

The background of the cover is a close-up, low-angle shot of a globe. The globe is tilted, and the camera is positioned below it, looking up. The lighting is warm, with a strong orange and red glow, suggesting a sunset or sunrise. The globe's surface is visible, showing continents and lines of latitude and longitude. The overall mood is contemplative and global.

# The **RoutledgeFalmer** Reader in **Philosophy of Education**

Edited by **Wilfred Carr**

# Routledgefalmer Reader In The Philosophy Of Education

**Rob Webster**



## **RoutledgeFalmer Reader In The Philosophy Of Education:**

The RoutledgeFalmer Reader in Philosophy of Education Wilfred Carr, 2005 No further information has been provided for this title

The RoutledgeFalmer Reader in Inclusive Education Keith J. Topping, Sheelagh Maloney, 2005 Each chapter ends with questions and issues for reflection The book also includes an annotated list of further reading It is designed to encourage readers to conduct their own research This is a useful text for practitioner postgraduate students researchers academics and policy makers in education Jacket

Philosophical Perspectives on Teacher Education Ruth Heilbronn, Lorraine Foreman-Peck, 2015-04-27 Philosophical Perspectives on Teacher Education presents a series of well argued essays about the ethical considerations that should be addressed in teacher training and educational policies and practices Brings together philosophical essays on an underserved yet urgent aspect of teacher education Explores the kinds of ethical considerations that should enter into discussions of a teacher's professional education Illuminates the knowledge and understanding that teachers need to sustain their careers and long term sense of well being Represents an important resource to stimulate contemporary debates about what the future of teacher education should be

**Flourishing as the Aim of Education** Kristján Kristjánsson, 2019-06-11 This book develops a conception of student flourishing as the overarching aim of education Taking as its basis the Aristotelian concept of eudaimonia it provides a theoretical study of the foundations of flourishing that goes well beyond Aristotle's approach Flourishing as the Aim of Education argues that the good life of the student to which education should contribute must involve engagement with self transcendent ideals and ignite awe filled enchantment It allows for social individual and educational variance within the concept of flourishing and it engages with a host of socio political as well as spiritual issues that are often overlooked in literature discussing character education Each chapter closes with food for thought for practitioners who can directly facilitate student flourishing An outgrowth of the author's previous monograph Aristotelian Character Education this book follows new directions in questioning how to educate young people towards a life of overall flourishing It will be of great interest to researchers academics and post graduate students in the fields of character education moral education and moral philosophy as well as to educators and policy makers

The Educated Person Donal G. Mulcahy, 2008 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

**Values Education and Lifelong Learning** David N. Aspin, Judith D. Chapman, 2007-08-17 The aim of this book is to provide an easily accessible practical yet scholarly source of information about the international concern for the nature theory and practices of the ideas of values education and lifelong learning Each chapter in this book is written in an accessible style by an international expert in the field The book tackles the task of identifying analyzing and addressing the key problems topics and issues relevant to education and Lifelong Learning

*Educational Ills and the (Im)possibility of Utopia* Joff Bradley, 2020-05-21 As a bold provocation to reimagine what the philosophy of education might mean in the 21st century this book responds to the exhaustion of present theoretical models and indeed the degradation of fabulative thought in its current prospectus The contributors from Asia the Americas and Europe proffer a frank response to the everyday reality of the classroom where teachers compete with electronic devices for the attention of students whose minds are literally elsewhere cocooned in the noospheric ether Outside of lecture halls the world is suffering the rise of fascism panic and anger driven by precarious employment and a looming fatalism and resignation in the face of ecological calamity These developments have led to an avalanche of psychical woes afflicting young people ranging from trauma the loss of hope and in extremis violence and suicide The concerned and committed writers of this volume therefore raise the timely question of the return of utopia as a fitting desperate and indeed necessary response to the ecological existential and pedagogical crises spreading across the planet At this most crucial juncture in human history the excellent contributions to this book offer singularly unique perspectives regarding the possibility impossibility of utopia This book was originally published as a special issue of the journal *Educational Philosophy and Theory*

