

EDUCATION FOR EMPOWERING COMMUNITIES:

LESSONS FROM THE HISTORICAL PAST

Putting Haskins' Work into Context:
Implications for Research, Educational Practice, Theory and Policy

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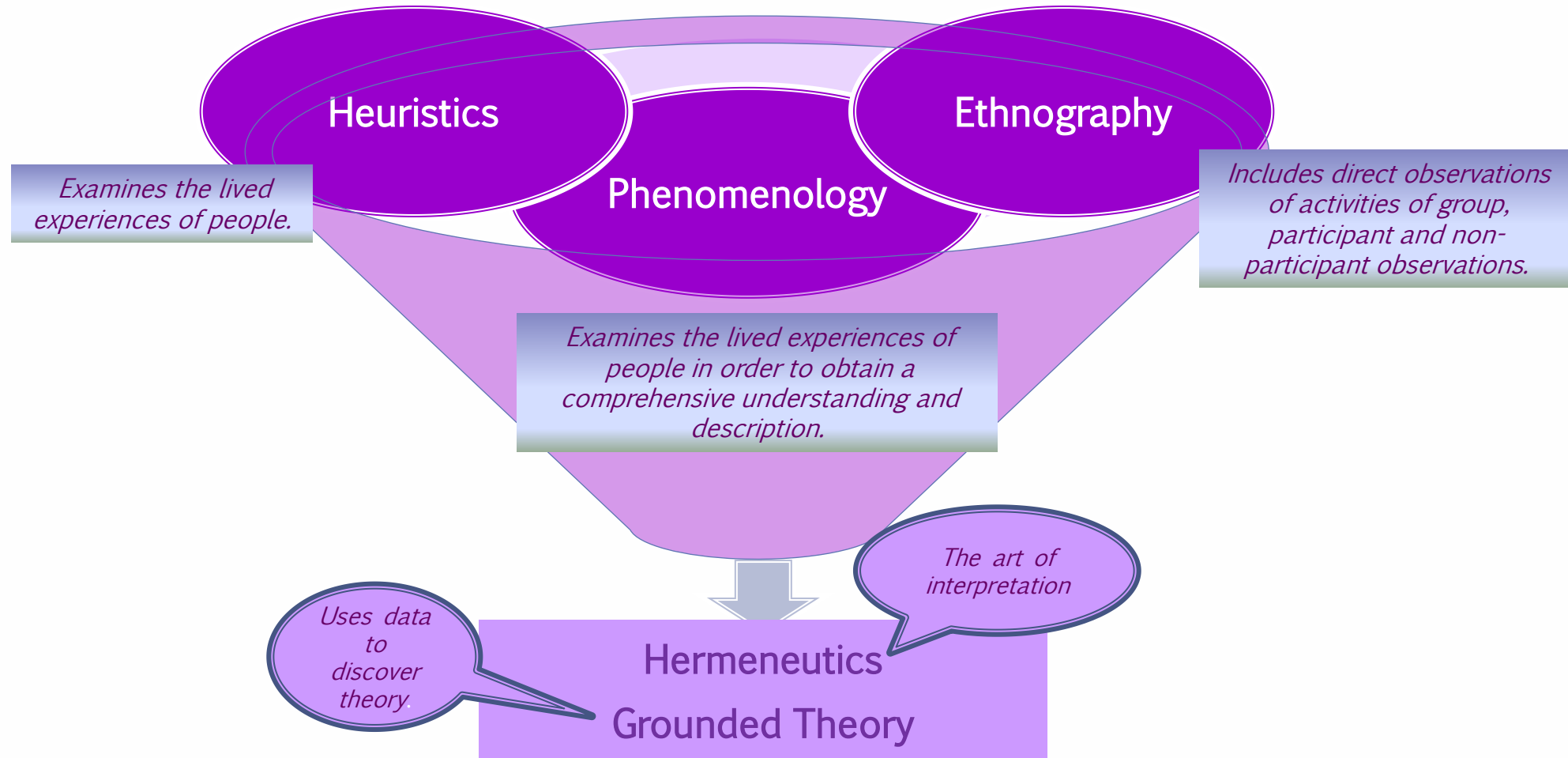
WHO WAS KEN HASKINS? THEORETICAL AND CONTEXTUAL FRAMEWORK

Phenomenological and Qualitative Research Strategies

Theory Into Practice, Practice Into Research and Policy

- Haskins: *a phenomenological theorist and practitioner.*
- Provided implications for educational practice, research, theory and policy.
- Background: *Social work, education, administration, planning and social policy.*
- Used combination of qualitative research methodologies: *phenomenology, ethnography, grounded theory, hermeneutics and heuristics.*

Phenomenological and Qualitative Research Strategies



Phenomenological and Qualitative Research Strategies

These research strategies capture:

