

NEOLIBERAL EDUCATION POLICY:

The privatisation of education and educators

SEMINÁRIO INTERNACIONAL: OS DIFERENTES MODOS DE
PRIVATIZAÇÃO DA EDUCAÇÃO NO MUNDO E AS ESTRATÉGIAS
GLOBAIS E LOCAIS DE ENFRENTAMENTO

Dr. Antonio Olmedo

Reader in Education Policy, University of Roehampton

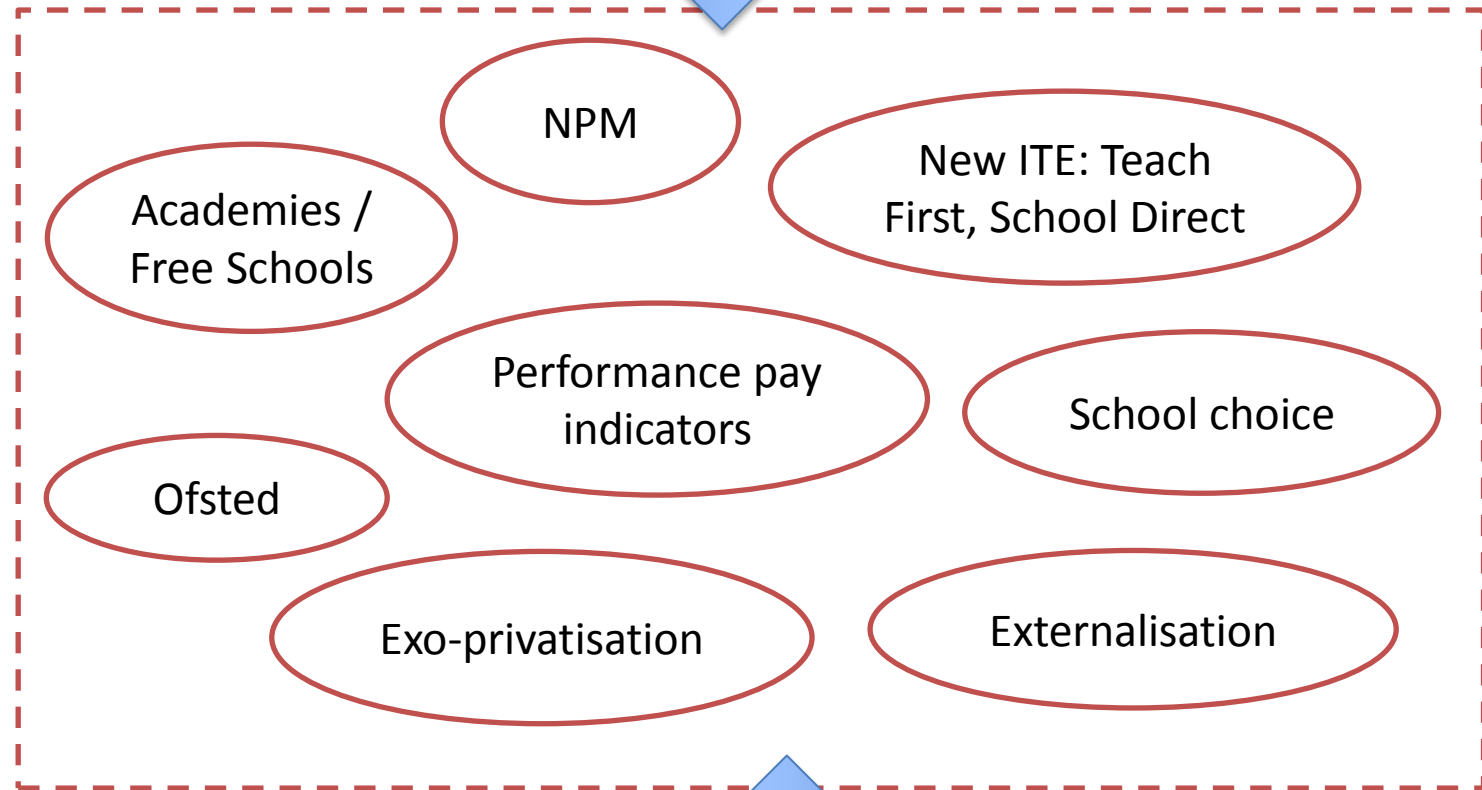
Honorary Reader, UCL Institute of Education

a.olmedo@roehampton.ac.uk

“So this party is clear. Just enough is not good enough. That means no more sink schools - and no more ‘bog standard’ schools either. We’re waging an all-out war on mediocrity, and our aim is this: the best start in life for every child, wherever they’re from - no excuses.”



