOUR**

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The article reveals the problem of school reforms in the UK that has been starting since 2002. The paper also analyses the experience of state school reforms and their positive and negative results in the frame of competence approach.

**Keywords:** school reforms, innovative activity, creative development, competence, competence approach.

Nowadays educational sphere undergoes important changes. In many countries around the world there is a disparity of educational system to objective requirements of contemporary epoch. This is the reason of intensive educational reforming that has global character last ten years.

There are important changes in the structure and the content of education in Secondary schools. New tendencies in the theory and practice of English secondary school working were induced new social and economical conditions and they reflect difficult processes of contemporary development of this country.

Education in UK almost wasn't under control of Government and all educational plans and programs left in schools' conducting. Compulsory secondary education was introduced only in 1944 but even then a range of subjects and exams in some schools could have significant differences. Only in 1988 school teaching in UK was brought to common standard. Compulsory for all state educational institutions of the country teaching program was appeared - «National Curriculum». There was some freedom of actions in schools, for example, they could add some additional subjects to state program. There was brought a set of compulsory exams together with educational plans. They could be current and final. Right then the GCSE (General Certificate of Secondary Education) and A-Level exams were appeared in schools.

In England legal educational regulation at legislative level is produced by vast quantity of Acts and a part of which was repealed or it is just

irrelevant. At the same time works for consolidation and codification at state level are conducted at a slow pace.

Nowadays Education Act 1996 for UK is a basic normative legal act in the educational sphere. But new governmental plan in England (DfES 2003) offers some changes in existing educational system. An aim of these changes is to build in the future more flexible teaching plan and educational structure for all students that get secondary education, and in this way to create bigger opportunities for education by individual programs.

The state has gradually expanded its role in education. There are Sure Start centres, the Early Years Foundation Stage curriculum, school curricula that tell teachers how to teach, targets on community cohesion and spiritual and cultural development and weekly cash payments to encourage 17 and 18 year olds to stay in school.

We have become used to the idea that the state should do increasingly more in education, in terms of both prescription and provision. This has come at a significant cost, with per pupil funding now more than double the level of 1997-98. The danger is that all this activity distracts from what really matters – children learning the knowledge and skills they need to go on to bigger and better things.

It is time to consider what the state can and should provide. The state is withdrawing from some parts of education – notably through the introduction of tuition fees in higher education. The new Government should take the fiscal crisis as an opportunity to refocus state education on what it should be about – giving every child the start in life that will allow them to go on to great things.

We should be ambitious for education. But we should also not make the mistake of assuming it can do the work of a whole society. Almost all established academic subjects, well taught, develop invaluable skills and impart invaluable knowledge. Almost all established academic subjects have exceptional significance in an educational system that aims to prepare young people for life and work (not one or the other). Well-taught and well-conceptualised, those subjects give the student the capacity, apart from anything else, to learn how to learn. Education is not about learning skills in the abstract, though it is about skill; it is not about learning knowledge in the abstract, though it is about knowledge. An education that is overwhelmed

by techniques, by defined and confined skills, risks becoming quickly out of date. The ability to carry on learning and developing is a companion for life, and it is essential for us all in enabling us to meet the challenges of a changing society, a changing workplace, and a changing nation.

Education works best where there is passion, encouragement, and expertise. Education delivers most where it is believed in, and where institutions, teachers, and leaders, know it has a transformative power. Education works best, too, where institutions are ambitious for their students, but not oppressive in over-burdening assessment, in regulation, in expectation. In an environment that tries to define in exhaustive detail exactly what can and should be achieved in a class room, the surprise and passion of education can be stunted into routine and judged by false standards of what constitutes success. Education is partly a science, partly an art — but it also needs some alchemy. It is worth educators becoming students themselves every now and again. Doing this helps re-invigorate an understanding of what we can do as teachers, and affirm how central passion, encouragement, and expertise are. How flat the word “competence” sounds. And yet how important it is.

Education can transform, but it cannot transform everything. It cannot entirely mend what it did not break. A country that puts faith in education is wise. But one that puts too much faith in it may be trying to shift attention from social problems that education alone cannot change.

In 1988 in England and in Wales there were introduced legislatively accepted National Curriculums where it's noted what students have to study and which knowledge they need to have by the results of such studying. According to these Curriculums 80 % of pupil's school hours are regulated and 20 % are used by school's mind.

