

The Aims of  
Education  
RESTATED  
John White

# Aims Of Education Restated

**Matthew Bruce Etherington**



## **Aims Of Education Restated:**

**The Aims of Education Restated (International Library of the Philosophy of Education Volume 22)** John White, 2012-07-27 John White's study is the most substantial work on what the aims of education should be since Whitehead's *Aims of Education* of 1929. It draws on material not only from schools and colleges but also from the broader educative or miseducative nature of the ethos of society and some of its major institutions. Sifting the different views about aims which are now prevalent and circulating in the world of education, he integrates the more defensible of them into an articulated set of positive recommendations. The study takes a broadly philosophical and non-technical stance; it is written to help practitioners orient themselves in what is often bewildering territory at a time when the question of what the aims of education ought to be has acquired a new urgency for politicians and educational administrators as well as for those directly involved in educational institutions: head teachers and their staff. *The Aims of Education Restated* John White, 1982 [The Aims of Education](#) Roger Marples, 2012-10-12 Here international philosophers of education explore and question diverse strains of the liberal tradition, discussing not only autonomy but other key issues such as social justice, national identity, curriculum, critical thinking, social practices. The contributors write from a variety of standpoints, offering many interpretations of what liberalism might mean in educational terms. [Foundations of Education](#) Matthew Bruce Etherington, 2014-06-20 Ideas about education have consequences. This book, edited by Matthew Etherington, provides readers with ideas and insights drawn from fifteen international scholars in Christian thought within the fields of philosophy, theology, and education. Each author responds to the philosophical, historical, and sociological challenges that confront their particular line of educational inquiry. The authors offer a view of Christian education that promotes truth, human dignity, peace, love, diversity, and justice. The book critically analyzes public discourse on education, including the wisdom, actions, recommendations, and controversies of Christian education in the twenty-first century. This timely book will appeal to those concerned with Christian perspectives on education: Aboriginality, gender, history, evangelism, secularism, constructivism, purpose, hope, school choice, and community. [Pedagogy, Praxis and Purpose in Education](#) C.M. Mulcahy, D.E. Mulcahy, D.G. Mulcahy, 2014-12-05 Recent years have shown the growth of federal legislation and programs having a profound impact on educational policy and practice, and a decline in reliance on broadly based educational justifications. Paralleling this development has been the emergence of well-endowed and influential private foundations and an increase in corporate influence in shaping policy. In this volume, the authors consider the discourse, rhetoric, and underlying values that sustain these developments alongside those that underlie more longstanding and competing educational theories and practices. This volume highlights the importance of recognizing opposing conceptualizations of education, some more educationally productive than others, and their core values, approaches to student learning, strengths and weaknesses, and justification. The authors analyze and critique what Jane Roland Martin has referred to as the deep structure of educational thought and seek improved educational policy and practice with particular

reference to curriculum and pedagogy It features a comparative analysis of competing discourses including autocratic control limited personal development and praxis

**Learning to Teach in the Secondary School** Susan Anne Capel, Marilyn Leask, Tony Turner, 1999 The book offers advice on how to write assignments which link theory to practice and is the core text that supports each of the subject specific texts in the Learning to Teach series also published by Routledge It is an essential for every student teacher Jacket

*Routledge Encyclopaedia of Educational Thinkers* Joy Palmer Cooper, 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important influential innovative and interesting thinkers on education of all time Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social historical and political contexts in which the thinker worked Ranging from Confucius and Montessori to Dewey and Edward de Bono the entries form concise accessible summaries of the greatest or most influential educational thinkers of past and present times Each essay includes the following features concise biographical information on the individual an outline of the individual s key achievements and activities an assessment of their impact and influence a list of their major writings suggested further reading Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world Combining and building upon two internationally renowned volumes this collection is deliberately broad in scope crossing centuries boundaries and disciplines The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom this Encyclopaedia is an invaluable reference guide for all students of education including undergraduates and post graduates in education or teacher training and students of related disciplines

*Leaders in Philosophy of Education*, 2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R S Peters and Paul Hirst at the London Institute of Education analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching learning explanation curriculum aims and objectives freedom and authority equality and liberal education They also examined theoretical issues in educational research and critiqued reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural education globalization and many others In this book 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early

experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites The RoutledgeFalmer Reader in the Philosophy of Education Wilfred Carr,2021-04-29 This Reader brings

together a wide range of material to present an international perspective on topical issues in philosophy of education today Focusing on the enduring trends in this field this lively and informative Reader provides broad coverage of the field and includes crucial topics With an emphasis on contemporary pieces that deal with issues relevant to the immediate real world this book represents the research and views of some of the most respected authors in the field today Wilfred Carr also provides a specially written introduction which provides a much needed context to the role of philosophy in the current educational climate Students of philosophy and philosophy of education will find this Reader an important route map to further reading and understanding **New Perspectives In Primary Education: Meaning And Purpose In Learning**

