



Philosophy for Children

Through the Secondary
Curriculum



Edited by
Lizzy Lewis

Nick Chandley

The Child And The Curriculum Philosophy For Children

Xiang Xie



The Child And The Curriculum Philosophy For Children:

The Child and the Curriculum John Dewey, 1906 **Children as Philosophers** Joanna Haynes, 2002 This anthology examines Love's Labours Lost from a variety of perspectives and through a wide range of materials. Selections discuss the play in terms of historical context, dating and sources, character analysis, comic elements and verbal conceits, evidence of authorship, performance analysis and feminist interpretations. Alongside theater reviews, production photographs and critical commentary, the volume also includes essays written by practicing theater artists who have worked on the play. An index by name, literary work and concept rounds out this valuable resource.

The Child and the Curriculum Including, the School and Society John Dewey, 2008-11-01. Abandon the notion of subject matter as something fixed and ready-made in itself outside the child's experience; cease thinking of the child's experience as also something hard and fast; see it as something fluent, embryonic, vital, and we realize that the child and the curriculum are simply two limits which define a single process. From *The Child and the Curriculum*. In this single volume, readers will find two of John Dewey's insightful essays on education in America. He considered proper education to be fundamental to a functioning democracy. The problem, according to Dewey, in *The School and Society* with the old education model was that elementary schools did not encourage exploration and curiosity in their students. In *The Child and the Curriculum*, Dewey expands upon his definition of the ideal teaching method. A child's life, he says, is an integrated whole. A child will flow from one topic to another, taking a natural interest in subjects and dealing with a world of direct experience. School, on the other hand, addresses a world disconnected from a child's life. A more reasonable approach would be to strive to integrate their experience with the vast body of knowledge that society wishes them to know. By honoring the individual, both the student and the subject matter will come together in a process that produces a mature adult.

American educator and philosopher JOHN DEWEY (1859-1952) helped found the American Association of University Professors. He served as professor of philosophy at Columbia University from 1904 to 1930 and authored numerous books, including *How We Think* (1910), *Experience and Nature* (1925), *Experience and Education* (1938), and *Freedom and Culture* (1939).

The Routledge International Handbook of Philosophy for Children Maughn Gregory, Joanna Haynes, Karin Murris, 2016-12-01. This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children (P4C). P4C has become a significant educational and philosophical movement with growing impact on schools and educational policy. Its community of inquiry pedagogy has been taken up in community, adult, higher, further, and informal educational settings around the world. The internationally sourced chapters offer research findings as well as insights into debates provoked by bringing children's voices into moral and political arenas and to philosophy and the broader educational issues this raises, for example, historical perspectives on the field, democratic participation and epistemic pedagogical and political relationships, philosophy as a subject and philosophy as a practice, philosophical teaching across the curriculum, embodied enquiry, emotions and space, knowledge, truth, and philosophical progress, resources, and texts for

philosophical inquiry ethos and values of P4C practice and research The Routledge International Handbook of Philosophy for Children will spark new discussions and identify emerging questions and themes in this diverse and controversial field It is an accessible engaging and provocative read for all students researchers academics and educators who have an interest in Philosophy for Children its educational philosophy and its pedagogy

Conceptions of Childhood and Moral Education in Philosophy for Children Dina Mendonça, Florian Franken Figueiredo, 2022-01-11 Philosophy for Children P4C has long been considered as crucial for children's ethical and moral education and a decisive contribution for education for the democratic life The book gathers contributions from experts in the field who reflect on fundamental issues on how childhood and ethics are interrelated within the P4C movement The main interest of this volume is to offer an understanding of how different philosophical conceptions of childhood can be coordinated with different ethical and meta ethical philosophical considerations in P4C addressing topics such as P4C and relativism P4C and Virtue ethics ethics and emotions in P4C philosophical commitments and P4C application and Socratic practice within a pragmatist framework A thought provoking collection about how assumptions of particular philosophical conceptions of childhood modify moral and ethical education and a testimony of the undeniable contribution of P4C for moral education and reconceptualization of childhood

