

Development of secondary education in Great Britain:

Major Trends

Problem statement. In our fast moving and developing world, education becomes the main strategy issue in the developed countries like in Great Britain. Well planned education strategy and development leads to the economic development and prosperity of the country. In today's society, people need to be able to cope with turbulent labour market where career opportunities and individual lives can change in an ongoing and sometimes rapid way. If people are to manage such change, they need a model focused on learning and adapting to what the future may bring. That's why it's so important to equip students with up-to-date and necessary knowledge.

Analysis of recent research and publications. The processes of improvement of school education in the UK is mainly highlighted in the works of such British scholars as: R. Luckin, B. Bligh, A. Manches, J. Wright, N. Small, P. Raynor, D. Tuffnell, R. Bhopal, N. Cameron, etc. Modern trends in secondary Education are described and analyzed by scholars: by Research papers by C. Rogers, H. Chowdry, L. Sibieta, C. Belfield and others. The development of school education has also been studied by such Ukrainian scholars as: O. Lokshyna, A. Sbrueva, O. Kovalchuk, I. Borysenko, O. Maksymenko, T. Zevchenko, O. Ovcharuk, O. Pershukova and others.

Formulation of the purposes of the article. The author has a goal to highlight and describe the development of secondary education in Great Britain including the most popular trends of secondary education around the country.

Main body. An excellent education unlocks opportunity, helping children from all backgrounds to shape their own destiny. Wherever they live and whatever their background, ability or needs, every child and young person in Great Britain deserves a world class education that allows them to reach their full potential and prepares them to succeed in adult life in modern Britain.

According to the document “Educational Excellence Everywhere” (march 2016) of the Department for Education “Education is the hallmark of a civilized society, the engine of social justice and economic growth, the foundation of our culture and the best investment we can make in the future of our country. The better educated our society, the fairer, more cohesive, productive and innovative it can be. This is vital to Britain’s position in the 21st century. Our education system must compete with those around the world – because while we improve, so do they” [7].

According to the document of the Department for Education “DfE strategy 2015-2020. World class education and care” there are three system goals that the education and children’s social care systems pursue and twelve strategic priorities on which the Department focuses. This document sets out the plans of the government to deliver educational excellence everywhere, so that “every child and young person can access world class provision, achieving to the best of his or her ability regardless of location, prior attainment and background” [4].

The three goals are: safety and wellbeing; educational excellence everywhere, prepared for adult life.

According to the first goal “safety and wellbeing” all children and young people are protected from harm and vulnerable children are supported to succeed with opportunities as good as those for any other child. Second goal “educational excellence everywhere” says that every child and young person can access high-quality provision, achieving to the best of his or her ability regardless of location, prior attainment and background. The third goal “prepared for adult life” states that all 19-year-olds complete school, college or an apprenticeship with the skills and character to contribute to the UK’s society and economy, and are able to access high-quality work or study options As well as securing strong educational outcomes, the educational system must ensure each young person is fully prepared for adulthood, the world of work and to be a fulfilled and active participant in society [6].

The reform approaches can be summarised in five core principles that set out how the government is implementing this agenda:

1. Children and young people first (ensure children and young people, along with their families and carers, are satisfied with the quality of the education and children's services systems).
2. High expectations for every child (provides the support and challenge to enable every child in every area to reach uncompromisingly high standards).
3. Outcomes, not methods (set stretching, well-measured outcomes and empower professionals to determine how to achieve them, through innovative local solutions).
4. Supported autonomy (align funding, control, responsibility and accountability in one place, as close to the front-line as possible; ensure institutions can collaborate and access the support they need, to set them up for success).
5. Responsive to need and performance (ensure institutions respond to changing user needs and performance – autonomy can be earned and lost, with the most successful leaders earning their autonomy, extending their influence and vice versa) [4].

The programme of DfE comprises twelve strategic priorities which are: recruit, develop, support and retain teachers; strengthen school and system leadership; drive sustainable school improvement; embed clear and intelligent accountability; embed rigorous standards, curriculum and assessment; ensure access to quality places where they are needed; deliver fair and sustainable funding; reform 16-19 skills (transform the 16-19 skills system so young people can access high-quality technical and professional education, leading to continued education, training, or skilled employment at 19) ; develop early years strategy; strengthen children's social care; support and protect vulnerable children; build character and resilience [4].