**And Teaching** Cox, Sue,2011-09-01 This is a timely book enabling teachers to reflect critically upon their existing work place practices which have been so powerfully shaped by the target culture and the logic of performativity that has underpinned it for two decades More importantly it will empower primary school teachers to play a more active role in effecting curriculum and pedagogical change in their schools and classrooms Professor John Elliot School of Education University of East Anglia UK This book encourages the reader to question the existing culture of schooling and its practices which have been shaped and dominated by a target led and outcomes driven agenda The book draws attention to some of the conflicts that arise in the demand for performance on the one hand and teachers responsiveness to children and their learning on the other Sue Cox sets out to show how change might be based on clear understandings of how children learn and how teachers contribute to that learning She does this by providing frameworks for change and shows how from these perspectives participation is key to children s education both as an account of their learning and as a democratic principle She explores the potential for transformation in teachers working collaboratively with children in areas such as interaction curriculum and assessment An underlying aim of the book is to provide the tools for teachers to develop a principled approach to what they do and how they think in order to challenge and to re construct entrenched practices and thinking This book provides thoughtful reading and promotes reflective thinking for primary teachers and teachers in training offering insights into new ways of approaching and developing primary education Sue Cox is Senior Lecturer for The School of Education and Lifelong Learning at the University of East Anglia UK Education, Philosophy and Well-being Judith

Suissa,Carrie Winstanley,Roger Marples,2014-08-21 John White is one of the leading philosophers of education currently working in the Anglophone world Since first joining the London Institute of Education in 1965 he has made significant contributions to the landscape of the discipline through his teaching research and numerous publications His academic work encompasses a broad range of rich philosophical issues ranging from questions surrounding the child s mind through the

moral and pedagogical obligations of teachers and schools to local and national questions of educational policy In this volume international contributors address key issues in the philosophy of education touching on significant contemporary concerns and demonstrating the breadth and influence of John White's work Each chapter critically examines builds on and pays tribute to John White's unique contribution considering how his work has impacted on the discipline of education as we know it today Topics covered include policy and the role of philosophy of education liberal education the aims of education moral education leadership Education Philosophy and Wellbeing will appeal to postgraduate students and academics in the fields of history policy education studies and philosophy as well as to policy makers educational administrators and teachers

**Philosophy of Education: The Key Concepts** John Gingell, Christopher Winch, 2002-01-04 First published in 1999 Routledge is an imprint of Taylor Francis an informa company *Routledge Library Editions: Philosophy of Education* Various Authors, 2022-07-30 This set of 21 volumes originally published between 1955 and 1997 amalgamates several topics on the philosophy of education with a particular focus on religious education curriculum studies and critical thinking This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject and will be of particular interest to students of philosophy education and those undertaking teaching qualifications

**Thinking and Rethinking the University** Ronald Barnett, 2014-11-27 In the World Library of Educationalists series international scholars compile career long selections of what they judge to be among their finest pieces so the world has access to them in a single manageable volume Readers are able to follow the themes and strands and see how their work contributes to the development of the field Over more than three decades Professor Ronald Barnett has acquired a distinctive position as a leading philosopher of the university and higher education and this volume brings together 15 of his key writings particularly papers from leading journals This volume also includes as his introductory chapter an intellectual autobiography in which Professor Barnett recounts the history of his scholarship and writing traces its development across five stages and identifies the themes and sources of inspiration that lie within his corpus of work Ronald Barnett has described his corpus of work as a social philosophy of the university that is at once conceptual critical practical and imaginative His concepts of criticality critical interdisciplinarity supercomplexity and the ecological university have been taken up in the literature across the world Through telling examples and with an incisive clarity of writing Ronald Barnett's scholarship has helped to illuminate in fresh ways and reorient practices in the university and in higher education The chapters in this volume reveal all of these qualities so making this volume a compelling overview of a passionate and yet constructive critic of the university

**Studies in the History of Educational Theory Vol 2** G Bantock, 2012-05-16 This volume completes G H Bantock's comprehensive study of educational thought and its relationship to the broad development of European culture from the time of the Renaissance to the present day During the period under consideration the new freedom from dogma and hierarchy allowed for the emergence of a large number of models of education intended to accommodate the autonomous personality and at the same

time to meet the demand for educational expansion The need to educate the masses was increasingly recognized and the dilemma posed by mass civilisation and minority culture became acute as liberal autonomy was increasingly threatened by new egalitarian and collectivist notions The author considers the work of key theorists from the period including such writers as Coleridge Nietzsche and Tolstoy all relatively neglected as educationists

