**COLÁISTE NÁISIÚNTA EALAÍNE IS DEARADH**

***NATIONAL COLLEGE OF ART AND DESIGN***

A Recognized College of the University College Dublin

**SCHOOL OF EDUCATION**

**Essay/Assignment Cover Sheet**

**Name of Student Ciara Connolly**

**Course: PME1**

**Submission Date: 30/03/2023**

**Lecturer/tutor Dr. Andrew Wall**

**Essay/Assignment title:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | Ex | VG | Good | Fair | Poor | **Comment** |
| Introduction (statement of problem, response to task) |  |  |  |  |  |  |
| Range and use of appropriate sources |  |  |  |  |  |  |
| Development of argument (analysis, interpretation) |  |  |  |  |  |  |
| Conclusions (application, findings, outcomes) |  |  |  |  |  |  |
| Presentation, language, academic conventions |  |  |  |  |  |  |

**General comment:**

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**Indicative grade:**

**Tutor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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# Opening Paragraph:

I have chosen an image of Enoch Burke figure 1 as a teacher to demonstrate the kind of teacher I would not like to become. This image serves as a reminder of the attitudes and behaviour I would like to avoid as an educator.

In the photograph, Enoch Burk looks stern and disapproving; his eyes are closed, and his face is iconic now with the vast amount of attention he has received from the press. He has his arms firmly crossed. These features communicate a disapproving, inflexible attitude. He appears to stand offish and arrogant, and unapproachable. This picture portrays a very strict disciplinarian; he is more concerned about asserting the rules than communicating with, understanding, and engaging with those he oversees.

His recent fame in headlines has spurred on a narrative of unfair dismissal where he has been a symbol of bigotry, and his image has been turned into a meme where he is being made a joke of—figure 2,3,4. Show memes of him sent among thousands as a joke. On his return to school, he was dismissed for his actions. According to Moloney, Burke was placed on paid administrative leave after he refused to use the preferred pronouns they/them for a transgender pupil. Burke has stated that he cannot abide by the students and the school's requests due to his religious conviction. "*On several occasions, he publicly voiced his objection to the school's request, on one occasion publicly questioning the principal following a service at the Church of Ireland school*." (Eoghan Moloney, 2023)

This image in figure 1 strongly reflects the attitudes towards teaching illustrated in the sociological literature on education. One example is the notion of society as governed by a consensus of values– a teacher's job is not to enforce personal values. It is to establish the ethos of the school itself.

The theory behind this ideology is Conflict Theory (CT). Our social system works predominantly because members strive to get along in those critical areas where they need to. However, conflict theorists argue that portraying society in this manner ignores the apparent conflict of values and interests throughout society. (Wilson, 2011). Burke's image embodies this idea.

The attitude displayed by Enoch Burk is also reflective of the ideologies of the larger society in which he is operating. Specifically, his extremist catholic upbringing, Enoch's mother, Martina Burke, The matriarch of the Burke family, is a schoolteacher. She home-schooled her ten children and has been described as the driving force behind the family's unwavering religious convictions. Martina has long espoused strong anti-LGBTQ+ views, calling into local radio stations and holding placards outside Leinster House to air such opinions. (Gallagher, 2023)

He grew up with an emphasis on authoritarianism, toughness, and strict adherence to the rules in his family, who are fundamentalist evangelical Christians. In addition, it is worth noting that Enoch Burke was born into a conservative household where the culture with very conservative attitudes towards diversity and inclusivity; LGBTQ+ rights, for instance, were largely unheard of, and anyone who displayed such non-normative behaviour would not have been accepted. I want to be a far more accepting, open-minded and understanding teacher, thereby rejecting the grim image presented by Enoch Burk.

A complex industrialized society like ours needs such a social institution as a school lest we be left to our own devices and social chaos erupts. However, the debate will always centre on what knowledge and values are being imparted; the same discussion erupted when Horace Mann began his social experiment with compulsory education in Massachusetts in the 1830s. (Wilson, 2011)

# Main Paragraph:

In order to establish and maintain positive relationships with my students, I want to focus on creating a more collaborative and supportive atmosphere rather than one based on condemnation and discipline. I also want to ensure a culture of respect and inclusivity, so all students feel comfortable and safe in their learning environment. I will actively combat discrimination and prejudice, in particular, condemning any form of discrimination against LGBTQ+ individuals and ensuring they are not singled out or othered in any way. I would also like to incorporate LGBTQ+ issues into my teaching to ensure my pupils accept and respect diversity.

