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Human science in the European school syllabus

Human Science continues to develop and is beginning to have a large influence on the European School syllabus. As the academic aspects of this "new" subject are beginning to filter through (sometimes in an undiluted fashion) it is vital that a continuing dialogue between planners and teachers should be maintained.

As the course proceeds and interactions take place it is important that the teacher should be in a position to process, modify, reject and assimilate various trends. Society's and individual's needs are identified as issues or problems to be dealt with. Social and physical environmental systems are analysed and understood with a purpose in mind. The modern educationalist is wise to inform himself in insights from the political scientist, meteorologist, economist, ecologist, planner and sociologist.

Given these trends well treated in class, the student is very much in the driving seat to develop decision making skills, weigh up, analyse and predict as well as develop other intellectual skills.

The teaching resources can be stimulating and varied and are very much to do with the real world and can be adapted to a teacher's own area and circumstances. As educationalists we must not fail to open the eyes of all students to the real world about them.

The model or paradigm above is a personal attempt to present the broad theoretical trends of Human Science as it has come to us from the planners. It is an attempt to identify these trends with the help of a simple model. For the confused it might provide a perception of a fund of workable teaching ideas. Now let the debate continue!

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