



Democratic Learning

Ronald J. Newell, Irving H. Buchen



Democratic Learning:

Democratic Learning John E. C. MacBeath, Leif Moos, 2004 The time has come to challenge many of the age old assumptions about schools and school learning In this timely book leading thinkers from around the world offer a different vision of what schools are for They suggest new ways of thinking about citizenship lifelong learning and the role of schools in democratic societies They question many of the tenets of school effectiveness studies which have been so influential in shaping policy but are essentially backward looking and premised on school structures as we have known them Each chapter confronts some of the myths of schooling we have cherished for too long and asks us to think again and to do schools differently Chapters include Democratic learning and school effectiveness Learning democracy in an age of managerial accountability Democratic leadership for school improvement in challenging contexts This book will be of particular interest to anyone involved in school improvement and effectiveness including academics and researchers in this field of study Headteachers and LEA advisers will also find this book a useful resource

American Schools Sam Chaltain, 2009-11-16 In American Schools Sam Chaltain interweaves the leading ideas from the education business and scientific communities to outline a framework for leadership that helps educators and organizational leaders create the optimal conditions for transformational change By pairing a rich theoretical framework with the stories of communities that have over several years tried to create more democratic learning communities Chaltain does what any reader of this book will have to do provide enough structure to empower people to do their best work and enough freedom so that each person's inherent creativity can be unleashed

Teaching and Learning on the Verge Shanti Elliott, 2015-06-29 Our changing world demands that all students become agile thinkers who can grow sturdy interpersonal and civic relationships This book proposes that teachers who think of learning as playing with power tap the creative and subversive energies of young people making academic work far more consequential than a piece of paper with a grade on it Young people must learn to play democracy just as they might play a violin or a sport not as a game of let's pretend but fully participating in the language spaces and possibilities of public life Based on 20 years of teaching experience and research in schools across the US Teaching and Learning on the Verge demonstrates how educators in all disciplines can integrate civic engagement multicultural literacy and leadership into their classrooms and programs Featuring voices from literature and philosophy in dialogue with the living stage of classrooms streets and community spaces this book offers an imaginative and practical guide to democratic education

The Charged Classroom Judith L. Pace, 2015-02-11 At a time when debate over school reform commands unprecedented attention Judith L Pace argues we must grapple with the underlying challenges of classroom teaching and at the same time strive to realize the ideals of democratic education Building on three qualitative studies in grades four through twelve The Charged Classroom examines the deeply embedded tensions escalating pressures and exciting possibilities of the contemporary American public school classroom Through detailed descriptions and analyses of social studies and English

language arts classrooms Pace disentangles how teachers and students navigate three charged arenas academic expectations discussion of provocative topics and curricular demands In each domain democratic learning opportunities such as promotion of positive student identity dialogue across differences and exploration of conflict are both opened up and closed down A passionate and persuasive call for education reform the book offers crucial insights about the realities of teaching and key recommendations for advancing democratic education in a multicultural society **Democratic**

Leadership in Education Philip Woods, 2005-08-31 This is an important book for anyone who is serious about introducing or sustaining democratic leadership in schools Busy practitioners will get much from it by going straight to the chapters about how democratic leadership could be made to work Kate Myers Times Educational Supplement I found this an interesting and stimulating book The book's ideas are a useful counterpoint to some of the daft notions of macho leadership and management being peddled in education and indeed the public sector more widely Woods book has the merits that though radical it seeks to base its recommendations in the real world and to argue that there are possibilities for change that can bring about real improvements in everyone's experience and outcomes Matching the rhetoric of democracy with reality or at least making them closer might also improve the quality of our political process and hence increase interest and reduce cynicism about politics something which surely should be welcomed Woods agenda is significant and his book certainly worth reading

