



KATE BROWN AND STEPHEN FAIRBRASS



THE CITIZENSHIP TEACHER'S HANDBOOK



Education For Citizenship Continuum Collection

Tristan McCowan, Sonia Gomez



Education For Citizenship Continuum Collection:

Education, Authority, and the Critical Citizen Neil Wilcock, 2023-08-24 This book offers a unique analysis of the tension between the individual and society in educational contexts and the role that citizenship and democratic education can play. It approaches the question from two different perspectives: the institutional and the interactional, and argues that any solution must answer the tension from both or it will necessarily fail. The answer is found through a political methodology that places education at the centre and concludes that a balance can be found if we embrace the federated disestablishment of education and state and internally democratic schooling that aims to realise the emancipation of the political child. The book situates itself in the tradition of political philosophy that is education focused, identifying an unresolved tension between the individual and society in the works of Rousseau, Dewey, and Freire. It discusses the concept of authority as a primary issue persisting in this tension. It does so by exploring both interactional and institutional responses based on the idea of the free individual and cooperative associations. The author advocates an education system that creates the necessary space for the cultivation of the free individual and is run by the principles of internally democratic schooling. With a strong focus on citizenship and the role of education in the development of social justice oriented citizens, this book will be of great interest to researchers, academics, and postgraduate students in the fields of philosophy of education, political philosophy, educational theory, and citizenship education.

Empowering Teachers and Democratising Schooling Keith Heggart, Steven Kolber, 2022-09-13 This edited book brings together teachers and education academics who are committed to education about for and through democracy. It presents a diverse range of viewpoints about the challenges facing educators working across different sectors and discusses ways to challenge issues like neoliberalism, excessive managerialism, and accountability and privatisation. It also engages with the times that education has and continues to fail students. This book outlines both logistical and ideological challenges which educators committed to democracy face and describes innovative approaches they have adopted, including networking, the use of social media and digital tools, and extending their reach beyond their local communities to international audiences. It encourages conversations about how educators and academics might re-commit to education for democracy and generate further avenues for discussion and action by educators and academics.

Teaching Humanities & Social Sciences Rob Gilbert, Libby Tudball, Peter Brett, 2019-10-17 Teaching Humanities and Social Sciences 7e prepares teachers to develop and implement programs in the humanities and social sciences learning area from F 10. It successfully blends theory with practical approaches to provide a basis for teaching that is engaging, inquiry based, and relevant to students' lives. Using Version 8.1 of the Australian Curriculum, the text discusses the new structure of the humanities and social sciences learning area. Chapters on history, geography, civics and citizenship, and economics and business discuss the nature of these subjects and how to teach them to achieve the greatest benefit for students both as sub-strands within the Year F 6-7 HASS subject and as distinct Year 7-10 subjects. Throughout the book maintains its highly

respected philosophical and practical orientation including a commitment to deep learning in a context of critical inquiry With the aid of this valuable text teachers can assist primary middle and secondary students to become active and informed citizens who contribute to a just democratic and sustainable future Islam and Citizenship Education Ednan Aslan, Marcia Hermansen, 2015-01-14 The scholarly contributors to this volume investigate various means to stimulate and facilitate reflection on new social relations while clarifying the contradictions between religious and social affiliation from different perspectives and experiences They explore hindrances whose removal could enable Muslim children and youth to pursue equal participation in political and social life and the ways that education could facilitate this process *Citizenship Education in Multicultural Society* Daria Hejwosz-Gromkowska, Celina Czech-Włodarczyk, Dobrochna Hildebrandt-Wypych, Inetta Nowosad, 2025-01-20 Analysing the citizenship education approaches of England the Netherlands Canada Ontario and Singapore offers an interesting glimpse into how different societies handle the interplay between cultural diversity national identity and educational strategies This study illuminates the shared challenges and unique responses shaped by each country's historical cultural and political context The study aims to analyse the selected issues concerning the agenda of citizenship education policy and school practices in the selected countries The authors undertake a comprehensive review of the development of multicultural societies and delve into an analysis discussion and reconstruction of the current socio political context of citizenship education in the aforementioned countries **The Routledge Handbook of Language Testing** Glenn Fulcher, Fred Davidson, 2013-10-15 Winner of the SAGE ILTA Book Award 2016 The Routledge Handbook of Language Testing will provide a comprehensive account of the area of language assessment and testing Written by leading specialists from around the world this volume brings together approximately 35 authoritative articles around 8000 words each The proposed outline for the Handbook below is divided into ten sections The section titles reflect the contents of their Language Testing and Assessment textbook in our RAL series and sketch a useful overview of the discipline Each chapter has been carefully selected to relate to key issues raised in the respective topic providing additional historical background critical discussion reviews of key research methods and an assessment of what the future might hold

