

Ideology & Practice in Schooling

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Ideology And Practice In Schooling

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Ideology And Practice In Schooling:

Ideology and Practice in Schooling Michael W. Apple, Lois Weis, 1983 *Ideology, Culture & the Process of Schooling* Henry A. Giroux, 1984-10 This book lays bare the ideological and political character of the positivist rationality that has been the primary theoretical underpinning of educational research in the United States These assumptions have expressed themselves in the form and content of curriculum classroom social relations classroom cultural artifacts and the experiences and beliefs of teachers and students Have existing radical critiques provided the theoretical building blocks for a new theory of pedagogy The author attempts to move beyond the abstract negative characteristics of many radical critiques which are often based on false dualisms that fail to link structure and intentionality content and process ideology and hegemony etc He also is critical of the over determined models of socialization and the abstract celebration of subjectivity that underlies much of the false utopianism of many radical perspectives Professor Giroux begins to lay the theoretical groundwork for developing a radical pedagogy that connects critical theory with the need for social action in the interest of individual freedom and social reconstruction Author note Henry A Giroux is Assistant Professor of Education at Boston University He is the co editor of *Curriculum and Instruction Alternatives in Education* and *The Hidden Curriculum and Moral Education* *Encyclopedia of Curriculum Studies* Craig Kridel, 2010-02-16 The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator The study of curriculum beginning in the early 20th century served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study The field subsequently expanded to draw upon disciplines from the arts humanities and social sciences and to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences practices settings actions and theories in relation to personal and institutional needs and interests The Encyclopedia of Curriculum Studies serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing field of study Representative topics include Origins definitions dimensions and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose implementation and evaluation Contemporary issues e g standards tests and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes mass media workplaces organizations and relationships Impact of race class gender health belief appearance place ethnicity language Relationships of curriculum and poverty wealth and related factors Modes of curriculum inquiry and research Curriculum as cultural studies exploring the formation of identities and possibilities Corporate state church and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations journals and resources Summaries of books

and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs

Ideology, Policy, and Practice Devorah Kalekin-Fishman, 2007-05-08 Systems of state education are a crucial means for realizing the state's focal aspiration of guaranteeing solidarity and civil loyalty Van Kemenade 1985 pp 854ff The means at hand include the state's structuring and organization of schooling determination of what education is compulsory examinations that decide admittance to institutions of secondary and tertiary education the design of educational aids curricula textbooks didactic methods and the general distribution of resources to schools A further apparatus is that of teacher education and the regulations for appointment to the schools and remuneration van Kemenade 1985 p 850 There are indications that the issue of equality and equity for all in education is a dilemma prevalent in systems of state education among others because the advancement of equity is liable to interfere with the state's main goal It is highly likely that the failing does not derive from contingent misunderstandings but rather from systemic contradictions With this in mind this book suggests a broad spectrum approach to understanding how state education gets done so to speak and what in the process seems to obstruct impartiality The case that I will examine is that of the state system of education in Israel Underlying the study is the sociological assumption that an analysis of how one state system works is likely to bear a message that can be generalized

Knowledge, Ideology and the Politics of Schooling Rachel Sharp, 2017-04-28 First published in 1980 this book argues that a theory of ideology is essential to a theory of education It relates developments in the Marxist theory of ideology to the analysis of schooling in a capitalist society Beginning with an appraisal of the early twentieth century liberal social theorists including Weber Durkheim Veblen and Mannheim it demonstrates that the weakness of their approaches arose from a failure to comprehend adequately the nature of capitalism It then outlines the state of the theory of ideology at the time and applies the concept in an analysis of contemporary schooling concluding with a discussion of its political implications The application of the theory of ideology offers important possibilities for a radical socialist strategy on education

An Arena for Educational Ideologies Miriam Ben-Peretz, Sharon Feiman-Nemser, 2017-05-22 Educational processes are shaped by societal ideas and values Different ideologies shape the discourses content processes and pedagogies of teacher education processes The book includes cases or illustrations of teacher education in the Montessori Waldorf Reggio Emilia and Pistoia traditions as well as the democratic tradition embraced by the Kibbutz Movement in Israel Understanding the ideologies that constitute the basis of teacher education programs might predict some of the outcomes of diverse programs on one hand and serve the adaptation of teacher education to societal needs and requirements on the other hand Purposes of schooling the value of knowledge and the relationship between teacher education and the goals of a democratic society have to be clarified in order to improve education in the service of society and its future The work of schools depends on the interaction between content teacher and student Therefore the preparation of teachers becomes a central aspect of education

