

Teaching Democracy By Being Democratic

[#democracy education](#) [#teaching democratic values](#) [#democratic leadership](#) [#civic engagement](#) [#experiential learning](#)

To truly teach democracy, educators must actively embody its principles, fostering an environment where democratic values are not just discussed but are lived and practiced daily. This approach promotes a deeper understanding of civic participation and responsible governance through direct experience, demonstrating the power of leading by example.

Students can use these lecture notes to reinforce classroom learning or self-study.

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Teaching Democracy by Being Democratic

Contributes the "how" to the "what" and "why" of teaching democracy.

Teaching Democracy by Being Democratic

The best way to teach democracy has been the subject of an ongoing debate for 2,500 years. Unlike most books about teaching democracy, this one spends more time on how to teach democracy than the what and why of teaching democracy. It punctures the irony of teaching democracy by lectures and superior teachers. In its place, this book provides a variety of illustrations for the teaching of democracy in an experiential and egalitarian fashion. The introduction presents a theoretical and analytical framework of democracy and democratic pedagogy. The six chapters cover topics such as structuring a democratic classroom; democratic practices that empower students; problem solving and community service that make the classroom a laboratory for democracy; and university-based programs of democratic alternatives that serve the community. The volume's treatment of community organization, students as collaborators, personal empowerment, the community of need and response, and the democratic organization expresses its preference for direct democratic participation.

Teaching Democracy

This book eloquently argues that the citizenship mission of schools ought to teach students what is possible rather than simply objectifying them as human capital being prepared for the inevitable impact of the policies determined by others.

Democratic Learning

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.

Teaching Democracy in an Age of Uncertainty

The book is the first monograph on philosophy for children to focus on education in a democracy.

Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship

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.

Education, Democracy and the Moral Life

This volume has its origin in the Francis T. Villemain Memorial lectures at San Jose State University – a lecture series established in 1992 to honor the memory of 1 Dean Francis T. Villemain. All the essays in this volume, with the exception of those by Gert Biesta, Susan Verducci, and Michael Katz, were developed from lectures given as part of the series. The general rubric of the lectures was “democracy, education, and the moral life” – a title reflecting Villemain’s lifelong love of the work of John Dewey whose preface to his famous work in 1916, *Democracy and Education*, suggested that the purpose of education was to develop democratic citizens, citizens infused with the spirit of democracy and the capacity to think and act intelligently within democratic settings. Of course, for Dewey, democracy was not to be conceived of as merely a political form of government, but as a shared form of social life, one that was inclusive rather than exclusive and one that was capable of adapting to the changing features of contemporary social and political reality. Francis T. Villemain’s appreciation for the intersections of the values of democracy, education, and the moral life was heightened by his doctoral work at Teachers College, Columbia University in the 1950s – where Dewey’s legacy remained a powerful one. But it also continued during his career at Southern Illinois University where he collaborated in compiling and editing the collected works of John Dewey.

EBOOK: Education and the Struggle for Democracy

During the past decade there has been a series of radical changes to the educational system of England and Wales. This book argues that any serious study of these changes has to engage with complex questions about the role of education in a modern liberal democracy. Were these educational changes informed by the needs and aspirations of a democratic society? To what extent will they promote democratic values and ideals? These questions can only be adequately addressed by making explicit the political ideas and the underlying philosophical principles that have together shaped the English educational system. To this end, the book provides a selective history of English education which exposes the connections between decisive periods of educational change and the intellectual and political climate in which it occurred. It also connects the educational policies of the 1980s and 90s to the political ideas of the New Right in order to show how they are part of a broader political strategy aimed at reversing the democratic advances achieved through the intellectual and political struggles

of the nineteenth and twentieth centuries. The book proposes that a democratic educational vision can only effectively be advanced by renewing the 'struggle for democracy' - the historical struggle to create forms of education which will empower all citizens to participate in an open, pluralistic and democratic society.

