

Department Of Defense Schools

YourFirstName YourLastName

University title

Department of Defense School

First Name, Second Name

Institution Affiliation

Date

## DEPARTMENT OF DEFENSE SCHOOLS

The Department of Defense Schools (DoDS) is a system of schools, both primary and secondary, which governed by the Department of Defense Education Activity (DoDEA) which started operating in Oct 1946 (Purdue, 2013). They serve the United States military dependents and other non-U.S personnel outside the United States. They enable the American students get quality America educational experience. This system is far much better in terms of performance compared to our own public schools (Hinkson, 2007).

The American public schools performance is not only challenged by the DoDS, but also by other nation's public schools including those in Finland, S.korea and Canada. This could be attributed to so many factors which are listed in this research.

The DoDS have a uniform curriculum and standard based instructions so that teachers are able to know what materials the students had covered in their previous schools. New students are also given a welcome packet similar to that of the ones the other students were given including instruction which are modified for them. There is an admirable relation between students, teachers and parents ( reducing stresses associated with the psychological aftermath). This helps new students adapt so fast in their new environment making their studying period an easy one. Their academic performance is far much highly ranked compared to the public schools around (Hinkson, 2007). It is a high time the public schools copied some strategies from the DoDS for the benefits of their students.

The American public schools generally admit anyone who comes around regardless of their income or skills. There are a number of problems that need to be addressed to improve the quality of education in these schools:

Plagiarism- this may not be viewed with the much seriousness it deserves (4). There is a lapse in ethical lapse in the system as most top American student are involved in cheating. Most students rely on teaching and focus mostly on how to do it that they forget to read and get something on their own. Everything backfires when they are not able to copy during the exam period and their grades are highly affected.

The unanimity about the role of religion in the class room is another major problem (5). Students are left with rather skewed view of the society as they only get its whitewashed version. Text books are no longer written in efficiency as the publishers are afraid of including anything of religious nature denying the legitimate reasons for many historical and social truths.

There are many differences between the Americas public education system and that of Finland, Canada and S.Korea (Hinkson, 2007). These include:

i. Students in America take standardized tests unlike Finland. The only time a student in Finland takes an exam is when they are tested whether they qualify to go on to the university or not(3). These standardized tests are not used to compare schools or determine the teaching abilities. This makes education seem like a competition in America as opposed to a process in Finland (Hinkson, 2007).

ii. There are better trained teachers, well paid, unionization and a good job security (5). Teaching is regarded with so much respect in these countries unlike in America. This demotivates the teaching staff leading to poor outcome (Company, 2006).

iii. It is mandatory for one to have been a teacher before so as to qualify into being a head teacher or principal in a nation like Finland (7). This should be adopted in American systems. A business person or a person who has no experience in the field of teaching would definitely be in no position to run a learning institution (Hinkson, 2007).

iv. Closing down a school or firing of teachers is not an option Canada or S.korea (8). The poor performing schools are put together with the best performing to enable them get some of the secrets behind their success (Hinkson, 2007).

v. money and time is put into advancing the teaching profession. The teachers are regarded in much honor like other professions like doctors (Company, 2006).

vi. Most of the student in America spend minimum time in studying compared to S. korea where minimum time is spent on televisions and other house chores (Hinkson, 2007).

## ANALYSIS

From the above illustrations, it is quite obvious that it would be quite difficult to fully duplicate the success of the top performing countries. These top performing countries

have a real deep history of prestige attached to the teaching profession, the U.S does not. For example, the U.S has a tradition of locally-based school finance which leads to a wide disparity in per pupil funding a relevant factor when the chief component of school budgets is teachers' salaries, while other countries fund schools for the poor and the affluent roughly equally (Hinkson, 2007). Unlike the Americas way where senior teachers are discarded for younger inexperienced teachers, e.g Teach For America program, these countries view teachers experience as a valuable asset.

The working environment for the teachers should be looked into as it is a major factor of quality teaching. This is evident from a report by McKinse which indicated that many teachers who had been in the top third of their college class would be highly influenced to take a job in a high needs school and 23 percent replied “the working environment”(McKinse report). Teacher's academic background does not predict the classrooms effectiveness. The top performing countries heavily invest in developing the skills of those they sell performing countries, students in the teaching profession have their education fee paid for and even receive salaries while training in contrast with the U.S where “opportunities for advancement or recognition are few, ongoing training and apprenticeship are often seen as mediocre and working conditions in high-poverty schools, are frequently a disgrace.” The other practice aiding in this achievement is the higher compensation of the teachers in this countries and the higher respect act to teach and they focus on giving teachers a greater influence over their professional lives (Hinkson, 2007). Noting for example the South Korean proverb ‘Do not step on the shadow of a teacher’.

### References

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