

Rethinking the School Curriculum

Values, Aims and Purposes



Edited by JOHN WHITE



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Rethinking The School Curriculum Values Aims And Purposes

Teresa Cremin, James Arthur



Rethinking The School Curriculum Values Aims And Purposes:

Rethinking the School Curriculum John White, 2004 In 2000 the school curriculum in England was equipped with an extensive set of aims and purposes directed at eliminating the widespread dissatisfaction at the content of the school curriculum Here experts examine the significance of the aims for the reform of the curriculum *Rethinking the School Curriculum* John White, 2004 In 2000 the school curriculum in England was equipped for the first time in the country's history with an extensive set of aims and purposes In this book leading experts in the teaching of school subjects examine the significance of the new aims for the reform of the curriculum In two general introductory chapters John White discusses the validity of the aims and how they might be realized in schools The remainder of the book focuses on subject specific areas and how these need to be brought into line with the new aims so as to produce a more relevant and enjoyable curriculum experience *Rethinking the School Curriculum* John White, 2004 In 2000 the school curriculum in England was equipped for the first time in the country's history with an extensive set of aims and purposes In this book leading experts in the teaching of school subjects examine the significance of the new aims for the reform of the curriculum In two general introductory chapters John White discusses the validity of the aims and how they might be realized in schools The remainder of the book focuses on subject specific areas and how these need to be brought into line with the new aims so as to produce a more relevant and enjoyable curriculum experience for pupils including more opportunities for choice of activities The book concludes with suggestions about how government policy on the curriculum should now succeed This portrayal of the school curriculum today and how it could be developed in line with the new aims will be of interest to those studying education with a particular focus on the areas of curriculum assessment school management philosophy of education and the history of education Understanding the School Curriculum Alex Moore, 2014-08-13 At a time of rapid social change and numerous policy initiatives there is a need to question the nature and function of school curricula and the purposes of formal public education Comparing curriculum developments around the globe Understanding the School Curriculum draws on a range of educational philosophical and sociological theories to examine the question What is a curriculum for In considering different answers to this fundamental question it explores a range of topical issues and debates including tensions and dynamics within curriculum policy The implications of uncertainty and rapid social change for curriculum development the positive and negative influence of free market ideologies on public education the impact of globalization and digital technologies arguments for and against common core curricula and state control It examines the possibility of a school curriculum that is not shaped and monitored by dominant interests but that has as its founding principles the promotion of responsibility responsiveness a love of learning and a sense of wonder and respect for the natural and social world Understanding the School Curriculum is for all students following undergraduate and Masters courses in curriculum public policy and education related subjects It is also for all training and practising teachers who wish to combine a deeper understanding of major

curriculum issues with a critical understanding of the ways in which ideologies impact on formal state education and to consider ways of producing school curricula that are appropriate to the times we live in **Learning to Teach in the Secondary School** Susan Capel, Marilyn Leask, 2007-04-11 This best selling textbook offers a sound and practical introduction to the skills needed to gain Qualified Teacher Status and will help student teachers to develop the qualities that lead to good practice and a successful future in education **The Re-emergence of Values in Science Education** Deborah Corrigan, Justin Dillon, Richard Gunstone, 2007 Issues relating to values have always had a place in the school science curriculum Sometimes this has been only in terms of the inclusion of topics such as the nature of science and or scientific method and or particular intentions for laboratory work that relate to scientific method sometimes it has been much broader for example in curricula with STS emphases Of importance to aspects of this proposal is that different countries cultures have had different traditions in terms of the place of values in the school science curriculum One obvious very broad difference of this form is the central place in science education thinking in many European countries of *bildung* and the complete absence of this construct from most science curriculum thinking in English speaking contexts There are numbers of such country cultural differences In the 1990s many countries moved towards various conceptualizations of Outcomes Based Education OBE sometimes so labelled and sometimes not It was usual but not universal for OBE focused science curricula to have constrained views of the values that should be implicit and explicit in curriculum that is views concerned only with the nature of science and scientific method both usually seen as quite unproblematic Currently there are a number of education systems that are changing again and choosing to move away from Outcomes Based Education for example South Africa and several Australian states One of the most interesting features of many of these movements is the re embracing of a wider view of the science curriculum including a reconsideration of the nature and place of the values associated with science in the purposes for and approaches to science education Education, Philosophy and Well-being Judith Suissa, Carrie Winstanley, Roger Marples, 2014-08-21 John White is one of the leading philosophers of education currently working in the Anglophone world Since first joining the London Institute of Education in 1965 he has made significant contributions to the landscape of the discipline through his teaching research and numerous publications His academic work encompasses a broad range of rich philosophical issues ranging from questions surrounding the child's mind through the moral and pedagogical obligations of teachers and schools to local and national questions of educational policy In this volume international contributors address key issues in the philosophy of education touching on significant contemporary concerns and demonstrating the breadth and influence of John White's work Each chapter critically examines builds on and pays tribute to John White's unique contribution considering how his work has impacted on the discipline of education as we know it today Topics covered include policy and the role of philosophy of education liberal education the aims of education moral education leadership Education Philosophy and Wellbeing will appeal to postgraduate students and academics in the fields of

