

## Epreuve LVA (Synthèse)

Durée : 3h

En vous appuyant uniquement sur les documents du dossier thématique qui vous est proposé, vous rédigerez une synthèse répondant à la question suivante :

### What stakes for education today ?

Votre synthèse comportera entre 450 et 500 mots (titre inclus). Le nombre de mots devra être indiqué en fin de copie.

#### Document 1



#### **Teacher couple take their children out of school and on 37,000 mile 'education' journey**

*Richard and Catherine Thorley have visited 27 countries in their motorhome with their children Lottie and Libby*

**BYGRACE MACASKILL** , 21 January 2017

Most mums and dads worry about taking their kids out of school for a few days... But Richard and Catherine Thorley have taken theirs on the road for 16 months... The couple claim they are ‘world-schooling’ their daughters... They have visited 27 countries in their motorhome...

The girls have classroom-style lessons - mostly using education apps - for two to three mornings a week but the rest of the time subjects are brought to life through visits to museums, science centres and historic sites.

Incredibly, the unorthodox parents claim the girls are two years ahead of their contemporaries in most subjects and Libby is already tackling geometry while Lottie has won a Lonely Planet award for her photographic skills – something that would never be taught in schools. [...]

PE teacher Richard said: “The girls are absolutely thriving. They pick up things so quickly because their learning is through real-life experience...”

As their classmates remain stuck at their desks, the Thorley girls have travelled through Western Europe... They have swapped science and biology lessons for visiting underground caves, comparing glaciers in the Fjords of Norway and watching dolphins in the wild.

Geography sessions have involved sleeping in a volcano, river-rafting in Croatia and walking ancient ruins in Italy.

And English has included projects on Hadrian's Wall, writing poems and filling the hours without television in their motorhome by reading books. [...]

Yet Lottie and Libby only have seven mornings of formal-type schooling a fortnight when Richard and Catherine use education Apps to keep them up to speed with mainly maths, languages and English.

Richard explained: "We sat down and worked out how many hours pupils are taught in a school setting over the course of a year, taking away holidays, lunch breaks, play times and assemblies. I think most parents would be surprised to learn it works out at two long mornings, from 9am to 1pm, with two days off, then two mornings back on again... But Lottie and Libby also learn about things on the road all the time. When they go to secondary they might not be the child who can tell the teacher the ins and outs of a specific WW1 battle, but they will know the history, having seen the war graves and actually stood in the British and German trenches. They can also speak a little bit of four or five languages... We spent three months travelling around France so the girls could immerse themselves in the language.."

But while the Thorley's make life on the road sound positively idyllic, how realistic is world schooling?

"Being teachers we have an advantage in schooling our daughters," admits Richard. "But anyone can do this so long as they get permission from the local education authority and follow the National Curriculum. [...] There are some excellent learning apps nowadays which really engage children and make learning on the road easier than ever before. Not every type of child finds it easy to learn in the classroom." [...]

## Document 2

# The Washington Post

## **Influential conservative group: Trump, DeVos should dismantle Education Department and bring God into classrooms**

By Emma Brown February 15

A policy manifesto from an influential conservative group with ties to the Trump administration, including Education Secretary Betsy DeVos, urges the dismantling of the Education Department and bringing God into American classrooms.

The five-page document produced by the Council for National Policy calls for a “restoration of education in America” that would minimize the federal role, promote religious schools and home schooling and enshrine “historic Judeo-Christian principles” as a basis for instruction. [...]

The council’s “Education Reform Report” says it is intended to help DeVos and Trump map a path toward change. [...] The document proposes demoting the department to a presidential “Advisory Council on Public Education Reform,” a sub-Cabinet-level agency that would serve as a consultant to states. New employees should subscribe to the educational worldview of the Trump administration, it says, “from assistant secretaries to the mailroom.”

It also says states should encourage K-12 public schools to post the Ten Commandments, teach Bible classes, recognize holidays such as Easter and Christmas. promote instruction “from a Judeo-Christian perspective” and remove “secular-based sex education materials from school facilities.”

It calls for the termination of the Common Core academic standards and an end to the government collection of student data, which has generated concerns among activists on the right and the left.

