

Philosophy Of Education By Cecilio Duka

A Good Education Questioning Education Education by the Numbers and the Making of Society Education: The Basics Creativity and Education World Yearbook of Education 2020 Aubrey on Education Sociological Foundations of Education Edward Said and Education Flip the System Australia Making a Difference in Education What Is Education? The End of Education Teaching, Learning, and Leading with Schools and Communities Seven Myths About Education Handbook of Mindfulness in Education Fifteen Letters On Education In Singapore: Reflections from a Visit to Singapore In 2015 By a Delegation of Educators from Massachusetts The Beautiful Risk of Education Teacher Education in Times of Change Encyclopedia of Education: IEA-Lowenfeld Making Sense of Education in Post-Handover Hong Kong Imagine If... Introducing the World of Education: A Case Study Reader The Achievement of Education Studies in Science Education in the Asia-Pacific Region Restoring Dignity in Public Schools Handbook of Education Policy Studies Principles and Pedagogies in Jewish Education Philosophy and Education Handbook of Prosocial Education The New Paradigm of Education The Purposes of Education Education: A Very Short Introduction Social Origins of Educational Systems Theorizing Shadow Education and Academic Success in East Asia The Nordic Education Model An Introduction to the Philosophy of Education Creativity in Education On Education Philosophy of Education

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Handbook of Mindfulness in Education Jul 17 2021 This handbook addresses the educational uses of mindfulness in schools. It summarizes the state of the science and describes current and emerging applications and challenges throughout the field. It explores mindfulness concepts in scientific, theoretical, and practical terms and examines training opportunities both as an aspect of teachers' professional development and a means to enhance students' social-emotional and academic skills. Chapters discuss mindfulness and contemplative pedagogy programs that have produced positive student outcomes, including stress relief, self-care, and improved classroom and institutional engagement. Featured topics include: A comprehensive view of mindfulness in the modern era. Contemplative education and the roots of resilience. Mindfulness practice and its effect on students' social-emotional learning. A cognitive neuroscience perspective on mindfulness in education that addresses students' academic and social skills development. Mindfulness training for teachers and administrators. Two universal mindfulness education programs for elementary and middle school students. The Handbook of Mindfulness in Education is a must-have resource for researchers, graduate students, clinicians, and practitioners in psychology, psychiatry, education, and medicine, as well as counseling, social work, and rehabilitation therapy.

Creativity and Education Jun 27 2022 This book advances an environmental approach to enhancing creativity in schools, by interweaving educational creativity theory with creative industries environmental approaches. Using Anna Craft's last book Creativity and Education Futures as a starting point, the book sets out an up-to-date argument for why education policy should be supporting a birth-to-workplace approach to developing creative skills and capacities that extends across the education lifespan. The book also draws on the voices of school teachers, students and leaders who suggest directions for the next generation of creative teachers and learners in a rapidly evolving global education landscape. Overall, the book argues that secondary schools must find a way to make more room for creative risk, innovation and imagination in order to adequately prepare students for creative workplaces and publics.

The Purposes of Education Mar 01 2020 What are the purposes of education and what is the relationship between educational research and policy? Using the twin lenses of Visible Learning and educational philosophy, these are among the many fascinating topics discussed in extended conversations between John Hattie and Steen Nepper Larsen. This wide-ranging and informative book offers fundamental propositions about the nature of education. It maps out in fascinating detail a coming together of Hattie's empirical data and world-famous Visible Learning paradigm with the rich heritage of educational philosophy. Additionally, it explores the inevitable questions of the purpose of education and the development of students in a learning society. Part clash of cultures, part meeting of minds, always fascinating and illuminating, this intriguing book will inspire teachers, students, and parents at all levels of the educational system - from kindergarten through school to university. Conversations include: What are the purposes of education? Does educational data speak for itself? What is the role of the teacher? Is learning a visible phenomenon? Is it important to teach and learn specific subjects? What is the role of neuroscience research? What is the relationship between educational research and educational politics?

What is the role of the state in education?