- *Wholeness of experience and culture;*
- *Meaning and essence of experiences;*
- *Descriptions through first-person accounts in formal conversations and interviews;*
- *Data collection which is essential to scientific inquiry;*
- *Formulation of questions and problems; and,*
- *Integration of practice with theory, research and policy development.*

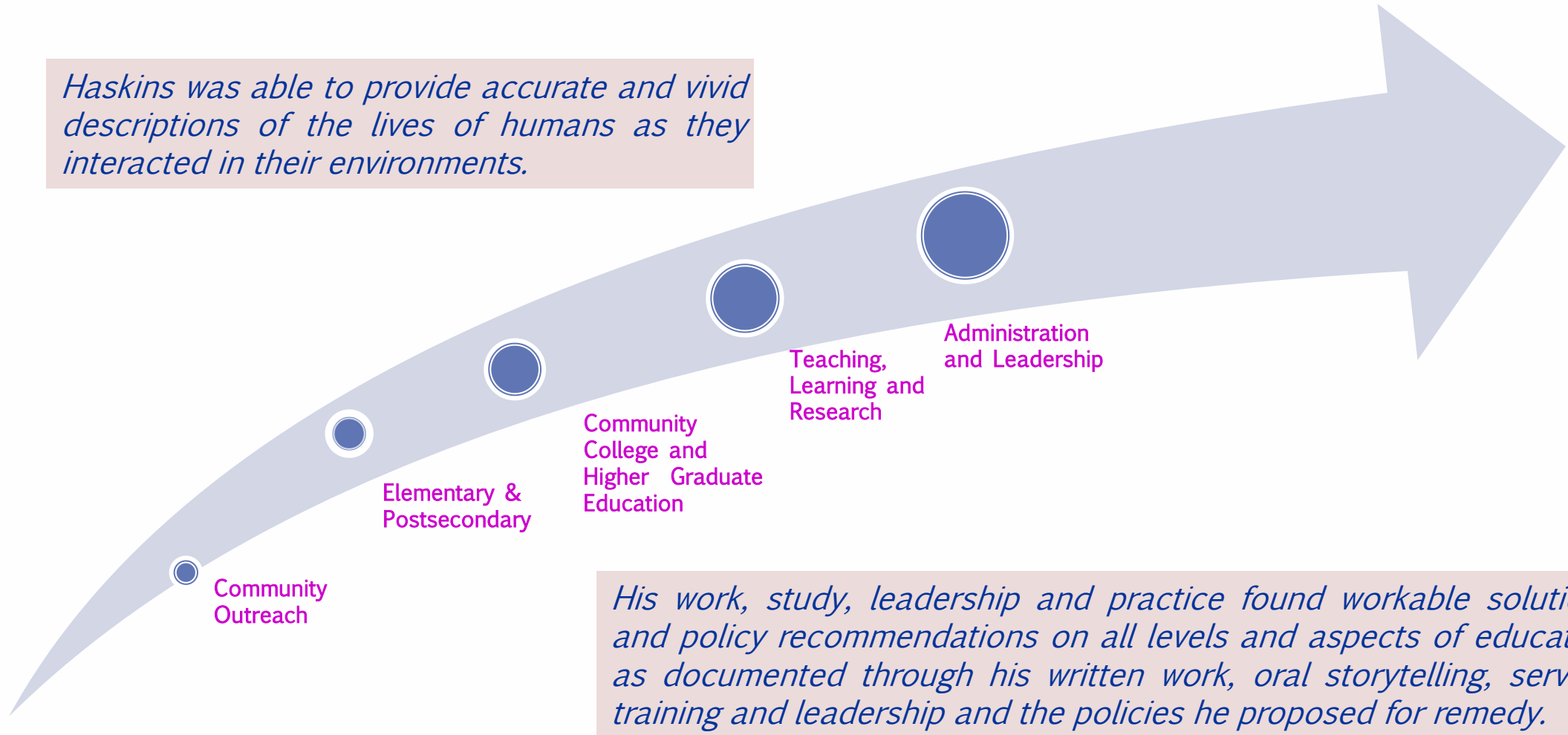


Phenomenological and Qualitative Research Strategies

- *Haskins' work and focus on elementary, secondary and post-secondary education including community schools, alternative schools, community colleges and teaching and administration in higher education at the undergraduate and graduate levels, reflects his unique blend of educational research science and his passion for understanding the lived experiences and needs of people.*

Phenomenological and Qualitative Research Strategies

Haskins was able to provide accurate and vivid descriptions of the lives of humans as they interacted in their environments.



His work, study, leadership and practice found workable solutions and policy recommendations on all levels and aspects of education as documented through his written work, oral storytelling, service, training and leadership and the policies he proposed for remedy.