It is important to note that within Irish schools, the Catholic faith plays a heavy role, and for educators to take a stand against LGBTQ students in response to their personal religious beliefs is unacceptable and outside the role of a Teacher. Pope Francis and the Roman Catholic church said the "church has the right to express" its opinions but not to "interfere spiritually" in the lives of LGBT people, expanding on comments he made in July about not judging LGBT people. "It is not necessary to talk about these issues all the time. The dogmatic and moral teachings of the church are not all equivalent. The church's pastoral ministry cannot be obsessed with transmitting a disjointed multitude of doctrines to be imposed insistently," said Pope Francis. It is this attitude that educators of individual faith should keep out of the schools. (Francis, 2021)

The World Health Organisation (World Health Organization , 2021)summarises the difference between sex and gender in the following way: Gender is different from sex because gender is a socio-cultural construct affecting how people think, act, and feel. It is typically categorized into "male and female genders", although individuals may identify as non-binary, genderfluid, agender, or another gender category.

Gender roles in society and education are evident through aspects such as gendered toys, gendered language, and gendered expectations. Schools can promote gender by teaching stereotypical roles, contributions, and powers that may be associated with different genders (e.g., essentialist gender roles). Normativity is the idea that certain beliefs, behaviours, and activities are typical, expected, and sometimes enforced. Heteronormativity relates to the dominance of heterosexuality in sexuality, gender identity, and relations while assuming heterosexuality is the default.

A personal experience of this gender ruling is when my Friend in school was suspended for having his hair too long. When my hair was allowed to touch my toes, my Friend was not around longer than his ears. Boys were also not allowed any jewellery, and girls were allowed two rings and studs in their ears.

Yes, schooling should promote equality and fairness. Schools can promote equal opportunities and fairness through teaching materials, policies, and practices that are unbiased and non-discriminatory. All students should have equal access to all educational benefits and an equal chance to learn and succeed. (World Health Organization , 2021)

In order to challenge these traditional and unequal beliefs about gender, schools can review and revise their lesson materials and curriculums to include more diverse perspectives, critically engaging with gender perspectives from different people's life experiences. Schools can also provide more opportunities for gender exploration, such as "safe spaces" or activities that allow students to explore their identities and roles. Further, schools can recognize the critical role of parents and families in creating safe and effective learning environments and seek their advice and contribution to the school initiatives. Improving education policies can also help create fairness, equity, and inclusion conditions to challenge traditional heteronormative structures.

The 2016 census records show that 1.3% of Irish residents (almost 64,000) are Muslim. There is also a notable increase in those adopting a secular stance in the state. Almost 10% of the Irish population now state no religion, increasing by 74% from 2011. The largest-growing minority faith groups are Orthodox and Apostolic / Pentecostal faiths. (Mullally, 2019)

There is a genuine desire for greater social inclusion. According to (Richard Pring, 2009). There is the belief that so social inclusion can, at least in part, be achieved through a reform of education and training and a more productive relationship between schools, colleges, employers, and others in the community; you have a stake in the outcomes aesthetic extending opportunities and hope to many young people who were too easily dismissed by a system that had a very narrow understanding of success the broader responsibility of education to serve economic well-being and to enrich the broader community of which it is part. (Richard Pring, 2009)

# Main Paragraph 2:

As a future art teacher, I want to be the kind of teacher my students can look up to, learn from, and respect. There is no more significant role than being a teacher; I take that responsibility seriously. While I am familiar with the teaching methods and philosophies of many great teachers, I want to be different from Enoch Burke, and there are certain aspects of his teaching style I actively choose to avoid.

“In short, conflict theorists see schools as an instrument of elite domination (and social reproduction). They are viewed as one of the “arenas” or “battlefields” where the struggle between social groups is played out (e.g., the school’s attempt to makeover the knowledge, dispositions and values of lower class or immigrant children).” (Wilson, 2011)

First, my job as an art teacher is to foster critical thinking and provide my students with the skills and knowledge to make informed decisions about their world. In order to do this, I must create an atmosphere that encourages meaningful conversations, questions, and challenges. This atmosphere will also require me to engage with my students personally, allowing them to express their views and open dialogue with me. Therefore, I will actively work to create a safe classroom space where every student feels respected, valued, and heard.

The theory associated with Marxism was developed in mid-19th century Europe by Karl Marx and Friedrich Engels. Marx and Engels wrote little about education, but they developed a theoretical perspective on modern society that has been used to emphasize the social function of education. Their concepts and methods have served to both theorize and theorize education in capitalist reproduction. A society that criticizes and supports alternative education projects. This study first briefly reviews the classical perspective of Marx and Engels and emphasizes the importance of education in their work.. (Kellner, n.d.)