Education, Democracy & Discussion

Teaching for Democracy in an Age of Economic Disparity addresses the intersections between democratic education and economic inequality in American society. Drawing upon well-established theoretical constructs in the literature on democratic citizenship as well as recent events, this volume outlines the ways in which students can not only be educated about democracy, but become actively engaged in the social issues of their time. The collection begins with an examination of how the confluence of capitalism and education have problematized the current model of democratic education, before transitioning into discussions of how teachers can confront economic disparity both economically and civically in the classroom. The authors then introduce a variety of ways in which teachers can engage and empower students' civic action at all grade levels. As a final component, the volume explores new avenues for civic action, including the use of social media for democratic engagement in schools and opportunities for critical reflection and cross-cultural dialogue. This book is a valuable resource for both scholars interested in the research on democratic education and practicing teachers wishing to turn their students into critical, active citizens.

Teaching for Democracy in an Age of Economic Disparity

In this provocative collection of essays with a distinctly critical and nuanced approach to how democracy is taught, learned, understood, and lived, authors from four continents share their visions on how democracy needs to be cultivated, critiqued, demonstrated, and manifested throughout the educational experience. The collective concern is how we actually do democracy in education. The essays argue that democracy must be infused in everything that happens at school: curriculum, extra-curricular activities, interaction with parents and communities, and through formal organization and structures. One of the book's central questions is: Are educators merely teaching students skills and knowledge to prepare them for the world of work, or is education more about encouraging students to thrive within a pluralistic society? This book reveals that democracy is an ethos, an ideology, a set of values, a philosophy, and a complex and dynamic terrain that is a contested forum for debate. From seasoned veterans to emerging scholars, these writers challenge the idea that there is only one type of democracy, or that democracy is defined by elections. Using a range of theoretical, conceptual, and methodological approaches, each essay makes a compelling case for how education can advance a more critical engagement in democracy that promotes social justice and political literacy for all. Diverse examples illustrate the theme of doing democracy. With its numerous models for teaching and learning to encourage critical thinking and engagement, this book is certain to be an invaluable resource to educators, researchers, students, and anyone with a passion for democratic ideals.

Doing Democracy

'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

Democratic Leadership in Education

In *Teaching Democracy*, Walter Parker makes a unique and thoughtful contribution to the hot debate between proponents of multicultural education and those who favor a cultural literacy approach. Parker conclusively demonstrates that educating for democratic citizenship in a multicultural society includes a fundamental respect for diversity. This scholarly yet accessible work: Bridges the widening gap between multicultural education and civic education. Provides powerful teaching strategies that educators can use to draw children creatively and productively into a way of life that protects and nurtures cultural pluralism and racial equity. Explains the unity–diversity confusion that is found in popular media as well as in multicultural– and citizenship–education initiatives. Defines deliberative discussion and explores its promise as the centerpiece of democratic education in schools, both elementary and secondary. “At a moment in time when our connection to the nation seems superficial and jingoistic, Walter Parker offers us a vehicle to reach our ideal of deliberative, committed civic participation for every citizen. This book explores the hard work of citizen-making in a diverse and complex society where individual and group interests often are in conflict. Parker makes us realize that in a democracy ‘public’ is not a dirty word and schooling should not be punishment.” —Gloria Ladson–Billings, University of Wisconsin, Madison “This book deals in an engaging and thought-provoking way with both social realities and democratic possibilities—exactly what I try to do in my classroom.” —Wendy Ewbank, teacher, Seattle Girls’ School

Teaching Democracy

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.

The Schools Can Teach Democracy

In recent years, there has been a shift in discourse internationally towards a greater recognition of the importance of democratic governments and institutions, and an explicit support for the development

of democracy and citizenship through education. This book celebrates this shift with a diverse range of contributions. How democracy and citizenship are conceived, practised and researched in different national and educational contexts is explored in this collection, which brings together commentary from schoolchildren and international experts, researchers and practitioners, writers from the south and the north, and from established and new democracies. This volume will be appreciated by anyone with an interest in learning more about education, citizenship and democracy.

