



Finding ways to future development of progressive practice: Curriculum, assessment and teacher education in the UK

Cunningham, Peter

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【講演記録】 Finding ways to future development of progressive practice: Curriculum, assessment and teacher education in the UK

進歩的実践の未来の発展に向けた方途の探求：英国におけるカリキュラム、評価、教師教育

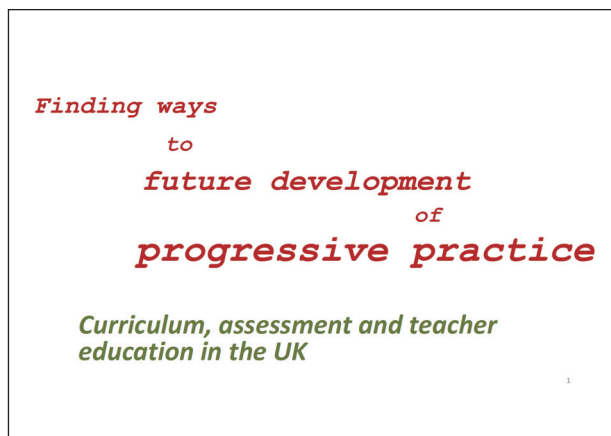
Peter Cunningham*

ピーター・カニンガム

(*Emeritus Fellow of Homerton College, University of Cambridge, UK)

Key Words : Progressive Practice 進歩的実践, Curriculum カリキュラム, Assessment 評価,
Teacher Education 教師教育, educational practice in UK 英国

1.



I would like to begin by thanking Professors Kawaji-sensei and Watanabe-sensei for inviting me to join you today. Though we will be sharing ideas online, I hope it will be helpful for all of us, you and me, discussing our common concerns between the UK and Japan, half-way across the world.

Some of you are preparing to teach children and young people, one of the most important jobs in society, and others of you are focused on research, essential to our understanding and improvement of education. We will all teach and research more effectively by comparing education in different nations and cultures, and by thinking historically about the continuous process of change over time.

In this lecture I will introduce you to the work of educational researchers in the UK, who study and question the underlying principles, philosophical interpretation of the way we educate young people, and also to the work of practitioners applying these ideas in the classroom. Our mutual concern is for progressive development, ongoing change, for example in curriculum and assessment, as well as in training and professional development of teachers

meeting new challenges presented by cultural change.

2.



We must think constantly about school improvement, a matter of education policy at national level and teachers' actions locally, in schools and classrooms. Published research on education helps us take a critical view of how governments control schools, also how children and parents, as well as teachers, respond to the education that their schools provide.

Three recent books by leading researchers in the UK are shown here:

The first looks beyond 'schooling'. School is an institution, with daily routines of teaching and learning, grouping of children or students, and regimes of discipline. But the more essential concept for Professor Hargreaves is 'education', the process and quality of learning, the development of ideas and skills for young people as individuals. They are people with different characters, who select and respond in various ways to the stimulus they receive from teachers, books, audio and visual experiences.

The second book is compiled by two very experienced educational leaders, who interviewed more than 100 senior

politicians and administrators with major responsibilities for education in the UK. They provide an extensive range of perspectives, discussing issues like curriculum, pedagogy and assessment, the supply of suitably qualified teachers and their motivation, the circumstances of early years and adolescence, of special educational needs and disabilities, the problems of parents and communities.

The third book, is by Professor Alexander, a teacher, researcher, government adviser and international consultant. He critiques government policies on curriculum, testing and standards, especially the narrow vision of UK government's National Curriculum. He also criticises the narrow focus of PISA (the OECD's Programme for International Student Assessment) comparing ability of students around the world in reading, mathematics and science knowledge and skills. Instead, he advocates effective pedagogy based on well-founded classroom talk, 'dialogic teaching'.

3.

Changes in media: Information Technology

Information technology in classrooms 30+ years ago gave unprecedented access to knowledge, transformed learning, then increasingly personalised offering new independence to learners.

IT also brought benefits as well as challenges for teachers.

IT also introduced computer science to the curriculum, the study of procedure, structure, and processing data of many kinds, heightening importance of maths and science at all levels.

IT demands new skills but also creates economic value and job opportunities in UK and Japan. But these are unequally spread between social groups and globally between nations.

... and Social Media

As teachers we welcome the global knowledge and awareness our students may gain.

As an information source it offers viewpoints more diverse than journalists and intellectual writers.

