

7 myths about reform in school education

Education reform is probably the most long-term, and in its effects the most fundamental step, the authorities in recent years. First, it will feel the consequences the students and their parents, and for a few years, when current students will come into the business and power and everyone else. It is not surprising that on such a large-scale reform there are a lot of rumors, gossip and myths. Let's [doing my essay online](#) consider the 7 most popular ones and give truthful answers.

Myth 1: the Consolidation of schools is necessary for the destruction of the Ukrainian village

Today, the challenge is to do so, to displace the people from the village, in order for a song to take the land. This is the main reason for the closure of small schools; the former Minister of education, Chairman of the Public Council of educators and scientists of Ukraine Stanislav Nikolaenko.

Truth: the Consolidation of schools is voluntary and is aimed at improving the quality of education.

Closing small schools is primarily due to the poor quality of education in these schools and optimizing learning network.

As of 2016 more than half of the schools were in rural areas, and in 613 schools enrolled up to 25 students, which meant that the school, as a rule, no personnel support (one teacher teaches several subjects) and a low infrastructure base.

But, the reform offers in United territorial communities (GSS) to create supporting schools and their affiliates.

Low quality of education observed the following data (according to the study CEDOS):

- 15% of rural teachers read more than 3 items, compared with 8% in small towns and 5% in medium and large.
- circles expect less in rural schools; an average of 3.8 in school, compared to 6 in secondary towns and 9 in large.
- only 65% of rural schools do have the mug, while the mug is in 79% of schools small and medium-sized cities and more than 90% of schools in major cities.
- almost 30% of rural schools have no computer connected to the Internet, while in large cities, almost all schools are connected to the worldwide web.

In accordance with the reform of decentralization, schools are available to GSS, which entails funding from the budget of the community.

Therefore, the community now has the right to establish schools and determine which school will be the reference and which branches, given the ability of the community to maintain the school. Accordingly, the decision of the liquidation or the reorganization of the school community takes their own; the decision of the session of the local Council.

Optimization of educational network; this international experience, which was passed by countries such as Australia, England, Canada, Korea and the Scandinavian countries, which experience is applied in the implementation of reforms in Ukraine.

Myth 2: the Core of the school narrows the Outlook of the disciples

the group does not support power profiling for early learners, reducing the number of compulsory subjects, particularly the natural Sciences, which develop logical thinking of children; says the people's Deputy Yulia Tymoshenko.

The truth: the Core develops the student and helps to delve more deeply interesting to the student of the subject.

Primary school is the same for everyone and provides an equal base for each student.

But the law provides for profiling students. Since the 5th grade, students will be able to choose subjects for in-depth study, and the others will learn with less stress.

In addition, in grade 9 will complete the total cycle of objects and about 50% of items; can be selected in accordance with the profile.

This means that school will determine the elective part of the items; elective subjects and will form the curriculum for students.

Profiling; is an internationally recognised practice.

In most EU countries up to 6-7 grade students are determined with the profile of training and continue their chosen educational path.

In the US this occurs during the transition to high school; the last three years of study are relevant.

By the way, in most European countries, the student chooses between academic profile, allows you to enter a higher educational institution after completion of training and professional profile, is preparing to enter the labor market.

When a student can choose subjects; learning becomes personalized. This allows you to build your own educational path.

This approach is consistent with global educational trends of today. As the practice of British schools, when students choose the subjects for the

study, they are more conscious about their learning and take greater responsibility, which subsequently transform into the best academic student achievement.

Myth 3: Natural specialties will be canceled

In Ukrainian schools will disappear biology, physics and chemistry

Truth: Students who are not interested in professions related to natural specialties will be able to undergo an abbreviated integrated natural course.

Items are not thrown, and integrated for a holistic understanding of the world pupils. That course combines physics, chemistry, biology, geography, astronomy, and ecology. He will be commended for passing students of 10-11 grades, the social, humanitarian, sports, artistic and aesthetic profile, that is, those who do not plan to take EIT in these subjects.

Therefore, the school will reduce the academic burden on students and will allow you to delve into the chosen specialization.

Holistic education, then, integration of school subjects; this is one of the prerequisites for the transition to the development of skills and abilities of students. This was confirmed by research scientists Professor at the University of St. Catherine's, Ontario Susan Drake Professor of the University of Appalachia West Virginia Rebecca Barnes; Integration of subjects in the curriculum allows to raise the achievement motivation of pupils and to develop their competence.

Like the integration of subjects passed school in Canada (2002), Japan (2002), Finland in 2016 proposed the study of the phenomena instead of items.

In Ukraine at the moment, has already developed four distinct syllabus, which can be found online.

To join discussion of integration objects could each teacher on the online platform EdEra. Later developed program passed peer review of the NAS of Ukraine.

Myth 4: the Key reason for the decline in Ukrainian schools; low wages

the problem; the higher salaries; said the MP Oleg Lyashko.

Truth: the Key issue; inefficient allocation of resources, reform will help to significantly increase teachers' salaries.

So, the wages of teachers; small, but difficult to call it; core issue;

The new law; the education; envisages a minimum rate of teachers at the level of 3 times the minimum wage; 9600 hryvnia, however; wages will rise gradually. In 2018 the growth will happen by 25%. Also a teacher training or an upgrade to increase their salary by 10%. According to the adopted budget for the year 2018, the educational subvention, which allocates funds for teachers' salaries, grew by 16%.

Also, this year has changed the principle of distribution of these funds. If the formula took into account only the number of students per school and type of settlement, but now the formula also takes into account the class size and the number of hours per week (load master).

Therefore, in the 2018 local budgets plan to translate the contents of educational institutions and the payment of wages to employees nepedagogichno. And the use of the formula for educational subsidies for the estimated class size is actual to stimulate the local authorities to optimize both the school network and the network classes.

The problem is that there; this is an inefficient distribution of allocated funds. Therefore, optimization of the school network is so important.

Myth 5: the Reform will lead to massive layoffs of teachers

one-Third of teachers can reduce; said the analyst Mikhail Pavlov.

True Reform does not provide for layoffs.

First, the act expands the managerial autonomy to school principals: the Director has the right to announce competitions for the vacant post of teachers and other employees, and to appoint and dismiss them from their posts.

However, according to part 7, article 42 of the law; the education;, the release can't happen without reason.

The second concern relates to the certification of teachers. It is voluntary and is initiated by the teacher.

The results of the certification does not exempt teachers from the posts. On the contrary, those who will be certified voluntarily, will receive a 20% salary increase.

Myth 6: Reform prohibits parent committees

the Ministry of education has banned the parent committees in schools;

True: Create parent committees will be able educational institutions.

The decision on creation, reorganization or liquidation of the parent Committee takes a school of their own, the decision of the General meeting or meetings of labor staff.

Mon promises that the new law *On General secondary education*; detailing the procedure for the establishment of the authority of the parent government and their interaction with the school and its founders (local authorities);

However, while this provision is in the process of development and details will be known later.

Myth 7: In schools there will be no place for the languages of national minorities

the language That is native for children, almost will be banned;

True: some subjects will continue to be able to give the languages of national minorities.

The law does not prohibit Russian in schools, the law says that the language of instruction in General secondary school is the state language. Training in high school will not only in the Ukrainian language, and to include items that will be taught in the languages of national minorities (language and literature of national minorities (PP. 6, paragraph 1 of article 7 of the law *the education*)).

To facilitate the study of other subjects, the MES plans to develop dictionaries of a minority language, parallel study of terms in two languages.