
Elementary Schooling

for Critical Democracy

Jesse Goodman

Elementary Schooling For Critical Democracy

Richard Bailey, Robin Barrow



Elementary Schooling For Critical Democracy:

Elementary Schooling for Critical Democracy Jesse Goodman, 1992-02-06 This book examines the way in which elementary schooling can be used as a means to encourage critical democracy in the United States It focuses primarily on the dialectical tensions and issues that emerge from the conflicting values of individuality and community through a portrayal of an independent elementary school committed to democratic education

Sexual Ideology and Schooling Alexander McKay, 1999-11-04 Sexuality education in the schools has become a key battleground in the wider social conflict over the sexual norms of Western culture In *Sexual Ideology and Schooling* Alexander McKay conceptualizes the sexuality debates as a battle between two basic but diametrically opposed belief systems about the nature and purpose of sexuality in human life and society Restrictive and Permissive He outlines the philosophical moral foundations of a democratic approach to teaching young people about sexuality and persuasively argues that public institutions including the schools should base public policy related to sexuality on democratic principles rather than the dictates of sexual ideology

Moral and Political Dimensions of Critical-Democratic Citizenship Education Wiel Veugelers, 2023-07-31 Winner of the 2024 Moral Development and Education SIG 67 Outstanding Book Award In *Moral and Political Dimensions of Critical Democratic Citizenship Education* Wiel Veugelers analyses theory policy and practice of moral education and citizenship education in the past few decades He shows that there are different orientations in national and global moral education and citizenship education He criticises the strong orientation on the individual and on adaptation and argues for more emphasises on social justice equity and democracy This volume brings together articles Veugelers published in the past 25 years Each article is introduced by a reflection on the reasons for the article its responses and lessons that are still relevant The book ends with a large chapter that overviews central developments and presents a programme for future theory research policy and practice in moral education and citizenship education with a strong focus on democracy and empowerment the moral should become more political and the political more moral

Critical Practice in P-12 Education: Transformative Teaching and Learning Lawrence, Salika A., 2014-01-31 This book presents a framework for teaching that empowers students fosters literacy development and explains the underlying factors that influence pedagogy highlighting practices from around the globe

Being Reflexive in Critical and Social Educational Research Geoffrey Shacklock, John Smyth, 2002-11 This text is a collection of case studies and readings on the subject of doing research in education It takes a personal view of the experience of doing research Each author presents a reflexive account of the issues and dilemmas as they have lived through them during the undertaking of educational research Coming from the researcher's own perspectives their positions are revealed within a wider space that can be personal political social and reflexive With this approach many issues such as ethics gender race validity reciprocity sexuality class voice empowerment authorship and readership are given an airing

International Handbook of Educational Policy Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David

Livingstone, 2008-05-14 Nina Bascia Alister Cumming Amanda Datnow Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them The series exhibits within chapters with respect to jurisdictional particularities and contrasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy

Philosophy of Education William Hare, John P. Portelli, 2013-11-04 Revised and updated with 25 new essays the fourth edition of this bestselling collection brings together more than 30 leaders in the field of educational theory An engaging exploration of the ideas and trends shaping education in today's classrooms Philosophy of Education includes topics on high stakes testing consumerism in education and social justice issues in the classroom How can we teach students moral values while avoiding indoctrination How should a teacher deal with controversial issues in the classroom What role should standards play in education and who develops those standards And why is the link between theory and practice in the classroom important in the first place Philosophy of Education provides students teachers and administrators with a lively and accessible introduction to the central debates and issues in education today *The Wiley Handbook of Global Educational Reform* Kenneth J. Saltman, Alexander J. Means, 2018-08-30 The Wiley Handbook of Global Educational Reform examines educational reform from a global perspective Comprised of approximately 25 original and specially commissioned essays which together interrogate educational reform from a critical global and transnational perspective this volume explores a range of topics and themes that fully investigate global convergences in educational reform policies ideologies and practices The Handbook probes the history ideology organization and institutional foundations of global educational reform movements actors institutions and agendas and local national and global education reform trends It further examines the new managerialism in global educational reform including the standardization of national systems of educational governance curriculum teaching and learning through the rise of new systems of privatization accountability audit big data learning analytics biometrics and new technology driven adaptive learning models Finally it takes on the subjective and

intersubjective experiential dimensions of the new educational reforms and alternative paths for educational reform tied to the ethical imperative to reimagine education for human flourishing justice and equality An authoritative definitive volume and the first global take on a subject that is grabbing headlines as well as preoccupying policy makers scholars and teachers around the world Edited by distinguished leaders in the field Features contributions from an illustrious list of experts and scholars The Wiley Handbook of Global Educational Reform will be of great interest to scholars and graduate students of education throughout the world as well as the policy makers who can institute change