Secondary education in Great Britain is continuously developing and improving. Five trends can be identified in compulsory education across the UK: changes in the attainment gap between different pupil groups, rising pupil numbers, decreasing

numbers of people entering initial teacher training, the growing use of technology and changing levels of school autonomy and diversity. Three factors are shaping these trends: population growth, inequality and the changing labour market [5].

Technology is being adopted increasingly in schools in the classroom, and in school administration and governance. Technology can be used to support many different methods and practices of teaching. Most teachers use technology to supplement existing teaching methods. Research has shown that technology does not in itself improve student learning: the impact on student learning depends on how the technology is used. One of the most promising ways in which technology could benefit teaching and learning is through changes to assessment. Technology can provide rich data about the learning process that individual learners go through as well as about learning outcomes. This can support assessment and could lead to the development of more technologies that adapt to individual learner's needs. Schools now use technology to monitor attendance, share information among staff, store assessment records and manage their finances [10]. There is also a trend towards bringing together different datasets in education for research purposes. The Small Business, Enterprise and Employment Act 2015 can help link education datasets with datasets in other areas (for example income tax) in order to look at the relationships between specific educational features or qualifications and people's economic and social outcomes [2].

There is a trend in the English school system towards greater autonomy and diversity. In Wales there is a trend towards greater accountability. School autonomy refers to the level of control given to schools from local authorities (and central government in the case of curriculum). Individual schools can be given control over their curriculum, expenditure and resourcing decisions. Education systems can also contain a number of different types of school categorized by ownership, source of funding and responsibility for admissions. Schools in England have more autonomy from local authorities than in other UK nations, and there is a greater diversity of types of school. The English system now includes maintained schools, sponsored

academies, converter academies, grammar schools, independent schools and free schools. There is high diversity in terms of timetabling, delivery and beliefs about the purpose of education and learning. In comparison, Wales has a stronger centralized education system with local authorities retaining a high degree of control. In recent years the Welsh system has seen a focus on accountability in order to improve school standards, and the introduction of four regional Consortia to oversee the local authorities. There are also differences in curriculum and assessment between the UK nations, which has led to debate about what a good education system looks like and discussions about the purpose of education. There are three factors that affect UK education. These are: population growth, levels of inequality and the changing labour market. Population growth is raising demand for school places in urban areas. Increases in income inequality have been shown to be linked to lower educational attainment. Income inequality refers to the extent to which income is distributed unevenly among a population [1].

Concerns have been raised about the extent that schools are providing children with the right knowledge and skills for the labour market of the future. This has led to changes in curriculum in both England and Scotland. The English National Curriculum is the first country in the world to have mandatory computer programming at primary and secondary level (in maintained schools). The UK has a long-standing problem with skills: one in five children leave school without basic maths and literacy. Basic literacy and numeracy are necessary to develop digital skills and increasing numbers of jobs now require a high level of digital competency. As such, basic skills will be essential in maintaining the UK's competitive advantage which depends on its capability to produce relatively high value added goods and services [4].

Having analyzed modern trends of secondary Education in the UK there are 5 trends distinguished by British scholars (B. Bligh, A. Manches, J. Wright, N. Morgan, N. Small). These are such trends as: flexible classrooms, teacher-authored content, instant assessment, flipped learning, educational technology (Edtech). As J. Write notes

about flexible classrooms: “In business, productivity has been linked to interior design; with improvements in comfort and access to suitable workspaces having a direct impact on employee performance and happiness. So, why should the classroom be any different? As adults, we don’t sit in static rows of desks all day, and if we want to prepare students for the real world, it makes sense to create dynamic working environment that reflects life outside the traditional classroom. Just as important is the concept of choice. Giving children the pick of where they want to work can sound daunting, but by making pupils responsible for their own learning – and asking them to articulate why they have chosen a particular space – flexible classrooms are set to change the world of teaching as we know it” [9].