Schooling the National Imagination Shalini Advani, 2009-09-02 What is the nature of textbooks produced by a postcolonial society and

how do they shape the national citizen How do they define social roles in society and influence the way people look at themselves and others In what way do textbooks reflect the framing visions about societal change By exploring how language is critical to the development of a postcolonial nation and its shifting responses to global modernity *Schooling the National Imagination* reflects on these profoundly important questions Discussing the national education policy in general and the English language policy in particular Shalini Advani tracks the inner dilemmas of a postcolonial society like India and the troubled history of its language politics She looks at state produced school textbooks traces how English curriculum both reflects and constructs identity in particular ways and examines classroom practice in schools Advani goes on to consider the ways in which ideology shapes pedagogic practice and how classroom transactions define the meaning of what is taught Sensitive to theoretical discussions on how power and culture are made visible in textbooks and practice the book moves between study of policy textbooks and classroom ethnography to provide a richly textured account of what language education does

Policy and Power in Inclusive Education Jonathan Rix,2005 The movement towards inclusive education is undoubtedly an international phenomenon and it has resulted in the development of policy initiatives impacting on schools in all nations This informative wide ranging text brings together key illustrative material from an international field It adopts a critical perspective on policy issues but goes beyond this by making explicit the assumptions that drive policy development Readers will be encouraged to develop their own framework allowing them to conduct policy analysis and evaluation within their own educational context Students and researchers interested in how principles of inclusive education are being translated into educational practices around the world will find this book an enlightening read

Sign Language Ideologies in Practice Annelies Kusters,Mara Green,Erin Moriarty,Kristin Snoddon,2020-08-10 This book focuses on how sign language ideologies influence manifest in and are challenged by communicative practices Sign languages are minority languages using the visual gestural and tactile modalities whose affordances are very different from those of spoken languages using the auditory oral modality

Ideology, Identity and Practice Virginia Mary Lea,1998

New Directions in Curriculum Studies Philip H. Taylor,2018-10-03 Originally published in 1979 Celebrating the tenth anniversary of the Journal of Curriculum Studies This edited collection of ten significant papers five of them specially commissioned to critically survey a decade of intellectual effort in selected areas of curriculum studies not only identifies the emerging frontiers in an important field within the study of education but also provides an excellent set of teaching and learning resources in an area where the usual text book can be counter productive

Gender, Class and Education (Routledge Revivals) Stephen Walker,Len Barton,2013-11-05 First published in 1983 Gender Class and Education is a collection of papers that formed presentations at the Westhill Sociology of Education Conference in January 1982 and is the fifth such collection to emerge from the annual conference The conference theme Race Class and Gender was not only chosen because of its topicality but also to provide a framework for debate between educational researchers and teachers The papers focus on the reproduction of gender

relations through education and provide important insights into how this process works how it is resisted in schools and colleges and the possibilities for radical intervention This volume includes three teaching bibliographies on gender and education which were not presented at the conference but were compiled specially for the book Handbook of Research on Family Literacy Practices and Home-School Connections Fox, Kathy R.,Szech, Laura E.,2022-06-24 Research has shown that families and schools that partner together improve literacy outcomes for their students Family literacy includes homework and shared book reading but goes beyond these school to home activities to encompass family generated practices These literacies include family connections around activities such as cooking play religion social and community groups Further study on the importance of the partnership between the home and school is required to implement best practices and provide students with the best possible education The Handbook of Research on Family Literacy Practices and Home School Connections seeks to understand the connections made and new information learned during the COVID 19 pandemic surrounding family literacy and shares updated practices and new perspectives on what it means to partner with families and embrace diverse family literacies in this new world The book also provides teachers perspectives on how future relationships between the school and home can be shaped through both narrative and research based chapters Covering key topics such as parenting homework and social distancing this major reference work is ideal for administrators school faculty

academicians scholars practitioners instructors and students **Migration, Multilingualism and Education** Latisha Mary,Ann-Birte Krüger,Andrea S. Young,2021-07-01 This book explores the question of how equitable and inclusive education can be implemented in heterogeneous classes where learners languages and cultures reflect the social reality of mass migration and everyday plurilingualism The book brings together researchers and practitioners working in inclusive teaching and learning in a variety of migration contexts from pre school to university The book opens with an exploration of the relationship between language ideologies and policies with respect to the inclusion of learners for whom the language of education is not the language spoken in the home The following section focuses on innovative pedagogical practices which allow migrants to be socially culturally and institutionally included at school and at university while using their plurilingual competences as resources for learning teaching and allowing them to fully realise their potential **Moral and Political**