Imagine If... Jan 11 2021 An urgent manifesto for re-defining human potential in our turbulent times, from the bestselling author of *The Element* 'As we face an increasingly febrile future, the answer is not to do better what we've done before. We have to do something else . . . We must urgently re-imagine education and schools' Imagination and creativity are at the root of every uniquely human achievement and those achievements have brought us to this present moment. As we reckon with the extractive practices that have depleted our natural resources and threaten our survival as a species, Sir Ken Robinson argues that we must also find a better way of cultivating human potential in order to navigate our uncertain future. This incisive book distills the thought and expertise that underpinned Sir Ken's influential work as educator, speaker and adviser; grounded in his unwavering belief in the indispensable value of human potential. *Imagine If* . . . reframes the ongoing debate in a compelling new way, bringing fresh inspiration and much-needed clarity, and sets out the blueprint for creating new systems of education that are based on diversity, creativity and collaboration.

Philosophy and Education Jun 03 2020 Are children natural philosophers? They are curious about questions such as the meaning and purpose of being alive and whether we can know anything at all. Pre-college philosophy takes as a starting point young people's inherent interest in large questions about the human condition. *Philosophy and Education: Introducing Philosophy to Young People* seeks to illuminate the ways in which philosophy can strengthen and deepen pre-college education. The book examines various issues involved in teaching philosophy to young people at different grade levels, including assessing what teachers need in order to teach philosophy and describing several models for introducing philosophy into schools. Ways to explore specific branches of philosophy - ethics, epistemology, metaphysics, aesthetics, and logic - through literature, thought experiments, and games and activities, as well as traditional philosophy texts, are described. The book's final section considers student assessment and program evaluation, and analyzes the contributions pre-college philosophy can make to education in general. Teachers and educators - and parents - all want young people to grow up with the skills they need to pursue their own goals and become productive and successful adults. Thinking independently and reasoning clearly are central to these objectives. Philosophy helps students develop some of the analytic skills they need to engage in thoughtful decision-making throughout their lives, and the richness of the questions involved can help young people maintain their awareness of the world as marvelous and mysterious.

Introducing the World of Education: A Case Study Reader Dec 10 2020 The third of the series, Jane Hetherington's *Adventures in Detection*. Need to catch a conman real quick? Discover why a sister's become a stranger? Pick up a trail long gone cold? Catch an artful dodger red-handed? Make amends? Contact: janeheteringtonprivatedetective@hotmail.com Contains: Magic, slapstick, the organic, a kleptomaniac, a cat and more than one mouse Doesn't contain any Grouse

An Introduction to the Philosophy of Education Sep 26 2019 Education, like every other important branch of knowledge, has its underlying philosophical problems. It is these problems and the attempts to solve them which together make up the philosophy of education. This book, first published in 1957, provides a simple explanation and illustration of what philosophy can (and cannot) do for educational thinking. This title will be of interest to students of the philosophy of education.

Flip the System Australia Jan 23 2022 This is a book by educators, for educators. It grapples with the complexities, the humanity and the possibilities in education. In a climate of competing accountabilities and measurement mechanisms; corporate solutions to education 'problems'; and narratives of 'failing' schools, 'underperforming' teachers and 'disengaged' students; this book asks 'What matters?' or 'What should matter?' in education. Based in the unique Australian context, this book situates Australian education policy, research and practice within the international education narrative. It argues that professionals within schools should be supported, empowered and welcomed into policy discourse, not dictated to by top-down bureaucracy. It advocates for a flipping, flattening and democratising of the education system, in Australia and around the world. *Flip the System Australia: What matters in education* brings together the voices of teachers, school leaders and scholars in order to offer diverse perspectives, important challenges and hopeful alternatives to the current education system.

Education: A Very Short Introduction Jan 29 2020 From the schools of ancient times to the present day, Gary Thomas explores how and why education has evolved as it has. Examining education worldwide, he explains the way schools work, noting how curricula are remarkably consistent around the world. Delving into some of the big questions, Thomas explores the history of education in this Very Short Introduction. Considering various styles such as progressive versus formal, he also explores the ideas of some of the big theorists, including Piaget and Vygotsky. Looking at different forms of education and styles of teaching, he considers the ways in which education is being improved by matching styles of learning to teaching, and ensuring that schools are more inclusive and meaningful for a broader range of students. He finishes by considering the ways in which education may develop over the coming century. ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable.