Problems of disinformation, 'fake news', prejudice.

May distract students from work or studies, be addictive, increase a sense of loneliness or isolation.

Thinking about education in the present and immediate future, we need to consider changes in media, both information technology (IT) and social media. Over the last 30 years technology has transformed learning by giving unprecedented access to a wide range of knowledge. IT has brought benefits as well as challenges for teachers.

IT has introduced computer science to the curriculum, the study of procedure, structure, and processing data of many kinds, heightening importance of maths and science at all levels.

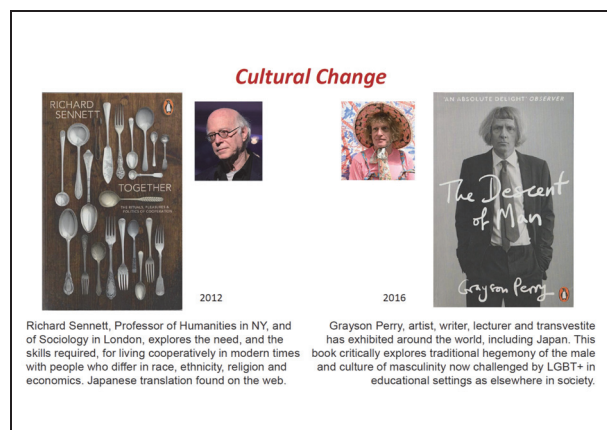
IT demands new skills but also creates economic value and job opportunities in the UK and Japan, but these are unequally spread between social groups, and globally between nations.

As teachers, we welcome the global knowledge and awareness our students may gain. As an information source it offers viewpoints more diverse than journalists

and academic or intellectual writers.

But there are also problems of disinformation, 'fake news', and prejudice. Social media may also distract students from work or studies, may be addictive, may increase a sense of loneliness or isolation, damaging to children's and young people's mental health.

4.

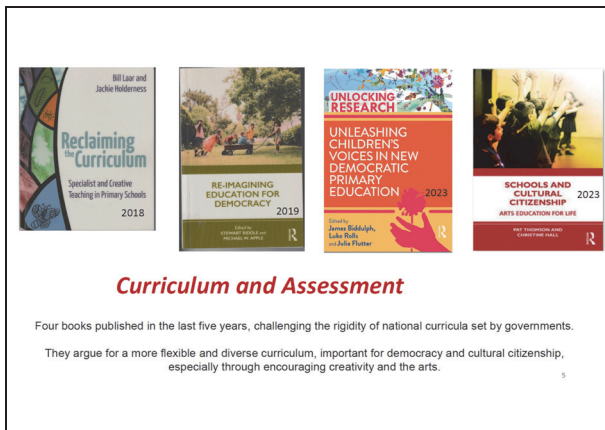


We need to take account also of cultural change, a continuous process in history but one which, like technology and social media has accelerated in recent decades. Social media has been a significant vehicle for both the 'MeToo' movement against sexual harassment and sexual abuse since 2006, and the 'Black Lives Matter' movement highlighting racism, discrimination and racial inequality since 2013.

In relation to cultural change in the school curriculum, I illustrate two influential books published in the UK. The first concerns a need for developing skills required for living cooperatively in modern times (available in a Japanese translation). Richard Sennett observes that throughout history, societies have developed and succeeded by working together in groups. This is what we see as an essential ingredient in efficient and effective schools, where students (and teachers) help each other to achieve their individual goals. It contrasts with much competitive economic and popular culture that focuses on 'winners' and 'losers', ranking individuals by success or failure.

A second influential book concerns gender identity and critically explores traditional dominance of the male and masculinity. Grayson Perry is a popular artist exhibited around the world, who questions his own gender identity by 'cross-dressing', a leading voice for the lesbian, gay, bisexual and transvestite community.

5.



I would like to focus now on curriculum and assessment by introducing you to four very useful books that have appeared in the last 5 years, two of them due to appear this year.