MAJOR THEORETICAL PREMISES FROM WORK AND WRITINGS

Toward Empowering Communities

Goals of Education

- Create people who succeed.
- Develop human potential.
- Create a culture of learning and development.
- Creating enriching and stimulating experiences.
- Helping students find their strengths and gifts.
- The purpose of education and human development is to help people flourish, thrive and grow.
- Promoted importance of STEM—exposing students to science, math, physics, history and more.
- Culture of school should reflect the culture of the community.
- Open School Model-accessible to community and students at other times.

- *Haskins states:*

If a community school is to have any meaning, it must take its character from the nature of the people living in the community and from the children utilizing the school—rather than rigidly defining itself as an institution that accepts only those people who fit into a preconceived definition....

In a sense schools should relate to the people who use them in much the same way that any other producer relates to a consumer.”

(Haskins, 1969, p.52).

On Teaching

- Student-centered model of teaching.
- Non-traditional and active instructional strategies.
- Classroom as a working laboratory of learning (Flipped classroom model).
- Cultivate a disciplined mind vs. a disciplined student.
- Teachers are mentors and scaffold behavior (Lev Vygotsky).
- Collaborative and team teaching—eliminated the need for substitute teachers.
- Interdisciplinary approaches to subject matter.
- Teacher self-assessment and peer evaluation.

- *Haskins states:*

“The school was divided into teams. Four or five teachers, along with teacher aides, worked with the same group of 100 or so kids. The teams assumed the major responsibility for the school’s practical operation.”

“But the basic form that an evaluation took required that the teams meet regularly once a week, and that team members take responsibility for monitoring each other”

(Haskins, 1975, p. 280.)

On Learning

- Learning process should empower students.
- Should equip students with conceptual and problem-solving skills necessary for critical thinking and self-motivation.
- Students need learning approaches that enhance their intellectual and vocational flexibility—how the economy and job market works as well as barriers. Cooperative education.
- Learning should emphasize basic and generic skills, literacy, reasoning, social development.
- Learning should involve independent projects and independent study based on interest.
- Curricula should be relevant to the social environment geared toward development of creative and interpretive skills.
- Culture and cultural diversity should be recognized as a resource and not a deficit.

- *Haskins states:*

“Cynics could argue that dull minds are more compatible with the production and consumption roles that await most of today’s children.

However, the incapacity for critical thinking is likely to ensure this dreary outcome of limited futures and narrow function for the mass of students.

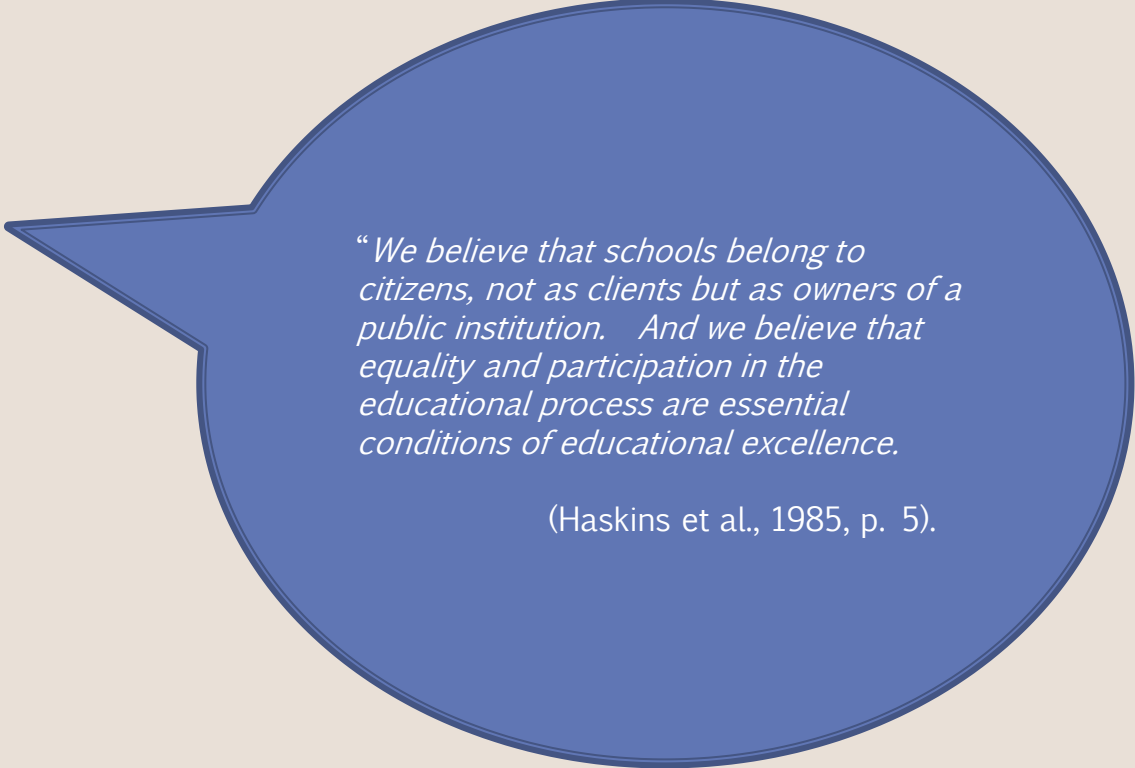
Our failure to create an informed and thoughtful citizenry will also have continuing impact on our quality of life as a culture and as a society that aspires toward democratic pluralism.”

