



Education and the Struggle for Democracy

The
politics
of educational
ideas

Wilfred Carr and Anthony Hargreaves

Education And The Struggle For Democracy The Politics Of Educational Ideas

Patrick Vollmar



Education And The Struggle For Democracy The Politics Of Educational Ideas:

EBOOK: Education and the Struggle for Democracy Wilfred Carr, Anthony Hartnett, 1996-03-16 During the past decade there has been a series of radical changes to the educational system of England and Wales This book argues that any serious study of these changes has to engage with complex questions about the role of education in a modern liberal democracy Were these educational changes informed by the needs and aspirations of a democratic society To what extent will they promote democratic values and ideals These questions can only be adequately addressed by making explicit the political ideas and the underlying philosophical principles that have together shaped the English educational system To this end the book provides a selective history of English education which exposes the connections between decisive periods of educational change and the intellectual and political climate in which it occurred It also connects the educational policies of the 1980s and 90s to the political ideas of the New Right in order to show how they are part of a broader political strategy aimed at reversing the democratic advances achieved through the intellectual and political struggles of the nineteenth and twentieth centuries The book proposes that a democratic educational vision can only effectively be advanced by renewing the struggle for democracy the historical struggle to create forms of education which will empower all citizens to participate in an open pluralistic and democratic society

Knowledge, Policy and Practice in Education and the Struggle for Social Justice: Essays Inspired by the Work of Geoff Whitty Andrew Brown, Emma Wisby, 2020-04-01 For 50 years educator and sociologist Geoff Whitty resolutely pursued social justice through education first as a classroom teacher and ultimately as the Director of the Institute of Education in London The essays in this volume written by some of the most influential authors in the sociology of education and critical policy studies take Whitty's work as the starting point from which to examine key contemporary issues in education and the challenges to social justice that they present Set within three themes of knowledge policy and practice in education the chapters tackle the issues of defining and accessing legitimate knowledge the changing nature of education policy under neoliberalism and globalization and the reshaping of teacher workplaces and professionalism as well as attempts to realize more emancipatory practice Whitty's scholarship on what constitutes quality and impact in educational research is also explored Together the essays open a window on a life in the sociology of education the scholarly community of which it was part and the facets of education policy practice and research that they continue to reveal and challenge in pursuit of social justice They celebrate Whitty as one of the foremost sociologists of education of his generation but also as a friend and colleague And they highlight the continued relevance of his contribution to those seeking to promote fairer and more inclusive education systems

Education and the Good Society F. Inglis, 2004-03-31 The many public debates launched by governments on education such as Tony Blair's emphasis on education education education have nonetheless failed to consider the place of the good society in educational endeavour The traditional account of education is that it not only teaches pupils the skills to earn a living but also teaches a concern for

the welfare of others a love of the many cultures of learning and a commitment to the best values of society Education and the Good Society seeks to examine these considerations and to restore them to the centre of the educational debate

Michel Foucault and Education Policy Analysis Stephen Ball,2017-10-02 The work of Michel Foucault has become a major resource for educational researchers seeking to understand how education makes us what we are In this book a group of contributors explore how Foucault s work is used in a variety of ways to explore the hows and whos of education policy its technologies and its subjectivities its oppressions and its freedoms The book takes full advantage of the opportunities for creativity that Foucault s ideas and methods offer to researchers in deploying genealogy discourse and subjectivation as analytic devices The collection as a whole works to makes us aware that we are freer than we think This book was originally published as a special issue of the Journal of Education Policy

John Newsom David Parker,2005 This biography of an outstanding figure in the post World War II British school system offers new and important insights into the history of education Detailing Newsom s ideas about the type of schooling children would need after the war it is shown how he quickly coordinated the country s welfare and education services as many thousands of evacuees escaped to Hertfordshire from the German bombing raids on London His success at a time of accentuated demand for social reform is made apparent explaining his radical school designs which were linked to liberal child centered teaching approaches Attention is paid to those areas of education particularly close to Newsom s heart the arts outdoor camps and expeditions and the reconciliation of war torn nations through overseas exchanges

The New Publicness of Education Carl Anders Säfström,Gert Biesta,2023-06-01 This book explores democratic possibilities for education after the critique of the impact of neo liberalism on educational policy and practice Together the authors investigate the contours of a new publicness of education This edited volume refers to well established critiques that expose how neoliberal governance has normalised the privatisation of public life and undermined the public nature of education Through historical reconstruction theoretical exploration and analyses of educational policies and practices chapters take a novel approach by investigating democratic possibilities within and beyond the current neoliberal hegemony in education Covering a range of educational settings from early childhood education through to higher and professional education chapters spotlight the Irish educational and political context as well as exploring international implications Ultimately this book opens up new avenues for discussion around public education and its future and will therefore be of great interest to researchers and students in the fields of educational theory education politics educational policy and democratic education

