



Education As A Human Right A Theory Of Curriculum And Pedagogy

Marcel A. Müller



Education As A Human Right A Theory Of Curriculum And Pedagogy:

Education as a Human Right Donald Vandenberg,1990-01-01 Values in the Cosmos **Risk and Our Pedagogical Relation to Children** Stephen J. Smith,1998-01-01 Shows that risk is a valuable and pedagogical experience for children on the playground and for the adults that share that experience with them in preparation for the precarious world which children find beyond the playground **Phenomenology World-Wide** Anna-Teresa Tymieniecka,2014-11-14 Phenomenology is the philosophy of our times Through the entire twentieth century this philosophy unfolded and flourished following stepwise the intrinsic logic and dynamism of its original project as proposed by its founder Edmund Husserl Now its seminal ideas have been handed over to a new era The worldwide contributors to this volume make it manifest that phenomenological inspiration knows no cultural barriers It penetrates and invigorates not only philosophical disciplines but also most of the sectors of knowledge transforming our way of seeing the world our actions toward others and our lives Phenomenology s universal spread has however oftentimes diluted its original sense even beyond recognition and led to a weakening of its dynamics There is at present an urgent need to retrieve the original understanding of phenomenology to awaken its dormant forces and redirect them This is the aim of the present book resourcement and reinvigoration It is meant to be not only a reference work but also a guide for research and study To restore the authentic vision of phenomenology we propose returning to its foundational source in Husserl s project of a universal science unpacking all its creative capacities In the three parts of this work there are traced the stages of this philosophy s progressive uncovering of the grounding levels of reality ideal structures constitutive consciousness the intersubjective lifeworld and beyond The key concepts and phases of Husserl s thought are here exfoliated Then the thought of the movement s classical figures and of representative thinkers in succeeding generations is elucidated Phenomenology s geographic spread is reviewed We then proceed to the culminating work of this philosophy to the phenomenological life engagements so vigorously advocated by Husserl to the life significant issues phenomenology addresses and to how it has enriched the human sciences Lastly the phenomenological project s new horizons on the plane of life are limned horizons with so powerful a draw that they may be said not to beckon but to summon Here is the movement s vanguard This collection has 71 entries Each entry is followed by a relevant bibliography There is a helpful Glossary of Terms and an Index of Names *Proceedings of the 2025 International Conference on Education Reform, Ideology and Politics (ERIP 2025)* Paulo Batista,Intakhab Alam Khan,Jun Chen,Tajularipin Bin Sulaiman,2025-08-03 This is an open access book 2025 International Conference on Education Reform Ideology and Politics ERIP 2025 will be held in Hangzhou China from April 11 to 13 2025 The conference aims to provide a high level academic exchange platform for scholars educators and experts in the field of ideology and politics from around the world to discuss the innovative development and challenges of educational reform and ideological and political education in the context of globalization The conference will focus on the reform of the education system the ideological and political education model in the new era the

impact of scientific and technological innovation on education and the practice and effectiveness of cross cultural educational exchanges Through the conference participants will have the opportunity to share the latest research results and practical experience with a view to driving innovation and progress in the field of education and promoting the role of ideological and political education in building a harmonious society and enhancing social cohesion ERIP 2025 is committed to stimulating in depth academic discussion promoting global education reform and the sustainable development of ideological and political education and injecting new impetus into the transformation and development of education in the new era We look forward to your participation in discussing the future of education and social development **Resources in Education** ,2001-10

Children's Rights from International Educational Perspectives Jenna Gillett-Swan,Nina Thelander,2021-12-01 This book critically examines contemporary educational practices with a children s rights lens Through investigating the factors that contribute to or hinder the realisation of children s rights in and through education in different contexts it discusses how using a rights framework for education furthers the agenda for achieving international educational aims and goals Using diverse international examples the book provides a snapshot of the complexity of children s rights and education It draws on the expertise of international research teams from Australia England Finland Italy Mexico Poland Portugal Scotland Spain Sweden Switzerland and the United States and highlights wide ranging interpretations of the same mandate across different national contexts Beginning with a critical overview of the broader context of children s rights in education the book explores obligations for States and their representatives tensions and convergences in implementation and implications for teaching and learning Using underutilised educational and theoretical concepts it contributes to broadening understandings of children s rights education and associated theoretical frameworks Despite a human rights framework emphasising the indivisibility interrelatedness and interconnectedness of all rights the right to education Article 28 dominates discussions about children s rights and education As such equally important rights including the aims of education Article 29 are often less considered or absent from the conversation Recognising that children s education rights involve more than just access and provision this book advocates for a much broader understanding of the nuances underpinning children s education related rights Chapter 10 is available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com)