The Nordic Education Model Oct 27 2019 This book presents a detailed analysis of the educational model in Nordic European countries. It describes the traditional idea of education for all, which can be characterized by the right for every child to have an education of equal quality in a common school for all pupils regardless of social class, abilities, gender, or ethnicity. Against this background, *The Nordic Education Model* traces the rise of neo-liberal policies that have been enacted by those who

believe the School for All ideology does not produce the knowledge and skills that students need to succeed in an increasingly competitive and global marketplace. It examines the conflict between these two ideas and shows how neo-liberal technologies affect the Nordic model in different ways. The authors also show how social technologies are being interpreted in different ways in actual school practices. This process of translating national regulations into internal sense builds on the values in the culture to which they are introduced. In the end, this book reveals that a Nordic model can constitute a delicate balance between traditional values, institutionalized practices, and contemporary, neo-liberal forms of governance and policies. It may be argued from a new institutional perspective that the main structures of the Nordic educational model will sustain as long as the deeply rooted Nordic culture survives in the globalised society.

Sociological Foundations of Education Mar 25 2022

The Beautiful Risk of Education May 15 2021 This is a book about what many teachers know but are increasingly being prevented from talking about: that real education always involves a risk. The risk is there because, as W. B. Yeats has put it, education is not about filling a bucket but about lighting a fire. It is there because students are not to be seen as objects to be moulded and disciplined, but as subjects of action and responsibility. The Beautiful Risk of Education is organised around a critical discussion of seven key educational concepts: creativity, communication, teaching, learning, emancipation, democracy, and virtuosity. By opposing the risk aversion that characterises many contemporary educational policies and practices, Gert J.J. Biesta makes a strong argument for giving risk a central place in our educational endeavours and brings risk taking to the forefront of a critical pedagogical practice.

Aubrey on Education Apr 25 2022 In 1699 John Aubrey began to compile notes for a scheme for the education of young gentlemen. The manuscript he left has never been published. The editor of the volume organized and re-arranged the text and has provided an historical Introduction and detailed notes. Aubrey gives a graphic account of education at the time. He displays a remarkable breadth of knowledge of the broad issues of history, law, mechanics, science and pedagogy and he was intensely curious about the practicalities of teaching language and number, the effects of puberty, diet, travel, games and music.

The New Paradigm of Education Apr 01 2020

The Achievement of Education Nov 08 2020 As pertinent today as when it was initially published by Harper and Row in 1983, this book derives from the author's more than fifteen years as an educator. It seeks a moderate course through the same chaotic American educational scene, by making a claim for the primacy of philosophy over empirical studies. It places psychology and sociology in their secondary roles as important in shedding light on areas that have already been philosophically explicated. The content is aimed most specifically at student teachers, particularly in the foundations and philosophy of education, though of interest and value to practicing teachers, administrators and supervisors. Interests, growths and needs are taken into account when curriculum is being considered. Freedom and discipline are examined when social control is analyzed.

Studies in Science Education in the Asia-Pacific Region Oct 08 2020 Consistent with international trends, there is an active pursuit of more engaging science education in the Asia-Pacific region. The aim of this book is to bring together some examples of research being undertaken at a range of levels, from studies of curriculum and assessment tools, to classroom case studies, and investigations into models of teacher professional learning and development. While neither a comprehensive nor definitive representation of the work that is being carried out in the region, the contributions—from China, Hong Kong, Taiwan, Korea, Japan, Singapore, Australia, and New Zealand—give a taste of some of the issues being explored, and the hopes that researchers have of positively influencing the types of science education experienced by school students. The purpose of this book is therefore to share contextual information related to science education in the Asia-Pacific region, as well as offering insights for conducting studies in this region and outlining possible questions for further investigation. In addition, we anticipate that the specific resources and strategies introduced in this book will provide a useful reference for curriculum developers and science educators when they design school science curricula and science both pre-service and in-service teacher education programmes. The first section of the book examines features of science learners and learning, and includes studies investigating the processes associated with science conceptual learning, scientific inquiry, model construction, and students' attitudes towards science. The second section focuses on teachers and teaching. It discusses some more innovative teaching approaches adopted in the region, including the use of group work, inquiry-based instruction, developing scientific literacy, and the use of questions and analogies. The third section reports on initiatives related to assessments and curriculum reform, including initiatives associated with school-based assessment, formative assessment strategies, and teacher support accompanying curriculum reform. The Open Access version of this book, available at <http://www.taylorfrancis.com/books/e/9781315717678>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