Reclaiming the Curriculum states clearly that ‘many schools believe the value of their work is undermined by a test-driven agenda that limits the breadth of the education they provide’. The authors inspire teachers to escape from this constraint imposed by the state. They describe many examples of inspiring projects by schools who broaden the activities they offer children, encouraging other teachers to enhance their own creative practice and thereby ‘prepare pupils for the tests of life, not a life of tests’. [scan and paste four examples]

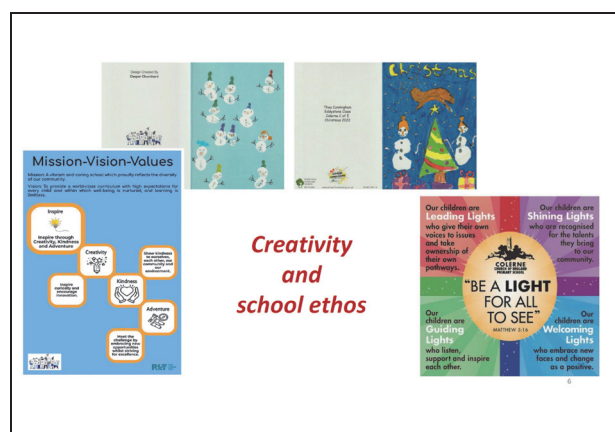
Re-imagining Education for Democracy is an international collection with some UK examples. The editors note that ‘Contemporary education research, policy and practice are complex and challenging. The political struggle over what constitutes curriculum and pedagogy is framed by quasi-markets and technocratic models of education’. Their book proposes resistance to the ‘de-democratising’ of education and the growing levels of social and educational inequality. Five chapters consider key policy, political and philosophical concerns of contemporary educational contexts. Eleven chapters then offer empirical case studies from around the world, as to how communities globally have re-instated the practice of education as democracy in diverse ways.

Unleashing Children's Voices in New Democratic Primary Education is recently published on the initiative of Cambridge University's new primary school, which we shall discuss shortly. Its introduction refers to the world emerging from the COVID pandemic (also to be discussed later in this lecture) and responding to climate change. It states ‘... there is growing recognition of the need to give

space and time in primary schools to hear children's ideas and perspectives on these matters and to promote their active participation in democratic solutions’. So, the book presents examples from professional educators and researchers across the world, demonstrating how schools can nurture conditions for new democratic education through providing space for teachers' and children's voices and agency.

Schools and Cultural Citizenship: Arts Education for Life (to be published on 24th February) sets out ‘an ecological model for cultural citizenship that goes beyond the classroom to include families, the media and popular culture’. Government's priorities for national curriculum are understandably focused on the basics of literacy and numeracy, language and mathematics, as well as science and technology seen as necessary skills for maintaining the national economy. But education in the arts needs to be recognised for its major contribution to physical and mental health of individuals and to a stable society. In the UK the performing arts of music and drama, expressive arts of literature, painting and sculpture, architecture and design also make significant contributions to the national economy.

6.

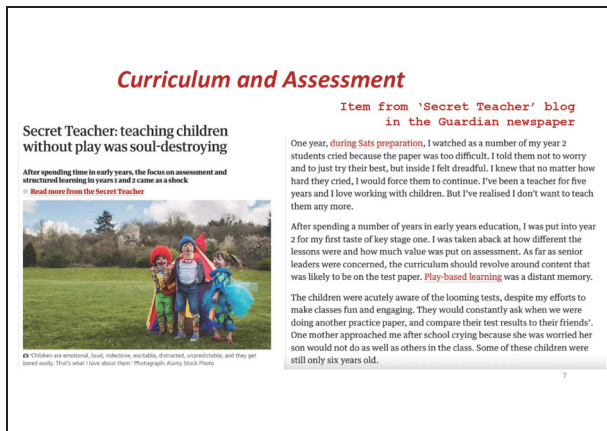


Christmas cards made in school are an example of encouraging and developing young children's creative instincts and skills. These are two examples of cards received by me this year from two children of family friends. I show them together with statements of ‘mission and values’ from the two schools’ websites, that reveal the philosophy and ethos of the schools.

In the UK we have secular state schools, example shown on the left. We also have denominational schools funded by the state but governed in accordance with religious principles. These church schools were first

established 200 years ago, but continue today, for example a 'Church of England' school, represented on the right.

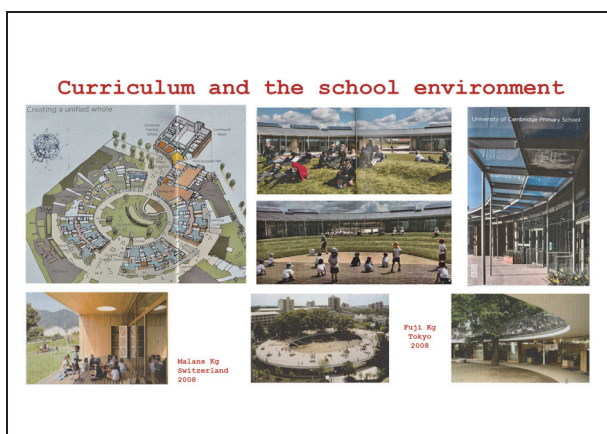
7.



