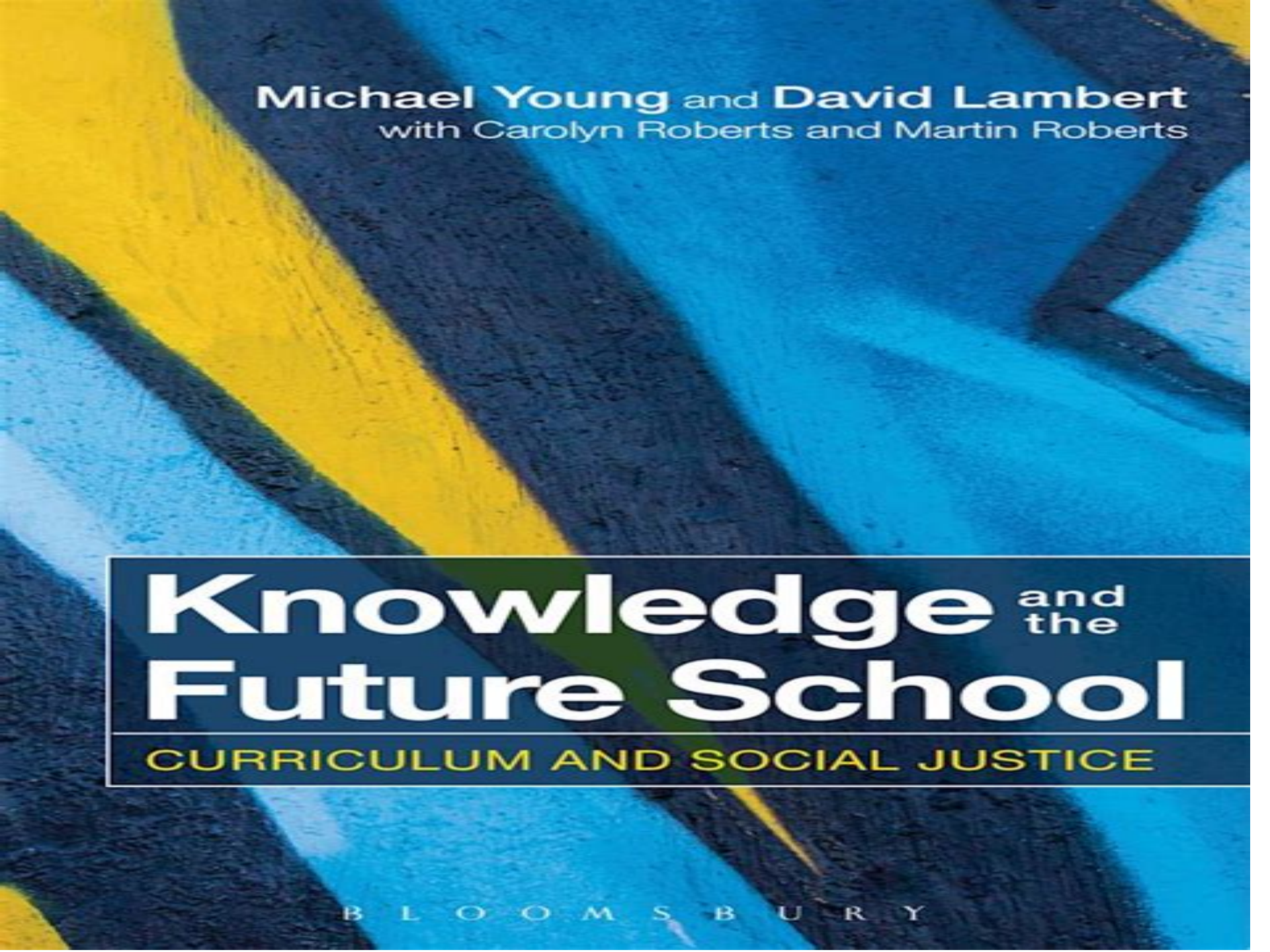




Michael Young and **David Lambert**
with Carolyn Roberts and Martin Roberts

Knowledge and the **Future School**

CURRICULUM AND SOCIAL JUSTICE

B L O O M S B U R Y

Knowledge And The Future School Curriculum And Social Justice

Olof Franck, Peder Thalén



Knowledge And The Future School Curriculum And Social Justice:

Knowledge and the Future School Michael Young, David Lambert, Carolyn Roberts, Martin Roberts, 2014-10-10 Written at a time of uncertainty about the implications of the English government's curriculum policies *Knowledge and the Future School* engages with the debate between the government and large sections of the educational community It provides a forward looking framework for head teachers their staff and those involved in training teachers to use when developing the curriculum of individual schools in the context of a national curriculum While explaining recent ideas in the sociology of educational knowledge the authors draw on Michael Young's earlier research with Johan Muller to distinguish three models of the curriculum in terms of their assumptions about knowledge referred to in this book as Future 1 Future 2 and Future 3 They link Future 3 to the idea of powerful knowledge for all pupils as a curriculum principle for any school arguing that the question of knowledge is intimately linked to the issue of social justice and that access to powerful knowledge is a necessary component of the education of all pupils *Knowledge and the Future School* offers a new way of thinking about the problems that head teachers their staff and curriculum designers face In charting a course for schools that goes beyond current debates it also provides a perspective that policy makers should not avoid

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Social Justice, Transformation and Knowledge James Avis, 2016-01-22 *Social Justice Transformation and Knowledge* Policy Workplace Learning and Skills examines the policy contexts in which lifelong learning vocational education and training and skill development is set It provides a critique of neo liberalism and its impact on vocational education and training and lifelong learning It interrogates potentially progressive policy interventions that take for granted capitalist relations as these can become a form of comfort radicalism that whilst calling for structural change remain lodged within capitalism Such analyses are limited particularly in austere conditions of worklessness with increasing

numbers of workers surplus to the requirements of capital Offering detailed discussions within UK European and global contexts this book proves an insightful and critical text which illustrates Professor Avis extensive experience and knowledge of the field Adopting a substantive focus on debates and analysis with significance that extends beyond the particular policy context of England the book offers an exploration of arguments that suggest workplace learning carries with it progressive possibilities an examination of models of class implicit within education policy and documents consideration of forms of governance and professionalism and their articulation to the pursuit of social justice an insight into discussions concerned with social justice knowledge as well as the current conditions of austerity in which education and social policy are emphasised Social Justice Transformation and Knowledge is a significant addition to the field It is an insightful and thought provoking book from which students lecturers and researchers with an interest in education studies education policy and social justice will greatly benefit from reading *Innovative School Reforms* Kim Beasy, Meg Maguire, Kitty te Riele, Emma Towers, 2024-09-01 This book is a curated collection of international chapters focused on the reform of K 12 schools Three key yet different cultural economic and political settings are highlighted Australia the UK and the US Within their own context each author details the required reforms that would maximize learning for all students The intersectionalities of factors such as race gender class ethnicity disability language and economic inequities are interrogated for their impact on the efficacy of reform strategies Authors explore both a range of dysfunctional factors which have historically limited the efficacy of school reform initiatives and detail a variety of forward looking and cutting edge alternative reforms Thus this text can serve to stimulate a much needed dialogue about the reconceptualization of schools in the future Moreover the cross cultural analysis can focus this dialogue on both the similarities and differences in varying cultural settings **Emerging Perspectives from Social Realism on Knowledge and Education** Graham McPhail, Richard Pountney, Leesa Wheelahan, 2024-10-28 This book brings the key ideas and concepts of social realism to bear on current debates in the fields of knowledge and curriculum The key concern of this collection is to highlight matters related to knowledge and the influence these dimensions have on the formation of curricula pedagogy identity and equity in educational contexts Presenting new perspectives on the place of various types and forms of knowledge in contemporary education this book explores two central questions what type of knowledge is most important to include in a curriculum and what is meant by disciplinary knowledge The chapters use empirical examples to illustrate how the issues play out on a global stage interweaving the social justice concern of equitable access to disciplinary knowledge throughout In particular the authors address the emerging theorisation of issues related to the decolonisation of curricula the recontextualisation of non traditional knowledge into the curriculum and teacher education Offering new philosophical and theoretical perspectives this book will be of interest to researchers scholars and students examining the fields of knowledge and curriculum and the sociology of education more broadly Understanding Subject Knowledge for Primary Teaching Deborah Pope, 2019-08-26

How can trainee teachers begin their careers with a clear understanding of all the curriculum subjects This book addresses the nature of subject knowledge in all foundation curriculum subjects It deconstructs the elements of each subject through an exploration of the nature of the subject a coverage of the skills a study of this subject develops and through detailed analysis of case studies from practice At a time when concerns about the lack of breadth in the primary curriculum are being voiced this book supports busy trainee teachers to truly understand and be ready to teach all curriculum areas

