

VISION



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Values In Education

**Terence Lovat, Ron Toomey, Neville
Clement**



Values In Education:

Values Education in Schools Mark Freakley, Gilbert Burgh, Lyne Tilt-MacSporran, 2008-07-01 Values Education in Schools is an important resource for teachers involved in values and ethics education It provides a range of practical philosophy resources for secondary school teachers that can be used in English religious education citizenship personal development and social science subjects The materials include narratives to engage students in philosophical inquiry encouraging doing ethics through the activity of philosophy not simply just learning about it *Reflections on Values Education* John Meyer, 1976-06-28 Everyone ought to be profoundly concerned with the development of the learner and consequently the development of society The ultimate standard value for such development is to attain a more adequate level of value and moral awareness sensitivity reasoning and action The why what and how of the value education emphasis are being seriously confronted in a more dedicated and systematic manner This is perhaps symptomatic of something much deeper in our personal and social fabric Dissonance conflict tensions are inevitable ingredients in our development toward self actualization as we struggle with the sticky matter of life The challenges are many the roads are arduous and the journey is lengthy but who cannot say immensely worthwhile and valuable **Values Education** John R. Meyer, Brian Burnham, John Cholvat, 1975-07 Values those intangible guideposts serve as standards and perceptual screens which assist us in selecting our priorities for reflection and action Our quest is to clarify compare and form values expressed in defensible and consistent value judgements and actions **Values Education and Quality Teaching** Terence Lovat, Ron Toomey, 2009-04-07 Some revision of public schooling history is necessary to challenge the dominant mythology that public schools were established on the grounds of values neutrality In fact those responsible for the foundations of public education in Australia were sufficiently pragmatic to know that its success relied on its charter being in accord with public sentiment Part of the pragmatism was in convincing those whose main experience of education had been through some form of church based education that state based education was capable of meeting the same ends Hence the documents of the 1870s and 1880s that contained the charters of the various state and territory systems witness to a breadth of vision about the scope of education Beyond the standard goals of literacy and numeracy education was said to be capable of assuring personal morality for each individual and a suitable citizenry for the soon to be new nation As an instance the NSW Public Instruction Act of 1880 cf NSW 1912 under the rubric of religious teaching stressed the need for students to be inculcated into the values of their society including understanding the role that religious values had played in forming that society's legal codes and social ethics The notion therefore that public education is part of a deep and ancient heritage around values neutrality is mistaken and in need of serious revision The evidence suggests that public education's initial conception was of being the complete educator not only of young people's minds but of their inner character as well Values in Education and Education in Values Mark Halstead, Monica J. Taylor, 2005-10-26 An investigation into how schools can influence the developing values of young people

is given in this book The authors first look from the perspective of educationalists and policy makers at values within contemporary education in particular moral spiritual democratic and environmental values together with arts and health education Secondly they focus on the values of pupils and schools examining school aims and mission statements the formal curriculum school ethos and assessment of children s development Insights are provided with guidance on how values may be most effectively incorporated into the activities of the schools This book is intended to be of use as a practical and informative guide to all those involved in primary and secondary education and those interested in values education generally