While teacher-authored content has been around for many years, it’s only recently that the practice of buying and selling educational resources has really caught on. Indeed, developments in technology and a growth in collaborative cloud-based platforms have opened up a whole new way for teachers to share and sell (or buy) resources. Most teachers are already creating their own resources.

Instant assessment tools allow teachers to evaluate pupil comprehension at the moment of learning, in real time. By immediately identifying and tackling any gaps in knowledge, educators can then tailor their lessons to the actual needs of each and every pupil. With new educational technologies able to crunch assessment data instantaneously, and provide assessments tailored to the needs of each student (or groups of students), depending on their ability, learning style, or project, instant assessment is set to maximise student learning over the next academic years.

As to flipped learning, it requires pupils to engage with instructional content in their own time, before undertaking corresponding tasks in the classroom. But the flipped classroom model is about far more than making a few videos for students to watch at home; instead it’s about making classrooms more active. Fundamentally flipped-learning rethinks the way teachers teach, and pupils learn.

The last on the list of modern trends is educational technology. Edtech isn't only helping to fuel the other trends, it's also making apps, gamification, augmented and virtual reality, 3D printers, robotics, and cloud-based platforms become key players in the modern classroom. However, while educators are showing a willingness to use technology in the classroom, there remains a good deal of misinterpretation about what this involves. Edtech isn't a key trend because it helps with teachable skills such as computing (although it does). Instead, it's a powerful enablement tool that can help teachers to deliver multi-sensory learning experiences, across all subjects. Understanding what students know, and what they don't know, is central to effective learning. If pupils attempt tasks that are too difficult, they are likely to get frustrated and fail. Likewise, if they are assigned tasks that are too easy, they are unlikely to progress as they should. Accurate information about a student's current level of understanding, is, therefore, crucial to ensuring that all pupils achieve their full potential. Technology can be used to support assessment in many different ways; such as to track student progress over time. However, perhaps even more compelling, edtech can also be used to aid formative assessment; helping to boost engagement, identify knowledge gaps, and support further/deeper learning [5]. Here are some of the ways that edtech can be used to aid learning and assessment in the classroom:

- Increase flexibility

Cloud-based learning provides increased flexibility, with pupils able to access and complete online assessments at a time that best suits their individual learning style and needs. All they need is an internet ready device and a web-based or virtual environment. With personalized learning shown to motivate students into becoming investors in their own education, this approach is becoming increasingly popular in Great Britain.

- Improve feedback

Cloud-based edtech such as classflow, allows teachers to assess student comprehension in the moment of learning, with real-time assessments and instant

polling. By immediately identifying and addressing any gaps in knowledge, educators can then tailor their lessons to the real needs of each pupil. Research into supported assessment has also highlighted some potentially interesting insights for further development. One such example involves the use of automated feedback to help students with written assignments. Learners received comparisons with their peers' work, with the technology highlighting the similarities and differences and visually representing these side by side. Early studies have shown that students were able to identify overlapping and missing core concepts [3].

- Recognise and cater for differences

As everyone learns a little differently, teachers have long strived to meet the needs of all their pupils; painstakingly setting and photocopying different assessments for different students depending on their abilities. Technology designed for the classroom makes this process a whole lot easier. There is a vast range of apps available to help teachers to assess pupils depending on their personal interests, abilities, and goals. For example, the ClassDojo mobile app can be used to record student behavior and achievements in context. ClassFlow can also be used to increase engagement and improve learning by setting different questions for different pupils (or groups of pupils), depending on their ability, learning style, or project. By assessing students in a manner appropriate to them, pupils are less likely to become frustrated and disengaged, and more likely to succeed.

- Understand the importance of emotion

Every teacher knows that emotion has a huge impact on the overall learning experience, but understanding the varying emotional needs of pupils can prove difficult. One way that technology is being used to help teachers consider the emotional impact of their learning activities, assessments and teaching methods is Subtle Stone – a handheld tool designed to let students privately communicate their emotional state directly to the teacher. Audio and video tools can be used by students to create podcasts and presentations; reviewing their learning that term. In doing this, not only will pupils consolidate their learning in a medium that is familiar to them, but they will also produce a valuable learning resource for other students [1].

