

Values in Education



NORTHLAND'S VALUES IN EDUCATION FOCUSSES ON IMPARTING THE SCHOOL'S 5 CORE VALUES, CLITE: COMPASSION, LIFELONG LEARNING, INTEGRITY, TEAMWORK AND EXCELLENCE. ANCHORED BY CCE'S VALUES IN EDUCATION TEAM (VET), THE EMPHASIS IS TO NURTURE EVERY NORTHLANDER TO BE A CHANGEMAKER, ROLE MODEL AND AN EXEMPLARY STUDENT WITH GOOD VALUES WHO GROWS TO BE AN EMPOWERED LIFELONG LEARNER SERVING THE COMMUNITY AND COUNTRY.



THE CLITE LOGO IS AN EMBODIMENT OF THE CLITE VALUES THAT ARE INCULCATED IN EVERY NORTHLANDER THROUGH THE SUPPORT OF OUR TEACHERS, PARENTS AND STAKEHOLDERS. THE LOGO IS MADE UP OF FIVE-COLOURED HANDS AND A HEART IN THE MIDDLE.

EACH HAND, HOLDING ANOTHER, REPRESENTS NORTHLAND'S UNIFIED FOCUS TO TEACH AND MODEL OUR CLITE VALUES.

THE HEART IN THE MIDDLE, REPRESENTS OUR CARING TEACHERS, WHO ARE PIVOTAL IN NURTURING AND INSTILLING THESE CLITE VALUES IN OUR STUDENTS, TO SPUR THEIR LOVE AND PASSION FOR LEARNING.



Values In Education And Education In Values

**Eva Burman,Maxine Cooper,Lorraine
Ling,Joan Stephenson,Joan
Stephenson****Nfa*******

Values In Education And Education In Values:

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 Education in Schools Mark Freakley, Gilbert Burgh, Lyne Tilt-MacSporrán, 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

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 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 *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 and Teaching Louis Edward Rath, Merrill Harmin, Sidney B. Simon, 1978 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 *Value Education And Education For Human Rights* V.C. Pandey, 2005 One of the fundamental goals of education is to impart culture and values across the generations Value education is generally understood to cut across the curriculum and is appropriately integrated into all courses as well as into the extracurricular activities and ethos of schools Today the true challenge of value education remains the development of a universal conscience that puts human rights pluralist democracy and the equality of all human beings as the most important values that we may share The book describes the need and importance of value education and education for human rights in the existing social scenario It will be of interest to teacher teacher educators and parents and will be appreciated by all who are concerned with the cause of value education **Picture Values in Education** Joseph J. Weber, 1928 **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** Michael Silver, 1976 Designed

for use with teachers and other educators concerned with values education *Values, Education and the Adult* (International Library of the Philosophy of Education Volume 16) R.W.K. Paterson, 2010-02-25 In this study of the main conceptual and normative issues to which the education of the adult gives rise the author demonstrates that these issues can be understood and resolved only by coming to grips with some of the central and most contentious questions in epistemology philosophy of mind ethics and social philosophy A salient feature of the book is its searching examination of the different types of value judgement by which all educational discourse is permeated The analysis of the nature and justification of educational judgements forms the basis of an overall philosophy of adult education which should provide a much needed axiological framework for the guidance of practitioners in this growing area of educational concern *The Routledge International Handbook of Education, Religion and Values* James Arthur, Terence Lovat, 2013-08-21 The academic fields of religion and values have become the focus of renewed interest in contemporary thinking about human activity and its motivations The Routledge International Handbook of Education Religion and Values explores and expands upon a range of international research related to this revival The book provides an authoritative overview of global issues in religion and values surveying the state of the academic area in contributions covering a wide range of topics It includes emerging controversial and cutting edge contributions as well as investigations into more established areas International authorities Arthur and Lovat have brought together experts from across the world to examine the complexity of the field of study The handbook is organised around four key topics which focus on both the importance of religion and values as broad fields of human enquiry as well as in their application to education inter agency work and cross cultural endeavours The Conceptual World of Religion and Values Religion and Values in Education Religion and Values in Inter agency Work Religion and Values in Cross cultural Work This comprehensive reference work combines theoretical and empirical research of international significance and will be valuable reading for students researchers and academics in the field of education **Value**

Education A. R. Mohapatra, Bijaya Mohapatra, 2024-11-20 This book is intended to study Value Education from traditional philosophy to modern social philosophy from different aspects The attempt has been taken to clear the concept of Value Education from a realistic perspective Value Education is concerned with total person of a being and becoming with moral awareness and character The study of Value Education can pave the way towards perfection with a mission to live by the values and virtues The subject matter of the book is for the enrichment of human life with innate knowledge and values

Value Education: Based On All The Religions Of The World (In Two Volumes) Sukh Lal Dhani, 2007 The book on Value Education based on all the religions of the world is an anthology During Dr Promilla Kapur's Travels she was approached by many eminent scholars to compile a book based on the teachings of all the religions of the world It was a Herculean task but the efforts were worth the trouble In the month of January 2001 she started approaching the eminent Scholars and religious heads to write chapters of the book The most eminent scholars in Hinduism Jainism Arya Samaj Islam

Christianity Zoroastrianism Sikhism Bhai's faith and so on were contacted. Almost hundred reminders to each were sent. At one stage it gave the feelings that it was an impossible task but the tenacity of Dr Promilla Kapur kept her on the track. By January of 2004 the chapters started arriving. All the religious leaders and eminent scholars gave the word of wisdom on all the religions of the world. It was heartening to read that not a single chapter writer differed from the positive image of each religion. The preaching was almost identical. Love, affection, caring and sharing, Forgiveness, tolerance and compassion for the entire human beings were the common theme revealed in all the papers. The book is the need of the hour and will earn its proper place in the human society all over the world. *Personalizing Education* Leland W. Howe, Mary Martha Howe, 1975

Education and Development G. Pankajam, 2006-12 With reference to India *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. **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.

Values In Education And Education In Values Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Values In Education And Education In Values**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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