'N'eoliberalism



'n'eoliberalism

Academies/free schools:

- Free from local authority control (manage budget and curriculum)
- Nicky Morgan: “speed up the process” - new role of the state as “facilitator”
- Do not adhere to union agreements
- Changes in the teaching force: unqualified teachers
- Creation of big chains of Academies/free schools
- OFSTED inspects schools but not the practices of the chains at higher levels

Ark

**FUTURE
ACADEMIES**



David Ross Education Trust
Broadening Horizons

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Foucault: “Not everything is bad, but everything is dangerous”

Freire *Charter School*
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Who is Paulo Freire?

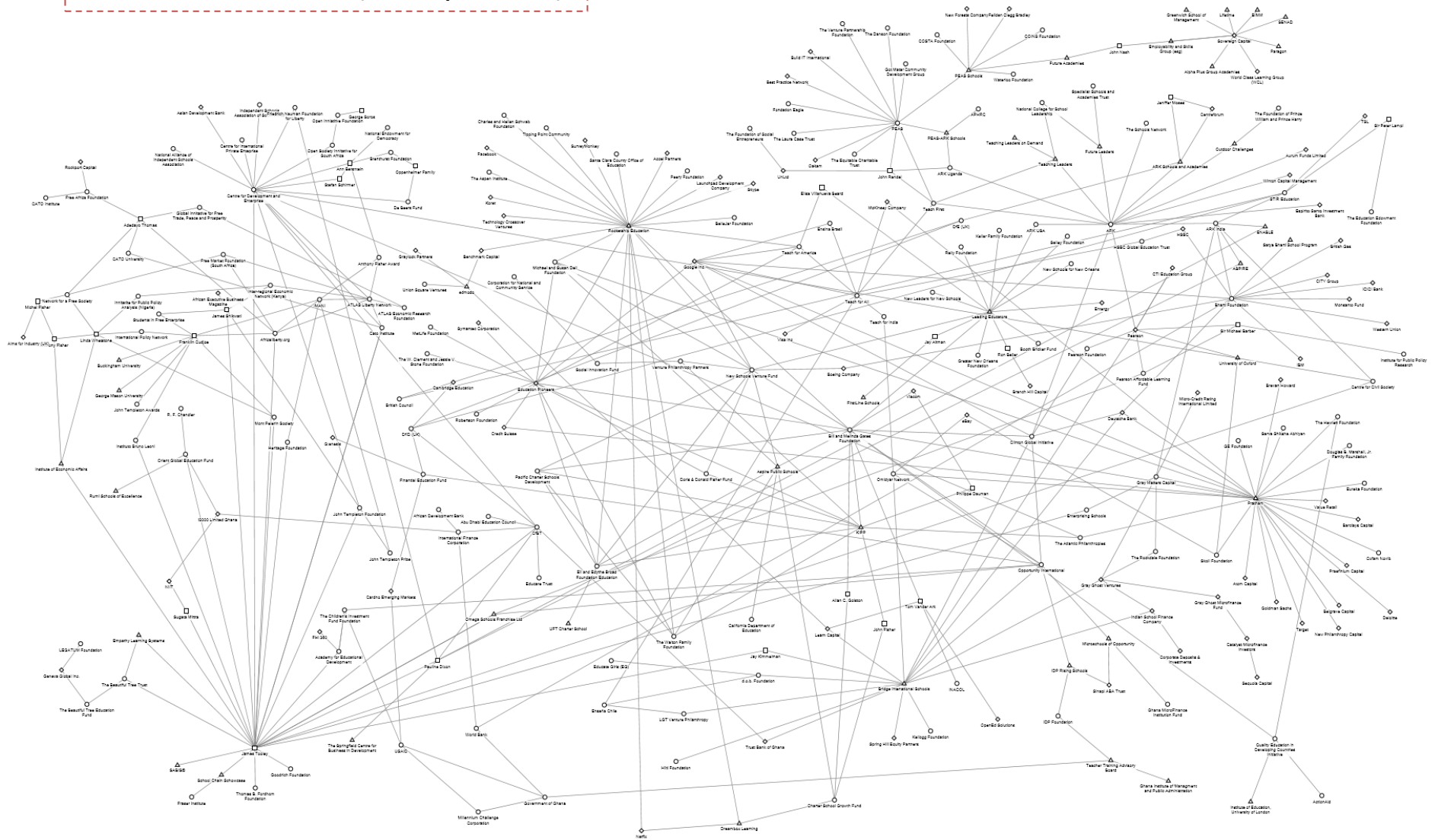
So, why a name so unique? While our name might be often mispronounced (we say Free-air-ee), we selected it because the educator, Paulo Freire, is a philosopher whose ideas inspired us to be a different kind of school. Paulo Freire believed in the value of a classical education (liberal arts and sciences) yet argued that most schools failed to provide such learning in an effective manner. In his mind, most schools instead promoted the values of the dominant class, creating a “culture of silence” where underserved individuals were deprived the means to think critically about their place in the world.