Teaching Democracy Emery J. Hyslop-Margison, James Thayer, 2019-02-11 As we move forward well into the 21st century most citizens around the globe seemingly accept the rudiments of a democratic citizenship And yet in spite of this broad acceptance a clear articulation of what democratic citizenship entails remains somewhat elusive In this book Hyslop-Margison and Thayer achieve two critically important objectives in response to this problem First they successfully articulate the threat to democracy posed by current citizenship education programs that adopt a largely instrumental framework fostering passivity and compliance by protecting the established parameters of neo liberal social design Second they show a way out of this anti democratic trap by illustrating how critical theory with its marvelous ability to provide trenchant critiques of capitalism and turn those critiques into concrete political action provides the ideal pedagogical approach to

educate our students effectively as future democratic citizens The authors critique the conditions of modern democratic citizenship and distinguish a robust or thick version of citizenship based on citizen agency and participation in the construction of social reality from contemporary models that undermine citizen engagement They contend that it is only through critical theory and the political agency it inspires that meaningful democratic change can and must occur Hence the role of education in their view is not merely to prepare students for a new economic reality but to prepare them instead to shape that reality in more progressive and socially just ways This book eloquently argues that the citizenship mission of schools ought to teach students what is possible rather than simply objectifying them as human capital being prepared for the inevitable impact of the policies determined by others

Education as Humanisation Scherto Gill,Ulrike

Niens,2017-10-02 Over the past decades there has been a consistent and poignant ambiguity with regard to the role of education in the context of post conflict and divided societies working towards building peace Most recently global developments including the after effects of the Arab Spring the devastating wars in Syria and the refugee crisis in Europe have directed our attention once more to the part that education can play in building peace at many levels In this context it is timely to create a space for a focused inquiry and scholarly debate about peace oriented pedagogies and how they might affect the post conflict reconstruction in divergent settings Thus both the subject and the content of this book are important in the light of the current needs in many societies emerging from conflicted community relations In particular they propose a refreshing and transformative view of peace based on a humanising conception of education and dialogic pedagogy as a key avenue for peacebuilding Through both conceptual inquiries and empirical case studies the book will appeal to educational thinkers researchers practitioners policy makers NGO workers and the public in re examining some of the key concepts identifying pivotal underlying issues in the field Furthermore by offering a principled persuasive conceptual framework and by problematising implementations and interventions in practice this book can serve to provoke more appraisals evaluations and constructive critiques of humanisation and dialogic pedagogy in peacebuilding education This book was originally published as a special issue of Compare A Journal of Comparative and International Education

Citizenship Education

Anne Sliwka, For students citizenship education means more than merely learning about citizenship and democracy Citizenship education means learning through practicing citizenship inside and outside the school One model for that is service learning which combines service and learning by linking community service and reflection about it in class

Education, Democracy and Development Clive Harber,Vusi Mncube,2012-05-14 Education is often seen as the key agency in international development and poverty reduction Frequently the emphasis is on the economic and social role of education in development This book on the other hand is unusual in explicitly examining the political role of education in development In particular it sets out the theories evidence and arguments concerning the potential and actual relationships between education and democracy and critically explores the contradictory role of formal education in both supporting and hindering

democratic political development A key theme of the book is the importance of considering the type and nature of the education actually provided and experienced what goes on inside the black box of education Currently in developing countries and elsewhere this is often at odds with democratic principles but the book also provides many examples of successful democratic practice in schools in developing countries as well as discussing a detailed case study of South Africa where democratic change in education is a key aspect of the policy agenda Liberalism, Education and Schooling T.H. McLaughlin, 2017-03-27 A tribute collection of essays edited by author's colleagues and friends *Access to Citizenship* Ann Fergusson, Hazel Lawson, 2014-04-08 This accessible and practical teaching resource provides a basis for interpreting and accessing the national curriculum framework to include all pupils Suggesting an inclusive framework of participation and achievement for all the book provides a range of possible activities designed to be accessible to pupils with diverse individual needs reference to the P levels help with planning and monitoring the curriculum assessment and recording opportunities advice on teaching citizenship in a cross curricular way suggestions to develop a whole school and community approach The book is aimed at staff in mainstream and special settings who work with students with special educational needs in the area of citizenship This includes all class teachers citizenship coordinators and adult learning disability services staff

Working Side by Side Shoshanna Sumka, Melody Christine Porter, Jill Piacitelli, 2023-07-03 This book constitutes a guide for student and staff leaders in alternative break and other community engagement both domestic and international programs offering practical advice outlining effective program components and practices and presenting the underlying community engagement and global learning theory Readers will gain practical skills for implementing each of the eight components of a quality alternative break program developed by Break Away the national alternative break organization The book advances the field of student led alternative breaks by identifying the core components of successful programs that develop active citizens It demonstrates how to address complex social issues encourage structural analysis of societal inequities foster volunteer transformation and identify methods of work in mutually beneficial partnerships It emphasizes the importance of integrating a justice centered foundation throughout alternative break programs to complement direct service activities and promotes long term work for justice and student transformation by offering strategies for post travel reorientation and continuing engagement The authors address student leadership development issue focused education questions of power privilege and diversity and the challenges of working in reciprocal partnerships with community organizations They offer guidance on fundraising budget management student recruitment program structures the nuts and bolts of planning a trip risk management health and safety and assessment and evaluation They address the complexities of international service learning and developing partnerships with grassroots community groups non governmental and nonprofit organizations and intermediary organizations For new programs this book provides a starting point and resource to return to with each stage of development For established programs it offers a theoretical framework to reflect on and renew