Habermas, Critical Theory and Education Mark Murphy,Ted Fleming,2010-04-26 This book delivers a definitive contribution to the understanding of Habermas s oeuvre as it applies to education The authors examine Habermas s contribution 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

Anarchism and Education Judith Suissa,2006-09-27 This book explores the neglected tradition of anarchist education

showing how the ideas associated with this tradition can lend a valuable depth to philosophical debates on education and a motivating vision for teachers and educational policy makers

The State, Education and Equity in Post-Apartheid South Africa Enver Motala, 2020-09-10 This title was first published in 2002 Has the South African post apartheid state been able to achieve its stated goals What has been the relationship between the process of educational reform and the impact on the state of the Constitution and other laws This seminal book responds to these questions by examining the development and implementation of social policy in South Africa during the first years of democratic government particularly in relation to education The post apartheid state was immediately faced with a broad spectrum of political social economic and human rights issues The research analyzes whether the aims and objectives of the new administration were achieved no other single collection of research in South Africa collectively explores the issues raised in this endeavour The book will appeal to a wide range of professionals including researchers academics planners policy makers public servants and postgraduate students

Education, Professionalism and the Quest for Accountability Jane Green, 2011-05-20 Today workers based in institutions designed to serve the public teachers nurses social workers community officers librarians civil servants etc are expected to reorganize their thoughts and practice in accordance with a performance management model of accountability which encourages a rigid bureaucracy one which translates regulation and monitoring procedures into inflexible and obligatory compliance This book shows how and why this performance model may be expected paradoxically to make practices less accountable and in the case of education less educative

A Natural History of Place in Education David C. Hutchison, 2004 Hutchison argues that pressures on schools associated with declining budgets competing ideologies and economic technological shifts have the potential to radically alter the landscape of the K 12 school experience He discusses strategies for This book considers the philosophy of place in education and everyday life the history of and current trends in school design the school infrastructure crisis and the relationship between the philosophy of education and classroom design Hutchison argues that pressures on schools associated with declining budgets competing ideologies and economic technological shifts have the potential to radically alter the landscape of the K 12 school experience He discusses strategies for mediating these pressures and strengthening a sense of place in education mediating these pressures and strengthening a sense of place in education

Education and Democratic Participation Stewart Ranson, 2017-08-03 Education and Democratic Participation is an important and timely contribution to the emerging debate surrounding the value of educating citizens and communities in order to empower them to participate in democratic change Responding to the effects of neo liberal ideology on comprehensive education and public services this book examines the purposes and conditions for reimagining an educated democracy Arguing that social divisions and cultural misrecognition have intensified to the point of crisis Ranson explains that a just society must create opportunities for diverse cohesive and tolerant neighbourhoods to flourish In order to achieve this education will need to reimagine learners as prospective citizens and as cooperative makers

of the democratic communities in which they live and work Showing that participation in public forums councils and associations can provide a real means of enabling members of different communities to learn how to respect and value one another this book provides persuasive arguments that a broader pedagogy of democracy is needed to confront the common dilemmas facing society This work is aimed at researchers academics and postgraduates particularly those lecturing and studying in the areas of education the social sciences and politics It will also appeal to professional and practitioner communities in school and college teaching as well as in local authorities and related public services **Teacher**

Education in Sub-Saharan Africa Rosarii Griffin, 2012-05-14 In the drive to achieve universal primary education as one of the Millennium Development Goals there is an increasing recognition of the urgency of focusing on teacher education to both meet the demand for more than one million qualified teachers required to achieve this goal within sub Saharan Africa as well as to combat the sometimes poor quality educational experience reported in the school Currently approximately only one third of teachers are qualified to teach This dearth in qualified teachers also means that secondary and tertiary education need to be improved upon to provide an educated cohort of graduates This in turn will ensure that the quality of teacher trained and retained within the profession is of a sufficiently high standard to ensure sustainable progress This volume focuses on the various aspects of teacher education which need to be addressed in order for the wider Millennium Goals to be achieved but more importantly so that each African child living within sub Saharan Africa will have the right to a quality education ensuring they too experience their right and entitlement as children to reach their full potential often taken for granted in Western countries giving African children the necessary tools to build a better future for themselves Of particular interest to the education researcher and policy maker this volume s contributors look at the various issues and challenges around the teacher profession particularly in relation to resources and practices within sub Saharan Africa The contributors examine the issue of building research capacity for educational research within teacher education Colleges and explore the concept of education for sustainable development with the view to improving the development of quality teacher education within the global South In this volume research reports are presented highlighting the various challenges within the structure and provision of teacher education within certain national contexts including assessment and curricula issues which need to be addressed This volume goes from the global to the local and examines teacher educator teaching learning and reflective practice issues within different contexts as well as exploring alternative pre service experiences for western teachers who wish to work within the sub Saharan context as well as some teacher educator exchange programmes between the South and North Case countries explored include Lesotho South Africa Mozambique Uganda Kenya Tanzania and Madagascar to mention but a few Of particular value to the education researcher and policy maker this book provides a timely resource focusing on an area of neglect highlighting the central role of the teacher and teacher education towards sustainable development within the sub Saharan African context **Approaches To Learning: A Guide For Teachers**