Paulo Freire was a Brazilian educator and theorist who wrote several influential books, most notably *Pedagogy of the Oppressed*. Though he is most known for his progressive theories in this book, Freire spent much of his early life working on literacy with peasant farmers in Brazil. His dedication to provide the underserved with the necessary tools to reach liberation is his legacy.

Along with his contemporaries, like John Dewey, Freire pushed teachers and administrators to reconsider their role in learning. Are students vessels, needing only to be passively filled with facts and numbers to achieve competency? Or, are they active participants in a process built on equality, diversity, and critical thought? It was, and is, novel to consider students as learners *and* teachers.

The problem of accountability...

“Policentric state” (Jessop, 2002)



New actors

Corporate Social Capitalism: investments that address social challenges and result in sustainable business (Tony Frisca, ARM Research inc, 2009)



'Philanthrocapitalism' (Edwards, 2008) / **'Performance philanthropy'** (Thurman, 2006):

- new 'economic rationalization of giving' (Saltman, 2010)
- 'do more with less' / 'do good and have their profit, too'
- '*correcting* for' to '*connecting* to the market' (Brooks et al., 2009)
- "New moralisation of economic action" (Shamir, 2008):

"new division of labour (...) between governments, businesses, charitable NGOs, and philanthropists" in order to solve "the stagnant problems of the world"

(Bishop & Green, 2010, p. 12).

