

Schooling as Violence

How schools harm pupils
and societies



CLIVE HARBER

Schooling As Violence How Schools Harm Pupils And Societies

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Schooling As Violence How Schools Harm Pupils And Societies:

Schooling as Violence Clive Harber, 2004 *School Violence* Peggy Daniels, 2008-12-19 In just one year between 2010 and 2011 violent school threats increased by 158 percent This shocking statistic speaks to the unfortunate truth of your readers their school world contains elements of violence This volume will help readers to understand this issues from several different perspectives Essayists debate the issues allowing readers to form their own intelligent opinions through critical reasoning Some of the debates include whether the No Child Left Behind Act discourages reporting of violent and whether school violence can be prevented Do guns increase the risk of school violence Readers will find out while examining the causes of school violence prevention of school violence and measures schools take to create a safe environment for students

School Violence Laura L. Finley, 2014-09-26 A timely investigation of the history legislation and perpetrators of school violence this guide debunks the myths and misconceptions about this terrible problem of national concern With school violence on the rise schools have implemented security safeguards like never before in the form of metal detectors video cameras and armed guards School communities have mixed opinions regarding these drastic prevention measures many welcome the protection while some condemn the reminders of violence these tactics evoke This comprehensive text introduces the history of school violence in the United States providing an overview of proposed causes from violent video games to inadequate parental involvement to bullying by classmates and detailing the pros and cons of various deterrents Experienced criminologist Laura Finley incorporates personal reflections primary source data and profiles of key figures to address the painful reality of school shootings and other violent acts The text expounds upon the characteristics of victims individuals who are most likely to carry out violence and common types of assaults Chapters include a discussion on current legislation stories of infamous perpetrators activists who are working to make schools safer and school community and societal risk factors

International and Comparative Education Brendan Bartram, 2017-08-07 International and Comparative Education offers detailed and wide ranging illustrations of the ways in which comparison can illuminate our understanding of contemporary education systems by exploring issues in relation to specific educational sectors from early years and primary schooling through to further adult and higher education Key areas and debates examined include Alternative education provision Early years pedagogy and training Spiritual moral social and cultural development in primary schooling Work related learning in secondary schools The world of private tutoring Economic austerity and further education Apprenticeships and vocational education Adult education and training Higher education in a globalised world Teacher training and international rankings Drawing on these wide ranging themes across a number of national contexts to provoke critical thinking and reflection each chapter includes discussion points and further reading providing a valuable resource for all Education Studies students **Understanding Suffering in Schools** Joseph Polizzi, William C. Frick, 2022-08-19 Drawing inspiration from Dr Willi Schohaus s classic text *The Dark Places of Education* this book contributes to the discussion by

defining suffering in schools and providing a survey of the American school system's inadequacies in the early twenty first century Through testimonies from former students on the ways they experienced suffering in school this volume demonstrates how suffering can profoundly affect one's academic growth and development or worse By analyzing the findings within a multidisciplinary ethical and educational framework this volume presents a moral vision for understanding the role that suffering plays in school Drawing on research in medicine psychology social sciences religion and education this text weaves together many strands of thinking about suffering This book is essential reading for academics researchers and postgraduate students in the fields of educational leadership foundations of education and those interested in both the history of education and critical contemporary accounts of schooling Education, Conflict and Development Julia Paulson, 2011-05-16 Under various names education and conflict education and fragility education and insecurity etc the understanding of linkages between education and violent conflict has emerged as an important and pressing area of inquiry Work and research by practitioners and scholars has clearly pointed to the negative potential of education to contribute to and entrench violent conflict This work has highlighted the struggle for education during and following periods of instability and demonstrated the degree to which communities affected by conflict prioritize educational opportunities It has also offered powerful normative arguments for the importance of quality education for peacebuilding reconciliation postconflict reconstruction and development In many instances however these important insights are derived less from rigorous research and scholarship in the social sciences than from the delivery and evaluation of educational programming in situations affected by conflict This volume therefore seeks to broaden enquiry into education and conflict by exploring through conceptual and empirical work its linkages to broader theories and practices of development and peacebuilding The volume begins with a conceptual and theoretical section followed by a series of international case studies before closing with three chapters focused on the case of Northern Uganda Contributors present a diverse set of studies that together deepen understandings of the ways the education functions in various situations affected by conflict and the ways in which it might best be mobilized to contribute towards peacebuilding and development *The Routledge Handbook of Philosophy of Pain* Jennifer Corns, 2017-07-14 The phenomenon of pain presents problems and puzzles for philosophers who want to understand its nature Though pain might seem simple there has been disagreement since Aristotle about whether pain is an emotion sensation perception or disturbed state of the body Despite advances in psychology neuroscience and medicine pain is still poorly understood and multiple theories of pain abound The Routledge Handbook of Philosophy of Pain is an outstanding reference source to the key topics problems and debates in this exciting and interdisciplinary subject and is the first collection of its kind Comprising over thirty chapters by a team of international contributors the Handbook is divided into nine clear parts Modeling pain in philosophy Modeling pain in neuroscience Modeling pain in psychology Pain in philosophy of mind Pain in epistemology Pain in philosophy of religion Pain in ethics Pain in medicine Pain in law As well as fundamental