history policy education studies and philosophy as well as to policy makers educational administrators and teachers

The Educated Person D. G. Mulcahy, 2008-03-27 Liberal education has long been a fascination for scholars in a variety of disciplines and is closely associated with the idea of the educated person Seen at one time as a matter for colleges and universities over the years it has become central to the debate surrounding general education in high school and even the earlier grades Yet so many and varied are the uses of the term liberal education that the question arises of whether and how the idea is any longer a useful or helpful construct In what way might it speak helpfully to educational challenges we face today In what ways does it still speak helpfully to educational challenges we face today In what ways might it be a guide as we search for a better way forward These are the central questions that are addressed in this book In doing so the positions of three theorists John Henry Newman Mortimer J Adler and Jane Roland Martin who have written about liberal education in a compelling way and from different perspectives are selected for close analysis The analysis is built upon to fashion a new ideal of the educated person and a new theory of liberal education

The Curriculum and the Child John White, 2005 16 of white s key writings on mind state and curriculum well being politics and curriculum subjects

Public History and School Marko Demantowsky, 2018-12-17 How do schools and public history influence each other Cases studies focusing on school and public history around the world shed light on the intricate relationships between schools students teachers policy makers and public historians From why Robben Island is not included in South African curriculum to how German schools shape Holocaust memory the case studies offered in this book sheds light on a current topic

Professional Issues in Secondary Teaching Carrie Mercier, Carey Philpott, Helen Scott, 2013-02-08 How can I develop my identity as a teacher How does engaging in research benefit my own teaching practice Becoming a successful teacher in secondary education requires a strong understanding of a wide range of professional teaching issues including practical concerns such as curriculum development and learning through observation in the classroom alongside key conceptual aspects such as critical reflection and understanding the nature of learning This book addresses these issues alongside a range of additional important contemporary topics in secondary education Highlighting the importance for student teachers to enhance their development by engaging with research Professional Issues in Secondary Teaching is designed to support professional studies modules on secondary initial teacher education including postgraduate and employment based routes into teaching and early career teachers seeking to enhance their practice Carrie Mercier is Senior Lecturer at the University of Cumbria Carey Philpott is currently an Associate Dean in the School of Education Faculty of Humanities and Social Sciences at the University of Strathclyde Helen Scott is the Deputy Dean for Student Experience in the School of Education at the University of Northampton

Learning to Teach Geography in the Secondary School Mary Biddulph, David Lambert, David Balderstone, 2020-12-07 Learning to Teach Geography in the Secondary School has become the widely recommended textbook for student and new teachers of geography It helps you acquire a deeper understanding of the role purpose and

potential of geography within the secondary curriculum and provides the practical skills needed to design teach and evaluate stimulating and challenging lessons It is grounded in the notion of social justice and the idea that all students are entitled to a high quality geography education The very practical dimension provides you with support structures through which you can begin to develop your own philosophy of teaching and debate key questions about the nature and purpose of the subject in school Thoroughly updated to take account of the latest research evidence and policy this new edition reflects new developments in technology as well as current thinking on curriculum pedagogy and assessment Exploring the fundamentals of teaching and learning geography in school chapters cover Why we teach geography its purposes and intent Understanding and planning the curriculum what to teach Effective pedagogy how to teach Inclusion Assessment Developing and using resources Fieldwork and outdoor learning Values and school geography s contribution to citizenship Professional development Intended as a core textbook and written with both university and school based initial teacher education in mind Learning to Teach Geography is essential reading for all those who aspire to become able effective and above all thoughtful and reflective teachers