International Perspectives on Knowledge and Quality Brian Hudson,Niklas Gericke,Christina Olin-Scheller,Martin Stolare,2022-01-27 Drawing together an international author team from Australia Finland France Germany Norway Sweden and the UK this book examines how we might democratize and open up access to knowledge of the powerful for all This book moves beyond the narrow knowledge vs skills debate of the 20th century to interrogate the epistemic quality of education in schools and is a valuable resource for reflecting on the design and implementation of teacher education Based on a range of national studies by the Knowledge and Quality across School Subjects and Teacher Education network KOSS funded by the Swedish Research Council 2019 22 the chapters explore teachers powerful professional knowledge and the implications this has for innovation in teacher education policy and practice in educational settings **The Power of Geographical**

Thinking Clare Brooks,Graham Butt,Mary Fargher,2017-03-02 In this book geography educators from around the globe discuss their research into the power of geographical thinking and consider successful strategies to implement improve and advance geography education in research and practice It addresses key topics in geography education such as multicultural competence the role of teachers the geography curriculum spatial thinking geographic information systems geocapabilities and climate change At a global level the contributors and editors bring together the most advanced collection of research and discussion surrounding issues in geography education The book will be of interest to geography education researchers worldwide including academics at university and teachers in schools as well as professional geographers with an interest in education **Learning to Teach in the Secondary School** Susan Capel,Marilyn Leask,Sarah Younie,2019-04-11 For all

undergraduate postgraduate and school based routes to qualified teacher status Learning to Teach in the Secondary School is an essential introduction to the key skills and knowledge needed to become a secondary teacher Underpinned by evidence informed practice and focussing on what you need to know to thrive in the classroom the eighth edition is fully updated in light of changes in the field covers new topics and provides additional guidance on topics such as developing your resilience using digital technologies closing the achievement gap and using data to inform your teaching and pupil learning The text includes a wealth of examples and tasks to demonstrate how to successfully apply theory to practice and how to critically reflect on and analyse your practice to maximise pupil learning The wide range of pedagogical features supports both school and university based work up to Masters level Written by experts in the field the 37 concise units create unit by unit coverage that can be dipped into offering guidance on all aspects of learning to teach including Managing your workload

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Handbook of Geography Education Sarah Witham Bednarz, Jerry T. Mitchell, 2025-01-27 This handbook presents a broad and comprehensive overview of research and practices in geography education at primary and secondary levels from birth to about age 18 It summarizes the current state of knowledge in this sub discipline of geography Including authors representative of many geography education traditions the book pays equal attention to learning and teaching and to respect student voices and includes rich in case studies evidence based research and specific examples It also emphasizes ways that geography education can contribute to global concerns about social justice diversity equity and inclusion as well as ways it can help to prepare the next generation of informed critical and reflective members of societies The book is divided into five sections Purposes of geography education Why is it taught Perspectives on geography education What is taught Practices of geography education How is it organized and taught Preparation of geography educators How are geography educators prepared Possibilities for geography education What is the future of geography education By providing broad perspectives and lively and accessible writing this handbook is a useful tool for novice geography educators teacher educators educational policy makers support staff such as librarians and media resource specialists curriculum developers and assessment experts in many world regions

Knowing History in Schools Arthur Chapman, 2021-01-07 The knowledge turn in curriculum studies has drawn attention to the central role that knowledge of the disciplines plays in education and to the need for new thinking about how we understand knowledge and knowledge building *Knowing History in Schools* explores these issues in the context of teaching and learning history through a dialogue between the eminent sociologist of curriculum Michael Young and leading figures in history education research and practice from a range of traditions and contexts With a focus on Young's powerful knowledge theorisation of the curriculum and on his more recent articulations of the powers of knowledge this dialogue explores the many complexities posed for history education by the challenge of building children's historical knowledge and understanding The book builds towards a clarification of how we can best conceptualise knowledge building in history education Crucially it aims to help history education students history teachers teacher educators and history curriculum designers navigate the challenges that knowledge building processes pose for learning history in schools