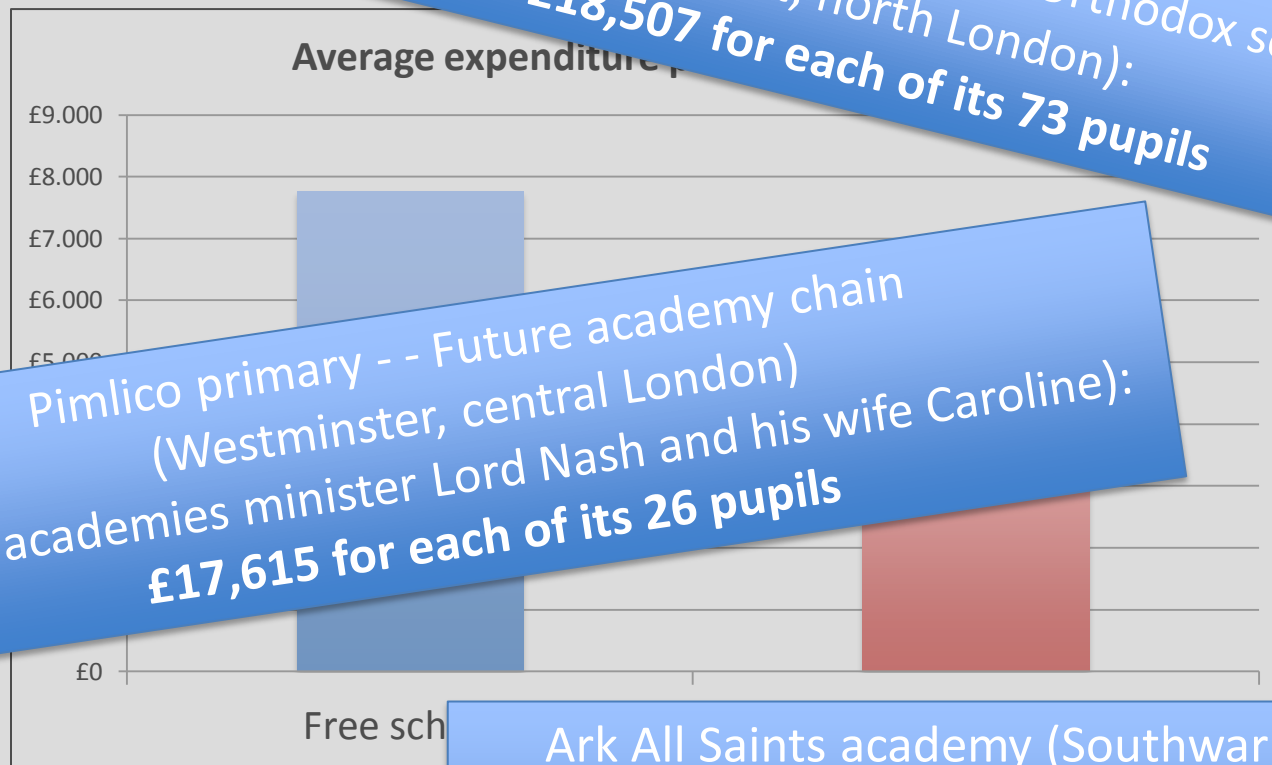


Gera is a Brazilian investment company **focused on education**. We invest in high **potential entrepreneurs** with the **dual objective** of creating substantial impact on education while delivering **attractive financial results**.

Gera aims to scale the model from 9,000 students up to 100,000 students — barely a dent in a country with 50 million children. Scaling private-sector initiatives is not the ultimate solution, but these for-profit models can provide a design the government can then follow to offer a solid education at a low cost. Gera believes the private and public sectors will work together and develop many synergies. The government has already begun to move in this direction, but the challenge remains enormous. For Falcão, this is a “20- to 30-year play.”

The problem of equity...

St Andrew the Apostle Greek Orthodox school
(Barnet, north London):
£18,507 for each of its 73 pupils



Pimlico primary - Future academy chain
(Westminster, central London)
(run by academies minister Lord Nash and his wife Caroline):
£17,615 for each of its 26 pupils

Ark All Saints academy (Southwark, south London):
£19,420 per pupil

The problem of rationale / responsibility...

2010...



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2 July 2013 Last updated at 17:47 [Share](#) [f](#) [t](#) [e](#) [p](#)

Profit-making academies ruled out by government

By Hannah Richardson
BBC News education reporter

The Department for Education has strenuously denied it has plans to allow academies and free schools to make a profit.

A document seen by the BBC suggests its most senior civil servant has proposed reclassifying academies as private firms, which some say could potentially allow them to make a profit.

Currently the state-funded, privately run schools cannot pocket any surplus.

The DfE says it is not planning to change that.



Primary schools are also being encouraged to convert to academy status

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Cash for classrooms: Michael Gove plans to let firms run schools for profit



Exclusive: Details leaked by Department for Education insiders concerned that he is going too fast and too far

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Parents could run State schools for profit under Tory plan

The Conservatives are drawing up plans which would allow parents to make a profit by running State-funded free schools



Steve Baker MP for West Wycombe

By **James Kirkup, Political Editor**
7:00AM GMT 18 Nov 2013

24 Comments

Parents would be allowed to make a profit by running State-funded schools under plans being drawn up for the Conservative manifesto.

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25 January 2012 Last updated at 15:01

Breckland Free School in Suffolk approved by government

A free school in Suffolk will open for 300 pupils in September after plans were signed off by the government.

Michael Gove, Secretary of State for Education, approved the application for Breckland Free School on Tuesday.

The private, profit-making Swedish company IES UK has won a £21m contract to run the school, to be known as IES Breckland, for 10 years.



The free school supporters from Brandon, Suffolk, took their proposals to Westminster


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Jan 2014... Academies not-for-profit???



Breaking news






All the latest education news for teachers and school leaders, brought to you by the TES editorial team






England's biggest academy chain to bring in private sector to run schools

Started by: R. Vaughan1 31-1-2014 • 16:50





The country's largest academy chain, Academies Enterprise Trust (AET), is considering outsourcing most non-teaching roles to private companies in a deal worth up to £400 million.

The 10 year contract would include school business managers, librarians and IT staff as well as a range of back office positions such as HR, finance, and secretaries.

Headteachers, teachers and teaching assistants would be the only roles not affected by the move.