Here I show an extract from a blog published in a national daily newspaper which takes a special interest in education. The blog is available online for readers of the newspaper, members of the general public as well as professional teachers. It is titled 'Secret Teacher' because all the teachers' comments are anonymous.

I will show other examples in two more slides, but here an early years teacher is arguing against the curriculum focus on assessment and structured learning for children aged 5 and 6, when they could be learning much more through play.

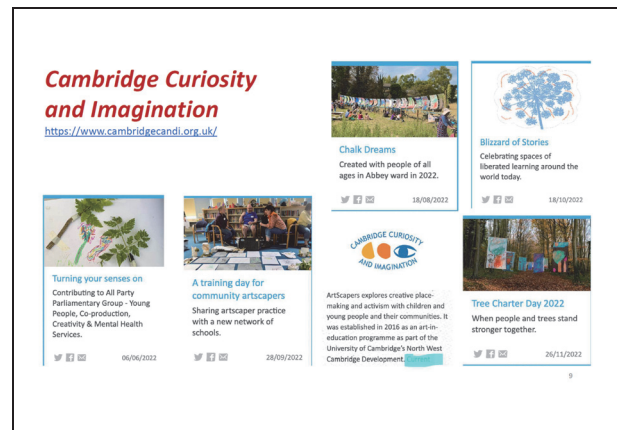
8.



Regarding the curriculum we should also recognise the importance of the learning environment, not only for young children but for students of all ages. The example here is a building constructed in 2016 for a University of Cambridge Primary School. This is the first Primary University Training School in the UK, a very significant

initiative for an 800-year-old university. I would draw your attention to the architectural design with its generous space for play and outdoor learning. It is modelled on an innovative school building of 2008 in Tokyo, Fuji Kindergarten, along with another example from Switzerland built also in 2008.

9.



Important aspects of the progressive and democratic school movement include children and students learning in the environment beyond the school and making connections with the local community. Here I show an example of Cambridge Curiosity and Imagination, an independent voluntary organization of local people, including parents and others, who collaborate with schools and teachers in organizing extra-curricular activities related to the arts and the natural environment, including children, students and members of the local community. They also promote these ideas to national politicians (Members of Parliament).

On this slide you see extracts from their blog for the last six months of 2022. As well as their political campaigning, they illustrate projects with people of all ages, especially making art in the natural environment, and their study about spaces of 'liberated learning' around the world.

10-11.

Curriculum and Assessment in UK (1)

National curriculum: a set of subjects and standards used in primary and secondary schools. It defines what subjects are taught and the standards children should reach in each subject.

Also included, but not assessed, are:
relationships, sex and health education, and religious education.

Assessment is designed and monitored by central government Department for Education (DfE),
allowing teachers to monitor children's progress and plan for pupils continuing to make progress.

Standardised Assessment Tests (SATs) are administered by primary schools to children in Years 2 and 6 to check their educational progress.

•Nursery and Reception (3-5 years old)
•Key Stage 1: Years 1 to 2 (5-7 years old)
•Key Stage 2: Years 3 to 6 (7-11 years old)

Curriculum and Assessment in UK (2)

•Key Stage 3: Years 7 to 9 (11-14 years old)
•Key Stage 4: Years 10 to 11 (14-16 years old)
•Key Stage 5: More commonly referred to as 'College' or 'Sixth Form'

At secondary school GCSE (General Certificate of Secondary Education) shows achievement in a range of subjects, particularly at ages 16 to 18, such as English and maths, science, humanities and arts, providing information to employers, and entrance to university.

The work of schools is judged by the Office for Standards in Education (Ofsted), inspecting provision of education and skills for learners of all ages.

I should give you some indication of the structure and terminology that describes school curriculum and assessment as administered by national government in England.

Within the UK there are minor differences in Scotland, Wales and Northern Ireland where aspects of educational administration are devolved from London to separate political and administrative bodies.

12.