ESCalate Philip Woods productively refocuses our attention not on heroes and visions but on how we understand and practise within educational institutions in ways that are social and relational He provides a realistic and yet challenging analysis of democratic leadership in ways that speak to practitioners policy makers and researchers We deal everyday with issues of social justice and Philip Woods shows us how we might think differently about it and so work for a better system of learning and schooling Professor Helen Gunter School of Education University of Manchester Not another bunny but a welcome academic fox Kevin Avison Steiner Waldorf Schools Fellowship The theory and practice of democracy and democratic leadership have implications for how we understand what ought to be counted as improving schools In this book the author focuses on the idea of democratic leadership He examines what is meant by democratic leadership and what forms it can take and shows how it is relevant to school education and learning The author shows how the ideals and theories of democratic leadership can translate into practice and sets out some of the challenges that democratic leadership poses in the context of contemporary education This book challenges many of the assumptions inherent in educational policy and conventional approaches to leadership It is about understanding and exploring both the idea of democratic leadership and its practical relevance through examples drawn from practice and research This book is for practitioners and students on professional development and academic courses It will be essential reading for all policy makers academics and others such as inspectors who critically examine leadership and management of educational institutions Every now and then a book is written in the field of leadership that stands out says something different is coherent original and makes us really ponder and

think This is such a book it will provoke policy makers academics experienced practitioners and advanced students Cambridge Journal Education *Beyond Learning* Gert J. J. Biesta, 2015-11-17 Many educational practices are based upon ideas about what it means to be human Thus education is conceived as the production of particular subjectivities and identities such as the rational person the autonomous individual or the democratic citizen *Beyond Learning* asks what might happen to the ways in which we educate if we treat the question as to what it means to be human as a radically open question a question that can only be answered by engaging in education rather than as a question that needs to be answered before we can educate The book provides a different way to understand and approach education one that focuses on the ways in which human beings come into the world as unique individuals through responsible responses to what and who is other and different *Beyond Learning* raises important questions about pedagogy community and educational responsibility and helps educators of children and adults alike to understand what a commitment to a truly democratic education entails

Authentic Learning Michael L. Slavkin, 2004-04-02 Across the land communities are questioning the role of schools and the community s expectations of parents students and teachers Increasingly educators struggle to convince administrators parents students and community members that teaching strategies have strengthened and that students are improving Yet teachers consistently share their concerns about the lack of parent and community involvement in education Parents indicate their desire to improve the connections between the classroom and the community but are unsure how to initiate such relationships In *Authentic Learning* Michael L Slavkin provides parents and educators the opportunity to understand why best practices constructivism student centered practices student choice and democratic classrooms are effective because they result in a variety of environmental experiences Such experiences have often been thought to be the environmental foundation that supports and nurtures a creative and challenged brain guiding children to think in a variety of ways providing the flexibility of thought that is critical in the 21st century world With this text these two groups will discover ways they can work together to create meaningful learning experiences at home and school For parents students and preservice and inservice teachers *Educating for Democracy* Robert F. McNergney, Edward R. Ducharme, Mary K.

Ducharme, 1999-04-01 This book advocates the use of case methods to promote democratic teaching and learning Part I speaks directly to teacher educators The chapters in this part suggest how and why they might use case methods at pre and in service levels Part II presents a set of cases and teaching notes designed to stimulate active consideration of democratic teaching and learning in elementary and secondary schools throughout the United States These cases can be used with both prospective and practicing teachers Case methods in education like those used to prepare practitioners in other professions such as medicine law and business require learners to attend to detail and to exercise judgment as they identify and solve problems Although each has its own unique variations case method approaches in all fields promote careful examination of professional practice The cases in this book will help teacher educators think anew about many issues related to teaching

and learning with cases **Democratic Practices as Learning Opportunities** ,2007-01-01 Education and learning for democracy take place in a wide variety of contexts worldwide Traditionally children are prepared to become responsible citizens in families and schools In non formal settings and in their lived experience adults engage in democratic practices Some people are active members of political parties or trade unions others take responsibilities in associations of civil society Still others engage in participatory practices in labor organizations New practices and understandings of learning for democracy are often attempts to deal with transformations taking place in the contexts in which people operate They experience the limits of representative democracy and try to enrich it with practices of direct democracy thereby creating new learning opportunities for the participants involved Theoretical aspects of learning in democratic practices are explored in Part I of this book Part II describes examples of learning in political and social action while Part III describes examples of democratic practices on the shop floor Together the book delivers an introduction to the field of education for democracy for both social scientists and practitioners interested in ways to support the learning of democracy Because of its comprehensive character the book can be used also as a textbook in graduate and post graduate courses **Education and Democratic**