Global Values Education

The objective of this manual is to support teachers and practitioners in Education for Democratic Citizenship and Human Rights Education (EDC/HRE). It addresses key questions about EDC and HRE, including competences for democratic citizenship, the objectives and basic principles of EDC/HRE, and a whole school approach to education for democracy and human rights. The manual consists of three parts. Part I outlines the basic principles of EDC/HRE as far as they are helpful and meaningful for the practitioner. Part II gives guidelines and tools to design, support and assess the students' processes of constructivist and interactive learning. Part III provides toolboxes for teachers and students in EDC/HRE. The other volumes in this series offer concrete teaching models and materials in EDC/HRE for pupils from elementary to upper secondary level.

Learning Democracy and Citizenship

With the growth of terrorism, instability in the EU following recession, and the acceleration of support for right-wing political parties in Europe, discussions on the nature of democracy and democratic citizenship have never been more important. Exploring the relationship between democratic values, classroom practices and neo-liberalist ideology in England and in Finland, *Educating for Democracy* argues that it is the role of governments and the education systems they support to create teachers and students who can voice critically appraised judgements to guide their citizenship. With chapters co-written by English and Finnish authors, this book analyses the history and current state of education systems in England and Finland, with reference to other European countries, in order to establish whether they are effective in creating democratically-minded citizens. Recent years have seen decreasing control of educator professionalism as governments have become more concerned about economic growth, and in some cases, survival. The contributors to this volume question whether educators are becoming less effectual as a result, exploring the idea that democracy is a dying concept, and asking whether educators are now simply creating cogs for the neo-liberalistic/capitalist machine. This book will be essential reading for academics and researchers in the fields of teacher education, education studies and comparative education. It will also be of great interest to those concerned with issues surrounding citizenship, democracy and the role of the government in education.

Educating for Democracy

This is a manual for teachers in Education for Democratic Citizenship (EDC) and Human Rights Education (HRE), EDC/HRE textbook editors and curriculum developers. Nine teaching units of approximately four lessons each focus on key concepts of EDC/HRE. The lesson plans give step-by-step instructions and include student handouts and background information for teachers. In this way, the manual is suited for trainees or beginners in the teaching profession and teachers who are receiving in-service teacher training in EDC/HRE. The complete manual provides a full school year's curriculum for lower secondary classes, but as each unit is also complete in itself, the manual allows great flexibility in use. The objective of EDC/HRE is the active citizen who is willing and able to participate in the democratic community. Therefore EDC/HRE strongly emphasize action and task-based learning.

Educating for Democracy in England and Finland

Use of case methods to promote democratic teaching & learning. Part I suggests how & why teacher educators can use case methods at preservice & inservice levels. Part II presents 6 cases designed to stimulate consideration of democratic teaching & learn.

Living in Democracy

About the bookThe author argues that a new "Way" of schooling is required. Young people are 'natural learners' needing time and space to develop their interests and passions, in schools where teachers and students collaborate respecting democracy and human rights. They do not need exam factories. He

describes his personal journey leading to the creation of such a learning community in an English state school. About the author Derry Hannam has a bachelor's degree in education from Oxford University and an M.Phil, in educational research from Exeter University. In his twenty years as a teacher in English state secondary schools he always tried to create environments where students could make choices about and take control of their own learning in a democratic and rights respecting context. Derry has been described as a 'bridge person' who tries to bring about dialogue between the mainly private democratic education movement with its 500+ schools worldwide and state or public school systems. This has at times involved supporting democratic schools in legal actions; a role that he has played in England, Germany, Denmark, and the Netherlands. He is currently supporting start-up democratic schools in several countries, advising them how best to work with their respective state systems.

Educating for Democracy

New Perspectives on Education for Democracy brings together diverse communities of education research in an innovative way to develop a nuanced understanding of the relationship between education and democracy. This book synthesises a range of theoretical, conceptual, and empirical approaches to address the complex challenges faced by young people and societies in the 21st century. Each chapter provides accounts of local democratic encounters in education, while engaging with global debates and issues, such as de-democratisation and growing social, economic, and educational inequality. This book presents new ways of thinking about democracy, local-global enactments of democracy through teaching and learning, and future thinking for a new era of democracy. This book will be relevant for educators, researchers, and policymakers who are interested in educational sociology, critical pedagogy, and democratic education.

