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Values Education and Quality Teaching Values Education and Lifelong Learning Introduction to Values Education International Research Handbook on Values Education and Student Wellbeing Values Education Second International Research Handbook on Values Education and Student Wellbeing Values Education Values in Education Reflections on Values Education How Values Education Can Improve Student and Teacher Wellbeing Values Education Sourcebook Values Education Global Values Education Values in Education The Values Education Resource File Values Education in Schools Values Education in Early Childhood Settings Values in Education and Education in Values Values and Teaching Understanding Values Education in the Primary School *Terence Lovat David N. Aspin E. Palispis Terence Lovat Peter M. Clutterbuck Terence Lovat Michael Silver Eva Burman John Meyer Roger Packham Douglas Paul Superka John R. Meyer Joseph Zajda Eva Burman Ray Baxter Mark Freakley Eva Johansson Mark Halstead Louis Edward Rathes Janet Powney*

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

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

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

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

designed for use with teachers and other educators concerned with values education

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, Ireland, 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

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 value able

presenting values education as a solution to major challenges in education such as student disengagement and teacher burnout this book provides a wealth of practical advice about how to implement the education in human values approach in schools promoting wellness and improved educational outcomes values education is a world wide movement and comes in several forms this book explains the need for and nature of values education provides practical easy strategies for implementing the education in human values ehv approach and outlines the educational theories that underpin it the practical strategies in this book can be implemented in small increments in all aspects of school life the focus is on both student and teacher wellbeing the methods can also be used by teachers to address their own professional and personal challenges and to help them cope with difficult situations that cannot be changed written for teachers teacher educators and teachers

in training this book is the one stop shop for gaining a better understanding of values education how it can support whole school wellbeing and how to implement it effectively

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

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

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 ireland 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

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 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

this book is about values education in early years settings and discusses theory and concepts as well as methodological and empirical perspectives it explores issues such as the kinds of values that are communicated between educators and children and the kind of future citizens we foster in early childhood settings it illustrates by way of cases involving many participants including children educators and researchers who have their roots in diverse contexts and reside in different parts of the world including australia denmark finland iceland norway slovenia and sweden the book carefully considers the contextualized character of the cases presented yet argues that the questions theories and methodologies emphasized do inform the international debate in manifold ways communication of values in a broad and diverse sense is central in any pedagogy especially for the youngest children in the educational system still values education has been neglected as a research field in education in general and particularly in the early years this book addresses this lack of knowledge by scrutinizing various questions about values education in ecec settings

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

this study of values education was conducted in primary schools in scotland between april 1993 and april 1995 the study 1 explored the kinds of values implicitly and explicitly taught 2 investigated teachers pupils and parents perceptions of values education 3 explored the ways value education occurs and 4 sought to raise awareness of these ways data collection consisted of initial in depth studies of values education in five primary schools and a postal survey with teachers and headteachers in a sample of scottish primary schools the in depth studies included interviews and discussions with teachers and administrators classroom observations and analysis of student writings the postal survey was designed to explore issues emerging from the in depth studies results include the following 1 there was considerable consensus among school staff over the values they wished to impart upon their students 2 most staff and parents saw values education as being the primary responsibility of the parents not the school 3 headteachers generally saw it as their role to establish a policy and tone for values education and 4 values were defined in broad terms including caring self esteem cooperation respect and consideration contains 84 references

and a technical appendix describing methodology jw

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Introduction

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