

The Right to Learn

Alternatives for a Learning Society

Ken Brown

Right To Learn Alternatives For A Learning Society

Samantha Broadhead



Right To Learn Alternatives For A Learning Society:

The Right to Learn Ken Brown, 2002-11-01 The concept of the learning society brings to mind access to education for all and a culture of lifelong learning But government interventions in education such as the National Curriculum and standardized tests have only served to consolidate the connection between learning and schooling Schools furthermore now have to juggle an increasingly diverse and incompatible range of tasks providing equal opportunities while catering for individual needs and hitting academic attainment targets while preparing pupils for life in the global workplace In this climate what is the future for a democratic system of education This important book aims to encourage debate about alternative ways of providing education and discusses how these are being practiced now in Britain Europe and the USA Taking the issue of human rights and access as a central theme the author examines the current state of education provision and the possibilities for its future This book will be of interest to specialists in education politics and philosophy and also to those seeking alternative ways of educating their children

The Right to Learn Ken Brown, 2002-11 The Right to Learn raises questions about the future of the learning society It suggests that the rights of children and parents are not being addressed by the UK Government's concentration on a highly centralized education system

Making Sense of Lifelong Learning Norman Evans, 2003 This book looks beyond the current rhetoric about lifelong learning and asks long overdue questions on the motives of institutions employers and the Government in promoting it and who says what is or is not lifelong learning

The Human Rights-Based Approach to Higher Education Jane Kotzmann, 2018-04-05 A human right to higher education was included in the International Covenant on Economic Social and Cultural Rights ICESCR which came into force in 1976 Yet the world has changed significantly since the ICESCR was drafted State legislation and policies have generally followed a neoliberal trajectory shifting the perception of higher education from being a public good to being a commodity able to be bought and sold This model has been criticized particularly because it generally reinforces social inequality At the same time attaining higher education has become more important than ever before Higher education is a prerequisite for many jobs and those who have attained higher education enjoy improved life circumstances This book seeks to determine Is there still a place for the human right to higher education in the current international context In seeking to answer this question this book compares and contrasts two general theoretical models that are used to frame higher education policy the market based approach and the human rights based approach In the process it contributes to an understanding of the likely effectiveness of market based versus human rights based approaches to higher education provision in terms of teaching and learning This understanding should enable the development of more improved sophisticated and ultimately successful higher education policies This book contends that a human rights based approach to higher education policy is more likely to enable the achievement of higher education purposes than a market based approach In reaching this conclusion the book identifies and addresses some strategic considerations of relevance for advocates of a

human rights based approach in this context *Inside the Learning Society* Stewart Ranson,1998-11-01 As an approach to the diverse and shifting learning needs of today the learning society labours under a definitional generosity which has led to three different models evolving with competing claims This book traces the history of the concept and lucidly lays out these three interpretive models learning for work learning for citizenship and learning for democracy The book s close scrutiny concludes with an analysis that synthesizes and sharpens our understanding of the learning society With due consideration given to the emerging critique and with chapters from public bodies engaged in implementing learning society principles Inside the Learning Society offers a comprehensive appraisal of ideas and practices This is a book of great significance for anyone concerned about or involved in the future of education Technology for Early Childhood Education and Socialization: Developmental Applications and Methodologies Blake, Sally,Izumi-Taylor, Satomi,2009-08-31 This book provides readers with valuable and authentic research on how technology relates to early childhood growth Provided by publisher **Transforming Education in Practice** Wai-yan Ronald Tang,2021-12-09 This book inspires educational practitioners with special regard to the way how practice in the frontline service is able to inform leadership and policy decision It empowers them to identify what features are counted as professional and how they could be turned into sources for developing wise judgment and eliciting creative acts in teaching lesson planning and course design collaboration and knowledge excavation to shape policy decision and planning In addition for those who are used to conceive the world and their practice from a positivist tradition may find the insights of this book illuminating particularly when they are looking for a paradigm shift in understanding their practice Last but not least educators and teacher educators in particular will find the ideas in this book more promising in escalating the awareness of teachers of the next generation towards what is good phronesis in terms of their professional attitude and actual performance informed by both techne and episteme in their relevant settings **Practice-Focused Research in Further Adult and Vocational Education** Margaret Gregson,Patricia Spedding,2020-07-29 This book examines how educational practice can be improved through practice focused educational research The editors and contributors explore the issues involved in breaking down boundaries between educational research and practice research often seen as an elitist activity that can only be determined by a favoured few as well as the socially constructed nature of boundaries between academic and vocational education Containing illuminating case studies written by practicing teachers from the further and vocational education sector it posits that educational research should enable teachers to learn from research in order to improve their own educational practice This book will be of interest and value to scholars of further and vocational education as well as those wanting to bridge the gap between research and practice *Reflective Teaching in Further, Adult and Vocational Education* Margaret Gregson,Yvonne Hillier,Gert Biesta,Sam Duncan,Lawrence Nixon,Trish Spedding,Paul Wakeling,2015-02-26 Reflective Teaching in Further Adult and Vocational Education is the definitive textbook for reflective professionals in further adult and vocational education