Another Way Is Possible - Becoming a Democratic Teacher in a State School

This book presents a vision of education for democracy built around promoting equity and social justice. In doing so, Camicia and Knowles challenge many of the common perspectives of democratic education, deliberation, and the common good. The authors have published widely on the topic of education for democracy. This book builds upon their work to assist practicing teachers, teacher educators, graduate students, and educational researchers in understanding the background of education for democracy, as well as new directions for the field. While one of the primary goals of public schools is to teach students how to build better communities, this goal is increasingly difficult given the degree of political polarization within societies. Recent events provide no shortage of challenges to democracy in the United States and beyond. Utilizing theory and research, Camicia and Knowles promote instructional methods that are responsive to changing cultural and political contexts. There is an increasing need to rethink democratic principles and how these principles might be supported in classrooms in order to teach for social justice. This requires a move away from often stated idealistic notions of deliberative democracy, toward a perspective of education for democracy that incorporates aspects of identity, interests, and inequitable power relations within society.

New Perspectives on Education for Democracy

This antiquarian volume contains a comprehensive treatise on democracy and education, being an introduction to the 'philosophy of education'. Written in clear, concise language and full of interesting expositions and thought-provoking assertions, this volume will appeal to those with an interest in the role of education in society, and it would make for a great addition to collections of allied literature. The chapters of this book include: 'Education as a Necessity of Life'; 'Education as a Social Function'; 'Education as Direction'; 'Education as Growth'; 'Preparation, Unfolding, and Formal Discipline'; 'Education as Conservative and Progressive'; 'The Democratic Conception in Education'; 'Aims in Education', etcetera. We are republishing this vintage book now complete with a new prefatory biography of the author.

Education for Democracy

ŸThis book contains a revised collection of previously published articles spanning a period of five years (2004-2009) during which my original thoughts on democratic citizenship education have been developed. Central to this book is the notion that democratic citizenship education ought to be deliberative, compassionate and friendly in order that teachers and students (learners) may respect one another and take risks in and through their pedagogical encounters. In this way, hopefully, students and teachers may become more critical, explorative and engaging.

Democracy and Education

This book connects the dilemmas educators experience in daily practice with key theories, research and policy about democracy, ethics and equity in education. Illustrated through vignettes from practising teachers, as well as suggested questions and supplementary readings for each chapter, the authors recognise and explore the complex nature of the insoluble problems that face practising teachers in their everyday lives and how they can be understood in order to address them in a more elaborate manner. Divided into eight concise chapters, this book provides a much-needed comprehensive exploration of issues within the education discourse, as seen from a global perspective, such as: Teachers' understanding of their profession Political demands and the complexities of practice Schools' democratic values Performance and accountability Minority needs and majority rule Countering radicalisation, terrorism and misinformation. Democracy and Teacher Education is a fantastic resource for students in teacher education programmes, as well as teacher educators, who are looking to develop a critical understanding of the choices made within the education field in a more thoughtful and sensitive manner.

Education, Democracy and Citizenship Revisited

Propose une série d'activités et d'exercices pour l'éducation à la citoyenneté démocratique et l'éducation aux droits de l'homme à l'école ou dans des cadres d'apprentissage informels. Conçues pour éveiller la curiosité des élèves, ces activités les aideront à comprendre les principes fondamentaux de la démocratie et des droits de l'homme.(http://www.globaleducation.ch/globaleducation_fr/pages/MA/MA_displayDetails?L=fr&Q=detail&MaterialID=1003101)