topics in the philosophy of pain such as the nature role and value of pain many other important topics are covered including the neurological pathways involved in pain processing biopsychosocial and cognitive behavioural models of pain chronic pain pain and non human animals pain and knowledge controlled substances for pain pain and placebo effects and pain and physician assisted suicide The Routledge Handbook of Philosophy of Pain is essential reading for students and researchers in philosophy of mind philosophy of psychology and ethics It will also be very useful to researchers of pain from any field especially those in psychology medicine and health studies

Citizenship Education in Conflict-Affected Areas Bassel Akar, 2019-05-02 Citizenship Education in Conflict Affected Areas examines the practices of learning and teaching citizenship in Lebanon and explores the implications of the research findings for those working in other sites affected by conflict Bassel Akar analyses rich empirical data such as semi structured interviews with teachers and open ended survey packs with children in classrooms which reveal conflicts in notions of citizenship and pedagogical approaches These in depth explorations of classroom learning and teaching show the hidden and subtle factors that often subvert intentions to promote social cohesion and active citizenship through education Examining how individual conceptualizations of citizenship influence approaches to learning and teaching and vice versa the author argues that learning citizenship in schools can undermine aims of democratic participation dialogue and critical thinking He concludes and considers why classroom learning of civic education in Lebanon can actually be more harmful than beneficial Offering new insights for educators and policy makers working beyond the Lebanese context Citizenship Education in Conflict Affected Areas is a valuable addition to the research in this growing field

The Burden of Educational Exclusion, 2010-01-01 School was nothing but a taboo for me concludes Johannah a young South African after recounting her life story Johannah is one of the early school leavers who features in this book Figures on participation in education in Africa show that despite government agreements and policies developed under the banner of Education for All this remains a remote goal In several countries programmes on Universal Primary Education have improved access to education but do those who enter school remain there until they have reached a suitable level Do they acquire enough competences at primary and secondary school to survive the tough daily life in sub Saharan countries What happens to children and young adults who leave school early What measures can be taken to prevent them from doing so This book is based on research carried out in Eastern and Southern Africa by scholars from Africa and the Netherlands who cooperated within the framework of the ESLA project The contributions to this book reflect the exchanges and discussions which took place in this research group initiated by staff of Mzumbe University in Tanzania Uganda Martyrs University and the University of Groningen in the Netherlands The group aims to go beyond figures and uncover the causes effects and stories of the young people involved as well as explore promising new strategies with which to address their needs As early school leaving is not exclusively an African problem a contribution on the Dutch situation is also included The book concludes that exclusion from education has far reaching effects not only for the young people involved but also for the

society in which they live The burden of educational exclusion should be the joint responsibility of developing and developed countries The authors hope the book will contribute not only to a greater understanding of the phenomenon of early school leaving but also challenge it in terms of developing policies and programmes that can prevent educational exclusion and support those who already find themselves in such a situation

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage *International Encyclopedia of Education Third Edition* succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Deconstructing Special Education and Constructing Inclusion 3e Gary Thomas, Andrew Loxley, 2022-01-18 Previous editions of the bestselling *Deconstructing Special Education* set a landmark for the understanding of inclusion This completely re written third edition continues in the tradition of critical analysis set by the first two editions and assesses how ideas and practice surrounding inclusion adapt to modern pressures and expectations The new edition addresses The influence of intersectionality on the ways we think about special education and inclusion Contemporary understandings of mental health and how these affect the way that we think about behaviour at school Changing understandings of disability The impact of research on the development of inclusion Marketisation and its corrosive influence on inclusion The impact of social media on children and young people How spending on special needs impacts the development of inclusion The authors address these complex issues in an open and accessible way making the book essential reading for a broad audience including students teachers educational psychologists policymakers and researchers Essential reading for anyone studying or working in either special or inclusive education Few could build the case as well as Thomas and Loxley Melanie Nind