World Yearbook of Education 2020 May 27 2022 A timely contribution to the debate on educational governance and equality, the World Yearbook of Education 2020 documents the significant changes that have occurred in the last 20 years reflecting a widespread shift from government to governance. Considering school context as well as specific school responses around the emergence of particular forms of governance, this book presents and contextualises a clear historical account of governance and accountability within schooling. Organised into three sections covering: Changing contexts of school governance; stakeholders and 'responsibilisation'; and radical governance, carefully chosen contributors provide global insights from around the world. They consider educational outcomes and closing the

inequality gap and they document radical forms of governance, at local level, which have sought to create more equitable governance, intelligent accountability and greater involvement of key stakeholders such as students. Providing a series of provocations and reminders of the possibilities that remain open to us, the World Yearbook of Education 2020 will be of interest to academics, professionals and policymakers in education and school governance, and any scholars who engage in historical studies of education and debates about educational governance and equality.

Education by the Numbers and the Making of Society Aug 30 2022 International statistical comparisons of nations have become commonplace in the contemporary landscape of education policy and social science. This book discusses the emergence of these international comparisons as a particular style of reasoning about education, society and science. By examining how international educational assessments have come to dominate much of contemporary policymaking concerning school system performance, the authors provide concrete case studies highlighting the preeminent role of numbers in furthering neoliberal education reform. Demonstrating how numbers serve as 'rationales' to shape and fashion social issues, this text opens new avenues for thinking about institutional and epistemological factors that produce and shape educational policy, research and schooling in transnational contexts.

Encyclopedia of Education: IEA-Lowenfeld Mar 13 2021

The End of Education Oct 20 2021 In this comprehensive response to the education crisis, the author of Teaching as a Subversive Activity returns to the subject that established his reputation as one of our most insightful social critics. Postman presents useful models with which schools can restore a sense of purpose, tolerance, and a respect for learning.

What Is Education? Nov 20 2021 One day in 1938, John Dewey addressed a room of professional educators and urged them to take up the task of "finding out just what education is." Reading this lecture in the late 1940s, Philip W. Jackson took Dewey's charge to heart and spent the next sixty years contemplating his words. The stimulating result of a lifetime of thinking about educating, What Is Education? is a profound philosophical exploration of how we transmit knowledge in human society and how we think about accomplishing that vital task. Most contemporary approaches to education follow a strictly empirical track, aiming to discover pragmatic solutions for teachers and school administrators. Jackson argues that we need to learn not just how to improve on current practices but also how to think about what education means—in short, we need to answer Dewey by constantly rethinking education from the ground up. Guiding us through the many facets of Dewey's comments, Jackson also calls on Hegel, Kant, and Paul Tillich to shed light on how a society does, can, and should transmit truth and knowledge to successive generations. Teasing out the implications in these thinkers' works ultimately leads Jackson to the conclusion that education is at root a moral enterprise. At a time when schools increasingly serve as a battleground for ideological contests, What Is Education? is a stirring call to refocus our minds on what is for Jackson the fundamental goal of education: making students as well as teachers—and therefore everyone—better people.

A Good Education Nov 01 2022 This book provides an answer to one of the key questions of our time: namely, what constitutes a good education. Presenting a 'four-dimensional' model, it directly considers the essential elements a good education should include. Through forging this framework and outlaying its origins, implications and practice, the book explains how a good contemporary education can be defined and implemented. From the premise that such educational essentials are neither the preserve of the elite nor a minimum standard, White's exploration keeps the child at the heart of the discussion, focusing on every pupil's worth, identity, interactions and development. The author offers a detailed and rigorous perspective reflecting on extensive professional experience, starting with a consideration of the current educational climate and progressing through the book's three parts: looking for a good education creating a model of good education applications, implications and implementation of the model. A Good Education recognises the transformative power of education and reflects on the importance of human factors: teachers' provision for their pupils and students' ability to flourish. This book is addressed to those actively engaged in or concerned about educational provision: graduates entering teaching, school leaders, policy-makers and parents. It also speaks more broadly to all those who know that a good education really matters.

