

Importance of Value Education



Sincerity



Co-operation



Respect



Scientific
Temperament



Sensitivity



Tolerance

On Education And Values

David N. Aspin, Judith D. Chapman

On Education And 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 in Education Graham Haydon, 2007-02-15 What are the fundamental aims and values underlying education? What values should education try to promote in a world of value pluralism? What is morality and should schools teach it? In a secular society how should schools treat the links between morality and religion? How should values enter into professional education and educational leadership? This book, an updated edition of *Teaching about Values*, will help the reader to think about these questions and many others concerning values in education. Drawing on philosophy without assuming knowledge of the subject, it is for teachers, students of education and anyone who recognises the importance of values in education.

Values and Teaching: Working with Values in the Classroom

Louis Edward Raths, Merrill Harmin, Sidney B. Simon, 1966 **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 and 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.

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

Education in Values Esther Joos Esteban,1990 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

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 for Values Roy Gardner,Jo Cairns,Denis Lawton,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company **The Morality of the School** Mike Bottery,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 *Education's Lasting Influence on Values* Herbert Hiram

Hyman,Charles Robert Wright,1979 **Values Education** Peter M. Clutterbuck,2007 **Values and Education** Thomas Magnell,1998 This book brings together eighteen essays on education and matters of evaluative concern to which it gives rise The essays range from discussions of basic issues on the nature of education and the importance of its two sides teaching and learning to practical issues that bear on curricular development Several of the authors focus on liberal education and its place in a liberal state Some authors take up the topic of moral education while others examine the notion of multicultural education Broad social issues of educational opportunity and affirmative action are also considered A number of authors speak to educational reforms and conditions in particular countries including Italy Canada and the United States For anyone with an interest in formal education or a love of life long learning the essays in this book offer fresh ideas for reflection

Moral and Spiritual Values in Education William Clayton Bower,2021-03-17 This book deals with the multiple problem of education in the public schools as it relates to moral and spiritual values The author cuts a wide swath through the tangled underbrush of church and state religion and education sacred and secular spiritual and materialistic body and soul and lets in a lot of light To these problems the author brings a lifetime of courageous reflection and experience To them he also brings as case studies the actual experiences of actual children and teachers in actual classrooms in Kentucky where an experimental program of education in moral and spiritual values has been in process for the past several years **Teaching**

Values Ron Scapp,2003 In this book Ron Scapp wrests the discussion of values and value based education away from traditionalists who have long dominated educational debates He examines in particular the positive role of citizenship and national identity in US education

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 Aryaa Samaj Islam Christianity Zorastrism 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 *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 [Education, Values and Ethics in International Heritage](#) Jeanette Atkinson,2016-04-29 The changing and evolving relationship between museums and communities Indigenous ethnic and marginalized has been a primary point of discussion in the heritage sector in recent years Questions of official and unofficial heritage whose artefacts to collect and exhibit and why have informed and influenced museum practice Developing from this a key issue is whether it is possible to raise awareness of differing cultural perspectives values and beliefs and incorporate this into the education and training of heritage professionals with the aim of making cultural awareness an integrated and sustainable core part of future heritage training and practice This book discusses perceptions of values and ethics authenticity and significance and documents the historical heritage and education context in North America Scandinavia and the United Kingdom with a particular emphasis on Aotearoa New Zealand The author explores whether it is possible to learn respect for differing cultural perspectives through the undertaking of educational programmes identifies various approaches that could complement the development of students and professionals in the cultural heritage and preservation sectors and offers a means of actively engaging with cultural and professional values through a Taxonomy for Respecting Heritage and Values **[Education, Values, and Society](#)** John Raven,1977

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