**Disability Matters** Anna Hickey-Moody, Vicki Crowley, 2014-06-11 From the critique of the medical model of disability undertaken during the early and mid 1990s a social model emerged particularly in the caring professions and those trying to shape policy and practice for people with disability In education and schooling it was a period of cementing inclusive practices and the integration and inclusion of disability into mainstream What was lacking in the debates around the social model however were the challenges to abledness that were being grappled with in the routine and pragmatics of self care by people with disabilities their families carers and caseworkers Outside the academy new forms of activity and new questions were circulating Challenges to abledness flourished in the arts and constituted the lived experience of many disability activists *Disability Matters* engages with the cultural politics of the body exploring this fascinating and dynamic topic through the arts teaching research and varied encounters with disability ranging from the very personal to the professional Chapters in this collection are drawn from scholars responding in various registers and contexts to questions of disability pedagogy affect sensation and education Questions of embodiment affect and disability are woven throughout these contributions and the diverse ways in which these concepts appear emphasize both the utility of these ideas

and the timeliness of their application This book was originally published as a special issue of Discourse Studies in the Cultural Politics of Education      *Levinas, Subjectivity, Education* Anna Strhan, 2012-06-12 Levinas Subjectivity Education explores how the philosophical writings of Emmanuel Levinas lead us to reassess education and reveals the possibilities of a radical new understanding of ethical and political responsibility Presents an original theoretical interpretation of Emmanuel Levinas that outlines the political significance of his work for contemporary debates on education Offers a clear analysis of Levinas's central philosophical concepts including the place of religion in his work demonstrating their relevance for educational theorists Examines Alain Badiou's critique of Levinas's work Considers the practical implications of Levinas's theories for concrete educational practices and frameworks      *Towards Excellence in Early Years Education* Kathleen Gooch, 2010-06-22 This book uniquely describes the work of two Early Years Professionals drawing on their narrative accounts as they robustly describe and analyse their work with young children Against a backdrop of increasing regulation and inspection of early years care and education Kathy Gooch emphasizes the importance of building authentic relationships with children and their families explores how play can be promoted as the central site for learning and shows how professionals can use play to account for children's development and learning In analysing the Early Year Professionals' narratives this book explores key themes including Traditional notions of teaching and how they can be redefined The significance of talk in children's lives Teachers' professional identities How children's potential in learning can be achieved through play Celebrating knowledge skills and understanding and re-defining what it means to be a teacher in its broadest sense this fascinating book brings together research and literature from across disciplines Containing a foreword by Tricia David it will be of interest to academics early years educators and students on early childhood education degree programmes and initial teacher education courses as well as others concerned with the over-prescriptive nature of early education

Habermas, Critical Theory and Education Mark Murphy, Ted Fleming, 2010-04-26 The sociologist and philosopher Jürgen Habermas has had a wide ranging and significant impact on understandings of social change and social conflict However there has been no concerted and focused attempt to introduce his ideas to the field of education broadly This book rectifies this omission and delivers a definitive contribution to the understanding of Habermas's oeuvre as it applies to the field The authors examine the contribution Habermas's theory has and can make to pedagogy learning and classroom interaction the relation between education civil society and the state forms of democracy reason and critical thinking and performativity audit cultures and accountability Additionally the book answers a range of more specific questions including what are the implications for pedagogy of a shift from a philosophy of consciousness to a philosophy of language What contribution can Habermas's re-shaping of speech act theory and communicative rationality make to theories of classroom interaction and how can his theories of reason and colonization be used to explore questions of governance and accountability in education

