



Wie funktioniert Schule?: "The Grammar of Schooling - Why has it been so hard to change" (German Edition)

Robert Michalowski

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Studienarbeit aus dem Jahr 2010 im Fachbereich Pädagogik - Schulwesen, Bildungs- u. Schulpolitik, Note: 1,3, Helmut-Schmidt-Universität - Universität der Bundeswehr Hamburg, Sprache: Deutsch, Abstract: Die heutige Struktur in Schulen wird als selbstverständlich erachtet. Grundschulen sind in Klassenstufen unterteilt, innerhalb jener Klassenstufen gibt es verschiedene Klassen, jede dieser hat einen Klassenlehrer der die Schüler dauerhaft betreut und meist mit ihnen den Weg bis zur Versetzung in die Oberstufe geht. In „High Schools“ sieht die Struktur etwas anders aus. Für jedes Fach gibt es einen Lehrer und für den Abschluss ist es nötig in jedem dieser Fächer durch die regelmäßige Teilnahme Punkte zu sammeln. Diese „Carnegie Units“ sind eine Art akademisches Punktesystem auf das im Folgenden genauer eingegangen wird. Regelmäßig haben Menschen versucht diese beiden Systeme zu verändern. Verschiedene Variationen wie klassenlose Schulen, Veränderungen von Zeit und Raum, der Unterteilung in Kern- und Schwerpunktfächer oder die Lehrerschaft in Teams zu organisieren, waren dabei Inhalt dieser Versuche. Grund dafür war primär, dass die bestehenden Systeme als Zwang und Einschränkung der Bildungsfreiheit verstanden wurden. Dass diese Formen auch einst Reformen waren, wurde dabei selten beachtet (vgl. Tyack/Tobin, 1993, S. 455). Wenn solche Reformen erfolgreich und beständig waren, dann meist in Sonderschulformen wie berufsbildenden Schulen oder Bildungs- und Erziehungseinrichtungen für Begabte oder Behinderte (ebd., S. 455).

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