There are four key stages of studying in National Curriculum:

- Key stage 1 – to 7 years old;
- Key stage 2 – 7-11 years old;
- Key stage 3 – 11-14 years old;
- Key stage 4 – 14-16 years old.

At key stage 4, there are fewer compulsory National Curriculum subjects: English, mathematics, science, ICT, PE and citizenship. In addition, there are statutory ‘curriculum entitlement areas’ which are: the arts, design

and technology, the humanities, and modern foreign languages. Schools must provide access to a minimum of one course in each of the four entitlement areas. Drug, alcohol and tobacco education is a statutory part of the science curriculum at key stages 3 and 4. It is often delivered as part of a wider personal, social and health education (PSHE) and citizenship program.

Careers education is also compulsory at key stages 3 and 4. Work-related learning is a statutory requirement at key stage 4. The secondary curriculum for key stages 3 and 4 has recently been revised and a new curriculum began to be introduced for students in year 7 (ages 11 to 12) in September 2008, with full implementation due in September 2010. Functional skills and personal, learning and thinking skills (PLTS) are embedded in the revised secondary curriculum.

The National Curriculum does not apply to students in post-compulsory education. There are no compulsory subjects at this level. Students choose courses of study from the range offered by the school or further education college depending on the qualifications they seek. An increasingly wide range of academic and vocational qualifications is available in schools and further education colleges.

By 2013, as part of the reform of 14 to 19 education, the Government plans to create a more streamlined and understandable qualifications system based on four nationally available qualifications routes:

- GCSEs and A-levels
- Diplomas
- Apprenticeships
- Foundation Learning programs (for young people and adults working at entry level and level 1 of the National Qualifications Framework, e.g. entry level qualifications).

The Learning and Skills Act 2000 provided for the establishment of the Connexions Service. The Connexions Service is intended to be a universal service for all young people aged 13 to 19, but it gives particular attention to young people who are disengaged, or at risk of becoming disengaged from education and training. Under the Education Act 1997, schools are required to give careers advisers from the external service – usually Connexions personal advisers (PAs) – access to pupils to provide careers guidance. Schools are also required to work with careers services to ensure that pupils

have access to materials providing careers guidance and to a wide range of up-to-date reference materials.

Schools must provide a planned program of careers education within the curriculum in years 7 to 11 (ages 11 to 16). Careers education is designed to give young people the skills they need to manage their own careers, and to be able to investigate learning and career opportunities; make informed judgements about learning and career options; understand how these choices will help them to achieve their aspirations and enable them to successfully manage key transition points.

Schools must also include work-related learning in the curriculum for all pupils in key stage 4 (age 14 to 16). Work-related learning is linked to careers education but is wider in its scope.

Although both careers education and work-related learning are statutory requirements, they stand outside the National Curriculum and are not subject to statutory programs of study or assessment arrangements. Non-statutory guidance and frameworks are in place.

The Connexions Service is available for all students in post-compulsory education (aged 16 to 19), whether they attend a sixth form in a secondary school or a further education college. It provides careers services, youth services and other statutory and voluntary services for young people.

The challenge for the next ten years is to spread this kind of activity from the few pioneers throughout the whole system. Every school will have to work with others in a deep and effective way. Top-down surveillance and control must be replaced with mutual surveillance and control. Several things must fall into place for this to happen. Excellent school and system leaders are an essential component; improvements in leadership and management training for teachers are promising but more needs to be done. School governance is also crucial and the existing model simply isn't working in many schools. Another part of the picture may be system leaders with a moral commitment to look beyond the boundaries of their school and adopt responsibility for the whole system. But ultimately, the school system responds to incentives (just look at the impact of league tables), so the incentives must exist in the system to make schools seek support, engage in networks and collaborate to improve the quality of what they do. The most efficacious incentive for this behaviour is proper accountability to parents in the form of genuine

school choice. To really create a self-led, self-improving system, to reach even the most stubbornly underperforming school and the most reluctant headteacher, this driver is needed. It will then be in every school's interest to work in this way because the evidence shows that this kind of collaboration improves every school, even the high-performing ones who are doing the supporting. Whether it happens depends on whether government is willing to give parents the power to demand it.

A lot of educationalists consider that British social, economic and cultural future relies upon schools that ensure young people develop, learn, and fulfil their potential. The pressure on British schools to improve is therefore unrelenting. Increasingly, the consensus is that putting communities in control of the schools that educate children should be at the heart of reform; the passion people feel for education should be harnessed to achieve schools that are focused on children and best equipped to deliver the education that modern British society demands.

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