The Passionate Mind of Maxine Greene William F. Pinar, 2005-08-08 Maxine Greene is the most important philosopher of education in the United States today The author of *Teacher as Stranger* 1973 *Landscapes of Learning* 1978 *Dialectic of Freedom* 1988 and *Releasing the Imagination* 1995 Greene has influenced tens of thousands of teachers in North America as well as her colleagues in philosophy of education teacher education and curriculum studies While widely cited Greene has not until now been the subject of sustained scholarly analysis and investigation William F Pinar has organized a systematic study of Greene's contribution from several points of view studies of the four books studies of the intellectual and aesthetic influences upon her theory and her influence on the various specializations within the broad field of education the teaching of English arts education philosophy of education curriculum studies religious education cognitive theory and theory of teaching The book opens and concludes with Maxine Greene's own autobiographical statements

The SAGE Handbook of Philosophy of Education Richard Bailey, Robin Barrow, 2010-04-14 Section one of the book explores the nature of the philosophy of education and its relation to other aspects of educational theory and research Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education Section three is dedicated to contemporary philosophical thought on education providing the basis and reference point for an exploration of contemporary issues

Conversations on Global Citizenship Education Emiliano Bosio, 2021-02-01 This volume offers a remarkable collection of theoretically and practically grounded conversations with internationally recognized scholars who share their perspectives on Global Citizenship Education GCE in relation to university research teaching and learning Conversations on Global Citizenship Education brings together the narratives of a diverse array of educators who share their unique experiences of navigating GCE in the modern university Conversations focus on why and how educators theoretical and empirical perspectives on GCE are essential for achieving an all embracing GCE curriculum which underpins global peace Drawing on the Freirean concept of conscientization GCE is presented as an educational imperative to combat growing inequality seeping nationalism and post truth politics This timely volume will be of interest to educators who are seeking to develop their theoretical understanding of GCE into teaching practice researchers and students who are new to GCE and who seek dynamic starting points for their research and general audience who are interested in learning more about the history philosophy and practice of GCE

The Emergence of the Ethically-Engaged University Emiliano Bosio, Gustavo

Gregorutti,2023-10-12 This edited volume examines the role of the modern university as a public good institution ethically engaged in social transformation Featuring contributions from internationally recognized scholars across both the Global North and South this collection contextualizes issues in higher education such as community engagement service learning citizenship and civic responsibility both locally and globally e g local regional national and global engagement Each chapter addresses the intangible multifaceted dimensions of the relationships community impact and knowledge generation associated with community collaborations In this way the volume contributes towards the possibility of re imagining the role of the modern university beyond a market oriented passive and de solidarized practices towards a more ethically engaged paradigm based on principles of mutuality reciprocity and social responsibility Social Geographies of Educational Change F. Hernandez,I.F. Goodson,2006-01-16 Social Geographies as spatial location is a factor relevant to understanding the variety of people s interpretations and appropriations of educational innovations and changes Their location in the social space also influences their response to change In the field of educational change social space means for example skin colour gender distribution of teachers in one school children s self cultural representations or parents religious attitudes By using the notion of Social Geographies in the context of educational change the authors address the following questions How initiatives in a classroom or department are influenced by the surrounding context of the school the district or the nation How innovation spreads or diffuses from one school to another How and whether reforms can be scaled up from a few schools to a whole system How seemingly standardised reforms affect schools differently depending on where they are located How schools influence one another How the identities of and interrelationships among schools are affected by technology principles of market competition and choice and other initiatives This volume is relevant to educationalists policy makers teachers and students interested in a more complex approach to understand and intervene in educational change processes

Cultures of Curriculum Pamela Bolotin Joseph,2012-12-06 This txtbk presents the concept of curriculum as culture a system of implicit explicit beliefs values behaviors customs in classrooms schools Goal is to foster awareness examination deliberation about the curricula planned for carried out **Professional Care and Vocation** Timothy W. Wineberg,2008-01-01 This book integrates the traditional understanding of a profession a calling to selfless service for the public good through the pursuit of a learned art with that of vocation work that offers a deep sense of personal fulfilment meaning and identity Professions are moral endeavours since they require vulnerable individuals to trust in the competence and integrity of someone who professes to care for them Currently most versions of professional ethics narrowly focus upon standards of conduct or upon ethical dilemmas Yet these are rarely compelling enough to change us they are not morally formative This volume takes a different tack to doing ethics It explicitly targets the moral development of educators This is crucial because as we develop our sensibilities of perception and qualities of character we can better interpret practice situations and respond fittingly Moreover this approach to ethics seeks to reconceptualize our professional obligation to