Professor of Education University of Southampton UK Few books in the field of education merit the soubriquet must read This is one such Philip Garner Professor Brunel University UK An absolute must read for all of us committed to realising genuine inclusion within schools and society Jan Valle The City College of New York USA Finishing your first reading of their book makes you realise that you must return to it such is the richness of the analysis and reach of its detail This is a tour de force a line in the sand for all successive work in the field of inclusive education Roger Slee Diamond Jubilee Professor of Disability Studies University of Leeds UK Professor Gary Thomas is Emeritus Professor of Inclusion and Diversity at the School of Education University of Birmingham UK Dr Andrew Loxley is an Associate Professor at the School of Education Trinity College Dublin Ireland

Educational Justice Michael S. Merry, 2019-12-20 2020 Finalist for Book of the Year Award North American Society of Social and Political Philosophy NASSP This book examines the philosophical motivational and practical challenges of education theory policy and practice in the twenty first century There is a loud and persistent drum beat of support for schools for citizenship for diversity and inclusion and increasingly for labor market readiness with very little critical attention to the assumptions underlying these agendas let alone to their many internal contradictions Merry does not neglect the historical comparative international context so essential to better understanding where we are as well as what is attainable in terms of educational justice He argues that we must constructively critique some of our most cherished beliefs about education if we are to save the hope of real justice from the rhetoric of imagined justice

Educators, Professionalism and Politics Terri Seddon, John Levin, 2013 This title brings together contributions from around the world that analyse and reflect on the way curriculum is configuring and reconfiguring that world [Handbook of Research in Social Studies Education](#) Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field

Rights and Wrongs of Children's Work Michael Bourdillon, Deborah Levison, William Myers, Ben White, 2010-11-10 Rights and Wrongs of Children

s Work authored by an interdisciplinary team of experts incorporates recent theoretical advances and experiences to explore the place of labor in children s lives and development This groundbreaking book considers international policies governing children s work and the complexity of assessing the various effects of their work The authors question current child labor policies and interventions which even though pursued with the best intentions too often fail to protect children against harm or promote their access to education and other opportunities for decent futures They argue for the need to re think the assumptions that underlie current policies on the basis of empirical evidence and they recommend new approaches to advance working children s well being and guarantee their human rights Rights and Wrongs of Children s Work condemns the exploitation and abuse of child workers and supports the right of all children to the best quality free education that society can afford At the same time the authors recognize the value and sometimes the necessity of work in growing up and the reality that a workless childhood without responsibilities is not good preparation for adult life in any environment

Education and International Development Clive Harber, 2014-05-05 This book is a comprehensive introductory text for those beginning their studies of the complex yet fascinating area of education and international development It sets out an overview of the main theories ideologies and issues of education in developing countries always with an eye to the contextual and practical realities of life in schools and other educational institutions The book takes a balanced yet critical approach and examines both positive and negative aspects of the many relationships between education and development It will be of use to undergraduate master s and doctoral students as well as to staff in higher education who teach on courses concerned with education and development and those who work in international institutions and non governmental organisations

Citizenship, Education and Social Conflict Hanan A. Alexander, Halleli Pinson, Yossi Yonah, 2012-01-04 This volume provides new perspectives into the challenges of citizenship education in the age of globalization and in the context of multicultural and conflict ridden societies It calls on us to rethink the accepted liberal and national discourses that have long dominated the conceptualization and practice of citizenship and citizenship education in light of social conflict globalization terrorism and the spread of an extreme form of capitalism The contributors of the volume identify the main challenges to the role of citizenship education in the context of globalization conflicts and the changes to the institution of citizenship they entail and critically examine the ways in which schools and education systems currently address and may be able to improve the role of citizenship education in conflict ridden and multicultural contexts

Schooling in Sub-Saharan Africa Clive Harber, 2017-07-12 This book is a comprehensive text for those interested in formal education in sub Saharan Africa It provides a thought provoking overview of the key educational ideas themes and issues facing schooling in Africa today by drawing on a wide literature to examine evidence concerning both educational policy and the working realities of primary and secondary schools in Africa Based on the author s forty years of experience in researching and publishing on education in Africa it takes a balanced but critical approach to analysing education in Africa and discusses both

positive and negative patterns across the region as well as identifying differences between and within countries The book examines major questions of educational provision structure content and process but does so in a way that raises challenging questions about gender inequality violence authoritarianism and democracy in education as well the fundamental question of whether education is achieving its desired outcomes It will be of great interest to students and researchers working in the fields of comparative and international education education and international development African education African studies and development studies