Curriculum and Assessment

Secret Teacher: the emphasis on British history is depriving students of balance

A curriculum that teaches one side of the story risks creating a nationalistic generation with little interest in international issues

Read more from the Secret Teacher



As a history teacher, I'm often struck by the topics students engage with and those they do not. When a pupil asked me how a new module about slavery was relevant to the country, I explained that it was the British who facilitated and spread the slave trade across the world. "That's nothing to do with me," he replied. "Why should I be bothered about stuff that happened so long ago?" It's a different story in lessons about Winston Churchill and the second world war, where that same class will be captivated. Some of the blame lies with a curriculum that focuses on British "great men", and the politicians that shape the culture of learning in our schools. In 2015, Michael Gove had to backtrack on plans to revise the curriculum after criticism from teachers and academics that his proposals placed too much emphasis on British history. Gove had felt too much history teaching was influenced by post-colonial guilt, but his shift was steeped in nationalism - something originated by the Brexit debate, and by Donald Trump's presidency in the US and the popularity of slogans such as "America First". Although Gove's curriculum was revised, those calls for more "British history" have not gone away. In fact, politicians and historians were still arguing that lessons about the British empire were deliberately anti-British, despite research finding otherwise.

I have found an interest in the curriculum that sees the other way. Pupils are brought up learning about the strength and heroism of this country and its once "great" empire rather than about how other countries have suffered under its rule. As a teacher, we are expected to protect this image of Britain rather than facilitate real learning. My classroom is not diverse. I teach mostly white boys and girls, and the occasional student whose grandparents were immigrants. But I worry about the impact this nationalism could have on them. In a school where exposure to other cultures is minimal, teachers arguably have a greater duty to expose pupils to other world views.

Item from 'Secret Teacher' blog in the Guardian newspaper

As we've progressed from primary to secondary schooling in discussing the structure of the British education system, I now return to the 'Secret Teacher' blog to illustrate an example of teachers' and students' experiences of curriculum and assessment at secondary level.

A history teacher comments on the differences between young people's interests in the present and in the past, also on the British government's agenda for the history curriculum. Probably as in most nations, the government is keen to promote a version of history that presents a positive image of its achievements in the past and in the present. Governments may well be accused of promoting nationalism which can be contested and highly controversial.

In the global modern media environment of journalism, TV and social media, many different viewpoints will attract young students' interests. This teacher notes the nationalism of much British history, glorifying the Empire and military victories whilst ignoring many populations around the world who suffered as a result. Schools can be very different according to their location and local population, multi-ethnic or predominantly white British. This teacher reflects: 'In a school where exposure to other cultures is minimal, teachers arguably have a greater duty to expose pupils to other world views'.

13.

Trends in alternative assessment

<https://www.testreatch.com/blog-post/the-five-latest-trends-in-assessment.html>

Extracts from a Learning Technologies Conference, London 2019, with blog-posts ongoing at link above.

- 1) Movement away from traditional methods These trends have a wide-ranging impact in educational institutes,
- 2) 'end of the road' for pen & paper
- 3) More engaging and effective assessment also in professional training bodies, and government departments
- 4) Students are more accustomed to keyboard and screen, able to jot down initial thoughts and then edit
- 5) Computers more adaptive to specific needs of individuals, more flexibility with alternative questions
- 6) Remote invigilation with wi-fi gives flexibility for candidates to sit exam at time and place to suit them

It's important for teachers and researchers considering the process of change in education to recognise how slow the system can be in adapting to new technology. This has been especially the case with regard to assessment.

14.

**Pupil and school assessments:
'Progress 8' ...**

... is a measure of a child's achievement in school, comparing each child to a standardised expectation for their age level.

Schools are judged by all their pupils' attainment,
but also by the progress children make.

The data measures results of pupils at state-funded mainstream schools in England
in 8 GCSE-level qualifications, known as 'Attainment 8'.

Attainment 8 is a way of measuring how well pupils do in key stage 4,
which they usually finish when they are 16 years old.

The assessment of pupils' and students' progress has recently been combined with the assessment of schools, facilitated by systems of data collection and storage now available. Schools are judged not only by the young people's current attainment but also by the progress each individual has made from stage to stage, known as 'Progress 8'. Their results in eight General Certificate of Secondary Education (GCSE) examinations at Key Stage 4 (about age 16) are recorded as 'Attainment 8'.

16.

Person-centred Curriculum



These two posters appear outside an independent school in Cambridge, in many ways an admirable ideal. I've not yet referred to private or independent schools, where the independent sector educates around 5.8% of the total number of school children in the UK and around 6.4% of the total number of school children in England. Independent schools are less frequently inspected by OfSTED and feel free to make such bold public statements about their curriculum.