With interest in e-assessment increasing, most teachers have come to understand the benefits of technology for assessment. However, what is not yet widely celebrated is that technology-enabled assessment can be used for more than just tracking results and discipline knowledge. By combining data with learning analytics, technology also offers great promise when it comes to helping pupils to learn through assessment.

Conclusion. Reflecting the world we live in, the growth of educational technology over the next academic years is set to foster innovation, communication, and collaboration skills in classrooms across Great Britain. The strategy program “Educational Excellence Everywhere” has improved secondary education throughout Great Britain. There are five most popular trends which are: flexible classrooms, teacher-authored content, instant assessment, flipped learning, educational technology. Innovative teachers are getting more creative with their edtech, finding ways to use technology for differentiated learning and increased engagement.

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Summary

Development of secondary education in Great Britain: Major Trends.

- The article highlights major changes in the development of secondary education in Great Britain. It also describes the most popular trends in secondary education in different countries. These are such trends as: flexible classrooms (the creation of dynamic working environment that reflects life outside the traditional classroom); teacher-authored content (most teachers are already creating their own resources), instant assessment (instant assessment tools allow teachers to evaluate pupil comprehension at the moment of

learning, in real time), flipped learning (it requires pupils to engage with instructional content in their own time, before undertaking corresponding tasks in the classroom. Fundamentally flipped-learning rethinks the way teachers teach, and pupils learn); educational technology. It is also said about the factors which shape these trends. Author pays attention about the concerns that have been raised about the extent that schools are providing children with the right knowledge and skills for the labour market of the future and the necessity of educational technology nowadays. The article also highlights some of the ways that edtech can be used to aid learning and assessment in the classroom. These are such ways as: increase flexibility (cloud-based learning provides increased flexibility, with pupils able to access and complete online assessments at a time that best suits their individual learning style and needs); improve feedback (cloud-based edtech such as classflow, allows teachers to assess student comprehension in the moment of learning, with real-time assessments and instant polling, and by immediately identifying and addressing any gaps in knowledge, educators can then tailor their lessons to the real needs of each pupil); recognize and cater for differences (as everyone learns a little differently, teachers have long strived to meet the needs of all their pupils; painstakingly setting and photocopying different assessments for different students depending on their abilities and technology designed for the classroom makes this process a whole lot easier); understand the importance of emotion (every teacher knows that emotion has a huge impact on the overall learning experience, but understanding the varying emotional needs of pupils can prove difficult).

Резюме

Розвиток шкільної освіти у Великій Британії: головні тенденції.

В статті висвітлюються головні зміни у розвитку шкільної освіти у Великій Британії. Автор описує найбільш розповсюджені тенденції у шкільній освіті у різних країнах. Це такі тенденції, як: гнучкі аудиторії, авторський зміст вчителів, миттєва оцінка, перевернуте навчання, освітні технології. Також йде мова і про фактори які формують ці тенденції. Автор також приділяє увагу питанню забезпечення дітей знаннями та навичками які допоможуть їм бути конкурентноспроможними на ринку праці у майбутньому. Також висвітлюється питання освітніх технологій та де вони можуть бути використані для надання допомоги в навчанні та оцінці в класі. Це такі шляхи, як: підвищити гнучкість; покращити зворотній зв'язок, розпізнавати та розуміти відмінності, розуміти важливість емоцій.

Резюме

Развитие школьного образования в Великобритании: главные тенденции.

В статье освещаются главные изменения в развитии школьного образования в Великобритании. Автор описывает наиболее распространенные тенденции в школьном образовании в разных странах. Это такие тенденции, как: гибкие аудитории, авторский контент учителей, мгновенная оценка, перевернутое обучение, образовательные технологии. Также идет речь и о факторах формирующих эти тенденции. Автор также уделяет внимание вопросу обеспечения детей знаниями и навыками которые помогут им быть конкурентоспособными на рынке труда в будущем. Также освещается вопрос образовательных технологий и они могут быть использованы для

оказания помощи в обучении и оценке в классе. Это такие пути, как: повысить гибкость; улучшить обратную связь, распознавать и понимать различия, понимать важность эмоций.