

My views on education

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years

From my experience of working with five and six year olds whilst myself a student in the 5th year doing work experience, I can honestly say I'm not very impressed with the standard of education. The children seemed to do the same thing each and every day and the only subjects were English and Maths. Music did occur once or twice a week, but then the children were only shown percussion instruments and it seemed to me that music was made into more of a game than an actual subject where the children could learn to play instruments and know more about the ins and outs of music, and maybe find they would like to do music later on in their so-called education.

I thoroughly disagree with what was and still is in some areas known as the 11+. Why should one exam, when a child is between the ages of ten and eleven, determine whether that child should go to a secondary or grammar school? The child may be a slow starter and then develop later on. It seems extremely unfair especially as the child may be put into a secondary school and classed as slow, and then no help is given to develop what could be an intelligent mind.

It would appear that some grammar schools tend to cater for the extremely clever minds and the not-so-clever ones are pushed into secondary education.

But on the other hand at the secondary schools, children are classed as thick and no attempt on the teacher's part is made to push them. Teachers tend to class C.S.E.s which practically mean nothing if you want to get a good job, unless they are Grade 1's as first importance, and then 'O' levels which mean far more as secondary importance.

Surely this is wrong. Children should be pushed for 'O' levels and then, and then only, if they're not capable of 'O' levels, should C.S.E.s be used. It seems to me this is a 'can't be bothered' attitude from the teachers, as obviously it is far easier to sit back and take the easy way out, than to work hard and push one's pupils.

I also believe that far more children are far cleverer than they are given credit for.