practices for creating active citizens and working for justice

Votes at 16 Ben Kisby, Lee Jerome, 2025-02-20 Votes at 16 weaves together arguments and evidence to present a compelling case in favour of lowering the voting age in Britain to 16 By setting out the key reasons why the voting age should be reduced for all elections this book powerfully refutes the arguments advanced by opponents of reform to the electoral franchise Situating votes at 16 in its historical context in Britain it offers an overview of voting age reform over time and examines the rise of this issue over the last 20 years It analyses evidence on the introduction of votes at 16 in six countries and argues that this demonstrates 16 and 17 year olds possess the knowledge and skills to vote The book also sets out how citizenship education can be enhanced to support the introduction of votes at 16

Research Anthology on Service Learning and Community Engagement Teaching Practices Management Association, Information Resources, 2021-12-30 The need for more empathetic and community focused students must begin with educators as service learning has begun to grow in popularity throughout the years By implementing service and community aspects into the classroom at an early age educators have a greater chance of influencing students and creating a new generation of service minded individuals who care about their communities Teachers must have the necessary skills and current information available to them to provide students with quality service learning and community engagement curricula The Research Anthology on Service Learning and Community Engagement Teaching Practices provides a thorough investigation of the current trends best practices and challenges of teaching practices for service learning and community engagement Using innovative research it outlines the struggles frameworks and recommendations necessary for educators to engage students and provide them with a comprehensive education in service learning Covering topics such as lesson planning teacher education and cultural humility it is a crucial reference for educators administrators universities lesson planners researchers academicians and students

Pacific Rim Objective Measurement Symposium (PROMS) 2015 Conference Proceedings Quan Zhang, 2016-08-06 This book collects and organizes the original studies presented at PROMS 2015 conference on theories and applications of Rasch model It provides useful examples of the Rasch model used to address practical measurement problems across a range of different disciplines including Item Response Theory IRT philosophy of measurement dimensionality the role of fit statistics and residuals application educational application language testing health related research business and industrial application and Rasch based computer software PROMS 2015 Pacific Rim Objective Measurement Symposium was held from August 20 24th 2015 in Fukuoka Japan The goal of this conference is to bring together the researchers from academia universities hospitals industry management sector as well as practitioners to share ideas problems and solutions relating to the multifaceted aspects of Rasch Model

Internationalizing the Curriculum Betty Leask, 2015-03-27 The drive to internationalize higher education has seen the focus shift in recent years towards its defining element the curriculum As the point of connection between broader institutional strategies and the student experience the curriculum plays a key role in the success or failure of the internationalization agenda Yet despite much

debate the role and power of curriculum internationalization is often unappreciated This has meant that critical questions including what it means and how it can be achieved in different disciplines have not been consistently or strategically addressed This volume breaks new ground in connecting theory and practice in internationalizing the curriculum in different disciplinary and institutional contexts An extensive literature review case studies and action research projects provide valuable insights into the concept of internationalization of the curriculum Best practice in curriculum design teaching and learning in higher education are applied specifically to the process of internationalizing the curriculum Examples from different disciplines and a range of practical resources and ideas are provided Topics covered include why internationalize the curriculum designing internationalized learning outcomes using student diversity to internationalize the curriculum blockers and enablers to internationalization of the curriculum assessment in an internationalized curriculum connecting internationalization of the curriculum with institutional goals and student learning Internationalizing the Curriculum provides invaluable guidance to university managers academic staff professional development lecturers and support staff as well as students and scholars interested in advancing theory and practice in this important area

Schooling, Democracy, and the Quest for Wisdom Robert V Bullough, John R Rosenberg, 2018-09-07 Winner of 2019 Society of Professors of Education Outstanding Book Award and 2019 Critics Choice Book Award from AESA In response to growing concern in the 1980s about the quality of public education across the United States a tremendous amount of energy was expended by organizations such as the Holmes Group and the Carnegie Forum to organize professional development schools PDS or partner schools for teacher education On the surface the concept of partnering is simple however the practice is very costly complex and difficult In *Schooling Democracy and the Quest for Wisdom* Robert V Bullough Jr and John R Rosenberg examine the concept of partnering through various lenses and they address what they think are the major issues that need to be but rarely are discussed by thousands of educators in the U S who are involved and invested in university public school partnerships Ultimately they assert that the conversation around partnering needs re centering most especially on the purposes of public education refreshing and re theorizing

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