15.

Summary thoughts on Curriculum ...



Curriculum for personal development and fulfilment,
for employment,
for individual and national prosperity?

... and Assessment ...



Assessment for guidance in choosing a career,
to identify students' success or failure,
or to monitor effectiveness of teaching?

... fundamental dilemmas

Here I have summarised questions about curriculum and assessment as I see them in the UK education system.

In our Q and A session at the end of this lecture, I would be interested to hear your own thoughts about these questions in relation to your experience as prospective teachers and researchers.

17.

Teacher education & teacher supply (1)

A challenge for any public education system is to ensure a sufficient well-qualified supply of teachers. Initial teacher education now takes place mainly in universities.

From 2013, teachers a probationary year as Newly Qualified Teachers (NQT) before full qualification. In 2021 this regulation changed to Induction for Early Career Teachers (IECT), a probationary period of two years.

Continuing Professional Development is available, increasingly controlled by central government through the Department for Education and its Teaching Regulation Agency.

Percentage of ITT recruitment target reached	Percentage of ITT recruitment target reached
93% Primary subjects (down from 137% in 2020/22)	59% Secondary subjects (down from 79% in 2020/22)

A current problem is that government policy will require all students to study mathematics up to age 18. However, there is a serious shortage of maths teachers, as mathematicians can now earn much larger salaries in commerce and industry.

A challenge for any public education system is to ensure a sufficient well-qualified supply of teachers. Initial teacher education now takes place mainly in universities, following which from 2013, teachers had to undertake a probationary year as Newly Qualified Teachers (NQT) before full qualification. In 2021 this regulation was changed to Induction for Early Career Teachers (IECT), a probationary period of two years.

Various forms of Continuing Professional Development (CPD) for teachers are available, increasingly controlled by central government through the Department

for Education and its Teaching Regulation Agency.

Postgraduate teacher recruitment as measured by the Initial Teacher Training census was below target in academic year 2022/23 (29% below target). This was mainly driven by low recruitment for secondary teachers (41% below target compared to 7% below target for primary teachers).

A classic problem now exists in that the UK government plans to introduce a policy that all students should study mathematics up to age 18. However, there is a serious shortage of maths teachers, as mathematicians can now earn much larger salaries in commerce and industry.

18.

Teacher education & teacher supply (2)

Secret Teacher: the exodus of older teachers is draining schools of expertise

The quality of teaching will suffer if we keep losing experienced educators who help younger teachers like me to develop our practice

[Read more from the Secret Teacher](#)



Teaching is a lifelong apprenticeship, with best practice passed from experienced colleagues to new recruits. Photograph: Remy

There is a teacher at my school who is adored by students and staff. He's a dedicated and efficient educator with years of experience who once taught some of our pupils' parents. The school benefits from his expertise daily, from the way he handles tricky content to how he manages difficult behaviour. In many ways, he is irreplaceable.

Sadly, we're losing him. Forced to record data that's never looked at and deliver subjects focused on rote-learning that leaves students uninspired, he feels unable to do the job he signed up for. But he's just one of the older, more experienced teachers leaving the profession.

The average age of teachers is falling. In 2013, the [OECD teaching and learning international survey](#) found the average age of teachers in secondary schools in England was 39 – almost four years younger than the global average. Government figures show that the [number of older teachers has dropped significantly](#) since 2010.

The impact of replacing older, experienced teachers with younger, inexperienced individuals is difficult to measure. But it's clear that students, younger teachers and the wider profession will be affected.

Item from 'Secret Teacher' blog in the Guardian newspaper

I introduce here a third example from the 'Secret Teacher' blog, dealing with a continuing problem of teacher supply. This younger teacher notes the benefit of an older teacher with long experience, who can support other teachers with problems such as teaching difficult topics and managing difficult behaviour of students.

Senior teachers are increasingly disillusioned by government imposition of a curriculum and systems that leave students uninspired. In 2013 an international survey by OECD found that the average age of teachers in UK secondary schools was 39, almost four years younger than the global average, and UK government statistics show that the number of older teachers has dropped significantly since 2010.

19.

Pandemic and its Impact

From: **Schooling During a Pandemic**
The Experience and Outcomes of Schoolchildren During the First Round of COVID-19 Lockdowns



Access the complete publication at:
<https://doi.org/10.1787/1c78681e-en>

Chapter 2 covers the nature of the **educational experience during the period of lockdowns** and school closures.

