

# **Philosophy & Educational Policy**

A Critical Introduction

**Christopher Winch & John Gingell**

# Philosophy And Educational Policy A Critical Introduction

**David Bridges**



## **Philosophy And Educational Policy A Critical Introduction:**

**Philosophy and Educational Policy** John Gingell, Christopher Winch, 2004-10-14 What are the concepts and theories behind current debates about education This comprehensive introduction to philosophy of education discusses issues that are of current public interest and debate It locates education at the heart of questions concerned with culture ethics politics economics and shows how key educational issues have to be approached in a contextual way Written in a clear and accessible manner with current issues in mind the book covers the curriculum teaching and learning educational research assessment moral personal and civic education autonomy and multicultural issues in a liberal society education and work privatisation and markets This book will be particularly useful to students on Education Studies courses to those preparing for a career in teaching to students of politics and to serving teachers undertaking further study in education Education Policy

Richard Smith, 2013-07-12 Education Policy sees 12 philosophers of education critique current and recent UK educational policies relating to higher education and faith based education assessment the teaching of reading vocational and civic education teacher education the influence of Europe and the idea of the Big Society Twelve philosophers of education subject elements of current and recent UK educational policy to critique Forthright and critical the contributors are unafraid to challenge current orthodoxies Offers thought provoking insights into modern education policy Wide ranging topics cover higher education and faith based education assessment the teaching of reading vocational and civic education teacher education the influence of Europe and the idea of the Big Society **Handbook of Education Policy Research**

Lora Cohen-Vogel, Peter Youngs, Janelle Scott, 2025-08-15 The second edition of the Handbook of Education Policy Research the largest volume published in AERA's history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners

Evidence-Based Education Policy David Bridges, Paul Smeyers, Richard Smith, 2009-06-15 This book raises important questions about the extent to which policy can be derived from research and about the kind of evidence which should inform policy Challenges contemporary orthodoxies and offers constructive alternatives Critiques the narrower conceptions of evidence which might inform policy advanced by the what works movement Investigates the logical gaps between what can

be shown by research and the wider political requirements of policy Examines the different educational research traditions e.g large population studies individual case studies personal narratives action research philosophy and the romantic turn Calls for a more subtle understanding of the ways in which different forms of enquiry may inform policy and practice Discusses the recognition and utilisation of the insights offered by the rich variety of educational research traditions available to us

**Philosophy in Educational Research** David Bridges,2016-12-01 This book provides critical and reflective discussions of a wide range of issues arising in education at the interface between philosophy research policy and practice It addresses epistemological questions about the intellectual resources that underpin educational research explores the relationship between philosophy and educational research and examines debates about truth and truthfulness in educational research Furthermore it looks at issues to do with the relationship between research practice and policy and discusses questions about ethics and educational research Finally the book delves into the deeply contested area of research quality assessment The book is based on extensive engagement in empirically based educational research projects and in the institutional and professional management of research as well as in philosophical work It clarifies what is at stake in international debates around educational research and teases out the nature of the arguments and where argument permits the conclusions to which these point The book discusses these familiar themes using less predictable sources and points of reference such as codes of social obligation in contemporary Egypt and New Zealand the Soviet and the inspiration of the nineteenth century philosopher Abai in contemporary Kazakhstan seventeenth century France Pascal and the disputes between Jesuits and Jansenites eighteenth century Italy Giambattista Vico and la scienza nuova educational magic in traditional Ethiopia and ends at a banquet with Socrates and dinner with wine and a conversation loving Montaigne

**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

**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, 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

**Contextualising Educational Studies in India** Pradeep Kumar

Choudhury, Suresh Babu G.S, 2021-06-10 This volume presents an interdisciplinary framework to map out contemporary educational studies in India Based on conceptual tools quantitative methods and ethnographic accounts drawn from extensive fieldwork it addresses emerging discourses on educational policies their operation in the everyday functioning of institutions and actual practices in teaching and learning Individual chapters discuss the intersectionality in the current educational system of region gender class caste and minorities With comparative perspectives and case studies from across states including under studied rural and urban regions of India the book explores a wide range of issues affecting the educational system including socioeconomic and gender inequalities the educational status of tribal settlements in the hinterlands and their respective urban areas the marginalisation of minorities challenges in accessing educational avenues and choices and the model for imparting vocational education and training It navigates complex sites of discrimination and exclusion in the institutional spaces of the educational system and assesses the consequences of market dynamics and ideological undercurrents Presenting first hand information from the field it evaluates educational policies practices and research investigates challenges and failures provides suggestions and fosters critical thinking for a knowledge society The findings in this book will be of interest to researchers scholars and teachers of education economics sociology urban education and the politics of education as well as of public policy governance and development studies It will also be useful to research institutions policymakers educationists social scientists education professionals and governmental and non governmental bodies working on education 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

