



Spiritual, Moral, Social and Cultural Education

Exploring Values in
the Curriculum

Stephen Bigger and Erica Brown

David Fulton Publishers

Spiritual Moral Social And Cultural Education Exploring Values In The Curriculum

Mark Halstead, Mark Pike



Spiritual Moral Social And Cultural Education Exploring Values In The Curriculum:

Spiritual, Moral, Social, & Cultural Education Stephen Bigger, 2013-10-23 First published in 1999 this book by a range of teachers and teacher trainers explores specified values in the curriculum as well as whole curriculum issues including religious education drama citizenship and vocational education as well as the National Curriculum subjects As a hugely controversial topic area without general consensus on many key points this book provides an introductory platform consistently pointing to sources of further reading and suggesting signposts through the issues Readers will get a wider insight into spiritual moral social and cultural issues as well as the development of values in general by reading the specialist chapters

Learning to Teach Physical Education in the Secondary School Susan Capel, Margaret Whitehead, 2013-04-15 This book focuses on the requirements of student PE teachers in relation to teaching skills and issues covered in PGCE and initial teacher education courses The new edition of this popular textbook draws together background information about teaching and about PE basic teaching skills specifically related to physical education and broader knowledge and understanding of issues in the wider context of PE The book is organized so that each chapter contains text and underpinning theory interspersed with activities that student teachers are asked to undertake either alone with another student teacher or with a tutor This is not a book of teaching tips but promotes critical thinking and reflection to enable student PE teachers to develop into reflective practitioners Learning to Teach Physical Education in the Secondary School is an essential resource for any student teacher undertaking PGCE or school based initial teacher education to become a teacher of PE in secondary schools

Education for Spiritual, Moral, Social and Cultural Development Ron Best, 2000-06-01 Drawing on successful practice and relating such practice to theoretical insights this comprehensive treatment of the challenge of educating children spiritually morally socially and culturally offers enlightenment for individual teachers classroom practice as well as for whole school approaches

Democracy at the Crossroads Cameron White, Roger Openshaw, 2007-01-01 In Democracy at the Crossroads the editors argue that there have been too few scholarly attempts to provide a comprehensive critique of the assumptions behind citizenship education In particular they ask the distinguished contributors to this volume to address difficult but essential questions that are often avoided or intentionally overlooked What do all embracing terms like global citizenship really mean What does democracy mean internationally A timely work Democracy at the Crossroads provides a necessary examination and re interpretation of international perspectives on democracy and global citizenship as they apply to social education

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

Spiritual Education in a Divided World Cathy Ota, Mark Chater, 2007-03-15 In the era of globalization debate has turned to the vital need for a thorough understanding of its impact on the spirituality and health of the youth of today Spiritual Education in a Divided World recognises the urgent need for effective research in this area This exceptional volume takes an interdisciplinary approach to tackle the key question

Reflective Teaching of History 11-18 Rob Phillips, 2002-10-11 This series of textbooks is aimed at teacher training students and comprises two concerns the practice of teaching and how to use theory and research findings to improve that practice and how to meet the TTA standards whilst placing them in a wider context This comprehensive textbook is an accessible guide to all those who are new to the profession of teaching history Covering all aspects of the job from planning through to teaching and assessment Rob Phillips provides constructive practical advice to help subject teachers become more effective in their work

Preparing to Teach in Secondary Schools Val Brooks, Ian Abbott, Prue Huddleston, 2012-06-01 This book introduces trainee secondary school teachers to a range of key professional issues knowledge to underpin their course

Christian Faith and English Language Teaching and Learning Mary Shepard Wong, Carolyn Kristjansson, Zoltan Dornyei, 2013-02-15 Ideological and educational political aspects of the link between language and faith especially between Global English and Christianity is a topic of growing interest in the field of English language teaching This book explores the possible role and impact of teachers and students faith in the English language classroom Bringing together studies representing a diversity of experiences and perspectives on the philosophies purposes practices and theories of the interrelationship of Christianity and language learning and teaching it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning teaching experience By

adding a data based dimension the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language

Critical Essays on Resistance in Education David M. Moss,Terry A. Osborn,2010 It is possible to say that resistance in education has always been resisted the point of course is who is doing the resisting Why they are resisting what they are resisting and whose interests are being served by these acts of resistance David M Moss and Terry A Osborn s provocative collection of essays on educational resistance gives new scope and meaning to the term resistance in the context of today s challenges to and on behalf of social justice education It is an important contribution to the field of critical education Peter McLaren Graduate School of Education and Information Studies University of California Los Angeles Book Jacket