Values in Education Eva Burman,Maxine Cooper,Lorraine Ling,Joan Stephenson,Joan

Stephenson****Nfa*****,2005-06-22 Based upon an empirical study involving training and practising teachers from seven countries this book investigates the various attitudes and practices towards the teaching of values and their place in the curriculum Countries covered include Australia Eire Israel Slovenia Switzerland UK and USA The findings of each of the countries are compared and contrasted in the light of the diverse cultural conditions which are apparent This book brings together various approaches currently taken in values education and also suggests a theoretical foundation for decision making The book culminates in practical examples drawn from the evidence of the research project which teachers can adapt for use with their own pupils This book provides a challenging and imaginative perspective on values in education and comes at a time when educators face a new era which demands dynamic transformative and reflective approaches *Second International Research Handbook on Values Education and Student Wellbeing* Terence Lovat,Ron Toomey,Neville Clement,Kerry Dally,2023-11-14 This collection applies the principles underlying values education to addressing the many social and learning challenges that impinge on education today Insights in the fields of social and emotional learning student wellbeing and increasingly educational neuroscience have demonstrated that values education represents an efficacious pedagogy with holistic effects on students across a range of measures including social emotional and intellectual outcomes With schools in the 21st century confronting issues such as gender identity stemming radicalism mental health equity for disadvantaged groups bullying respect and the meaning of consent values education offers a way of teaching and learning that integrates and enhances student s affective and cognitive functioning The earlier edition of this book has become a standard reference for scholars and practitioners in the fields of values education moral education and character education Its citation rates reads and downloads have been consistently and enduringly high as have those of its companion text *Values Pedagogy and Student Achievement* A decade on the main purpose of the revised edition is to update and incorporate new research and practice relevant to values education Recent insights in the fields of neuroscience and social and emotional learning and their implications for education and student wellbeing are more overt than they were when the first edition was being compiled Additionally advanced thinking in the field of epistemology how humans come to know and therefore learn has also sharpened especially through the later writings of prominent scholars like Jurgen Habermas The revised edition has

preserved the essential spirit and thrust of the original edition while making space for some of these new insights about the potential of values education to establish optimal and harmonious learning and social environments for both students and teachers *International Research Handbook on Values Education and Student Wellbeing* Terence Lovat, Ron

Toomey, Neville Clement, 2010-08-05 Informed by the most up to date research from around the world as well as examples of good practice this handbook analyzes values education in the context of a range of school based measures associated with student wellbeing These include social emotional moral and spiritual growth elements that seem to be present where intellectual advancement and academic achievement are being maximized This text comes as values education widens in scope from being concerned with morality ethics civics and citizenship to a broader definition synonymous with a holistic approach to education in general This expanded purview is frequently described as pedagogy relating to values and wellbeing This contemporary understanding of values education or values and wellbeing pedagogy fits well with recent neuroscience research This has shown that notions of cognition or intellect are far more intertwined with social and emotional growth than earlier educational paradigms have allowed for In other words the best laid plans about the technical aspects of pedagogy are bound to fail unless the growth of the whole person social emotional moral spiritual and intellectual is the pedagogical target Teachers and educationalists will find that this handbook provides evidence culled from both research and practice of the beneficial effects of such a values and wellbeing pedagogy Education in Values Esther Joos

Esteban, 1990 **Values in Education** Eva Burman, Maxine Cooper, Lorraine Ling, Joan Stephenson, Joan Stephenson****Nfa*****, 2005-06-22 Based upon an empirical study involving training and practising teachers from seven countries this book investigates the various attitudes and practices towards the teaching of values and their place in the curriculum Countries covered include Australia Eire Israel Slovenia Switzerland UK and USA The findings of each of the countries are compared and contrasted in the light of the diverse cultural conditions which are apparent This book brings together various approaches currently taken in values education and also suggests a theoretical foundation for decision making The book culminates in practical examples drawn from the evidence of the research project which teachers can adapt for use with their own pupils This book provides a challenging and imaginative perspective on values in education and comes at a time when educators face a new era which demands dynamic transformative and reflective approaches **Values**

Education and Lifelong Learning David N. Aspin, Judith D. Chapman, 2007-08-17 The aim of this book is to provide an easily accessible practical yet scholarly source of information about the international concern for the nature theory and practices of the ideas of values education and lifelong learning Each chapter in this book is written in an accessible style by an international expert in the field The book tackles the task of identifying analyzing and addressing the key problems topics and issues relevant to education and Lifelong Learning *Compass For Uncharted Lives* Donald J. Kirby, S. J., 2007-12-24 Responding to the growing importance of the values education movement and the need for institutional guidance in the