Lack of transparency and alleged fraud

The Academies Enterprise Trust runs 80 schools and has been barred from taking on more because of concerns about over-expansion. It paid nearly £500,000 into the private business interests of its trustees and executives over three years for services ranging from project management to HR consultancy, although a spokesman at the time said it had followed all the correct procedures.

One witness interviewed by the academics described an academy headteacher who had spent £50,000 on a one-day training course run by a friend. Another cited the chairman of a multi-academy trust who used his company to provide all legal services for the trust.

The founder of one of the country's first free schools, Kings Science Academy in Bradford, and two of its senior members of staff are set to go on trial next year.

The three, all of whom have pleaded not guilty, are alleged to have made a series of unauthorised and unlawful payments into the personal bank accounts of the former principal, Sajid Raza, and of Shabana Hussain, a former head of department, out of a grant provided to the school by the DfE.

The problem of market-failure...

Swedish free school operator to close, leaving hundreds of pupils stranded

JB Education schools are to be sold or closed after private equity group owner pulls plug, raising fears over UK policy



📷 Education secretary Michael Gove is open to the idea profit-making companies to run free schools, which is expected to be included in the Tories' 2015 election manifesto Photograph: Joe Giddens/PA

Britain's adoption of Sweden's "free school" model has been called into question after one of Sweden's largest private sector school operators announced it would shut down, leaving hundreds of students stranded.

JB Education, whose schools educate around 10,000 Swedish pupils, said on Thursday that it would sell 19 of its high schools and close down the remaining four.

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League Tables School Report

25 February 2014 Last updated at 18:24

E-Act chain loses control of 10 academy schools



Nick Hindmarsh, head of Dartmouth Academy: "The timing's shocking for us"

One of the biggest chains of academies in England is to lose control of 10 of its schools.

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DfE seeks new sponsors for several E-Act academy schools

Shakeup appears to have been triggered by some of the schools receiving damning reports following Ofsted inspection

Richard Adams, education editor

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The Guardian, Tuesday 25 February 2014 18.23 GMT



Michael Gove, the education secretary. Photograph: Facundo Arrizabalaga/EPA

The Department for Education is searching for sponsors to take over a string of struggling schools being relinquished by the E-Act academy chain, in the largest forced reorganisation of school management since the end of the grammar school era.

The problem of the teaching subject

Inspection pressure 'drives teachers to suicide'

By Graeme Paton, Education Correspondent

12:01AM BST 10 Apr 2007

Teachers are being driven to suicide because of pressure from school inspectors, it was claimed yesterday.

Others are becoming hooked on drink and drugs or developing eating disorders after being swamped by work, according to the National Union of Teachers.

At the union's annual conference in Harrogate, teachers told how they had been reduced to tears in the classroom and warned that colleagues had taken their lives after working up to 90 hours a week.

One head teacher committed suicide just two months after quitting because of a critical inspection by Ofsted, the education watchdog.

Another teacher disappeared on the morning she was due to face Government inspectors and was found dead more than 10 months later in parkland.

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1 May 2013 Last updated at 15:56
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Helen Mann inquest: Head teacher suicide verdict

A head teacher found hanged at her school in Worcestershire killed herself, a coroner has ruled.

The body of Helen Mann, 43, was discovered in a stairwell at Sytchampton First School near Stourport-on-Severn on 5 November.

She had been head at the school for less than six months.

The inquest in Stourport heard Mrs Mann took an overdose following a fitness to work interview days before her death. A verdict of suicide was recorded.

'Felt under pressure'

The inquest heard that the married mother of two had been concerned the school would lose its outstanding Ofsted rating after taking over and was later off for four weeks with work-related stress.



WEST MERCIA POLICE

Helen Mann was off work for four weeks with stress, the inquest heard

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Schools

David Cameron: I want every school to become an academy

In comments to mark Tory government's first 100 days, PM will set out academy policy as a priority but say schools will not be forced to convert

Rowena Mason Political correspondent

Saturday 15 August 2015 00.01 BST



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David Cameron talks with pupils during a general election campaign visit to the King's Leadership Academy in Warrington in Cheshire, north-west England. Photograph: Leon Neal/AFP/Getty Images

New routes into teaching:

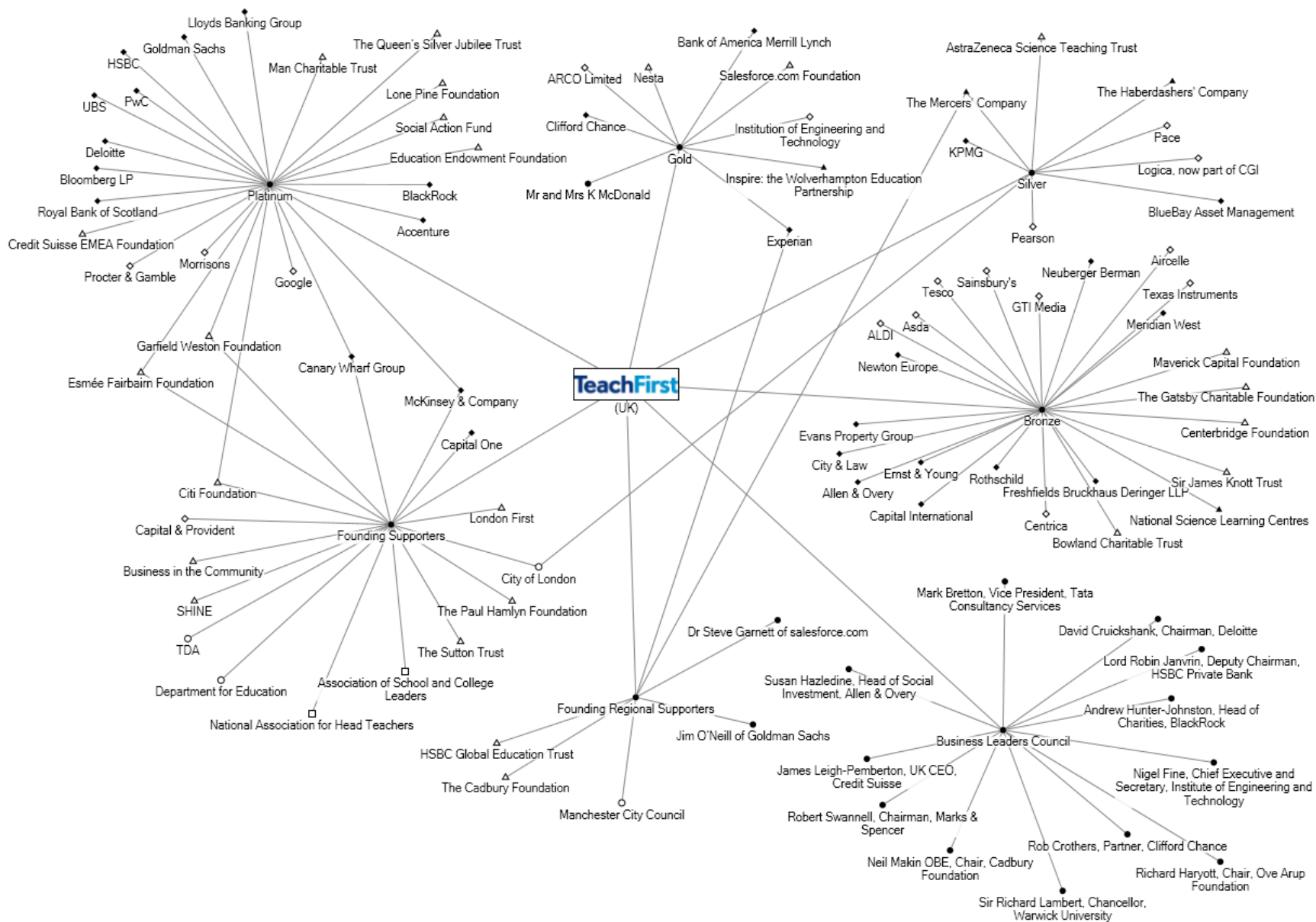
- School-based: problems with transferability
- School-based: universities as minor partners / loss of “critical subjects” (back to procedural/“practical” competences (teaching as a craft))
- Do not solve problems of retention
- Favours a group of subjects over others (“core subjects”: maths, science, English, IT)