Teaching Ethics through Literature Suzanne S. Choo,2021-07-01 Teaching Ethics through Literature provides in depth understanding of a new and exciting shift in the fields of English education Literature Language Arts and Literacy through exploring their connections with ethics The book pioneers an approach to integrating ethics in the teaching of literature This has become increasingly relevant and necessary in our globally connected age A key feature of the book is its integration of theory and practice It begins with a historical survey of the emergence of the ethical turn in Literature education and grounds this on the ideas of influential Ethical Philosophers and Literature scholars Most importantly it provides insights into how teachers can engage students in ethical concerns and apply practices of Ethical Criticism using

rich on the ground case studies of high school Literature teachers in Australia Singapore and the United States

Metatheories in Philosophy of Education Philip Higgs,1995 **Teaching Human Rights in Primary Schools** Alison E. C. Struthers,2019-11-07 Teaching Human Rights in Primary Schools delves into the important issue of Human Rights Education HRE implementation exploring the nature and extent of HRE in education policy and practice in English primary schooling and seeking to understand the reasons for deficiencies in practice in this area HRE enables people not only to identify rights violations in their own lives but also equips them with the knowledge values and skills required to accept defend and promote human rights more broadly An awareness of human rights is therefore crucial no matter what a person s age and as such it is vital that information about human rights is included within formal education Beginning with an overview of the relevant international obligations and agreements related to HRE Struthers then demonstrates that these are ostensibly not currently being met in either policy or practice in England The book then draws upon current literature and empirical research with teachers to explore and analyse the barriers to HRE implementation While the book uses the specific context of English primary education it makes broad interdisciplinary recommendations concerning how the provision of HRE could be improved which will be relevant to other countries instituting programmes of HRE or values and citizenship education Interdisciplinary in nature and addressing HRE at both the international and domestic levels this book will be of great interest to scholars researchers and postgraduate students in both education and law It will be of particular interest to those engaged in the study of human rights children s rights and education law as well as those interested in curriculum policy and development teaching methodologies and the sociology of education It should also be essential reading for teacher educators teachers and policymakers Phenomenology and Educational Discourse ,1997 *International Encyclopedia of Education* ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates

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Children's Rights Education in Diverse Classrooms Lee Jerome,Hugh

Starkey,2021-04-08 With PISA tables accountability and performance management pulling educators in one direction and the understanding that education is a social process embedded in cultural contexts tailored to meet the needs and challenges of individuals and communities in another it is easy to end up in seeing teachers as positioned as opponents to the system Jerome and Starkey argue that the United Nations Convention on the Rights of the Child UNCRC 1989 can provide a pragmatic starting point for educators to challenge some of these unsettling trends in a way which does not set up unnecessary opposition with policy makers They review the evidence from international evaluations surveys and case studies about practice in human rights and child right education before exploring the key principles of transformative and experiential education to offer a robust theoretical framework that can guide the development of child rights education They also draw out practical implications and outline a series of teaching and learning approaches that are values informed aligned with children s rights and focused on quality learning

Handbook of Research on Teaching Drew

Gitomer,Courtney Bell,2016-05-19 The Fifth Edition of the Handbook of Research on Teachingis an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume s 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unaparalleled view of the current state of research on teaching across its multiple facets and related fields

Curricular Rights Alexandre Magno Fernandes Moreira,2025-09-04 What should every individual learn This pivotal question serves as the foundation for our exploration of minimum educational standards intricately linked to human rights law and global policy frameworks By drawing on influential soft law sources including UNESCO and UN mechanisms this book delves into the profound ways in which legal principles shape curriculum development educational assessment and state responsibilities across the globe Breaking away from traditional studies that merely scrutinize national policies or engage in comparative education this work adopts a legal institutional lens It reveals the significant impact of non binding legal instruments in shaping educational rights Central to our discussion is Article 29 of the UN Convention on the Rights of the Child which we connect with the emerging global educational goals demonstrating how international norms seamlessly translate into national curricula and assessments Through a number of case studies comprehensive legal analyses and policy evaluations the book exposes the often overlooked mechanisms of global education governance It argues that while minimum learning

standards are crucial for ensuring equity and quality they also provoke essential political and ideological dilemmas who determines what constitutes essential knowledge and how do these choices impact cultural integrity and national sovereignty Curricular Rights is essential reading for scholars of education law policymakers and international organizations eager to navigate the complex intersection of human rights law and education policy It presents a fresh interdisciplinary perspective on one of the most urgent debates in global education the challenge of harmonizing universal learning standards with local educational priorities *Race, Culture, and Politics in Education* Kogila Moodley,2020-12-04 Through her far ranging autobiography Kogila Moodley provides readers with a detailed glimpse of how she managed as a person of color amid divided societies from Apartheid South Africa to anti Semitism in Europe and sectarian conflict in the Middle East Moodley s message to readers is to find ways to combat oppression and racism in order to foster a more interconnected world