Teacher Education in Times of Change Apr 13 2021 Why is teacher education policy significant – politically, sociologically and educationally? While the importance of practice in teacher education has long been recognised, the significance of policy has only been fully appreciated more recently. Teacher education in times of change offers a critical examination of teacher education policy in the UK and Ireland over the past three decades, since the first intervention of government in the curriculum. Written by a research group from five countries, it makes international comparisons, and covers broader developments in professional learning, to place these key issues and lessons in a wider context.

Seven Myths About Education Aug 18 2021 In this controversial new book, Daisy Christodoulou offers a thought-provoking critique of educational orthodoxy. Drawing on her recent experience of teaching in challenging schools, she shows through a wide range of examples and case studies just how much classroom practice contradicts basic scientific principles. She examines seven widely-held beliefs which are holding back pupils and teachers: – Facts prevent understanding – Teacher-led instruction is passive – The 21st century fundamentally changes everything – You can always just look it up – We should teach transferable skills – Projects and activities are the best way to learn – Teaching knowledge is indoctrination. In each accessible and engaging chapter, Christodoulou sets out the theory of each myth, considers its practical implications and shows the worrying prevalence of such practice. Then, she explains exactly why it is a myth, with reference to the principles of modern cognitive science. She builds a powerful case explaining how governments and educational organisations around the world have let

down teachers and pupils by promoting and even mandating evidence-less theory and bad practice. This blisteringly incisive and urgent text is essential reading for all teachers, teacher training students, policy makers, head teachers, researchers and academics around the world.

Philosophy of Education Jun 23 2019 Philosophy of Education: An Anthology brings together the essential historical and contemporary readings in the philosophy of education. The readings have been selected for their philosophical merit, their focus on important aspects of educational practice and their readability. Includes classic pieces by Plato, Aristotle, Isocrates, Locke, Rousseau, Mill, and Dewey. Addresses topical issues such as teacher professionalism and accountability, the commercialization of schooling, multicultural education, and parental choice.

Handbook of Education Policy Studies Aug 06 2020 This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international, historical and interdisciplinary perspectives. By effectively breaking through the boundaries between countries and disciplines, it presents new theories, techniques and methods for contemporary education policy, and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change. This volume focuses on policies and changes in schools and classrooms. The studies on school changes present the differences in the policies and challenges of K-12 schools and universities in different countries and regions, and in connection with the contradictions and conflicts between tradition and modernization, as well as the changing roles of various stakeholders, especially that of teachers. In terms of curriculum and instruction, many countries have undertaken experiments and introduced changes based on two major themes: "what to teach" and "how to teach". International education assessments represented by PISA not only promote the improvement and extensive application of educational assessment and testing techniques, but have also had far-reaching impacts on education policies and education reforms in many countries. Focusing on the changes in educational policies at the micro level, this volume comprehensively reveals the complex interactions between school organizations, teachers, curricula, teaching and learning, evaluation and other elements within the education system, as well as the latest related reforms worldwide.

Principles and Pedagogies in Jewish Education Jul 05 2020 This book is aimed at Improving contemporary educational practice by rooting it in clear analytical thinking. The book utilizes the analytic approach to philosophy of education to elucidate the meaning of the terms: education; moral education; indoctrination contemporary American Jewish education; informal Jewish education, the Israel experience; and Israel education. The final chapter of the book presents an educators credo for 21st-century Jewish education and general education. Barry Chazan is Professor Emeritus of the Hebrew University of Jerusalem and Research Professor at the George Washington University Graduate School of Education and Human Development.

Questioning Education Sep 30 2022 In the post-pandemic world, how can we rethink the future of education as a system, process, and tradition to make lasting changes? This thought-provoking book by Sean Slade reminds us that education prepares students for their futures and yet is one of the industries that has changed the least over time. Slade asks us to move from our focus on education as a content-delivery system and instead reflect on its overarching purpose(s). He shows how we can shift our systems and our curriculum discussions away from beginning with the what and how, and instead start with the why and who. Utilizing the metaphor of an educational solar system, he explains how fundamental questions we ask ourselves influence subsequent actions and subsequent questions. The book outlines how this is different from current trends such as PBL and service-learning, how it can work in the content areas, how it can make learning relevant and meaningful, and even how it can improve tolerance and community. Throughout the book, Slade dares us to not just ponder these topics but to take the first step of real action. Whether you're a teacher or leader, you will be inspired to reconsider what school is and what you have the power to do about it, so we can all play a role in improving ourselves, our systems, and our world.

