

# CULTURAL VALUES

Cultural values refer to the collective beliefs, principles, and ideals that guide the behavior, norms, and decision-making of a particular group or society.

## OVERVIEW

Cultural values shape the customs, traditions, and social structures within a community. They serve as a foundation for individuals to understand their roles, expectations, and moral compass within their cultural context. Cultural values play a crucial role in influencing attitudes, perceptions, and interactions among people.

## EXAMPLES

- **Individualism:** This cultural value emphasizes personal freedom, autonomy, and self-reliance.
- **Harmony:** This cultural value focuses on maintaining balance, unity, and cooperation within a community, valuing consensus and social cohesion.

# Education Culture And Values

**James Arthur, Terence Lovat**



## Education Culture And Values:

Education Culture And Human Values V.C. Pandey, 2005-01-01 The work is a very informative systematic presentation of education culture and human values in a simple and lucid language drawing examples from various educational systems It critically analyses the subject and includes syllabi of several universities      **Values, Culture and Education** Jo Cairns, Denis Lawton, Roy Gardner, 2001 First Published in 2000 Routledge is an imprint of Taylor Francis an informal company      *Education, Culture and Values* Mal Leicester, Celia Modgil, Sohan Modgil, 2000      *Values in Philippine Culture and Education* Manuel B. Dy, 1994      *Values and Educational Leadership* Paul Thomas Begley, 1999-08-17 Studies values and their influences in educational leadership      **Values in Education** Graham Haydon, 2007-02-15 What are the fundamental aims and values underlying education What values should education try to promote in a world of value pluralism What is morality and should schools teach it In a secular society how should schools treat the links between morality and religion How should values enter into professional education and educational leadership This book an updated edition of Teaching about Values will help the reader to think about these questions and many others concerning values in education Drawing on philosophy without assuming knowledge of the subject it is for teachers students of education and anyone who recognises the importance of values in education      *Values Education and Quality Teaching* Terence Lovat, Ron Toomey, 2009-04-07 Some revision of public schooling history is necessary to challenge the dominant mythology that public schools were established on the grounds of values neutrality In fact those responsible for the foundations of public education in Australia were sufficiently pragmatic to know that its success relied on its charter being in accord with public sentiment Part of the pragmatism was in convincing those whose main experience of education had been through some form of church based education that state based education was capable of meeting the same ends Hence the documents of the 1870s and 1880s that contained the charters of the various state and territory systems witness to a breadth of vision about the scope of education Beyond the standard goals of literacy and numeracy education was said to be capable of assuring personal morality for each individual and a suitable citizenry for the soon to be new nation As an instance the NSW Public Instruction Act of 1880 cf NSW 1912 under the rubric of religious teaching stressed the need for students to be inculcated into the values of their society including understanding the role that religious values had played in forming that society's legal codes and social ethics The notion therefore that public education is part of a deep and ancient heritage around values neutrality is mistaken and in need of serious revision The evidence suggests that public education's initial conception was of being the complete educator not only of young people's minds but of their inner character as well      *Education, Cultures, and Economics* Angela W. Little, Fiona E. Leach, 2013-06-17 This edited volume reviews the conflict between economic prescriptions for improved education in the developing world and local cultures Among the issues reviewed are conceptions of culture and economics in development and education literature economic considerations of school systems to promote

cultural goals the differentiation of schools from other sites of cultural reproduction learning experiences of various cultural groups and the cross cultural work of development agencies      *Education for Values* Jo Cairns,Roy Gardner,Denis Lawton,2003-12-16 Values in education how they are taught the ethics of teaching itself plus their role in the education of educators is an area of lively and passionate debate This book provides an essential resource of ideas issues and current practice for all those with an interest in this area of education Presenting a range of critical writing this book deals with issues relating to education in values approaches to teaching values teacher education and values research for education in values and international comparative studies Highly regarded when it was first published in hardback in 2000 the book now appears in paperback for the first time with a new introduction which updates the main ideas and themes of the book

**Politics, Education and Citizenship** Mal Leicester,Sohan Modgil,2005-08-10 Volume VI is concerned with political education and citizenship Papers from several countries lend an international perspective to currently significant concerns and developments including democracy and democratic education human rights national identity and education for citizenship      **Spiritual and Religious Education** Mal Leicester,Sohan Modgil,2005-07-15 Volume V distinguishes religious and spiritual education and takes a multi faith approach to pedagogic curricular and resource issues The important area of collective worship is also addressed