Perspectives on Multigrade Teaching Linley Cornish,Matshidiso Joyce Taole,2021-10-25 This book contains the results of research projects carried out in relation to multigrade teaching in Australia and South Africa Research in multigrade contexts is not commonly reported and rarely in book form The research results have implications for multigrade teachers government education personnel and university teacher educators The book also contains chapters with practical advice for multigrade teachers including examples of multigrade teaching used in an Australian seven grade class kindergarten to grade 6 Other chapters contain suggestions for practical strategies a multigrade teacher can use to reduce the workload involved in planning for multiple grades Very little is published in the area of multigrade teaching yet the number of multigrade schools worldwide is huge Developed countries still have a significant proportion of multigrade schools commonly one fifth to one third of all primary schools or classes Despite decades of centralisation of schools and expansion of transport networks the number of these schools remains high mostly in rural areas Developing countries established multigrade schools in rural areas in order to achieve the UN Millennium Development Goal of Universal Primary Education Yet specific training to teach a multigrade class remains virtually non existent in initial teacher education programs worldwide The value of this book is thus to report specific research carried out in multigrade contexts but also to provide practical help for multigrade teachers This help is needed as the teachers strive to achieve the UN Sustainable Development Goal of a quality education through helping their students develop the skills and behaviours required for 21st century learning

International perspectives in social justice programs at the institutional and community levels Enakshi Sengupta,Patrick Blessinger,2021-04-09 Universities and faculty members play a vital role in providing education that helps build a strong foundation for a society where people get equal opportunities for upward social mobility This book addresses the role of education in overcoming poverty and oppression by imparting social justice education at the institution and community level **Teacher Education in Globalised Times** Jillian Fox,Colette Alexander,Tania Aspland,2020-05-12 This book provides commentary on the influence of multi layered political contexts that surround the work of teacher educators

worldwide It addresses the drawbacks of the massification standards based movements and marketisation of universal business that threaten authenticity innovation and entrepreneurship within teacher education on a global scale The chapters celebrate the richly described local stories that explore the often tacit political activity that underpins teacher educators work The book highlights the commitment of both teachers and teacher educators to social justice and human rights and critical consciousness as central to the process of teacher development Teacher formation teacher education policies and curriculum development in an era of globalisation super diversity and the positioning of Indigenous populations and national regulation and localisation are topics that are explored in this book Generation Mixed Goes to School Ralina L.

Joseph, Allison Briscoe-Smith, 2021 Grounded in the life experiences of children youth teachers and caregivers this book investigates how implicit bias affects multiracial kids in unforeseen ways Drawing on critical mixed race theory and developmental psychology the authors employ radical listening to examine both how these children experience school and what schools can do to create more welcoming learning environments They examine how the silencing of mixed race experiences often creates a barrier to engaging in nuanced conversations about race and identity in the classroom and how teachers are finding powerful ways to forge meaningful connections with their mixed race students This is a book written from the inside integrating not only theory and research but also the authors own experiences negotiating race and racism for and with their mixed race children It is a timely and essential read not only because of our nation s changing demographics but also because of our racially hostile political climate Book Features Examination of the most contemporary issues that impact mixed race children and youth including the racialized violence with which our country is now reckoning Guided exercises with relevant action oriented information for educators parents and caregivers in every chapter Engaging storytelling that brings the school worlds of mixed race children and youth to life Interdisciplinary scholarship from social and developmental psychology critical mixed race studies and education Expansion of the typical Black White binary to include mixed race children from Asian American Latinx and Native American backgrounds **Education and**

International Development Tristan McCowan, Elaine Unterhalter, 2021-08-12 Education and International Development provides an introduction to the debates on education and international development giving an overview of the history influential theories key concepts areas of achievement and emerging trends in policy and practice Written by leading academics from Canada India Netherlands South Africa UK USA and New Zealand this second edition has been fully updated in light of recent changes in the field such as the introduction of the Sustainable Development Goals and the increased focus on environmental sustainability and equality The book includes three new chapters on private providers decolonisation and learning outcomes as well as a range of pedagogical features including key concept boxes biographies of influential thinkers and practitioners further reading lists questions for reflection and debate and case studies from around the developing world

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