The goal, it says, is a “gradual, voluntary return at all levels to free-market private schools, church schools and home schools as the normative American practice.” [...]

[The] council’s vision would be a dramatic departure for education in America. Nearly 9 in 10 students attend public schools, and the Supreme Court has ruled repeatedly that the First Amendment prohibits public schools from establishing or promoting any particular religion.

The department administers and manages student loans for tens of millions of borrowers, gives K-12 schools billions of dollars a year to bolster education for children who are poor or have disabilities, and enforces civil rights laws in schools and colleges nationwide. [...]

Trump, as a candidate, endorsed eliminating the Common Core. But as president he cannot do that on his own because standards are decided by states. Trump has said nothing since taking office about dismantling or downsizing the department. [...] DeVos has long advocated for taxpayer-supported vouchers to help parents pay tuition for private and religious schools. [...]

International tests show American students trail peers from other nations, particularly in Asia.

“Many of us are concerned that our high rate of literacy and comprehension and analytical thinking, they’re not there anymore like they used to be,” she said. “That hurts a country that is based on ‘We the people.’ ”

Hearne said council members also worry children aren’t learning right from wrong in school. “There’s a real need for a discussion in America today of what kind of education do we want,” she said, “because what kind of country do we want down the road?”

## Document 3

# THE HUFFINGTON POST

October 7, 2016, By C.M.Rubbin

## **The Global Search For Education: New Global Study Offers Insights On Math Learning**

What can we learn from the teaching and learning practices of mathematics — school to school and country to country?

In 2012, PISA<sup>1</sup> studied students' performance in mathematics, and additionally, collected data from students and school principals in 70 countries about how teachers teach mathematics. The goal was to explore teaching and learning strategies related to higher student achievement.

Joining us in The Global Search for Education to discuss Ten Questions for Mathematics Teachers... and How PISA Can Help Answer Them is Andreas Schleicher, OECD Director for Education and Skills, and Special Advisor on Education Policy to the OECD Secretary-General.

“The most remarkable finding really is that teaching strategies clearly trump nationality and social background; many of our observations hold over more than 60 countries. The data also showed that where teachers have confidence in their own skills and abilities they are more likely to innovate in the classroom. Now the key question is how we boost teacher self-efficacy. A high degree of professional autonomy in a collaborative culture seems to be key to this.“ [...]

How important is the connection between teaching mathematics principles and applying the knowledge to other subject areas and to real world problems?

“These are two sides of the same coin. Students who cannot extrapolate from what they know and apply their knowledge in novel situations have only accumulated dead knowledge that won't be particularly useful for them. But students who do not have a deep conceptual understanding of math, and who cannot think like a mathematician, won't be good at any math. [...] It is also important not to lose sight of teaching pure mathematics... There is a clear link between exposure to

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1 Programme for International Student Assessment

pure mathematics and performance in mathematics generally... It is certainly possible to expose students to both pure and applied mathematics...”

What self-assessment do you recommend to school leadership to determine the effectiveness of math teaching in their schools?

“We have just brought out a “PISA-based Test for Schools” that individual schools can use to see their own strengths and weaknesses in light of what other schools in their country or in other countries achieve. PISA finds that socio-economically disadvantaged students are often less frequently exposed to both pure and applied mathematics than their more advantaged peers. This might be because they are in different education tracks, or have been placed in classes or groups in classes where they are not exposed to more challenging mathematics.”

What improvement programs do you recommend to address the gaps in teaching effectiveness? How do teachers find the time to secure this need for professional development?

“A key component to promote teaching effectiveness is training, and particularly, professional development. The challenges and complexities brought by 21st century classrooms make it impossible for teachers just to rely on their initial training. Thus, life-long learning should be a must on the teachers’ career path.”

## Document 4

# THE COMMON CORE STATE STANDARDS



Grade-specific standards in Math and English Language Arts for Illinois classrooms



Higher, clearer, deeper and based on what students must learn to succeed in college and modern careers



Creating the same expectations for all students so families can understand exactly what every student should learn



Emphasizing skills students will need for the modern workplace: collaboration, critical thinking, communication and creativity



Built upon strengths and lessons from the highest-performing states and countries

## Document 5

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**PUBLIC  
EDUCATION:**

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