Participation Stewart Ranson,2017-08-03 Education and Democratic Participation is an important and timely contribution to the emerging debate surrounding the value of educating citizens and communities in order to empower them to participate in democratic change Responding to the effects of neo liberal ideology on comprehensive education and public services this book examines the purposes and conditions for reimagining an educated democracy Arguing that social divisions and cultural misrecognition have intensified to the point of crisis Ranson explains that a just society must create opportunities for diverse cohesive and tolerant neighbourhoods to flourish In order to achieve this education will need to reimagine learners as prospective citizens and as cooperative makers of the democratic communities in which they live and work Showing that participation in public forums councils and associations can provide a real means of enabling members of different communities to learn how to respect and value one another this book provides persuasive arguments that a broader pedagogy of democracy is needed to confront the common dilemmas facing society This work is aimed at researchers academics and postgraduates particularly those lecturing and studying in the areas of education the social sciences and politics It will also appeal to professional and practitioner communities in school and college teaching as well as in local authorities and related public services *Leading For Democracy* Patrick M. Jenlink, Lee Stewart, Sandra

Stewart,2012-06-28 At a time when America's schools face many of the most difficult challenges ever the authors of *Leading for Democracy* A Case Based Approach to Principal Preparation return the reader to an agenda for democratic leadership for schools Emphasizing the need for leadership preparation programs to reexamine existing and more traditional approaches to principal preparation this comprehensive book draws to the foreground the need for a case based approach that reflects the real world problems and challenges faced by principals in schools today In particular *Leading for Democracy* emphasizes

both a case based pedagogy for principal preparation and the democratic ideals that provide the foundation for democratic schools bringing into specific relief the work ahead for professors of educational leaders in preparing principals ground in democratic practice Equally important Leading for Democracy provides practical insight to the challenges of today s principal offering a set of pedagogical tools for professors to guide students of leadership in learning and understanding the difficult work required of leading democratically set against the backdrop of a changing America *Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship* Gert J.J. Biesta,2011-10-21 This book explores the relationships between education lifelong learning and democratic citizenship It emphasises the importance of the democratic quality of the processes and practices that make up the everyday lives of children young people and adults for their ongoing formation as democratic citizens The book combines theoretical and historical work with critical analysis of policies and wider developments in the field of citizenship education and civic learning The book urges educators educationalists policy makers and politicians to move beyond an exclusive focus on the teaching of citizenship towards an outlook that acknowledges the ongoing processes and practices of civic learning in school and society This is not only important in order to understand the complexities of such learning It can also help to formulate more realistic expectations about what schools and other educational institutions can contribute to the promotion of democratic citizenship The book is particularly suited for students researchers and policy makers who have an interest in citizenship education civic learning and the relationships between education lifelong learning and democratic citizenship Gert Biesta www.gertbiesta.com is Professor of Education at the School of Education University of Stirling UK

Creativity and Democracy in Education Jeff Adams,Allan Owens,2015-07-16 The struggle to establish more democratic education pedagogies has a long history in the politics of mainstream education This book argues for the significance of the creative arts in the establishment of social justice in education using examples drawn from a selection of contemporary case studies including Japanese applied drama Palestinian teacher education and Room 13 children s contemporary art Jeff Adams and Allan Owens use their research in practice to explore creativity conceptually historically and metaphorically within a variety of UK and international contexts which are analysed using political and social theories of democratic and relational education Each chapter discusses the relationship between models of democratic creativity and the cultural conditions in which they are practised with a focus on new critical pedagogies that have developed in response to neoliberalism and marketization in education The book is structured throughout by the theories practices and the ideals that were once considered to be foundational for education democratic citizenship and a just society Creativity and Democracy in Education will be of key interest to postgraduate students researchers and academics in the field of education especially those interested in the arts and creativity democratic learning teacher education cultural and organisational studies and political theories of education

A Curriculum for Life John Quicke,1999 a quality and mould breaking book which develops a coherent continuous authoritative argument and

expresses with sustained and impressive clarity the moral political perspective that John Quicke has adopted There are few authors who could achieve the integrated reach that is achieved in this book Professor Andrew Pollard University of Bristol