Gareth B. Matthews, The Child's Philosopher Maughn Rollins Gregory, Megan Jane Lavery, 2021-08-26 Winner of the 2022 Book Award of the Philosophy of Education Society of Australasia Gareth B Matthews The Child's Philosopher brings together groundbreaking essays by renowned American philosopher Gareth B Matthews in three fields he helped to initiate philosophy in children's literature philosophy for children and philosophy of childhood In addition contemporary scholars critically assess Matthews pioneering efforts and his legacy Gareth B Matthews 1929 2011 was a specialist in ancient and medieval philosophy who had conversations with young children discovering that they delight in philosophical puzzlement and that their philosophical thinking often enriched his own understanding Those conversations became the impetus for a substantial component of Matthews scholarship from which this book features essays spanning the length of his career Contemporary contributors to the book critically evaluate Matthews scholarship showing where he broke new ground and identifying developments and debates in the fields he helped to initiate They take up pressing challenges including biased idealizations of childhood in children's literature the tensions between teaching philosophy to and doing philosophy with young people the merits of theorizing childhood without theorizing children and how professional philosophy at once desires and resists a return to childhood This second volume in the Philosophy for Children Founders series is an important resource for philosophers educators and anyone interested in children's philosophical thinking developmental psychology what it means to philosophize with children the nature of childhood and how children's literature goes philosophical It will guide and inspire those who share Matthews conviction that the impulse to philosophize begins in early childhood Contributors in addition to Gareth B Matthews Stephanie Burdick Shepherd Cristina Cammarano Claire Cassidy Stanley Cavell Maughn

Rollins Gregory Jennifer Glaser Walter Omar Kohan Megan Jane Laverty Jana Mohr Lone Karin Murris Peter Shea Susan M Turner Susannah Sheffer *The School and Society and the Child and the Curriculum* John Dewey, 2011 Though he did not coin the phrase Progressive Education American philosopher and psychologist John Dewey has historically been associated with this modern educational method In these two works *The School and Society* and *The Child and Curriculum* Dewey lays out his philosophies of pragmatism educational reform and his advocacy of democracy In a time when education focused primarily on rote memorization and passive acquisition of knowledge Dewey advocated a learning by doing method He believed students would become more well rounded productive members of society through their natural inquisitiveness and experimentation through interaction with the world Dewey's complex and naturalistic theories were primary influences in both education and social reform in the twentieth century Furthermore he has become known as one of the founders of the philosophy of pragmatism and functional psychology Today his work is still a valuable source of information and inspiration to those interested in the education and development of school age children *The School and Society* John Dewey, 2008-12 These two influential books represent the earliest authoritative statement of Dewey's revolutionary emphasis on education as an experimental child centered process He declares that we must make schools an embryonic community life and stresses the importance of the curriculum as a means of determining the environment of the child **Early Childhood Education** C. Stephen White, Mick Coleman, 2000 This introductory book considers early childhood issues within the context of society family and classroom approaches that influence the care and education of children from birth through age eight to help teachers build their teaching philosophy Contains detailed cases teaching checklists tips for teachers and philosophy building activities in every chapter Provides four chapters on child development Presents chapters on family development and family school relations For Education and School Administrators in Early Childhood Education **Posthumanist and New Materialist Methodologies** Claudia Diaz-Diaz, Paulina Semenec, 2020-03-13 This book features interviews with 19 scholars who do research with children in a variety of contexts It examines how these key scholars address research after the child by exploring the opportunities and challenges of drawing on posthumanist and materialist methodologies that unsettle humanist research practices The book reflects on how posthumanist and materialist approaches have informed research in relation to de centering the child re thinking methodological concepts of voice agency data analysis and representation It also explores what the future of research after the child might entail and offers suggestions to new and emerging scholars involved in research with children Reviewing how posthumanist and materialist approaches have informed authors thinking about children research and knowledge production the book will appeal to graduate students and emerging scholars in the field of childhood studies who wish to experiment with posthumanist methodologies and materialist approaches *Childhood, Education and Philosophy* Walter Kohan, 2014-10-24 This book explores the idea of a childlike education and offers critical tools to question traditional forms of education and alternative ways to understand and practice the relationship between

education and childhood Engaging with the work of Michel Foucault Jacques Rancière Giorgio Agamben and Simón Rodríguez it contributes to the development of a philosophical framework for the pedagogical idea at the core of the book that of a childlike education Divided into two parts the book introduces innovative ideas through philosophical argument and discussion challenging existing understandings of what it means to teach or to form a child and putting into question the idea of education as a process of formation The first part of the book consists of a dialogue with a number of interlocutors in order to develop an original conception of education The second part presents the idea of a childlike education beginning with a discussion of the relationships between childhood and philosophy and followed by a critique of the place of philosophical experience in a childhood of education Instead of asking how philosophy might educate childhood this book raises the question of how childhood might educate philosophy It will be of key value to researchers educators and postgraduate students in the fields of education and the human sciences

Philosophy for Children in Transition Nancy Vansieleghem, David Kennedy, 2012-01-17 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child **A**