Chapter 3 provides **information on the home environment** (the setting in which education took place for the vast majority of school age children)

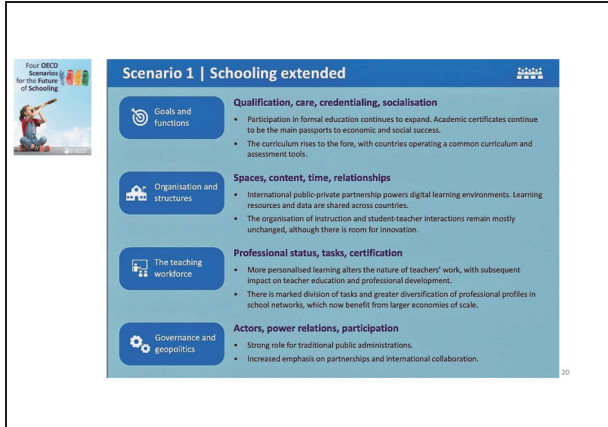
Chapter 4 presents **information on the mental health and learning outcomes** for children during this period.

Chapter 5 offers a summary and some concluding comments.

19

Finally, we should consider how the Pandemic we have all experienced has impacted on education, children and schools. OECD researched the outcomes of the first lockdown, and its publication is available online.

20-23.



Scenario 1 | Schooling extended

Goals and functions

- Participation in formal education continues to expand. Academic certificates continue to be the main passports to economic and social success.
- The curriculum rises to the fore, with countries operating a common curriculum and assessment tools.

Organisation and structures

- International public-private partnership powers digital learning environments. Learning resources and data are shared across countries.
- The organisation of instruction and student-teacher interactions remain mostly unchanged, although there is room for innovation.

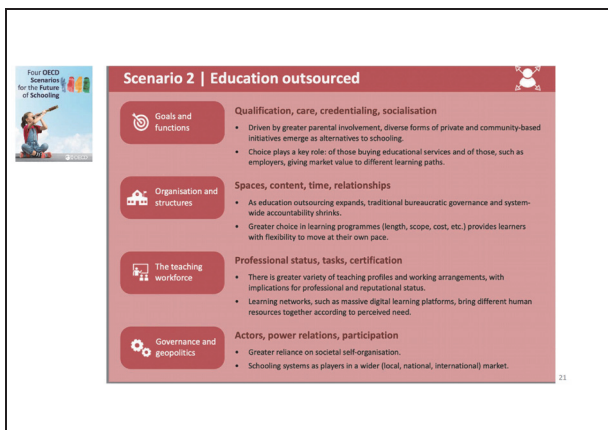
The teaching workforce

Professional status, tasks, certification

- More personalised learning alters the nature of teachers' work, with subsequent impact on teacher education and professional development.
- There is marked division of tasks and greater diversification of professional profiles in school networks, which now benefit from larger economies of scale.

Actors, power relations, participation

- Strong role for traditional public administrations.
- Increased emphasis on partnerships and international collaboration.



Scenario 2 | Education outsourced

Goals and functions

- Driven by greater parental involvement, diverse forms of private and community-based initiatives emerge as alternatives to schooling.
- Choice plays a key role: of those buying educational services and of those, such as employers, giving market value to different learning paths.

Organisation and structures

- As education outsourcing expands, traditional bureaucratic governance and system-wide accountability shrinks.
- Greater choice in learning programmes (length, scope, cost, etc.) provides learners with flexibility to move at their own pace.

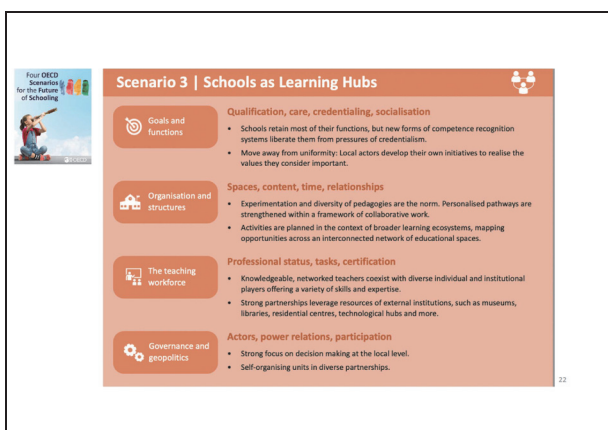
The teaching workforce

Professional status, tasks, certification

- There is greater variety of teaching profiles and working arrangements, with implications for professional and reputational status.
- Learning networks, such as massive digital learning platforms, bring different human resources together according to perceived need.