planning and implementation of values programs this book offers a practical and conceptual model A founder and for fifteen years the director of the Center for the Advancement of Values Education CAVE at Le Moyne College Donald J Kirby draws on that experience to clarify and describe the development research and fine tuning skills required to create this evolving effective operational process He makes the process come alive giving others the power to make it a reality in their own institutions He documents the leadership growth process structure and institutional support that have enabled the CAVE model to succeed at Le Moyne Discussing a number of approaches Kirby offers advice for tailoring the CAVE model to various kinds of institutions from large universities to medical law and business schools *Compass for Uncharted Lives* provides a unique practical guide to program development making this book an invaluable resource for faculty and administrators who want to move from desire to action in terms of values education Values Education and Values in Education Monica Jean Taylor,1998 **The Routledge International Handbook of Life and Values Education in Asia** John Chi-Kin Lee,Kerry J Kennedy,2024-06-28 This Handbook provides a comprehensive look at the educational scope of life and values that characterize 21st century Asia as well as those values shared across cultures Some values are deeply resonant with the region s past while others reflect modernity and the new contexts in which Asian societies find themselves Exploring these values of different types and the way they are constructed in Eastern and Western contexts the contributors delve into the diversity of religious moral and social education to promote greater understanding across cultures While a range of values is identified here there is no single set of values that can be applied to all people in all contexts The time has long gone even for single societies when values can be imposed Yet this Handbook emphasizes both the extent and importance of values to individuals and their societies how they respond to these values may provide the key to better and more caring societies and to better lives for all Academics and teachers will find this Handbook resourceful because it raises important theoretical issues related to social values and their formation in distinctive contexts and provides novel insights into the diverse educational landscape in Asia Policymakers and educators will also find this text helpful in learning to think about new ways to improve the quality of people s lives *Global Values Education* Joseph Zajda,Holger Daun,2009-08-11 *Global Values Education Teaching Democracy and Peace* which is the seventh volume in the 12 volume book series *Globalisation Comparative Education and Policy Research* presents scholarly research on major discourses in values education globally It provides an easily accessible practical yet scholarly source of information about the international concern in the field of globalisation and comparative education Above all the book offers the latest findings to the critical issues concerning major discourses in comparative education in values education in the global culture It is a sourcebook of ideas for researchers practitioners and policy makers in values education multiculturalism and moral education It offers a timely overview of current issues affecting values education comparative education and education policy research in the global culture It provides directions in values education and policy research relevant to transformational educational reforms in the

twenty first century see also Zajda Rust 2009 This book critically examines the overall interplay between values education globalisation dominant ideologies and implications for policy research see also Apple 2004 It draws upon recent studies in the areas of globalisation equity social justice and the role of the State Zajda Biraimah Gaudelli 2008 It explores conceptual frameworks and methodological approaches applicable in the research covering values education globalisation equity and multicultural education Various book chapters critique the dominant discourses and debates pertaining to values education multiculturalism and relevant comparative education discourses

Values for Educational Leadership Graham Haydon,2007-06-04 If you are intending to embark upon or support others taking part in any of the programmes of the National College for School Leadership I would definitely keep this book close by Cliff Jones CPD Update What are values Where do our values come from How do our values make a difference to education For educational leaders to achieve distinction in their practice it is vital to establish their own clear sense of values rather than reacting to the implicit values of others This engaging book guides readers in thinking for themselves about the values they bring to their task and the values they intend to promote Crucially the book promotes critical thought and constructive analysis about the underlying values involved with aims and moral purpose in education individual qualities in educational leadership vision in education school ethos and culture the school as an educational community By inviting reflection using valuable case studies and work through activities as well as referring to a wide range of academic literature this book will be an important resource for those working towards professional qualifications such as NPQH and invaluable for anyone aspiring to excellence in educational leadership Graham Haydon is Senior Lecturer in Philosophy of Education at the Institute of Education University of London where he teaches on Masters courses in Values in Education and Applied Educational Leadership and Management

Values in Education Graham Haydon,2007-02-15 What are the fundamental aims and values underlying education What values should education try to promote in a world of value pluralism What is morality and should schools teach it In a secular society how should schools treat the links between morality and religion How should values enter into professional education and educational leadership This book an updated edition of Teaching about Values will help the reader to think about these questions and many others concerning values in education Drawing on philosophy without assuming knowledge of the subject it is for teachers students of education and anyone who recognises the importance of values in education

Values Education Michael Silver,1976 Designed for use with teachers and other educators concerned with values education

The Values Education Resource File Ray Baxter,2012 The Values Education Resource File is a highly practical kit developed with schools for schools including everything you need to help children and young adults understand and articulate the values that matter to them to enable personal change better conflict management and prepare them for the future

Values Education Peter M. Clutterbuck,2007

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