Second, I will emphasize meaningful learning over rote memorization. I need more than regurgitating facts; I want my students to understand the concepts we discuss honestly. I will employ various teaching methods to broaden their perspective and challenge them to think outside the box. I incorporate various interactive activities, explore real-world case studies, and expose them to diverse opinions.

“*The materialist doctrine that men are products of circumstances and upbringing, and that, therefore, changed men are products of other circumstances and changed upbringing, forgets that it is men who change circumstances and that it is essential to educate the educator himself.”* (MARX, 1976)

Finally, I will be incredibly mindful of how I instruct my classroom I will prioritise the whole child rather than just the subject matter or the instructor. This educational progressivists concept strongly emphasises the need for pupils to experiment actively with their ideas. It is not passive; it is active. The learner is a problem-solver and a thinker who finds meaning in the physical and cultural context through personal experiences.

Good teachers create experiences so students can learn by doing John Dewey's book and discussing his concepts and ideas in class; one can observe John Dewey's relationship to progressivism. (Dewey, 1916)Dewey wanted students to learn to reach the ultimate product through action and process involvement. He desired for the students to engage in practical activities.

Hence, learning rather than memorisation would take place. In a typical classroom, students memorise the material, and after the test is over, they forget it. Dewey believed that by solving problems and exercising their critical thinking, the pupils could learn (Dewey, 1916). The education of students, especially those with SEN, can incorporate these ideas. These structures must be created around the teaching of learners with some SEN so that Dewey's principles can be applied to all learners, not just those who are integrated with additional support but also those who are in a mainstream environment. (Dewey, 1916)

# Final Paragraph:

Ultimately, the image of Enoch Burk and all he stands for is an essential reminder of the kind of teacher I would not like to become and the attitude I am striving not to foster. My chosen route of a more accepting, friendly, and compassionate approach will be more successful in creating a safe and enjoyable learning environment for my students. This will allow them to challenge and question their opinions, together with mine, and truly engage with their learning. Through the lessons I will lead, I will strive to engage in meaningful conversations with my pupils and demonstrate an appreciation for their thoughts, opinions and ideas. I will emphasize dialogue to ensure that my students feel heard and that I address their needs. I will carefully select my words, so each student feels respected and enjoyable. I will also structure my classroom environment in such a way as to encourage participation and collaboration between all my pupils, not just those who are most confident or outspoken.

According to the Functionalism label, this general theoretical orientation derives from biology, but its social-theoretical version is more likely to be found in anthropology and sociology. We turn to the latter and the relationship between school and society. Functionalists use biological analogies to argue that to understand better the social system we call the school, we need to understand the functions or social needs that schools serve in our social system. (Wilson, 2011)

In order to model these attitudes, promote cooperation among pupils, and ultimately achieve the learning goals set out for each lesson, fostering an atmosphere of trust and mutual respect is crucial. Demonstrating that I am open to constructive criticism and feedback from my students; I should let them know that they can express their views and feelings and that I am always willing to listen. Moreover, I will demonstrate a willingness to accept differences of opinion, even if I disagree with them, respecting their right to form independent judgements. This will allow me to ensure that my pupils are not just adhering to the rules for the sake of it but instead are open to engaging critically with the topics under discussion and forming their thoughts and perspectives.

There is an assumption in functionalism that is being acted upon by the schools; all or most humans successfully internalize the formal and hidden curricula. (Wilson, 2011)

As a methodology or strategy, I will follow up on any issues or incidents in my classroom. I am engaging in further discussion with the affected parties or, in more severe cases, seeking guidance or acting, such as referral to class tutors and year heads. Regardless of the measures I take, however, I will make sure to approach everyone with empathy and attentiveness. I will also ensure that any issues or incidents in my classroom are addressed appropriately, taking appropriate measures whenever necessary. By creating a sense of collaboration and openness, I hope to effectively impart the necessary knowledge and values while contributing to a functional social system.

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## Figure 1



Enoch Burke at Wilson’s Hospital School. Photo: Frank McGrath

<https://www.independent.ie/irish-news/news/enoch-burke-arrives-at-school-again-despite-court-granting-permission-to-begin-enforcing-fines-42394906.html>

Figure 2A person standing in front of a gated entrance to a building

Description automatically generated with low confidence

## Figure 3

A group of people standing in front of a blue building

Description automatically generated

Figure 4Map

Description automatically generated