A New Vision of Liberal Education Alistair Miller, 2015-07-24 This is an extremely important book Wonderfully well researched and written it develops a powerful argument about how we should conceive of the aims of education and design curricula It should define the field for a very considerable period of time Professor Michael J Reiss Institute of Education University of London UK Many philosophers of education believe that the main aim of education is to endow students with personal autonomy producing citizens who are reflective make rational choices and submit their values and beliefs to critical scrutiny This book argues that the good life need not be the life of the philosopher politician or critical thinker but that an ordinary unexamined life is also worth living Central to this ethical life is the engagement in worthwhile activities or practices and the best way to prepare pupils for their engagement in these practices is to cultivate a range of moral and intellectual virtues In this book Alistair Miller brings together a range of philosophical and historical perspectives to argue for a new vision of liberal education liberal in the sense that it forms a moral and cultural inheritance new in the sense that it would enable all pupils to lead flourishing lives Divided into two sections the first part of the book seeks to establish the justified aims of education in a liberal democratic society the second part explores the nature of the school curriculum that might realise these aims A New Vision of Liberal Education will appeal to researchers academics and postgraduate students in the fields of philosophy of education moral and values education liberal education and curriculum studies

Debates in Geography Education Mark Jones, David Lambert, 2017-09-07 Debates in Geography Education encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and examination specifications Expert contributors provide a range of perspectives on

international historical and policy contexts in order to deepen our understanding of significant debates in geography education Key debates include geography's identity as an academic discipline what constitutes knowledge in geography places and regional geography what it means to think geographically constructing the curriculum how we link assessment to making progress in geography the contribution of fieldwork and outdoor experiences technology and the use of Geographical Information school geography and employability understanding the gap between school and university geography evidence based practice and research in geography education The comprehensive rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing Debates in Geography Education is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education Mark Jones is Senior Lecturer in Education at the University of the West of England Bristol UK David Lambert is Professor of Geography Education at UCL Institute of Education London UK

Religious Freedom in the Liberal State Rex Ahdar, Ian Leigh, 2013-03-21 Examining the law and public policy relating to religious liberty in Western liberal democracies this book contains a detailed analysis of the history rationale scope and limits of religious freedom from but not restricted to an evangelical Christian perspective Focussing on United Kingdom the United States Canada New Zealand Australia and EU it studies the interaction between law and religion at several different levels looking at the key debates that have arisen Divided into three parts the book begins by contrasting the liberal and Christian rationales for and understandings of religious freedom It then explores central thematic issues the types of constitutional frameworks within which any right to religious exercise must operate the varieties of paradigmatic relationships between organized religion and the state the meaning of religion the limitations upon individual and institutional religious behaviour and the domestic and international legal mechanisms that have evolved to address religious conduct The final part explores key subject areas where current religious freedom controversies have arisen employment education parental rights and childrearing controls on pro religious and anti religious expression medical treatment and religious group church autonomy This new edition is fully updated with the growing case law in the area and features increased coverage of Islam and the flashpoint debates surrounding the accommodation of Muslim beliefs and practices in Anglophone nations

Learning to Teach in the Primary School James Arthur, Teresa Grainger, David Wray, 2006 This new textbook provides support to student teachers on primary ITT BEd and PGCE courses It supplies a practical introduction to the teaching skills as well as the theory underpinning them

Learning to Teach in the Primary School Teresa Cremin, James Arthur, 2014-02-24 Flexible effective and creative primary school teachers require subject knowledge an understanding of their pupils and how they learn a range of strategies for managing behaviour and organising environments for learning and the ability to respond to dynamic classroom situations This third edition of Learning to Teach in the Primary School is fully updated with reference to the new National Curriculum and has been revised to provide even more practical advice and guidance to trainee primary teachers

Twenty two new authors have been involved and connections are now made to Northern Irish Welsh and Scottish policies In addition five new units have been included on making the most of your placement play and exploration in learning behaviour management special educational needs phonics With Masters level reflective tasks and suggestions for research based further reading the book provides valuable support to trainee teachers engaged in learning through school based experience and through reading discussion and reflections as part of a teacher education course It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status QTS This comprehensive textbook is essential reading for all students training to be primary school teachers including those on undergraduate teacher training courses BEd BA with QTS BSc with QTS postgraduate teacher training courses PGCE SCITT and employment based teacher training courses Schools Direct Teach First plus those studying Education Studies This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin

A Guide to Teaching Practice Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse, 2010-06-17 A Guide to Teaching Practice has long been a major standard text for all students of initial teacher training courses This new edition has been thoroughly revised and updated to take account of the many changes that have taken place both within

MasterClass in Geography Education Graham Butt, 2015-01-29 MasterClass in Geography Education provides a comprehensive exploration of the major themes in geography education research and pedagogy drawing on international research The editor draws together a variety of professional academic and practitioner perspectives to support professional development of geography teachers The book incorporates discussion of the place of subject knowledge in geography the role and function of research in geography education and the relationship between research and practice Topics covered include research and professional practice constructing geographical knowledge ethical considerations carrying out research projects MasterClass in Geography Education will be essential reading for all studying the teaching and learning of geography on PGCE and Education MEd MA courses

EBOOK:

Studying Education: An Introduction to the Key Disciplines in Education Studies Barry Dufour, Will Curtis, 2011-10-16 This book is a comprehensive student friendly text introducing you to the main education disciplines in one handy volume In a lively and accessible manner it examines the academic disciplines that underpin our understanding of education and the contexts within which learning takes place The book covers the seven main subject disciplines that contribute to education as a broad field of study history of education politics of education philosophy of education economics of education sociology of education psychology of education and comparative education Key features include Seven extended chapters all written by specialist and experienced academics in their field A brief overview and history at the beginning of each chapter followed by a selection of key themes and topics within the discipline Boxed summaries of key theorists and researchers throughout each chapter Tasks for the reader along with extensive referencing and suggestions for further

reading and research Studying Education is essential reading for students on Education Studies or PGCE courses as well as all of those interested in or involved with education or schooling Contributors Rebecca Allen Clyde Chitty Will Curtis Barry Dufour Diahann Gallard Angie S Garden Debbie Le Play Richard Waller This book provides an authoritative state of the art introduction to the key disciplines of education studies It provides useful study activities and concise introductory notes on key texts key figures key centres and key journals in each discipline A valuable and highly readable addition to the education studies literature Clive Harber Professor of International Education University of Birmingham UK This book aims to explore the disciplines that are the foundation education disciplines History Politics Philosophy Economics Sociology Psychology and Comparative Education The editors claim that their key aim is to provide a general overview of each subject enabling the readers to explore each discipline in greater depth page1 This book offers an overview of the disciplines that have been dominant in education The disciplines the editors have chosen to include in this book thus illustrate a range of diverse approaches to the study of education The book is written in an accessible style for undergraduate students embarking on inquiry into the nature of education studies and the disciplines that may be important Interestingly the chapters in this book will also help students to refine their understanding of historical political socio economical and psychological aspects that are interrelated in the study of education Although the authors of individual chapters develop a discussion of their discipline in each chapter they successfully and consistently apply their disciplinarity thus offering students opportunities to discuss the identity of education studies and debate the relevance of disciplines in the development of educational thought Chapter One offers a rigorous and critical approach to key historical developments in education attempting a useful heuristic consideration to all levels of education and covering a number of factors such as women and education ethnicity race and religion in order that students are inducted into the wider socio political developments of education The second chapter offers a different but relevant dimension to the first chapter by examining the role of politics in education debating issues around power conflict and change and for the development of educational thinking such a chapter debating policy making and politics is vitally important The third chapter on philosophy of education is central to the study of the foundation disciplines of education as philosophical approaches influence and underpin education studies in terms of history policy research and practice The next chapter debates the economics of education and is particularly welcomed especially in an era that there is a decline in the study of this topic The next two chapters examine sociological and psychological aspects of education studies Finally the last chapter raises an interesting debate of the academic disciplinarity of comparative education drawing upon the challenges of organisational support funding and policy making Overall throughout the book the students are encouraged to avoid fragmentation and to develop an educational thinking beyond disciplinary perspectives without losing the relativity of education to these disciplines and their contribution to the development of the 21st educational thinking Ioanna Palaiologou The University of Hull

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