**Encyclopedia of Educational Theory and Philosophy** D. C. Phillips, 2014-06-06 The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses

**New Philosophies of Learning** Ruth Cigman, Andrew Davis, 2009-06-15 Through a collection of contributions from an international team of empirical researchers and philosophers New Philosophies of Learning signals the need for a sharper critical awareness of the possibilities and problems that the recent spate of innovative learning techniques presents Explores some of the many contemporary innovations in approaches to learning including neuroscience and the focus on learners well being and happiness Debates the controversial approaches to categorising learners such as dyslexia Raises doubts about the preoccupation with quasi mathematical scrutiny and the neglect of ethical reflection about education Discusses the possible grounds for concern without exaggerating their similarities or offering sweeping judgements Includes contributions from empirical researchers and philosophers including Usha Goswami Howard Gardner Julian Elliott David Bakhurst John White and Christopher Winch

**Fifty Modern Thinkers on Education** Joy Palmer, David Edward Cooper, Liora Bresler, 2001 Looks at fifty of the twentieth century's most significant contributors to the debate on education Each essay gives key biographical information an outline of the individual's principal achievements and activities an assessment of his or her impact and influence and a list of their major writings and suggested further reading

**Navigating Through the Storm** Aharon Aviram, 2010-01-01 This book aims to systematically tackle the most severe crisis to ever beset Western education systems which stems from the growing clash between the Platonic modern civilization still very much at the core of prevailing education systems and the postmodern civilization which has become dominant in Western societies in the last generations The book counters this crisis by radically and systematically rethinking education for postmodern democracies beginning by comprehensively analyzing the main features of current postmodern storms along with their engulfing socio cultural and educational implications and proceeding to offer a theoretical and practical blueprint designed to harness these storms for optimally realizing the basic Humanistic values that should guide education in liberal democracies personal autonomy morality and dialogical belonging

**Education, Autonomy and Democratic Citizenship** David Bridges, 2002-11-01 Across the globe educators are being required to respond to a changing political environment New nations emerge out of the collapse of old empires new democracies

struggle out of old structures of oppression Driven on by the fierce competitiveness of the tiger economies of the east old social welfare 1 based democracies are transformed into new market led enterprise societies The essays in this international collection are a response from twenty two educators to these changes and to the reassessment that they provoke of some of the fundamental principles which shape educational thought and practice They focus in particular on four key clusters of issues to do with the role of education in cultivating national identity Authors from political settings as culturally distant as Lithuania and Taiwan consider what role if any nationalistic education might play in the context of a democratic liberal education market principles Contributors offer different perspectives on the internationally pervasive application of the principles of the market economy to education and the consequent commodification of learning personal autonomy Different dimensions of the contested notion of autonomy are examined along with the related discourses of edification and empowerment democratic citizenship From post Soviet Russia to the new South Africa in schools and in the context of professional training educators examine what education for democratic citizenship might mean in practice and tease out some of the conflicts of principle which are raised in its implementation The contributors are distinguished scholars drawn from every continent They write consciously for an international readership and there is constant cross reference to developments in different parts of the world All are practitioners in education sharing an interest in the philosophical issues underlying social change The philosophical discussion is clearly rooted in and referred back to the world of educational practice and its political context



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## **Table of Contents Aims Of Education Restated**

1. Understanding the eBook Aims Of Education Restated
  - The Rise of Digital Reading Aims Of Education Restated
  - Advantages of eBooks Over Traditional Books
2. Identifying Aims Of Education Restated
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Aims Of Education Restated
  - User-Friendly Interface
4. Exploring eBook Recommendations from Aims Of Education Restated
  - Personalized Recommendations
  - Aims Of Education Restated User Reviews and Ratings

- Aims Of Education Restated and Bestseller Lists
- 5. Accessing Aims Of Education Restated Free and Paid eBooks
  - Aims Of Education Restated Public Domain eBooks
  - Aims Of Education Restated eBook Subscription Services
  - Aims Of Education Restated Budget-Friendly Options
- 6. Navigating Aims Of Education Restated eBook Formats
  - ePub, PDF, MOBI, and More
  - Aims Of Education Restated Compatibility with Devices
  - Aims Of Education Restated Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Aims Of Education Restated
  - Highlighting and Note-Taking Aims Of Education Restated
  - Interactive Elements Aims Of Education Restated
- 8. Staying Engaged with Aims Of Education Restated
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Aims Of Education Restated
- 9. Balancing eBooks and Physical Books Aims Of Education Restated
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Aims Of Education Restated
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Aims Of Education Restated
  - Setting Reading Goals Aims Of Education Restated
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Aims Of Education Restated
  - Fact-Checking eBook Content of Aims Of Education Restated
  - Distinguishing Credible Sources

13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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