

Philosophy & Educational Policy

A Critical Introduction

Christopher Winch & John Gaszell

Philosophy And Educational Policy A Critical Introduction

Michael A. Peters, Bronwen Cowie, Ian Menter



Philosophy And Educational Policy A Critical Introduction:

Philosophy and Educational Policy Christopher Winch, John Gingell, 2004 Designed to provide an up to date introduction to the philosophy of education this text addresses many of the traditional topics in the field as well as more contemporary policy issues in education It is written in a clear style and presupposes no previous knowledge of the subject **A**

Companion to Research in Teacher Education Michael A. Peters, Bronwen Cowie, Ian Menter, 2017-05-31 This state of the art Companion assembles and assesses the extant research available on teacher education and provides clear guidelines on future directions It addresses an important need in a collection that will be of value for teachers teacher educators policymakers and politicians There has been little sustained long term or systematic research to provide empirical support for the broad aspects of teacher education policy largely because such research has been chronically underfunded and based on traditional practitioner knowledge Many of the changes to teacher education are contentious and yet are occurring in rapid succession These policies and movements have important consequences for education teacher quality and the future of the teaching profession At the same time the policies and initiatives that support these changes seem to be based more on ideology business interests and tradition than on research and empirical findings The nature quality and effectiveness of teacher preparation have increasingly become a central focus for education policy worldwide in a fiercely argued debate among governments think tanks world policy agencies education researchers and teacher organisations Education Reform and Internationalisation David Bridges, 2014-08-28 This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view

Teacher Education and the Development of Practical Judgement Ruth Heilbronn, 2011-11-03 Current conceptions of teacher training reflect key issues in professional practices Two prevailing views seem to be in conflict the first is that a teacher ought to be able to act as an autonomous professional trusted to have and apply subject knowledge through the exercise of judgement The second conception views the teacher more as a deliverer of a specific curriculum defined centrally in various government sponsored strategies Much has been written on the development of the reflective practitioner as crucial to the first conception and a strong critique of the audit culture in education has emerged Currently we are at a significant moment in teacher education a lighter touch KS3 curriculum and the instigation of new standards for the award of qualified teacher status QTS The QTS standards are important as they are set to form the basis of standards at all levels of teaching This book examines in depth current education and suggests why and how teachers need to develop and exercise practical knowledge and understanding how standards assessment alone cannot support this teacher formation and what good formation might be The nature of practical knowledge is analysed using some concepts from the work of John Dewey in two theoretical chapters 4 and 5 The current standards based model of teacher training in England is predominantly instrumentalist in its application of technical rationality and unsuited to the formation of teachers However the often invoked

concept of the reflective practitioner is underdetermined and a conception of reflection is needed to illuminate its contribution to the development of practical judgement The book's argument applies more widely to the debate between deregulators and professionalisers in other spheres of economic and social activity In asking specific questions about teacher education questions about the aims of education within specific conditions are raised **An historical and critical**

introduction to The final philosophy as issuing from the harmony of science and religion Charles Woodruff Shields,1888 **Progressive Education** John Howlett,2013-09-26 How and why we should educate children has always been a central concern for governments around the world and there have long been those who have opposed orthodoxy challenged perception and called for a radicalization of youth Progressive Education draws together Continental Romantics Utopian dreamers radical feminists pioneering psychologists and social agitators to explore the history of the progressive education movement Beginning with Jean Jacques Rousseau's seminal treatise Emile and closing with the Critical Pedagogy movement this book draws on the latest scholarship to cover the key thinkers movements and areas where schooling has been more than just a didactic pupil teacher relationship Blending narrative flair with thematic detail this important work seeks to chart ideas which whether accepted or not continue to challenge and shape our understanding of education today

Philosophy of Education William Hare,John P. Portelli,2013-10-24 Revised and updated with 25 new essays the fourth edition of this bestselling collection brings together more than 30 leaders in the field of educational theory An engaging exploration of the ideas and trends shaping education in today's classrooms Philosophy of Education includes topics on high stakes testing consumerism in education and social justice issues in the classroom How can we teach students moral values while avoiding indoctrination How should a teacher deal with controversial issues in the classroom What role should standards play in education and who develops those standards And why is the link between theory and practice in the classroom important in the first place Philosophy of Education provides students teachers and administrators with a lively and accessible introduction to the central debates and issues in education today *We Need to Talk about Religious*