What kind of curriculum do we need for life in the 21st century This is the central question which this book sets out to address It is widely recognized that we need to reconsider the school curriculum Schools need to teach literacy numeracy and other skills but what else do children need to learn for life in present day and future society The book seeks to counter the incoherence and fragmentation of much curriculum thinking It has a clear rationale an explicit political and ethical framework which underpins discussion and draws upon theory and research in a number of disciplines social science psychology philosophy and politics A curriculum for life is proposed as an alternative to the present National Curriculum It is focused on themes like social development thinking skills parenting citizenship and work related learning How and what to teach about these and other themes is highly contested and in the book a number of such themes are explored in the light of a particular conception of society and democracy In this way it is hoped that a morally and intellectually serious debate about the curriculum can be generated The book will be of particular interest to teachers studying for advanced degrees researchers and policy makers who are concerned with curriculum development in a changing society

Democracy and Education John Dewey,1916 The following pages embody an endeavor to detect and state the ideas implied in a democratic society and to apply these ideas to the problems of the enterprise of education The discussion includes an indication of the constructive aims and methods of public education as seen from this point of view and a critical estimate of the theories of knowing and moral development which were formulated in earlier social conditions but which still operate in societies nominally democratic to hamper the adequate realization of the democratic ideal As will appear from the book itself the philosophy stated in this book connects the growth of democracy with the development of the experimental method in the sciences evolutionary ideas in the biological sciences and the industrial reorganization and is concerned to point out the changes in subject matter and method of education indicated by these developments

Creating a Democratic Learning Community Susan R. Murray,1999

Democratic Learning and Leading Ronald J. Newell,Irving H. Buchen,2004 Newell and Buchen show how the experience of a group of practitioners has lighted the way for continual development of the elements of the collaborative culture by living them and creating a teacher led school

Building a Common Language of Democratic Learning for Educators Zachary A. Ramsey,2021 Discussions of democracy in public education suffer from a lack of clarity in the descriptions and goals largely because of differing meanings of a democratic classroom The purpose of this thesis is to examine the connections and differences between democratic educational approaches such as classic liberal education as described by John Dewey and critical pedagogy through the work of bell hooks and Paulo Freire utilizing one type of learning Bray and McClaskey s Personalized Learning as a point in discussing these concepts The focus is primarily on establishing a reference point for educators who see the two pedagogical philosophies as interchangeable variations on

the theme of democracy in education while the truth is that each promotes its own outcomes that shape learners experiences Moreover I examine Personalized Learning through the lens of each theory to analyze how one current form of democratic education fits or breaks from each philosophy The literature review describes central philosophies of each and compares how these forms of democratic education manifest themselves in Personalized Learning Through examination of the literature I argue that Personalized Learning shares some central traits with liberation pedagogy while still keeping fundamental educational philosophies rooted more firmly in the liberal education tradition The connections to Personalized Learning highlight a current version of the pedagogical influences from the 20th century and serves as an important reference point in contrasting the differing ideas of democracy in education especially in the distinctions between methods and goals Finally to move the conversation from discussion of theory to practical application the thesis notes concepts for public education classroom praxis including specific recommendations for implementing democratic education in a standards based educational setting and listing important questions public educators should consider in relation to their own practice

Democracy and Education John Dewey, 2004-01-01 Examines the various methods of providing quality public education in a democratic society stressing growth experience and activity as factors that promote a democratic character in students

Democratic Discipline in Learning Communities Clifford H. Edwards, 2011-01-16 This book describes in detail the attributes of learning communities and how these characteristics help students acquire a sense of moral responsibility and commitment to fellow students Clifford H Edwards provides an account of how schools fail to satisfy student needs and thus promote discipline problems Special attention is given to children s need for self direction and how empowering them can promote more responsible learning involvement There is also a focus on the factors that motivate learning and those that do not and how teachers can help their students become more intrinsically interested in school learning Constructivist learning theory is presented as the most accepted explanation of how children learn and how it articulates with the learning community approach to education The inquiry learning strategy is given as the most effective way to apply constructivist learning theory in classrooms Appropriate relationships and effective communications are presented as essential components of learning communities and how they accentuate the effectiveness of this learning orientation Democratic discipline within learning communities is described in detail

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