drawing on the experience of the author team and the latest research including that of the Teaching and Learning Research Programme TLRP findings It offers extensive support for trainee and practising teachers in further adult and vocational settings for both practice based training and career long professionalism Now in its fourth edition written by a collaborative author team of further adult and vocational education experts led by Yvonne Hillier and Margaret Gregson *Reflective Teaching in Further Adult and Vocational Education* offers two levels of support practical guidance for practitioner success with a focus on the key issues including individual and collaborative approaches to reflective practice a systematic approach to educational improvement based upon Joint Practice Development and evidence informed principles to aid understanding of how theories can effectively inform teaching practices and offer ways to develop deeper understanding of effective practices The new edition is also enhanced by improved navigation and updated pedagogical features including a revised chapter structure and text design all new case studies activities figures and diagrams The team includes Margaret Gregson University of Sunderland UK Yvonne Hillier University of Brighton UK Gert Biesta University of Luxembourg Luxembourg Sam Duncan Institute of Education University College London UK Lawrence Nixon University of Sunderland UK Trish Spedding University of Sunderland UK Paul Wakeling Havering Sixth Form College UK *Reflective Teaching in Further Adult and Vocational Education* directly compliments and extends the chapters of this book It has been designed to provide convenient access to key texts working as a compact and portable library The associated website www.reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings and advice on further readings It also features a glossary of educational terms links to useful websites and showcases examples of excellent research and practice This book forms part of the *Reflective Teaching* series edited by Andrew Pollard and Amy Pollard offering support for reflective practice in early primary secondary further vocational university and adult sectors of education

Quality Teaching and Learning Wendy Crebbin, 2004 This book provides a comprehensive analysis and critique of many key issues being addressed in schools and school systems in a variety of countries Using the postmodern approach of recognizing multiple meanings and interpretations *Quality Teaching and Learning* provides readers with a framework in which they can examine some of the commonsense reasoning behind many school practices and teaching and learning approaches Working from these understandings readers are enabled to look beyond current orthodoxies and recognize the advantages and disadvantages along with many of the contradictions that exist within and between the multiple expectations being placed on schools

Access and Widening Participation in Arts Higher Education Samantha Broadhead, 2022-04-22 This volume brings together a range of practitioners managers and researchers who work within the field of arts higher education to reflect on strategies to increase access and widening participation WP The issues presented in this book are situated within a wider global context where countries are seeking greater harmonisation of higher education as students and workers become more mobile crossing international borders The chapter authors address various issues within higher education institutions from a

WP context including areas such as creative writing music art and design In exploring these issues the editor and her chapter authors seek to answer how those teaching in arts higher education can promote the value and quality of their work while ensuring fair access and wide participation for all

From Adult Education to the Learning Society Peter Jarvis, 2013-01-11 This unique text provides a valuable route map to the development of thinking in adult education and lifelong learning It includes more than twenty five seminal articles from the first two decades of the International Journal of Lifelong Education written by leading authors in the field from the UK the USA Australia and Europe Compiled to show the development of the field the articles are divided into four sections From Ault Education to Lifelong Education and Lifelong Learning to the Learning Society and Beyond The specially written Introduction by the editor contextualises the selection and introduces readers to the main issues and current thinking in the field This is the only text of its kind to demonstrate practice and policy internationally over this period and as the collection of articles are now available in one easy access place this is an excellent resource for students and scholars

Studies in Lifelong Learning in Africa Moses O. Oketch, Maurice Nyamanga Amutabi, 2009 Examines and decodes African ways of thinking and learning and beliefs and value systems This work uses pedagogical historical and sociological thinking and postmodern postcolonial and feminist theoretical approaches to interrogate ways to analyze lifelong learning in Africa

Philosophy of Education: Society and education Hirst, Paul Heywood Hirst, Patricia White, 1998

The Wiley Handbook of Global Educational Reform Kenneth J. Saltman, Alexander J. Means, 2018-11-13 The Wiley Handbook of Global Educational Reform examines educational reform from a global perspective Comprised of approximately 25 original and specially commissioned essays which together interrogate educational reform from a critical global and transnational perspective this volume explores a range of topics and themes that fully investigate global convergences in educational reform policies ideologies and practices The Handbook probes the history ideology organization and institutional foundations of global educational reform movements actors institutions and agendas and local national and global education reform trends It further examines the new managerialism in global educational reform including the standardization of national systems of educational governance curriculum teaching and learning through the rise of new systems of privatization accountability audit big data learning analytics biometrics and new technology driven adaptive learning models Finally it takes on the subjective and intersubjective experiential dimensions of the new educational reforms and alternative paths for educational reform tied to the ethical imperative to reimagine education for human flourishing justice and equality An authoritative definitive volume and the first global take on a subject that is grabbing headlines as well as preoccupying policy makers scholars and teachers around the world Edited by distinguished leaders in the field Features contributions from an illustrious list of experts and scholars The Wiley Handbook of Global Educational Reform will be of great interest to scholars and graduate students of education throughout the world as well as the policy makers who can institute change