**The New Significance of Learning** Pádraig Hogan, 2009-12-04 Reviews the restricting consequences of older and

newer forms of paternalism in education taking a historical perspective and offering a cohesive sustained argument **The Transformation of Children's Services** Joan Forbes, Cate Watson, 2011-10-03 Can we imagine different ways of working together to secure better outcomes for children and families What are the complex issues that underlie the apparently simple call for joined up services Children's services in many countries around the world are being transformed as part of the call for joined up working for joined up solutions Social health and educational policy discourses are driven by the idea that effective inter professional interagency collaboration is crucial in determining whether service delivery to children and families will succeed or fail However the rapid turn from previous inter professional practices of liaison consultancy cooperation and collaboration to more radical and wholesale service integration and sector transformation has not been accompanied either by a well considered research agenda of hard questions nor close scrutiny of its effects and consequences The book asks a series of searching and challenging questions What are the complex issues involved in children's sector transformation for all those involved young people practitioners leaders and managers policy makers How can the silos in which professionals have traditionally been prepared for practice be broken down What are the orthodoxies that surround joined up working and in what ways should they be challenged Written by authors from across the wide range of professional policy and disciplinary groups involved in this new cross cutting area of policy and practice this book provides a critical analysis of the complexities of children's services transformations The research in this collection addresses the range of discursive policy and organizational developments associated with the transformation of children's services providing an important and timely analysis of their complexities and is essential reading for all those working in the complex spaces of children's services **Including Children and Young People with Special Educational Needs and Disabilities in Learning and Life** Rob Webster, 2019-01-14 Marking the 40th anniversary of the Warnock Enquiry 1978 into special education in the UK and capturing the coverage of a public debate on special educational needs and disabilities SEND hosted by the University College London Institute of Education 2018 this volume explores the legacy of the Enquiry considering how it has impacted on policy and practice relating to SEND and inclusion and how it will continue to do so Offering historical perspectives and drawing on professional and personal experiences high profile contributors including practitioners researchers campaigners and parents reflect on the approaches taken during the Warnock Enquiry and consider how successfully recommendations have been implemented Reviewing conceptional and practical territory covered by the Warnock committee and assessing the current state of the inclusion and education of young people with SEND in the UK the text sets out broad evidence based principles for rethinking inclusive practice and explores topics including the purposes contribution and impacts of the Warnock Enquiry rights based approaches to the education of children with SEND past and present dialogue between mainstream and specialist settings challenges faced by parents of children with SEND implications of the Enquiry for initial teacher training perceptions of SEND in the media the relevance of the Enquiry to

policy and practice in the years ahead This invaluable text will widen current debates by exploring how persistent problems relating to inclusion and the education of children and young people with SEND might be resolved It is an essential read for researchers educationalists practitioners and families involved in the education of children with SEND **Educating the**

**Postmodern Child** Fiachra Long,2013-01-03 Traces the philosophical challenges posed by children living in an information age drawing on a range of philosophical thinkers **Thinking Education Through Alain Badiou** Kent den

Heyer,2011-07-13 Thinking Education Through Alain Badiou represents the first collection to explore the educational implications of French philosopher Alain Badiou s challenge to contemporary philosophical orthodoxy put forth in his 1993 work Ethics An Essay on the Understanding of Evil Represents the first collection of work in education to grapple with what Alain Badiou might mean for the enterprise of schooling Takes up Badiou s challenge to contemporary and conventional Anglo American doxa Includes original essays by experts in several different educational fields **Education and the**

**Voice of Michael Oakeshott** Kevin Williams,2024-08-14 The work of Michael Oakeshott has retained a striking currency in philosophical discourse about education This is hardly surprising in view of his influence on Paul Hirst and Richard Peters two philosophers whose work had an enormous impact on educational thinking and practice in the English speaking world And although much of the detail in educational debate may change the fundamental underlying concerns regarding the conception of the person the nature of knowledge and the moral life and their expression in educational institutions and activities remain subject of disagreement In the light of this continuing interest and of Oakeshott s extensive writing on so many aspects of education it is timely that a book be published on his thinking on the subject *Studying Education: An*

*Introduction To The Key Disciplines In Education Studies* Dufour, Barry,Curtis, Will,2011-10-01 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 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     *Philosophy, Methodology and Educational Research* David Bridges, Richard D. Smith, 2007-10-22 This book evaluates the increasingly wide variety of intellectual resources for research methods and methodologies and investigates what constitutes good educational research Written by a distinguished international group of philosophers of education Questions what sorts of research can usefully inform policy and practice and what inferences can be drawn from different kinds of research Demonstrates the critical engagement of philosophers of education with the wider educational research community and illustrates the benefits that can accrue from such engagement     **Education in a Catholic Perspective** John Sullivan, 2016-04-29 A distance is opening up between Catholic education and the rich intellectual heritage of the Catholic Church Education in a Catholic Perspective explores Catholic philosophical and theological foundations for both education per se and for Catholic education in particular With contributions spanning the theological foundations of Catholic education the interplay of theology and education and discussions of the social and missional dimensions of education this book will be of considerable interest to educators and students of Catholic education to academics in the fields of applied theology and philosophy and to those with an interest in the foundations of education



The book delves into Routledgefalmer Reader In The Philosophy Of Education. Routledgefalmer Reader In The Philosophy Of Education is a crucial topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Routledgefalmer Reader In The Philosophy Of Education, encompassing both the fundamentals and more intricate discussions.

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  6. In chapter 5, the author will draw a conclusion about Routledgefalmer Reader In The Philosophy Of Education. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Routledgefalmer Reader In The Philosophy Of Education.

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