Education Mark Chater, Mike Castelli,2017-10-19 A manifesto for a new model of religious education RE in the UK national curriculum It sets the context of the current religious climate and need for reform in RE and gives suggestions for the future development of the topic in schools *The Education Assemblage* Greg Thompson,2020-04-28 This collection works with the philosophy of Gilles Deleuze and his collaborator Felix Guattari in the context of education Deleuze once remarked that we get the philosophy we deserve because of the questions that we ask Deleuze saw that the work of philosophy was the creation of concepts those working with his theory are admonished not to follow but to think For Deleuze education remained a philosophical problem because it is connected to problems of language authority meaning and what it means to learn and think With that in mind these contributions were chosen because they apply this ethic to education to think again about what constitutes a problem In this book Deleuze's conceptual contributions such as affect assemblage the logic of sense and

control society and modulation are put to work to consider various educational problems in educational settings What brings these contributions together apart from working with Deleuze is that they present education as a problem requiring new concepts Readers are invited into an encounter with Deleuze s thought because of the situations in which we find ourselves The chapters in this book were originally published as journal articles by Taylor and Francis journals

Foucault and Education Stephen Ball,2019-05-16 Specially selected by Stephen Ball this is a collection of the best and most interesting recently published papers that use Foucault to analyse destabilise and re claim educational problems Arguably the best known social theorist in the western world Foucault s work is now widely used by researchers and writers in many fields of social science These papers not only demonstrate the practical applicability of Foucault to things cracked and things intolerable in making them not as necessary as all that they are also transposable in that they offer forms and methods of analysis which can be taken up and applied and used in other settings sectors and policy fields

Humanities and Social Sciences ,2006

Coloniality and the Governance of Education in West Africa Eva Bulgrin,2025-07-10 This book explores the agenda setting and mediation of the education decentralisation policy in Benin as a postcolonial francophone context in West Africa As such it throws into sharp relief how far education decentralisation as a global governance reform informs policy and practice The research draws on qualitative data with more than 80 research participants including semi structured interviews with high and middle ranking officials from the Education Decentralisation and Planning Ministries as well head teachers teachers parents and members of teacher unions in Benin Bulgrin shows how decentralisation remains core tool of international organisations for promoting democracy good governance and economic development and how its advocates view it as a requirement for achieving the United Nation s Sustainable Development Goals The book draws on decolonial and postcolonial theories and concepts raised by Afican scholars such as Adesina Mbembe and Mkandwire as well as Ball s policy development framework and critical discourse analysis It contributes to wider debates on education policy governance and decentralisation across the Global South The book includes a preface by Abdel Rahamane Baba Moussa General Secretary of the Conference of Ministers of Education of French speaking States and Governments Maurice Athindehou Director of the previous Decentralisation Department of the Beninese Ministry for Pre and Primary Education and Yusuf Sayed Professor of Education at the University of Cambridge UK

Turbulence, Empowerment and Marginalisation in International Education Governance Systems Alison Taysum,Khalid Arar,2018-12-07 This book presents a new theory of empowerment exploring how senior leaders can navigate turbulence within governance systems to empower young societal innovators for equity renewal and peace

Citizenship, Identity, and Education in Muslim Communities Michael S. Merry,Jeffrey Ayala Milligan,2010-12-15 This volume represents a rich multi disciplinary contribution to an expanding literature on citizenship identity and education in a variety of majority and minority Muslim communities Among its aims is to establish the theoretical possibility of a philosophically and doctrinally plausible overlapping consensus between

Islam and democracy to identify respect for difference as one critical component of that overlapping consensus and to examine a range of Islamic educational practices in various socio historical contexts Accordingly each of these essays offers important insights into the various ways one may identify with and participate in different democratic and democratizing societies to which Muslims belong

State Formation, Globalization, and Universities Jie Zheng, 2024-11-18 This book examines the policies and realities of internationalization of higher education IHE in China The author constructs a theoretical framework by drawing on theories of state formation globalization internationalization of higher education and education policy Using a constructivist interpretive qualitative approach the author examines China s state policy on IHE between 1949 and 2019 and the reality of IHE at three universities in China From a policy into practice perspective the book highlights the tensions challenges and possibilities between macro state policy narratives and institutional realities It offers insights into the policy making and practice of IHE The book will appeal to scholars of higher education sociology of education and comparative and international education

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