**Education, Culture and Epistemological Diversity** Claudia W. Ruitenberg,D.C. Phillips,2011-09-24 In the recent educational research literature it has been asserted that ethnic or cultural groups have their own distinctive epistemologies and that these have been given short shrift by the dominant social group Educational research then is pursued within a framework that embodies assumptions about knowledge and knowledge production that reflect the interests and historical traditions of this dominant group In such arguments however some relevant philosophical issues remain unresolved such as what claims about culturally distinctive epistemologies mean precisely and how they relate to traditional epistemological distinctions between beliefs and knowledge Furthermore can these ways of establishing knowledge stand up to critical scrutiny This volume marshals a variety of resources to pursue such open questions in a lively and accessible way a critical literature review analyses from philosophers of education who have different positions on the key issues a roundtable discussion and interactions between the two editors who sometimes disagree It also employs the work of prominent feminist epistemologists who have investigated parallel issues with sophistication This volume does not settle the question of culturally distinctive epistemologies but teases out the various philosophical sociological and political aspects of the issue so that the debate can continue with greater clarity      Systems of Education Sohan Modgil,Mal Leicester,2005-07-28 Volume 1 is concerned with the theoretical and conceptual framework for reflecting about values culture and education and thus provides an introduction to the series as a whole It provides state and policy level analysis across the world      *Asian Migration and Education Cultures in the Anglosphere* Megan Watkins,Christina Ho,Rose Butler,2019-03-27 Asian migration and mobilities are transforming education cultures in the

Anglosphere prompting mounting debates about tiger mothers and dragon children and competition and segregation in Anglosphere schools This book challenges the cultural essentialism which prevails in much academic and popular discussion of Asian success and in relation to Asian education mobilities As anxiety and aspiration within these spaces are increasingly ethnicised the children of Asian migrants are both admired and resented for their educational success This book explores popular perceptions of Asian migrant families through in depth empirically informed accounts on the broader economic social historical and geo political contexts within which education cultures are produced This includes contributions from academics on global markets and national policies around migration and education classed trajectories and articulations local formations of ethnic capital and transnational assemblages that produce education and mobility as means for social advancement At a time when our schooling systems and communities are undergoing rapid transformations as a result of increasing global mobility this book is a unique and important contribution to an issue of pressing significance This book was originally published as a special issue of the Journal of Ethnic and Migration Studies

**The Routledge International Handbook of Education, Religion and Values** James Arthur, Terence Lovat, 2013-08-21 The academic fields of religion and values have become the focus of renewed interest in contemporary thinking about human activity and its motivations The Routledge International Handbook of Education Religion and Values explores and expands upon a range of international research related to this revival The book provides an authoritative overview of global issues in religion and values surveying the state of the academic area in contributions covering a wide range of topics It includes emerging controversial and cutting edge contributions as well as investigations into more established areas International authorities Arthur and Lovat have brought together experts from across the world to examine the complexity of the field of study The handbook is organised around four key topics which focus on both the importance of religion and values as broad fields of human enquiry as well as in their application to education inter agency work and cross cultural endeavours The Conceptual World of Religion and Values Religion and Values in Education Religion and Values in Inter agency Work Religion and Values in Cross cultural Work This comprehensive reference work combines theoretical and empirical research of international significance and will be valuable reading for students researchers and academics in the field of education

*Knowledge, Values and Educational Policy* Harry Daniels, Hugh Lauder, Jill Porter, 2009 Knowledge Values and Educational Policy asks fundamental questions about what schools are for and what should be taught in them explores one of the newest areas of interest learning across boundaries and examines issues of diversity and equity locating these issues in terms of policies and practices within school

Values Education and Lifelong Learning David N. Aspin, Judith D. Chapman, 2007-08-30 Aims 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 Aspin from Monash University and Chapman from Australian Catholic University

*Transnational Influences on Values and Practices in Nordic Educational Leadership* Leif Moos, 2013-03-15 This

book explores to what extent transnational influences change national local values and practices in the Nordic educational systems It provides country cases and thematic chapters that give nuanced insights into the influence of transnational agencies on national governance and discourses It describes how national discourses and regulation influences school leadership values culture and practice in competition with traditional values The transnational and global discourse on educational leadership is mostly formed according to Anglo American thinking and tradition Pivotal foundations of this discourse are strong hierarchical societies class societies with liberal democracies and clearly streamed education systems The Nordic discourse however builds on a more equal society and flat hierarchies with participatory democracy and on comprehensive schooling with strong local community roots Leadership thinking and practices are formed by the culture and context they are part of they are primarily shaped by the national local values traditions and practices and only partially shaped by politics discourses and literature Due to the fact that a great deal of the literature that is being used in the Nordic contexts is of Anglo American origin and many of the research projects have Anglo American foundations it is difficult to distinguish the sources for leadership thinking and practice This book distinguishes the Nordic from the Anglo American thinking and presents important findings and arguments for leadership practitioners inside as well as outside the Nordic countries

**Embedding Values and Attitudes in Curriculum Shaping a Better Future** OECD,2021-12-15 This report highlights how clearly articulated and experienced values and attitudes can support students positive lifelong learning outcomes and promote a more equitable and just society Despite the variety of values espoused in national curricula there is an emerging trend in prioritising values that enhance well being and learning across different countries

*Values in Sex Education* J. Mark Halstead,Michael Jonathan Reiss,2003 An accessible yet authoritative book situating sex education both in the primary and secondary school within the current focus on values and citizenship

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