embody it in more adequate metaphors and to revitalize its relational dimension In this view our task as educators is to seek out those relational metaphors images and narratives of practice which are profound enough to shape our self perceptions and to fund our moral formation This book explores five ethical spheres sacrifice community craft tradition and moral imagination and five respective pedagogical images which illuminate the nature of professional care servant moral friend mentor covenantor and moral companion When critically engaged and appropriated these rich metaphorical images provide clarity order and meaning to our perceptions and powerful imperatives for our own moral development

The SAGE Handbook of Curriculum and Instruction JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re establishing continuity within the field while acknowledging its practical contextual and theoretical diversity

Key Features Offers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics

Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership

List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E Boostrom Keffrelyn D Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla Johnson Susan Jurow Eugenie Kang Stephen Kerr Craig Kridel Gloria Ladson Billings John Chi kin Lee Stacey Lee Benjamin Levin Anne Lieberman Allan Luke Ulf Lundgren Teresa L McCarty Gary McCulloch Barbara Means Geoffrey Milburn Janet Miller Sonia Nieto Kiera Nieuwejaar Pedro Noguera J Wesley Null Jeannie Oakes Lynne Paine JoAnn Phillion William F Pinar Margaret Placier Therese Quinn John Raible Bill Reese Virginia Richardson Fazel Rizvi Vicki Ross Libby Scheiern Candace

Schlein William Schubert Edmund Short Jeffrey Shultz Patrick Slattery Roger Slee Linda Tuhiwai Smith Joi Spencer James Spillane Tracy Stevens David Stovall Karen Swisher Carlos Alberto Torres Ruth Trinidad Wiel Veugelers Ana Maria Villegas Sophia Villenas Leonard Waks Kevin G Welner Ian Westbury Geoff Whitty Shi Jing Xu *Being Reflexive in Critical Educational and Social Research* Geoffrey Shacklock, John Smyth, 1998 This text is a collection of case studies and readings on the subject of doing research in education It takes a personal view of the experience of doing research Each author presents a reflexive account of the issues and dilemmas as they have lived through them during the undertaking of educational research Coming from the researcher s own perspectives their positions are revealed within a wider space that can be personal political social and reflexive With this approach many issues such as ethics gender race validity reciprocity sexuality class voice empowerment authorship and readership are given an airing Critical Pedagogy for Social Justice John Smyth, 2011-10-20 We live in a time when those who wield unrestrained power believe they have the inalienable right to determine the destiny nature and shape of social institutions like schools Critical Pedagogy for Social Justice challenges this arrogance by showing how teachers students parents communities and researchers can develop narratives that amount to working with and for those who are increasingly being silenced marginalized and excluded John Smyth sets out to revisit critical pedagogy from a number of key leverage points The overarching aim of this book is to unmask the deforming and distorting way power operates while at the same time revealing how a commitment to a more socially just world can exist in the everyday lives and narratives of people who have a passion for transformative possibilities His clear concise and persuasive book is ideal for those who are dissatisfied with the current turn in education and who are seeking an alternative set of views that emerge from the grounded experiences and practices in schools struggling with the most disadvantaged circumstances Multicultural Education Patricia Ramsey, Leslie R. Williams, Edwina Vold, 2003-12-16 The second edition of this source book contains essays and annotations on a number of issues related to multicultural education The authors define multicultural education as a process oriented creation of learning experiences that foster an awareness of respect for and enjoyment of the diversity of our society and world Inherent in this definition of multicultural education is a commitment to create a more just and equitable society for all people This book then offers suggestions relevant to the teaching of all children all teaching and curricular decisions and every aspect of educational policy The Critical Pedagogy Reader Antonia Darder, Kortney Hernandez, Kevin D. Lam, Marta Baltodano, 2023-11-01 Since its publication The Critical Pedagogy Reader has firmly established itself as the leading collection of classic and contemporary essays by the major thinkers in the field of critical pedagogy While retaining its comprehensive introduction this thoroughly revised fourth edition includes updated section introductions expanded bibliographies and up to date classroom questions The book is arranged topically around such issues as class racism gender sexuality language and literacy and classroom issues for ease of usage and navigation New reading selections cover topics such as youth activism agency and affect and practical implementations of

critical pedagogy Carefully attentive to both theory and practice this new edition remains the definitive source for teaching and learning about critical pedagogy

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