EBOOK: Engaging Education: Developing Emotional Literacy, Equity and Coeducation Brian Matthews,2005-11-16 Brian Matthews brings intellectual rigour as well as passionate commitment to the important tasks of appreciating the role that emotional literacy can play in a refreshing education It is a powerful combination It is because he understands so well the need to attend to the purpose of education that he is so illuminating on the strategies that will give all young people the best possible chance to learn and to grow James Park Director Antidote This book will be read by individuals who have an interest in bringing about change in the presentcurriculum School Science Review This book reveals the huge potential of engaging pupils with their emotions in the classroom and presents evidence that when pupils work in this way they become more co operative and help each other to learn The book explores how schools can move beyond a focus on cognitive attainment through an emphasis on affective engagement to help pupils develop better relationships of all kinds and prepare them for adulthood in a fast changing world For teachers the book tackles the important questions of What is emotional literacy and emotional intelligence How can teachers incorporate pupils emotional development into their lessons while nourishing and enhancing achievement How is it possible to have a calm atmosphere in the classroom with pupils enjoying learning together Engaging Education is the first book to link the issues of emotional literacy equity and social justice and the education of the whole child thus providing the social and political context for emotional literacy In connecting emotional literacy and equity with the structure of schooling it establishes that co educational schools can contribute to enabling boys and girls to relate to and understand each other Based firmly on research this innovative book gives teachers invaluable guidelines on what to concentrate on and what to avoid It is key reading for teachers and trainee teachers as well as policymakers and all those concerned with education

Developing Teaching Skills in the Primary School Jane Johnston,John Halocha,Mark Chater,2007-10-16 Teaching is a complex process which involves the development and utilization of subject knowledge and teaching skills Containing reflective and practical skills this book supports such development focusing specifically on teaching skills considering what they are how they develop and how they differ between age and subject The book contains three sections Planning Doing and Reviewing which demonstrate effective classroom practice It uses examples of

practitioners at different stages of their professional development to link theory and practice and includes discussions on contemporary issues in primary education such as Constructivist teaching and learning Thinking skills Creativity Teaching and learning styles Child centred learning The authors provide a critical analysis of the issues practice and problems faced by primary school teachers which is supported by reflective tasks throughout the book Emphasizing the child as a partner in the learning process and highlighting the importance of teaching for child centred learning the book ultimately develops and strengthens the teacher s skills Developing Teaching Skills in the Primary School provides essential guidance and support to trainee beginner and developing primary school teachers *Teaching in a Distant Classroom* Michael H. Romanowski,Teri McCarthy,2009-11-18 Veteran educators Mike Romanowski and Teri McCarthy provide an essential guide for Christians teaching in overseas contexts Providing both the theoretical framework as well as practical tools the authors offer concrete advice and real life examples for classroom instruction daily life and much more **Enabling Access** Barry Carpenter,Rob Ashdown,Keith Bovair,2017-10-05 This Routledge Classic Edition brings together widely experienced editors and contributors to show how access to a whole school curriculum can be provided for learners with moderate to profound and multiple learning difficulties Along with a new appraisal of the contents from the editors the contributors raise debates illustrate effective teaching ideas and discuss strategies for providing a high quality education for these pupils and a celebration of their achievements The book also discusses the active involvement of family members and the learners themselves in these processes and considers issues surrounding empowerment of learners professional development of the workforce and curriculum principles such as differentiation personalisation and engagement Winner of the prestigious nasen TES Academic Book Award in 1996 Enabling Access is an essential read for students and lecturers in higher education and for teachers support staff and other professionals in all educational settings in the UK and abroad catering for these learners