Education Research and Policy Jennifer Ozga, Terri Seddon, Thomas S. Popkewitz, 2006

The 2006 edition of one of the most respected annual publication in education focusing on research and its effects on educational policy around the globe *The Working Class* Ian Gilbert, 2018-03-27 In *The Working Class* Poverty education and alternative voices Ian Gilbert unites educators from across the UK and further afield to call on all those working in schools to adopt a more enlightened and empathetic approach to supporting children in challenging circumstances One of the most intractable problems in modern education is how to close the widening gap in attainment between the haves and the have nots Unfortunately successive governments both in the UK and abroad have gone about solving it the wrong way Independent Thinking founder Ian Gilbert's increasing frustration with educational policies that favour no excuses and compliance and that ignore the broader issues of poverty and inequality is shared by many others across the sphere of education and this widespread disaffection has led to the assembly of a diverse cast of teachers school leaders academics and poets who unite in this book to challenge the status quo Their thought provoking commentary ideas and impassioned anecdotal insights are presented in the form of essays think pieces and poems that draw together a wealth of research on the issue and probe and discredit the current view on what is best for children from poorer socio economic backgrounds Exploring themes such as inclusion aspiration pedagogy and opportunity the contributions collectively lift the veil of feigned equality of opportunity for all to reveal the bigger picture of poverty and to articulate the hidden truth that there is always another way This book is not about giving you all the answers however The contributors are not telling teachers or schools leaders how to run their schools their classroom or their relationships the field is too massive too complex too open to debate and to discussion to propose off the shelf solutions Furthermore the research referred to in this book is not presented in order to tell educators what to think but rather to inform their own thinking and to challenge some of the dominant narratives about educating the feckless poor This book is about helping educators to ask the right questions and its starting question is quite simple how can we approach the education of young people from disadvantaged backgrounds in a way that actually makes a difference for all concerned Written for policy makers and activists as well as school leaders and educators *The Working Class* is both a timely survey of the impact of current policies and an invaluable source of practical advice on what can be done to better support disadvantaged children in the school system Edited by Ian Gilbert with contributions from Nina Jackson Tim Taylor Dr Steven Watson Rhythmical Mike Dr Ceri Brown Dr Brian Male Julia Hancock Paul Dix Chris Kilkenny Daryn Egan Simon Paul Bateson Sarah Pavey Dr Matthew McFall Jamie Thrasivoulou Hywel Roberts Dr Kevin Ming Leah Stewart Real David Cameron Sir Al Aynsley Green Shona Crichton Floyd Woodrow Jonathan Lear Dr Debra Kidd Will Ryan Andrew Morrish Phil Beadle Jaz Ampaw Farr Darren Chetty Sameena Choudry Tait Coles Professor Terry Wrigley Brian Walton Dave Whitaker Gill Kelly Roy Leighton Jane Hewitt Jarlath O'Brien Crista Hazell Louise Riley Mark Creasy Martin Illingworth Ian Loynd David Rogers Professor Mick Waters and Professor Paul Clarke **Alternative Schooling, Social Justice and Marginalised Students** Stewart Riddle, David Cleaver, 2017-07-14 This book examines the experiences and

perspectives of students and teachers at an alternative music school which caters for young learners who have been marginalised and disenfranchised from mainstream schooling The school utilises a rich music infused curriculum that connects to the lives of its students alongside a democratic ethos and ethic of care for members of the school community including the students teachers and parents The combination of personal narratives together with detailed critical discussion provides a compelling argument for how schools can make a major difference to the lives of young people The case study presented in this book offers one potential response to the institutionalised social and educational inequities that young people continue to face and highlights the important lessons from alternative schooling for education more broadly It will be of particular interest to researchers in the areas of education and sociology especially those concerned with matters of social justice and equity in education

Resources in Education ,1999-10 **Power and Responsibility in Education** Keith Watson,1996-12-05 This study by more than 130 contributors assesses the moves to decentralize educational administration The text contains overviews by individual authors and joint papers forming dialogues between different academic contenders It provides a survey of educational policies and planning and an analysis of the changes in England and Wales Curriculum control privatization and leadership issues are also debated This book is one of four volumes which consider the educational dilemmas facing governments professional educators and practising administrators in the current educational climate The issues are addressed from international and comparative perspectives

Reviewing **Right To Learn Alternatives For A Learning Society**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Right To Learn Alternatives For A Learning Society**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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