(Haskins, et al., 1985, p. 25.)

On Educational Leadership

- **Collaborative Model of Governance**—*a nexus between the educational institution, leadership, teaching faculty, parents and community.*

- *Haskins states:*



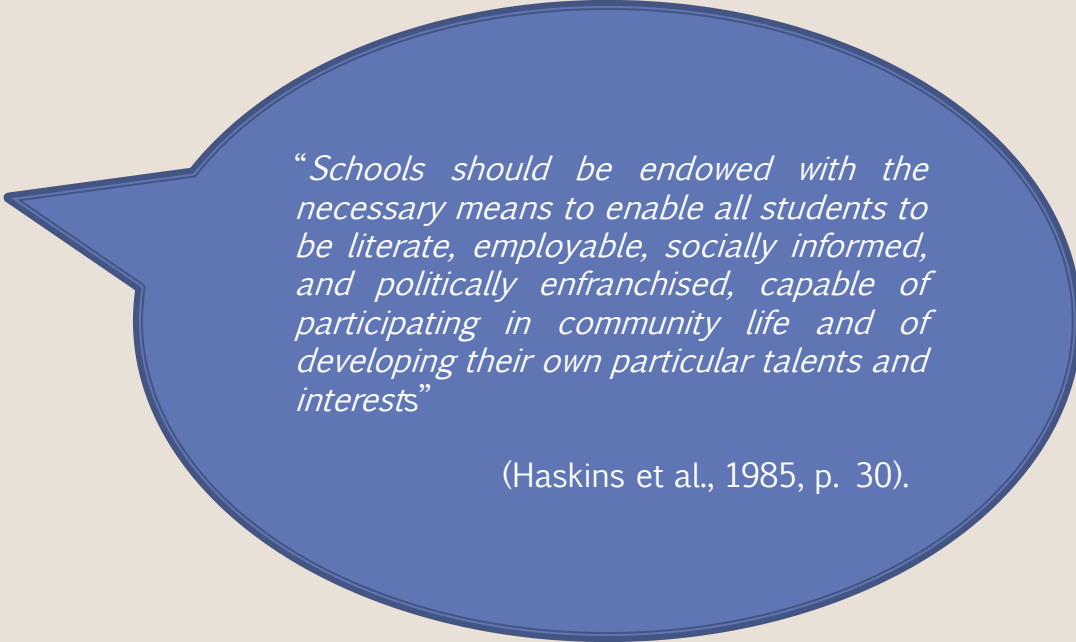
“We believe that schools belong to citizens, not as clients but as owners of a public institution. And we believe that equality and participation in the educational process are essential conditions of educational excellence.

(Haskins et al., 1985, p. 5).

Summary In a Nutshell

- *Equality of results in education, schooling and learning.*
 - *Democratic schooling.*
- *Reject notions that children fail due to their own deficits.*
- *Look for the merit in every student and teach them according to their needs.*

- *Haskins states:*



“Schools should be endowed with the necessary means to enable all students to be literate, employable, socially informed, and politically enfranchised, capable of participating in community life and of developing their own particular talents and interests”

(Haskins et al., 1985, p. 30).

SIGNIFICANCE

- **Revolutionary Thinker, Scholar and Practitioner**
 - **Visionary**
- **Defined New Ways of Thinking About Schooling, Education and Learning.**
 - **Tested New Models of Teaching and Learning**
 - **Defined a New Democratic Schooling Model**
- **Used Phenomenological Approaches to the Study of Education and Schooling.**
- **Applied Heuristic and Hermeneutic Analysis for Reflection on Practice and Policy.**

IMPLICATIONS

Haskins and colleagues provide the best foresight moving into the 21st century that is yet to be fully realized. They write:

“The opportunities now before us to reform education are also opportunities to recover democratic aspirations and prepare ourselves and our children to build a more decent society. The necessity of democratic reform lies in the millions of lives diminished and the millions of dreams deferred by continuing school failure. The possibility of democratic reform lies with citizens who choose equality as the standard of social progress and the measure of their own empowerment.”

(Haskins, et. al, 1985, p. 182)

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