Citizenship and Moral Education Mark Halstead,Mark Pike,2006-08-21 Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond This book addresses some of the central issues in moral and citizenship education facing teachers today embedding practical considerations in a theoretical context and reviewing teaching learning and assessment strategies It draws extensively on research but is written in a clear accessible style Citizenship and Moral Education examines the key concepts and provides an up to date overview of policy particularly addressing theoretical issues aims and approaches in relation to moral and citizenship education in a pluralist society the contributions of the curriculum extra curricular activities and the school ethos to citizenship and moral education in school teaching strategies materials pupil assessment and school evaluation The book also focuses on key professional and personal issues for teachers in undertaking moral citizenship education **Global Perspectives on Spirituality and Education** Jacqueline Watson,Marian de Souza,Ann Trousdale,2013-12-04 In recent decades and around the world much attention has been given to the role of

spirituality in the education of children and young people While educationalists share many common goals and values in nurturing the spiritual lives of children and young people national and regional cultures religions and politics have impacted on the approaches scholars and practitioners have adopted in their investigations and practices The different contexts across nations and regions mean that educators face quite distinct conditions in which to frame their approaches to spiritual education and research and the nature and impact of these differences is not yet understood This book brings together thinkers from around the globe and sets them the task of explaining how their research on children s spirituality and education has been shaped by the historical cultural religious and political contexts of the geographic region in which they work The book presents contributions in three sections Europe and Israel Australasia and The Americas and concludes with a chapter highlighting what is common and what is contextually unique about global approaches to spirituality and education

Education, Nature, and Society Stephen Gough, 2014-11-20 Environmental issues continue to divide opinion sometimes in extreme ways Almost everyone agrees that education has a role to play in ensuring the future of humanity on Earth Some think we should all learn to leave a minimal environmental footprint others argue that education should promote economic growth because only growth can generate the capital needed to develop solutions to environmental problems Advocates on each side often find the views of their opponents simply incredible giving rise to accusations of bad faith or poor science This book explores the foundations of the debate by examining human interrelations with Nature It takes an educational perspective but also draws on evidence from anthropology economics ecology policy sciences and natural history The case presented is that any coherent view of the purposes and potential of education requires a theory of human society in the natural world For such a theory education and more broadly learning must be more than an instrument for the achievement of personal or policy goals Rather it is an integral continuing and necessary component of personal and policy development On this basis a novel approach to curriculum design and implementation is outlined

Citizenship Through Secondary Geography David Lambert, Paul Machon, 2004-01-14 This book reveals the potential of geography to engage with citizenship It provides theoretical signposts in the form of short digestible explanations for key ideas such as racism values identity community and social exclusion a number of inset activities for further thinking a critique of the discipline and the pitfalls to avoid in teaching citizenship through geography practical teaching suggestions All the contributions to this valuable book point to the capacity of geography to engage with citizenship values education and people environment decision making on scales that range from the local to the global It offers positive and direct ways to become involved in the thinking that must underpin any worthwhile citizenship education for all experienced teachers student teachers heads of department curriculum managers principals and policy makers

Creating Multicultural Citizens Dr Raihani, 2013-11-12 Despite the largest scale decentralisation of education since 1999 which broadly led to the marketisation of education it is not clear how school education responds to the multicultural realities of Indonesian society and ethno religious conflicts

Creating Multicultural Citizens presents a comprehensive evaluation of contemporary education in the largest democratic Muslim country in the world focusing on the ways in which education prepares citizens for a multicultural society It thoroughly examines the state religion community roles in the field of education in developing the Indonesian people Using a qualitative ethnographic methodology the author presents six case studies of different schools including religious non religious state and private schools in two different provinces in Indonesia It particularly explores Evolving but contested theories of multiculturalism and multicultural education Education changes and reforms in post Suharto Indonesia Government policies for multicultural education and school curriculum School leadership for education for diversity Roles of religious education in schools in nurturing multicultural beliefs values and attitudes Extra curricular activities and tolerance Students perspectives of multiculturalism and the ideal society The promising development of a pesantren Islamic boarding school in establishing multicultural education It is the first book to explore how education in Indonesia helps contribute to the creation of tolerant and multicultural citizens and is essential reading for anyone involved in Indonesian education and international higher education

Gifted and Talented Learners Barry Hymer, Deborah Michel, 2013-12-16 This book sets out the educational challenges benefits and possibilities of embracing a truly inclusive approach to gifted and talented education and provides a framework for a school to create its own inclusive policy in this area of need Calling on international research current educational initiatives and work within the Barrow Education Action Zone EAZ and elsewhere the authors set out to demonstrate that the inclusion and standards agendas can and should take with them the growing interest in the educational needs of gifted and talented pupils The result is a short but comprehensive and fundamentally practical book which will be of value to any school or LEA wishing to create and implement a dynamic reflective and inclusive policy for gifted and talented pupils

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