Democracy and Teacher Education

1. Renewal of Life by Transmission. The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word "control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment. In all the higher forms this process cannot be kept up indefinitely. After a while they succumb; they die. The creature is not equal to the task of indefinite self-renewal. But continuity of the life process is not dependent upon the prolongation of the existence of any one individual. Reproduction of other forms of life goes on in continuous sequence. And though, as the geological record shows, not merely individuals but also species die out, the life process continues in increasingly complex forms. As some species die out, forms better adapted to utilize the obstacles against which they struggled in vain come into being. Continuity of life means continual readaptation of the environment to the needs of living organisms. We have been speaking of life in its lowest terms—as a physical thing. But we use the word "Life" to denote the whole range of experience, individual and racial. When we see a book called the Life of Lincoln we do not expect to find within its covers a treatise on physiology. We look for an account of social antecedents; a description of early surroundings, of the conditions and occupation of the family; of the chief episodes in the development of character; of signal struggles and achievements;

of the individual's hopes, tastes, joys and sufferings. In precisely similar fashion we speak of the life of a savage tribe, of the Athenian people, of the American nation. "Life" covers customs, institutions, beliefs, victories and defeats, recreations and occupations.

ECD/EDH Volume VI: Enseigner la démocratie - Recueil d'activités pédagogiques pour l'éducation à la citoyenneté démocratique et aux droits de l'homme

In 1932 George Counts, in his speech "Dare the School Build a New Social Order?" explicitly challenged teachers to develop a democratic, socialistic society. In *Democratic Social Education: Social Studies for Social Change* Drs. Hursh and Ross take seriously the question of what social studies educators can do to help build a democratic society in the face of current antidemocratic impulses of greed, individualism and intolerance. The essays in this book respond to Counts' question in theoretical analyses of education and society, historical analyses of efforts since Counts' challenge, and practical analyses of classroom pedagogy and school organization. This volume provides researchers and teacher educators with ideas and descriptions of practice that challenge the taken-for-granted meanings of democracy, citizenship, culture, work, indoctrination, evaluation, standards and curriculum within the purposes of social education.

Democracy and Education

This book posits that national education systems are enhancing socioeconomic inequalities in political engagement. While the democratic ideal is social equality in political engagement, the authors demonstrate that the English education system is recreating and enhancing entrenched democratic inequalities. In Europe, the UK has the strongest correlation between social background and voting behaviours. Examining the role of the school and the education system in the potential reproduction of these inequalities, the authors draw upon the theories of Bourdieu and Bernstein and compare the English school system to other European countries to analyse barriers that are put along the way to political engagement. In times of political disaffection, frustration and polarisation, it is particularly important to uncover why young people from disadvantaged backgrounds are less likely to engage politically, and to help inspire future generations to use their voice. This timely book will be of interest and value to students and scholars of educational inequality and political engagement.

Democratic Social Education

Democracy, Education, and the Schools argues that the most basic purpose of America's schools is to teach children the moral and intellectual responsibilities of living and working in a democracy. Leading scholars from the fields of education, history, political science, and anthropology explore what democracy is and what it means for preparing teachers and teaching students. They discuss critical questions about the relationship between the American democracy and a free public school system, including: * To what extent should the enculturation of the young into American democracy be a major function of the schools? * How can students best learn to understand and participate in American democracy? * What should the schools teach to convey to the young their rights and responsibilities as citizens? * What must teachers know in order to teach children their rights and responsibilities in an effective way? Roger Soder and his contributors ultimately show that there is a necessary relationship between democracy and the public school system--and privatization of the schools runs the risk of destroying the fundamental underpinnings of the American democracy.

Education, Democracy and Inequality

"Teaching Toward Democracy" examines the contested space of schooling and school reform with a focus on the unique challenges and opportunities that teaching in a democratic society provides. Teaching in and for democracy involves developing particular qualities of mind that teachers explore and work to develop as they become more effective educators. Some chapters open with familiar experiences in the lives of teachers in schools (working with parents and communities, or dealing with classroom discipline and management) and illuminate that commonplace in new, helpful, and sometimes startling, ways. Other chapters present possible interventions any teacher might make in any classroom for example, using the arts as an organizing center and metaphor for teaching more generally, or rethinking the press of politics on our every day practice. This book foregrounds the central idea that democratic ideals are a necessary starting point and context in which to enact our teaching here and now."

Democracy, Education, and the Schools

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.