A Sociology of Educating Roland Meighan, Clive Harber, 2007-01-25 Intended to stimulate sociologically informed thinking about educating this book has become firmly established in its field winning places on reading lists for Education Studies Initial Teacher Training and Continuing Professional Development courses The book begins with a light hearted taste of sociology and then goes on to explore five key areas of education the hidden curriculum ideologies of educating sociological perspectives and the study of education educational life chances and the next learning system This new edition includes sections on personalized learning progressive education and the impact of assessment on pupils It also comes with a new chapter The Discourses of Education Roland Meighan is a former Special Professor of Education University of Nottingham UK and Senior Lecturer University of Birmingham UK Clive Harber is Professor of Education and Head of the School of Education University of Birmingham UK He brings with him expertise in the field of International Education and Educational Development With contributions by Len Barton and Iram Siraj Blatchford both of the Institute of Education University of London and Stephen Walker Reader in the Sociology of Education and Visiting Professor in the Science of Education University of Bari

Education and Ethics in the Life Sciences Brian Rappert, 2010-06-01 At the start of the twenty first century warnings have been raised in some quarters about how by intent or by mishap advances in biotechnology and related fields could aid the spread of disease Science academics medical organisations governments security analysts and others are among those that have sought to raise concern EDUCATION AND ETHICS IN THE LIFE SCIENCES examines a variety of attempts to bring greater awareness to security concerns associated with the life sciences It identifies lessons from practical initiatives across a wide range of national contexts as well as more general reflections about education and ethics The eighteen contributors bring together perspectives from a diverse range of fields including politics virology sociology ethics security studies microbiology and medicine as well as their experiences in universities think tanks and government In offering their assessment about what must be done and by whom each chapter addresses a host of challenging practical and conceptual questions EDUCATION AND ETHICS IN THE LIFE SCIENCES will be of interest to those planning and undertaking training activities in other areas In asking how education and ethics are being made to matter in an emerging area of social unease it will also be of interest to those with more general concerns about professional conduct

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Table of Contents Schooling As Violence How Schools Harm Pupils And Societies

1. Understanding the eBook Schooling As Violence How Schools Harm Pupils And Societies
 - The Rise of Digital Reading Schooling As Violence How Schools Harm Pupils And Societies
 - Advantages of eBooks Over Traditional Books
2. Identifying Schooling As Violence How Schools Harm Pupils And Societies
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Schooling As Violence How Schools Harm Pupils And Societies
 - User-Friendly Interface
4. Exploring eBook Recommendations from Schooling As Violence How Schools Harm Pupils And Societies
 - Personalized Recommendations
 - Schooling As Violence How Schools Harm Pupils And Societies User Reviews and Ratings

- Schooling As Violence How Schools Harm Pupils And Societies and Bestseller Lists
- 5. Accessing Schooling As Violence How Schools Harm Pupils And Societies Free and Paid eBooks
 - Schooling As Violence How Schools Harm Pupils And Societies Public Domain eBooks
 - Schooling As Violence How Schools Harm Pupils And Societies eBook Subscription Services
 - Schooling As Violence How Schools Harm Pupils And Societies Budget-Friendly Options
- 6. Navigating Schooling As Violence How Schools Harm Pupils And Societies eBook Formats
 - ePub, PDF, MOBI, and More
 - Schooling As Violence How Schools Harm Pupils And Societies Compatibility with Devices
 - Schooling As Violence How Schools Harm Pupils And Societies Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Schooling As Violence How Schools Harm Pupils And Societies
 - Highlighting and Note-Taking Schooling As Violence How Schools Harm Pupils And Societies
 - Interactive Elements Schooling As Violence How Schools Harm Pupils And Societies
- 8. Staying Engaged with Schooling As Violence How Schools Harm Pupils And Societies
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Schooling As Violence How Schools Harm Pupils And Societies
- 9. Balancing eBooks and Physical Books Schooling As Violence How Schools Harm Pupils And Societies
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Schooling As Violence How Schools Harm Pupils And Societies
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Schooling As Violence How Schools Harm Pupils And Societies
 - Setting Reading Goals Schooling As Violence How Schools Harm Pupils And Societies
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Schooling As Violence How Schools Harm Pupils And Societies
 - Fact-Checking eBook Content of Schooling As Violence How Schools Harm Pupils And Societies
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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