How to Explain Absolutely Anything to Absolutely Anyone Andy Tharby, 2018-11-13 In *How to Explain Absolutely Anything to Absolutely Anyone* The art and science of teacher explanation Andy Tharby talks teachers through a set of

remarkably simple techniques that will help revolutionise the precision and clarity of their message Explanation is an art form albeit a slightly mysterious one We know a great explanation when we see or hear one yet nevertheless we struggle to pin down the intricacies of the craft Just how exactly is it done In *How to Explain Absolutely Anything to Absolutely Anyone* Andy Tharby eloquently explores the art and science of this undervalued skill and illustrates how improving the quality of explanation can improve the quality of learning Delving into the wonder of metaphor the brilliance of repetition and the timeless benefits of storytelling Andy sets out an evidence informed approach that will enable teachers to explain tricky concepts so well that their students will not only understand them perfectly but remember them forever too By bringing together evidence and ideas from a wide range of sources including cognitive science educational research and the study of linguistics the book examines how the most effective writers and speakers manage to transform even the most messy complicated idea into a thing of wondrous crystalline clarity Then by provoking greater thought and contemplation around language choices in the classroom Andy spells out how the practical tools and techniques discussed can be put into practice Andy also puts the important role of learner autonomy in context recognising that there is a time for teachers to talk and a time for pupils to lead their own learning and contends that in most cases teachers should first lay out the premise before opening the space for interrogation Ultimately *How to Explain Absolutely Anything to Absolutely Anyone* argues that good teaching is not about talking more or less but about talking better Brimming with sensible advice applicable to a range of settings and subjects this book is suitable for teachers and educators of learners aged 7 to 16

Geography Education's Potential and the Capability Approach Richard Bustin, 2019-08-10 This book explores the pivotal role that geography as a school subject plays in helping every young person achieve their educational potential Expressed as GeoCapabilities this concept draws on the the capabilities approach developed by Amartya Sen and Martha Nussbaum applied to curriculum thinking in schools While traditional subjects have often been deemed irrelevant and outdated in an overcrowded secondary school curriculum subjects like geography have often been lost or combined with others to fulfil a broad skills agenda More recent talk of a knowledge led curriculum can often lead to the recitation of facts at the expense of developing deeper understanding This book argues the concept of powerful geographical knowledge based on the work of Michael Young and David Lambert invests the subject of geography with its educational potential this forms the basis of GeoCapabilities GeoCapabilities focuses on both what is being taught and why and as such provides a framework of curriculum thinking which will be of interest and value to geography teachers school leaders with curriculum development responsibilities and all those interested in the capability approach and the moral imperative of education

Conceptualising Religion and Worldviews for the School Kevin O'Grady, 2022-07-14 This timely volume addresses current debates surrounding the transition from the teaching of religious education RE to the more holistic subject of Religion and Worldviews R W in England and posits criteria for best practice among educators in varied settings and in a broader international context By examining

empirical sources governmental reports and in particular the 2018 final report from the Commission on Religious Education CORE the volume suggests key principles needed to guide the transition and ensure that R W is effectively integrated into curricula pedagogy and teaching resources to meet the needs of all student groups By effectively conceptualising R W the volume gives particular attention to the intersections of the subject with democratic citizenship education intercultural competence and religious literacy This text will benefit researchers academics and educators with an interest in religious education and teacher education as well as the philosophy and sociology of education more broadly Those interested in education policy and politics as well as citizenship and schooling in the UK will also benefit from this volume Education System Design Brian Hudson, Marilyn Leask, Sarah Younie, 2020-11-26 This book highlights decisions governments have to make about their public education systems the options they have before them and the consequences of their decisions As well as covering issues such as values curriculum teacher training structures and so on the book addresses education planning for epidemics pandemics and disasters Education systems provide the foundations for the future wellbeing of every society yet existing systems are a point of global concern Education System Design is a response to debates in developing and developed countries about the characteristics of a high quality national education service It questions what makes a successful system of education With chapters that draw on experience in education systems around the world each one considers an element of a national education service and its role in providing a coherent and connected set of structures to ensure good education for all members of society Key topics include Existing education systems and what a future system might look like Inclusion and social justice Leadership and teacher education Policy options and the consequences of policy changes This book suggests an education system be viewed as an ecosystem with interdependencies between many different components needing to be considered when change is contemplated It is a vital book for any stakeholders in educational systems including students teachers and senior leaders It would be particularly useful to policy makers and those implementing policy changes