Actors, power relations, participation

- Greater reliance on societal self-organisation.
- Schooling systems as players in a wider (local, national, international) market.



Scenario 3 | Schools as Learning Hubs

Goals and functions

- Schools retain most of their functions, but new forms of competence recognition systems liberate them from pressures of credentialing.
- Move away from uniformity: Local actors develop their own initiatives to realise the values they consider important.

Organisation and structures

- Experimentation and diversity of pedagogies are the norm. Personalised pathways are strengthened within a framework of collaborative work.
- Activities are planned in the context of broader learning ecosystems, mapping opportunities across an interconnected network of educational spaces.

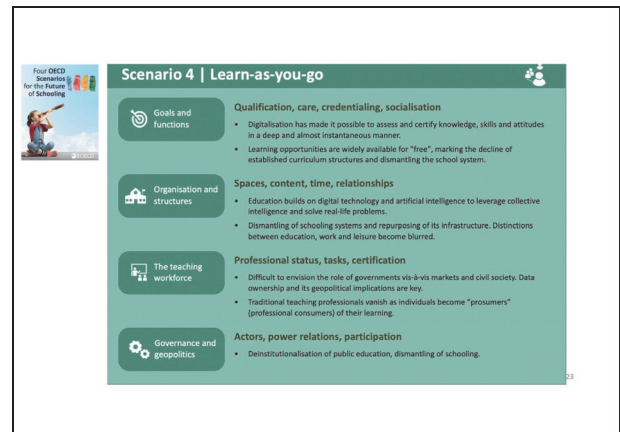
The teaching workforce

Professional status, tasks, certification

- Knowledgeable, networked teachers coexist with diverse individual and institutional players offering a variety of skills and expertise.
- Strong partnerships leverage resources of external institutions, such as museums, libraries, residential centres, technological hubs and more.

Actors, power relations, participation

- Strong focus on decision making at the local level.
- Self-organising units in diverse partnerships.



Scenario 4 | Learn-as-you-go

Goals and functions

Qualification, care, credentialing, socialisation

- Digitalisation has made it possible to assess and certify knowledge, skills and attitudes in a deep and almost instantaneous manner.
- Learning opportunities are widely available for "free", marking the decline of established curriculum structures and dismantling the school system.

Organisation and structures

Spaces, content, time, relationships

- Education builds on digital technology and artificial intelligence to leverage collective intelligence and solve real-life problems.
- Dismantling of schooling systems and repurposing of its infrastructure. Distinctions between education, work and leisure become blurred.

The teaching workforce

Professional status, tasks, certification

- Difficult to envision the role of governments vis-à-vis markets and civil society. Data ownership and its geopolitical implications are key.
- Traditional teaching professionals vanish as individuals become "prosumers" (professional consumers) of their learning.

Governance and geopolitics

Actors, power relations, participation

- Deinstitutionalisation of public education, dismantling of schooling.

OECD has also more recently published a series of four scenarios for the future of schooling, and it would be worth considering these as we look to the future. We can study how their proposals correspond to the progressive education movement of 100 years ago, in the decade of the 1920s that followed the global calamity of the first world war (and indeed an influenza pandemic).

Scenarios projected by OECD are described as:

- 1) Schooling extended;
- 2) Schooling outsourced;
- 3) Schools as 'learning hubs';
- 4) Learn-as-you-go

For each scenario, considerations are listed under four headings:

- 1) Goals and functions;
- 2) Organisation and structures;
- 3) The teaching workforce;
- 4) Governance and geopolitics

These are useful topics and categories, which should give us plenty to think about and discuss, from the perspective of both classroom practice and research for greater understanding. We might focus our discussion on goals and functions (important for researchers), and on the teaching workforce (important for practising teachers).

I look forward to our discussion.

And I wish you all the best in your contributions to new generations of children in their development, and to our understanding of effective education.

In your careers you will continue adapting to changes in culture, social, economic and political circumstances in the world at large, we in the UK and you in Japan. I trust this will be an interesting and fulfilling experience for you all, if also a challenging one!

Note.

This is a record of lecture in the International Symposium of Child Education on 7th February 2023. The responsibility for this record lies with Ayako Kawaji, Department of Child Education, Faculty of Global Human Sciences, Kobe University.