Handbook of Prosocial Education May 03 2020 "This handbook is the first definitive source on character education, social-emotional learning, and school climate improvement. Each chapter includes discussion of practices and models of education as well as theory and research that grounds these approaches. Case studies add the voices and insights of practitioners with experience in adopting, implementing, and evaluating prosocial education school reform strategies"--

Education: The Basics Jul 29 2022 Education: The Basics is a wide ranging introduction to education as an academic subject, taking into account both theory and practice. Covering the study of education as whole, including the schooling system, the nature of knowledge and methods of teaching, this book takes into account the viewpoints of both teachers and pupils within international contexts.

Restoring Dignity in Public Schools Sep 06 2020 For many students in urban public schools, the routines of standards-based instruction and frequent testing remove the possibilities for sustained inquiry and critical engagement in school and with the larger world. Restoring Dignity in Public Schools demonstrates how urban public schools can create thriving, authentic centers of learning. Drawing from rich narratives of human rights education (HRE) in action, the author shows how school leaders can create an environment in which a culture of dignity, respect, tolerance, and democracy flourishes. The book examines the dynamics of HRE in practice, defines its constituent elements, and explains how these components work in tandem to produce schooling that encourages young people to critically interact with the world around them and imagine different alternatives for the future. This timely book provides a viable alternative to the currently favoured strategies of increased testing, privatization, and disciplinary control.

On Education Jul 25 2019 What is education for? Should it produce workers or educate future citizens? Is there a place for faith schools - and should patriotism be taught? In this compelling and controversial

book, Harry Brighouse takes on all these urgent questions and more. He argues that children share four fundamental interests: the ability to make their own judgements about what values to adopt; acquiring the skills that will enable them to become economically self-sufficient as adults; being exposed to a range of activities and experiences that will enable them to flourish in their personal lives; and developing a sense of justice. He criticises sharply those who place the interests of the economy before those of children, and assesses the arguments for and against the controversial issues of faith schools and the teaching of patriotism. Clearly argued but provocative, *On Education* draws on recent examples from Britain and North America as well as famous thinkers on education such as Aristotle and John Locke. It is essential reading for anyone interested in the present state of education and its future.

Theorizing Shadow Education and Academic Success in East Asia Nov 28 2019 This volume tackles perceived myths surrounding the academic excellence of East Asian students, and moves beyond Western understanding to offer in-depth analysis of the crucial role that shadow education plays in students' academic success. Featuring a broad range of contributions from countries including Japan, China, Taiwan, and Singapore, chapters draw on rich qualitative research to place in the foreground the lived experiences of students, teachers, and parents in East Asian countries. In doing so, the text provides indigenous insights into the uses, values, and meanings of shadow education and highlights unknown cultural and regional aspects, as well as related phenomena including trans-boundary learning culture, nomadic learning, individualized learning, and the post-schooling era. Ultimately challenging the previously dominating Western perspective on shadow education, the volume offers innovative theorization to highlight shadow education as a phenomenon which cannot be overlooked in broader discussion of East Asian educational performance, systems, and policy. Offering pioneering insights into the growing phenomenon of shadow education, this text will benefit researchers, academics, and educators with an interest in international and comparative education, curriculum studies, and East Asian educational practices and policy. Those interested in the sociology of education and educational policy will also benefit from this book.

Creativity in Education Aug 25 2019 A rounded, comprehensive, guide to issues of practice, pedagogy and policy concerned with creative education.

Making Sense of Education in Post-Handover Hong Kong Feb 09 2021 Since 1997 when Hong Kong became a Special Administrative Region of the People's Republic of China, a string of education reforms have been introduced to improve the quality of education and maintain Hong Kong's economic competitiveness in the age of globalization. This book provides a comprehensive and critical analysis of major issues and challenges faced by the education system, ranging from pre-school to higher education. It analyses the prospects for educational development in Hong Kong. It further addresses how the Hong Kong government has responded to the perceived challenges of the external environment and internal forces and explains the rationales for the actions taken. Not only does it review how the reform initiative challenges have been dealt with, it also reviews how effective these initiatives are and its implications on future directions.