Knowledge and the University Ronald Barnett, Søren Bengtson, 2019-07-30 For hundreds of years knowledge has been central in understanding the university Over recent decades however it is the economic value of knowledge that has come to the fore Now in a post truth world knowledge is also treated with suspicion and has become a vehicle for ideologies Knowledge and the University combats all these ways of thinking Its central claim is that knowledge is of value because of its connection with life Knowledge is of life from life in life and for life With an engaging philosophical discussion and with a consideration of the evolution of higher education institutions this book Examines ways in which research teaching and learning are bound up with life Looks to breathe new life into the university itself Widens the idea of the knowledge ecology to embrace the whole world Suggests new roles for the university towards culture and the public sphere Knowledge and the University is a radical text that looks to engender nothing less than a new spirit of the university It offers a fascinating read for policy makers institutional leaders academics and all interested in the future of universities *History Education and*

Historical Inquiry Bob Bain, Arthur Chapman, Alison Kitson, Tamara Shreiner, 2024-04-01 Inquiry plays a vital role in history as a discipline which constructs knowledge about the past and it is a vital organizing principle in history education in many countries around the world Inquiry is also much debated however and although it has prominent contemporary advocates around the world it also has prominent critics in education studies This volume in the International Review of History Education explores the role of historical inquiry in history curricula and in history classrooms and addresses a series of linked questions including the following What does historical inquiry mean in history classrooms What forms does classroom based historical inquiry take and to what extent is it understood in differing ways in different contexts What do we know about the affordances and constraints associated with inquiry based learning in history what is the evidence of the effectiveness or ineffectiveness of inquiry based historical learning We address these questions in the volume by presenting seventeen papers from eight different international contexts exploring historical inquiry that will be of interest both to history teachers curriculum designers and history education researchers seven papers from England three from the US two from Sweden and one each from Argentina Australia Belgium Canada and Singapore The volume adds to our knowledge about teachers thinking about inquiry and teachers inquiry practices It adds to our knowledge about the impact and value of inquiry in developing children s historical learning It also explores the challenges that implementing inquiry can present for history teachers and provides support for implementation and examples of successful practice

ENDORSEMENT A wonderful overview of the global story of historical inquiry Canvassing everything from finding opportunities to teach history through all levels of education through to the complexities of navigating different views on the past inside and outside of the classroom *History Education and Historical Inquiry* provides a practical and empowering approach for educators around the world Recommended reading for anyone who wants to feel the support of educators from around the world in strengthening the place of inquiry in complex times Marnie Hughes Warrington University of South Australia

Demagogues, Populism and Misinformation Chris Brown, Graham Handscomb, 2025-09-17 *Demagogues Populism and Misinformation* examines two crucial factors that influence ideas engagement the allure of dark ideas and the necessary preconditions for effective engagement with ideas such as tolerance intellectual humility intellectual empathy and and intellectual curiosity

The Failure of Competence-Based Education and the Demand for Bildung Luca Moretti, Alessia Marabini, 2025-07-24 This book contrasts two prominent models of education Competence Based Education CBE which is the dominant model in most school systems of the world and Bildung Oriented Education BOE once the basis of school systems of Northern Europe CBE interprets learning as the acquisition of clearly definable and allegedly measurable competences and it is supported by supranational organisations such as the OECD BOE characterises learning holistically aimed at the progressive articulation of a meaningful big picture in the student s mind Moretti and Marabini argue that in spite of its celebrated scientificity CBE is incoherent and unreliable and contributes to structural forms of oppression and injustice fosters social pathologies and

fails to provide students with the kind of intellectual autonomy they need in our complex post industrial societies They defend BOE from objections made by critical theorists poststructuralists and postcolonial thinkers and argue that it is a coherent and flexible model of education that endows students with autonomy and responsibility and can help heal social pathologies The book builds analytical bridges and explores connections between philosophy of education and important issues currently debated in critical theory political philosophy and social epistemology *Powerful Knowledge in Religious Education* Olof Franck, Peder Thalén, 2023-03-16 This book unites and explores different approaches to understand and develop knowledge based religious education While the importance of methodological issues in RE is understood and acknowledged the editors and contributors interrogate what kind of knowledge should be explored how this knowledge is defined and what the consequences would be Subsequently the book focuses on the concept of powerful knowledge which transcends students everyday experiences and how it can be incorporated into the RE curriculum Drawing together international research from RE teaching and learning the book explores various paths to integrate a truly knowledge based religious education The book will appeal to students and scholars of religious education sociology of education and the philosophy of religion

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