Teaching Toward Democracy

The essays in the book are organized into three sections in order to address the conceptualization of democracy and citizenship, reform efforts towards democratization in various societies, and educational efforts to foster democratic citizens. Each is written from a different historical and national perspective by an international panel of prominent comparative education scholars and each tackles the theme of democracy and civic duty in education.

Education and Democratic Participation

Deze leerkrachtenhandleiding biedt een hele reeks werkvormen aan om te werken rond burgerschap en mensenrechten. Verschillende werkvormen kunnen aangepast worden in functie van leeftijd. Deze bundel werd aangemaakt door verschillende auteurs uit de Europese lidstaten en zorgt dan ook voor een verschillende en bredere benadering van de thema's .

Democratizing Education and Educating Democratic Citizens

This book weaves together voices of faculty, residents, mentors, administrators, community organizers, and students who have lived together in a third space urban teacher residency program in Newark as they reinvent math and science teaching and teacher education through the lens of inquiry. Each chapter includes narratives from multiple perspectives as well as tools we have used within the program to support and build change, providing readers with both real cases of how an urban teacher residency can impact school systems, and concrete tools and examples to help the reader understand and replicate aspects of the process. Capturing both the successes but also the tensions and challenges, we offer a kaleidoscopic view of the rich, complex, and multi-layered ways in which multiple stakeholders work together to make enduring educational change in urban schools. Our third space NMUTR has been a fragile utopian enterprise, one that has relied on a shared commitment of all involved, and a deep sense of hope that working collaboratively has the potential, even if not perfect, to make a difference.

Teaching Democracy. A Collection of Models for Democratic Citizenship and Human Rights Education

"Paul R. Carr has produced a rich and impressive examination of the multiplicity of relationships among notions of democratic formation, critical pedagogy, human rights, anti-racism, and feminist, anti-colonial, political and cultural studies. Drawing from a deep well of intriguing and eclectic sources..., he moves with clarity and elan between the broad and the narrow, the general and the specific to capture the power of theory without sacrificing the nitty-gritty of concrete practice. A balance of possibilities rather than false dualisms will be found here. Does Your Vote Count? has become an essential contribution to my own work and teaching." ---Tom Wilson, Chapman University --Book Jacket.

Building Democracy through Education on Diversity

In recent years a greater emphasis has been placed on how nation states socialise and prepare the next generation of citizens. This book presents three themes: Democratic Schooling, Teaching Controversial

Issues and Accountability. The scholars and school leaders who have contributed to this volume do so from a wide international perspective.

Does Your Vote Count?

Education is often seen as the key agency in international development and poverty reduction. Frequently the emphasis is on the economic and social role of education in development. This book, on the other hand, is unusual in explicitly examining the political role of education in development. In particular, it sets out the theories, evidence and arguments concerning the potential and actual relationships between education and democracy and critically explores the contradictory role of formal education in both supporting and hindering democratic political development. A key theme of the book is the importance of considering the type and nature of the education actually provided and experienced – what goes on inside the ‘black box’ of education? Currently in developing countries and elsewhere this is often at odds with democratic principles but the book also provides many examples of successful democratic practice in schools in developing countries as well as discussing a detailed case study of South Africa where democratic change in education is a key aspect of the policy agenda.

Democratic Citizenship in Schools

Understanding democracy, learning to be democratic and to value democracy are critical competencies to be developed by all Americans. In the present debate about what knowledge is of most worth in the public school, these civic competencies are seen as second in importance only to the development of critical thinking. They are typically, however, honored more in commencement rhetoric than in school programs or practices; their actualization falls far short of their ascribed importance. The authors argue that critical opportunities for democratic development occur in the day-to-day life of the schools. It follows that all grade levels should participate in the creation of the constitution of the school and classrooms, the justice structure of the school (its disciplinary code, norms, and adjudication), the policy-making of the school, and in the understanding of the school as a social laboratory. The authors demonstrate the effectiveness of such a program by reporting some two decades of applied research on democratic schools which have realized some of these outcomes.

Education, Democracy and Development

Preparing for Citizenship