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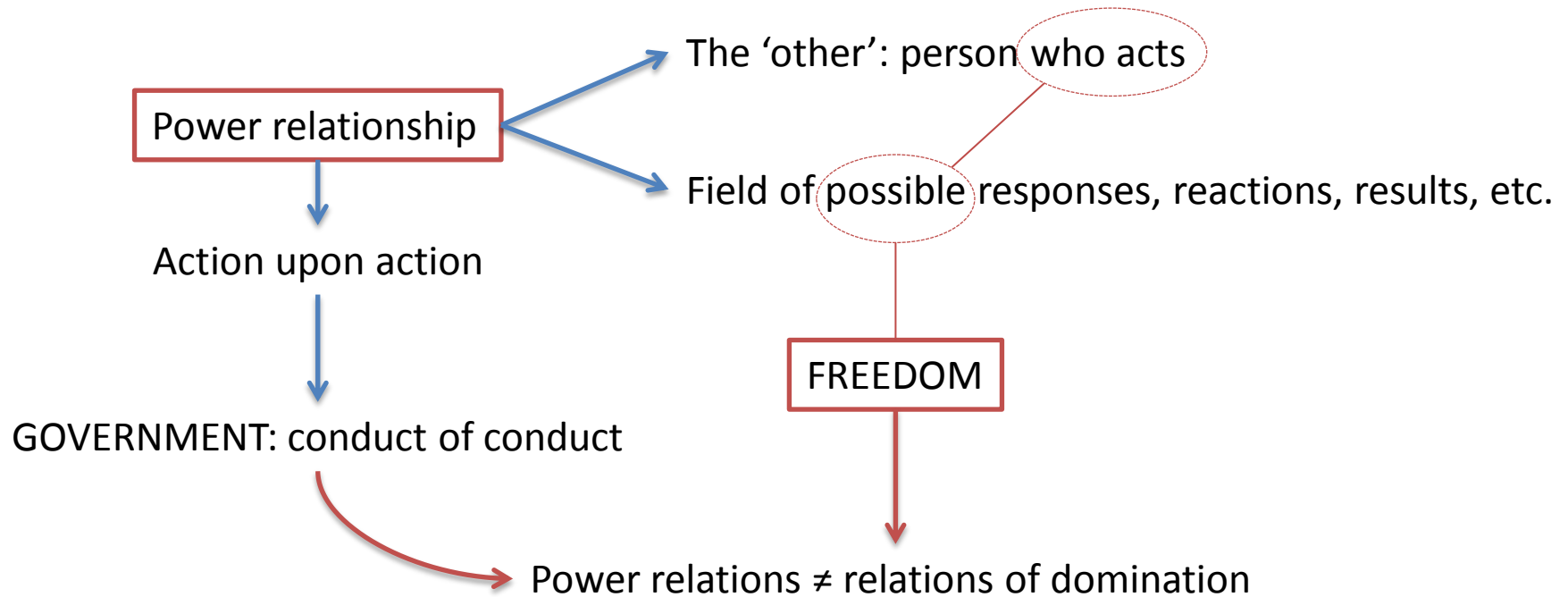
"I am clear that these changes will give schools **greater freedom** to develop pay policies that are **tailored** to their school's needs and circumstances and to **reward** their teachers in line with their performance."

...2014

"These recommendations will make teaching a more attractive career and a more **rewarding** job. They will give schools **greater flexibility** to respond to specific conditions and reward their best teachers. It is vital that teachers can be paid more without having to leave the classroom. This will be particularly important to schools in the most **disadvantaged areas** as it will **empower** them to attract and recruit the best teachers."

Performance-pay schemes:

- new relationships between colleagues and other school stakeholders
- new process of individualisation (LEA, schools, departments, teachers)
- economisation of the teaching action: remoralisation of traditional (individual) pedagogies
- Difficults the possibilities for collective action
- Ignores cross-effects (different teachers influence not only their students –i.e. behaviour, group identity, etc.-, difficult to separate the effects across subjects, etc.)



“To dominate is to ignore or to attempt to crush the capacity for action of the dominated. But to govern is to recognize that capacity for action and to adjust oneself to it. To govern is to act upon action. This entails trying to understand what mobilizes the domains or entities to be governed: to govern one must act upon these forces, instrumentalise them in order to shape actions, processes and outcomes in desired directions. Hence, when it comes to governing human beings, to govern is to presuppose the freedom of the governed. To govern humans is not to crush their capacity to act, but to acknowledge it and to utilize it for one’s own objectives” (Rose 1999: 4)

New TECHNOLOGIES OF THE SOCIAL:

procedures and mechanisms that constitute the social