Dimensions of Critical-Democratic Citizenship Education Wiel Veugelers,2023-07-31 Winner of the 2024 Moral Development and Education SIG 67 Outstanding Book Award In Moral and Political Dimensions of Critical Democratic Citizenship Education Wiel Veugelers analyses theory policy and practice of moral education and citizenship education in the past few decades He shows that there are different orientations in national and global moral education and citizenship education He criticises the strong orientation on the individual and on adaptation and argues for more emphasises on social justice equity and democracy This volume brings together articles Veugelers published in the past 25 years Each article is introduced by a reflection on the reasons for the article its responses and lessons that are still relevant The book ends with a

large chapter that overviews central developments and presents a programme for future theory research policy and practice in moral education and citizenship education with a strong focus on democracy and empowerment the moral should become more political and the political more moral

New Perspectives on Translanguaging and Education BethAnne Paulsrud, Jenny Rosén, Boglárka Straszer, Åsa Wedin, 2017-05-16 This edited collection explores the immense potential of translanguaging in educational settings and highlights teachers and students negotiating language ideologies in their everyday communicative practices It makes a significant contribution to scholarship on translanguaging and considers the need for pedagogy to reflect and embrace diversity The chapters provide rich empirical research and document translanguaging in varied educational contexts with studies from pre school to adult education in different mainly European countries where English is not the dominant language Together they expand our understanding of translanguaging and how it can be applied to a variety of settings This book will be of interest to students and researchers especially in education language education and applied linguistics as well as to professionals and policymakers

Practicing What We Teach Renée J. Martin, 1995-01-01 This book provides new teachers with concepts and pedagogical strategies designed to enhance the unique and individual characteristics of an increasingly diverse student population

Gender and Power Raewyn Connell, 2013-07-23 This book is an important introductory textbook on sexual politics and an original contribution to the reformulation of social and political theory In a discussion of among other issues psychoanalysis Marxism and feminist theories the structure of gender relations and working class feminism Connell has produced a major work of synthesis and scholarship which will be of unique value to students and professionals in sociology politics women s studies and to anyone interested in the field of sexual politics Visit www.raewynconnell.net

State Schooling and Ethnic Identity Zhiyong Zhu, 2007-01-01 State Schooling and Ethnic Identity examines the influence of state schooling on Tibetan students ethnic identity Zhiyong Zhu has developed a case study of Changzhou Tibetan Middle School after a preferential educational policy was put in place by the Chinese government in the early 1980s By examining and analyzing student diaries Zhu has developed a theoretical model for the construction of ethnic identity

Community, Hierarchy and Open Education (RLE Edu L) Gary Easthope, 2012-05-16 The book describes the English school especially the secondary school as a hierarchical community in which the head teacher principal is an autocratic ruler After explaining how that particular organisation of the school developed historically from the market situation faced by the English public i e private schools in the developing industrial society of the nineteenth century it provides empirical evidence demonstrating that the hierarchies of knowledge teachers and students that developed then were still in place when the book was published in 1975 They are still present today It also looks at the challenges to the school as a hierarchical community presented by the ideologies of deschooling progressive education and open education Finally it provides an explanation of why these ideologies were never put into practice in English schools despite some pioneering exemplars Although first published over thirty five years ago the issues

examined in it raise questions that are still central to education today Does size of school affect the commitment of teachers to the school their colleagues and their students How can the teaching staff be organised in a school Do all need to work to the same ends What is the role of leadership from the head teacher principal in this Is it possible to have a curriculum that is open without losing rigour What should be the relationship between using local community knowledge and the educational wish to extend students horizons The result is a short nuanced and densely argued text that demands thought and reflection from any contemporary educator

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