Jordan, Anne, Carlile, Orison, Stack, Annetta, 2008-07-01 This title aims to make life easier for educators by gathering together the theoretical approaches informing the modern principles and practices of western education The authors are committed to the view that theory has many practical implications and to its value in supporting confirming and optimising best practice

Music Education in England, 1950-2010 John Finney, 2016-04-22 John Finney examines the child centred progressive tradition to create a fresh way of evaluating ideas and practices that have evolved since 1950 that have shaped the lives of music teachers and their pupils and that have now become disfigured residual and altogether lost in the light of social cultural and political change The book is a critique of the present situation with an intention to expose the dangers in our current pursuit of future gains that are thought to serve the making and sustaining of the social order The project draws in major debates of the period along with their protagonists counter pointed by the voices of teachers and pupils At the same time the structuring voices of policy and governance become ever louder as we reach the present time Finney presents a compelling analytical account through a series of six episodes each seeking to capture the spirit and fervour characteristic of a particular phase within the period studied In the concluding chapter the narrative developed is reviewed From this the idea of music education as an ethical pursuit is proposed Finney argues that classroom relationships can be thought of as playfully dialogic where teacher and pupil remain curious and where there is serious attention to what is to be taught and why This will always need to be negotiated with the expressed and inferred needs of children working together to find a critical approach to what is being learnt Finney's book provides fresh inspiration for practitioners and new challenges for researchers and as such is a landmark in the field of arts and music education

Pragmatism and Modernities, 2010-01-01 Pragmatism belongs at least to a certain degree to the Protestant based reaction towards the economic social and political developments of the time in the US and it is no coincidence that the pragmatists all came from religious families if not even theologian families But these life conditions have changed over the course of the last century as much as the Protestant self assurance has been questioned more and more The question discussed in this book by international scholars is as to whether the possible modernity of pragmatism of around and after 1900 can still be labeled modern today in the modernity or post modernity around and after 2000 Has philosophy and philosophy of education found better alternatives Have the alternatives of the time around 1900 proven to be better Were the contemporary critics of pragmatism right These questions are discussed in fourteen chapters clustered in three larger parts The first part deals with pragmatism and modernity around 1900 the second part discusses contemporary alternatives to pragmatism and critics of pragmatism and the third and last part of the book deals with the modernity of pragmatism today Intended audience philosophers philosophers of education historians historians of education religious educators historians of sociology cultural historians political scientists postmodernists

Introduction to Education Studies Steve Bartlett, Diana Burton, 2007-05-16 Introduction to Education Studies is established as the key text for undergraduate students of education studies as well as for practitioners embarking

on a higher degree The book provides a thorough grounding for students new to the subject without assuming a substantial prior knowledge of the area It also takes a multidisciplinary approach to the study of education drawing on the authors extensive experience of teaching and course development at both undergraduate and postgraduate level This updated edition includes new sections on the nature and purposes of education research in education ideologies and the curriculum lifelong learning comparative education social and psychological explanations for pupil student achievement policy developments in education This highly popular accessibly written text is essential reading for students on education studies courses The authors have provided an important resource for student study in education Importantly it reinforces the necessity of a multi disciplinary approach to the understanding of contested educational process and practices in a contemporary context Dave Trotman Escalate **Education, Autonomy and Democratic Citizenship** David Bridges,2002-11 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company **International Handbook of Student Experience in Elementary and Secondary School** D. Thiessen,Alison Cook-Sather,2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students experiences of schools and in fact themselves as researchers *Hope and Education* Professor David Halpin,David Halpin,2002-11 This book is a welcome addition to the thinking about education and education policy making at a time when the future of education is highly politicised and very negative

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