COMPREHENSIVE STUDY OF EDUCATION, SECOND EDITION RAVI, S. SAMUEL, 2022-09-01 This distinctive text in its second edition provides students teachers scholars and thinkers with a thorough understanding of various concepts of education in the modern scenario It deals with important theoretical perspective and new developments in education sector in India The book will serve highly valuable to the undergraduate students of education BEd MEd MA Education Besides the aspirants of various competitive exams like Civil Services UGC JRF NET etc will also find this text as an indispensable resource Organized in five units chapters encompass various pedagogical features of education and their contemporary requirements in the emerging society This book is thoroughly revised and updated as per the needs of latest syllabi of different universities and institutions **KEY FEATURES** Matter is discussed in lucid and easy to understand manner Widely covers Indian and Western Philosophers Incorporates diverse range of theoretical approaches of education Explores key concepts in education and society Concepts are illustrated with the help of flowcharts figures and tables **NEW TO THE EDITION** Chapters are thoroughly revised along with inclusion of 17 new chapters unit wise o Unit I Modern Concept of Education Ch 4 Ch 5 Ch 6 o Unit II Education and Philosophy Ch 13 Ch 14 Ch 15 Ch 16 o Unit III Indian and Western Philosophers Ch 22 Ch 23 Ch 30 o Unit V Education and Society Ch 39 Ch 40 Ch 41 Ch 42 Ch 49 Ch 58 Ch 59 Current educational and social problems are discussed elaborately with their solutions Besides Jean Jacques Rousseau John Dewey

Maria Montessori Rabindranath Tagore Mahatma Gandhi Aurobindo Ghosh etc some more educationists like Bertrand Russell and Dr Sarvepalli Radhakrishnan are also introduced in the new edition Some common social topics like Awakenism Humanism Human Rights Education for Peace Education for Social Pollution and Religious Education are included in the current edition TARGET AUDIENCE B Ed M Ed MA Education Philosophy in the Classroom Matthew Lipman,Ann Margaret Sharp,Frederick S. Oscanyan,1977 **Early Child Care and Education in Finland** Kaarina Määttä,Satu Uusiautti,2014-06-11 What is childhood like in Finland What kind of practical solutions have been created and evaluated that aim at both providing good childhood experiences and supporting children s positive development What practices aim to prevent child exclusion from regular education and social experiences and to foster children s healthy development in emotional social and behavioural terms This book considers the reality of childhood in Finland It discusses the realisation and evaluation of early childhood education and addresses aspects of research and practice concerning children under the age of 10 It examines the growth and development of young children how learning and teaching are organised practices of rearing children and the state of child care in Finland Contributors represent a variety of universities and sub disciplines in the science of education and focus on perspectives of children s well being special viewpoints of early childhood education care and research in Finland This book was originally published as a special issue of Early Child Development and Care **The Child and the Curriculum** John Dewey,1956 Resources in Education ,2001-04 **Ebook: Child Development: An Introduction** John Santrock,2014-10-16 Accurate Reliable Engaging These are just a few of the words used by adopters and reviewers of John Santrock s Child Development The new topically organised fourteenth edition continues with Santrock s highly contemporary tone and focus featuring over 1 000 new citations The popular Connections theme shows students the different aspects of children s development to help them better understand the concepts Used by hundreds of thousands of students over thirteen editions Santrock s proven learning goals system provides a clear roadmap to course mastery The Child's Right to Play Rhonda L. Clements,Leah Fiorentino,2004-04-30 Clements Fiorentino and their contributors focus on the right of every child to experience the joy and developmental benefits derived from play The volume brings together national and international specialists in the areas of early childhood and play leadership as well as playground manufacturers parks and recreation directors architects and landscape architects child care providers child life specialists movement and physical educators and parent advocates of play Clements and Fiorentino offer readers contemporary thoughts from more than 60 national and international specialists in the areas of early childhood and play leadership brain research and educational psychology as well as playground specialists child life specialists movement and physical educators All works reflect the contributors commitment to the belief in education through play or play for its own sake The contributors also confirm the belief that play along with the basic needs of nutrition health shelter and education is vital to the development of all children This collection is divided into five parts Part One addresses topics of special interest to parents and caregivers

concerning definitions and the importance of play Part Two offers information concerning curriculum development programming and several academic teaching issues Topics reflecting the child s props playthings and play environments are blended together in Part Three Part Four offers indepth chapters linking current research connecting brain and learning with play Part Five contains an overview of the importance and right of all children to play **The Child and the Curriculum**
John Dewey,2015-02-24

Whispering the Strategies of Language: An Psychological Journey through **The Child And The Curriculum Philosophy For Children**

In a digitally-driven earth where displays reign great and immediate transmission drowns out the subtleties of language, the profound techniques and emotional subtleties hidden within phrases frequently get unheard. However, nestled within the pages of **The Child And The Curriculum Philosophy For Children** a interesting literary prize sporting with fresh thoughts, lies an extraordinary journey waiting to be undertaken. Composed by a talented wordsmith, that enchanting opus invites readers on an introspective trip, delicately unraveling the veiled truths and profound influence resonating within the very cloth of every word. Within the psychological depths of the touching review, we can embark upon a genuine exploration of the book is key styles, dissect their charming publishing fashion, and yield to the effective resonance it evokes serious within the recesses of readers hearts.

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