



**UNIVERSITY OF
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Plymouth Institute
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Pluralism and school leadership in times of uncertainty

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Enriching lives

I have never let my schooling interfere
with my education

Mark Twain



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Schooling: A short history

Educating the Masses
Nurturing Human Flourishing
Forming People and Cultures
Educating *Homo Economicus*
Educating *Homo Politicus*

Tomorrow's educational institutions will need to help learners think for themselves and join others in work and citizenship. They need to help learners develop a strong sense of right and wrong, and sensitivity to the claims that others make. Individuals will need to learn to live with themselves, with others, and with the planet. At work, at home and in the community people will need a deep understanding of how others think, whether as scientists or artists, and how others live in different cultures and traditions. (OECD, 2021: 6)

OECD (2021) *Building the future of education*, Retrieved from: <https://www.oecd.org/education/future-of-education-brochure.pdf> [Accessed 13.05.22].

Education is the point at which we decide whether we love the world enough to assume responsibility for it and, by the same token, save it from ruin, which, except for renewal, except for the coming of the new and young, would be inevitable.

And education, too, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, not to strike from their hands their chance of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world. (Arendt, 1961: 196)

Arendt, H. (1961) *Between Past and Future*, London, Faber & Faber.

A good school is the price of peace in our communities.

Ursula Franklin, Holocaust survivor and German-Canadian academic and social activist, 1997

We are our choices

Jean Paul Sartre



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Our lives are fashioned by our choices.
First we make our choices. Then our
choices make us.

Anne Frank, victim of the Holocaust and author of a diary
1929 – 1945

Cultures and disciplines offer different ways of knowing, where knowing is an active process of making sense of our lives and the world in which we live.

This active process involves making choices and registering their effects.

The method of democracy is to bring conflicts out into the open where their special claims can be seen and appraised, where they can be discussed and judged

John Dewey



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Value pluralism

The notion of the perfect whole, the ultimate solution in which all good things coexist, seems to me not merely unobtainable, but conceptually incoherent.

(Berlin, 1988: 14)



Berlin, I. (1988) The pursuit of the ideal, in: Henry Hardy (2013) (Ed) *The crooked timber of humanity*, Princeton, Princeton University Press, 1-20.

A liberal credo for education

There are many ways to understand education, be a good teacher or student and live a good life; all have strengths and limitations

People are who they are through the choices they make; knowing and thinking develop through choice-making

A good society strives to free people from constraint and enable them to lead the life they choose

Cohesion in diverse societies comes from accepting there are many ways of knowing, and learning to live alongside those you disagree with

Involving stakeholders in democratic governance helps schools focus on both the individual good and the welfare of all

Selected Bibliography

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