**Your Education Leadership Handbook** Jim McGrath,Anthony Coles,2014-04-23 Your Education Management analyse and understand events in their workplace identify and develop your own leadership style and understand how to apply theory to your own practice

**Romanian Philosophical Culture, Globalization, and Education** Alin Tat,Stefan Popenici,2007

**Contemporary Debates in Childhood Education and Development** Sebastian Suggate,Elaine Reese,2012 Contemporary Debates in Childhood Education and Development is a unique resource and reference work that brings together leading international researchers and thinkers with divergent points of view to discuss contemporary problems and questions in childhood education and developmental psychology

**Becoming A Teacher: Issues In Secondary Education** Dillon, Justin,Maguire, Meg,2011-07-01 Becoming a Teacher 4e remains a unique and powerful combination of ideas analysis questions answers and wisdom drawing on the professional experience of the editors and contributors

Teaching Without Indoctrination: Implications for Values Education Charlene Tan,2008-01-01 This book presents a comprehensive well structured and enlightening survey of the problem of indoctrination as manifested in scientific moral religious and social fields within the context of an intellectual milieu that prides itself in being liberal and democratic In the craft of intellectual midwifery which she masters Professor Tan has but one prescription constant reflection but not of the solipsistic or sterile kind Rather she advocates fearless questioning within the bounds of a community of learning which is what schools should ideally be wherein we all recognise ourselves to be at once students and teachers Professor Alejo Jos G

Sison Rafael Escol Chair of Professional Ethics University of Navarra Pamplona Spain      **Teachers' Know-How** Christopher Winch, 2017-02-22 *Teachers Know How A Philosophical Investigation* presents a comprehensive and up to date philosophical treatment of the kinds of knowledge and know how that educators should possess Offers an original and in depth study of teachers know how which situates teaching within the spectrum of professions Critiques the currently fashionable craft conception of teaching and the view of teaching as protocol driven which is currently influential in policymaking circles Utilizes epistemological debates on the nature of know how to inform understanding of the work of teachers Features detailed examples including some drawn from the author s own long professional experience of a teacher in a wide range of different contexts      *Using Educational Research to Inform Practice* Lorraine Foreman-Peck, Christopher Winch, 2010-06-24

*Using Educational Research to Inform Practice* provides a clear practical and accessible account of the way in which education research can be used to inform teaching in universities and colleges setting the background for the requirements to evidence informed teaching before addressing questions of practical knowledge feeding from research evidence

*Emotional Well-Being in Educational Policy and Practice* Kathryn Ecclestone, 2017-07-05 Schools in numerous countries around the world have become key sites for interventions designed to enhance the emotional well being of children and young people offering new forms of pedagogy and curriculum knowledge informed in ad hoc and eclectic ways by various strands of psychology counselling and therapy Responding to C Wright Mills famous injunction for a sociological imagination this unique inter disciplinary collection of papers explores ideologies and imperatives that frame contemporary education policy and practice around emotional well being ideas and assumptions about the state of childhood today and the changing nature of the curriculum subject and associated forms of knowledge In bringing together British and American advocates of behavioural interventions in social and emotional learning alongside critics who draw on historical philosophical and sociological perspectives it highlights new and important debates for policy makers the designers implementers and evaluators of interventions and those who participate in them This book was originally published as a special issue of *Research Papers in Education*      **Remembering the Holocaust in Educational Settings** Andy Pearce, 2018-05-30

*Remembering the Holocaust in Educational Settings* brings together a group of international experts to investigate the relationship between Holocaust remembrance and different types of educational activity through consideration of how education has become charged with preserving and perpetuating Holocaust memory and an examination of the challenges and opportunities this presents The book is divided into two key parts The first part considers the issues of and approaches to the remembrance of the Holocaust within an educational setting with essays covering topics such as historical culture genocide education familial narratives the survivor generation and memory spaces in the United States United Kingdom and Germany In the second part contributors explore a wide range of case studies within which education and Holocaust remembrance interact including young people s understanding of the Holocaust in Germany Polish identity narratives Shoah

remembrance and education in Israel the Holocaust and Genocide Centre of Education and Memory in South Africa and teaching at Deakin University Melbourne Australia An international and interdisciplinary exploration of how and why the Holocaust is remembered through educational activity Remembering the Holocaust in Educational Settings is the ideal book for all students scholars and researchers of the history and memory of the Holocaust as well as those studying and working within Holocaust education     *An historical and critical introduction to The final philosophy as issuing from the harmony of science and religion* Charles Woodruff Shields,1888

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