Edward Said and Education Feb 21 2022 This volume offers a deep interpretation of Edward Said's literary thought towards the development of educational criticism. Insofar as Said's academic career was built around the contours of literary analysis, Leonardo demonstrates how Said's work propels scholarship on schooling in ways that enrich our ability to generate insights about the educational enterprise. The book draws from four main themes of Said's work - knowledge construction as part of empire, representations and reconstruction of the intellectual, the exile condition, and contrapuntal analysis. These themes cohere in providing the elements of educational criticism and placing them in the wider context of a rapidly changing sociality and educational system. The author reviews key arguments in the field whilst contributing new analyses designed to elicit wide-ranging discussions. *Edward Said and Education* is a valuable teaching resource for undergraduate and postgraduate students of education studies, postcolonial studies, and ethnic studies.

Teaching, Learning, and Leading with Schools and Communities Sep 18 2021 Re-envisioning the role, impact, and goals of teacher education programs, this volume immerses readers in the inner workings of an innovative, field-based teacher preparation program in Chicago. Grounded in sociocultural theory, the book documents how teacher educators, school and community partners, and teacher candidates in the program confront challenges and facilitate their students' learning, development, and achievement. By successfully and collaboratively developing instructional partnerships and embedding programs in urban schools and communities, the contributors demonstrate that it is possible to break the conventional mold of teacher education and better prepare the next generation of teachers.

Making a Difference in Education Dec 22 2021 What is working in education in the UK - and what isn't? This book offers a highly readable guide to what the latest research says about improving young people's outcomes in pre-school, primary and secondary education. Never has this issue been more topical as the UK attempts to compete in the global economy against countries with increasingly educated and skilled workforces. The book discusses whether education policy has really been guided by the evidence, and explores why the failings of Britain's educational system have been so resistant to change, as well as the success stories that have emerged. *Making a Difference in Education* looks at schooling from early years to age 16 and entry into Further Education, with a special focus on literacy, numeracy and IT. Reviewing a large body of research, and paying particular attention to findings which are strong enough to guide policy, the authors examine teacher performance, school quality and accountability, and the problematically large social gap that still exists in state school education today. Each chapter concludes with a summary of key findings and key policy requirements. As a comprehensive research review, *Making a Difference in Education* should be essential reading for faculty and students in education and social policy, and of great interest to teachers and indeed to anyone who wants to know about the effectiveness of UK education

policy and practice, and where they should be going.

Social Origins of Educational Systems Dec 30 2019 First published in 1979, this now classic text presents a major study of the development of educational systems, focusing in detail on those of England, Denmark, France, and Russia - chosen because of their present educational differences and the historical diversity of their cultures and social structures. Professor Archer goes on to provide a theoretical framework which accounts for the major characteristics of national education and the principal changes that such systems have undergone. Now with a new introduction, *Social Origins of Educational Systems* is vital reading for all those interested in the sociology of education. Previously published reviews: 'A large-scale masterly study, this book is the most important contribution to the sociology of education since the second world war as well as being a substantial contribution to the consolidation of sociology itself.' - *The Economist* 'I cannot improve on her own statement of what she is trying to do: 'The sociological contribution consists in providing a theoretical account of macroscopic patterns of change in terms of the structural and cultural factors which produce and sustain them'...Unquestionably, this book is an impressive work of scholarship, well planned conceptually and uniting its theoretical base with a set of four thoroughly and interestingly researched case-studies of the history of the educational systems of Denmark, England, France and Russia.' - *British Journal of the Sociology of Education* 'This magnificent treatise seriously explores many of the most recalcitrant questions about institutional systems.' - *Journal of Curriculum Studies* 'A gargantuan and impressive socio-historical enterprise.' - *Encounter* '...a major achievement.' - *New Society*

Fifteen Letters On Education In Singapore: Reflections from a Visit to Singapore In 2015 By a Delegation of Educators from Massachusetts Jun 15 2021 When a group of educators from Massachusetts traveled to Singapore to visit schools and talk to teachers, teacher educators, and school and system-level leaders in the fall of 2015, they were determined to learn how Singapore had built a high-performing education system. Singapore has transitioned from an education system focused simply on universal literacy and primary education to one that aims for universal high school graduation and post-secondary success. It has gone from a developing nation in 1965 to a first-world economy today—and it has done so largely by focusing on education. In this series of letters, members of the delegation identify the educational practices and policies that have enabled Singapore to become a prosperous knowledge economy. Many of their practices and successes could be transferred to the United States and elsewhere.