

## ***Introduction To Values Education E Palispis Google Books***

Volume VI is concerned with political education and citizenship. Papers from several countries lend an international perspective to currently significant concerns and developments, including democracy, and democratic education, human rights, national identity and education for citizenship.

Everyone ought to be profoundly concerned with the "development" of the learner and consequently the development of society. The ultimate standard (value) for such development is to attain a more adequate level of value and moral awareness, sensitivity, reasoning, and action. The why, what, and how of the value education "emphasis" are being seriously confronted in a more dedicated and systematic manner. This is perhaps symptomatic of something much deeper in our personal and social fabric. Dissonance, conflict, tensions are inevitable ingredients in our development toward self-actualization as we struggle with the sticky matter of life. The challenges are many, the roads are arduous, and the journey is lengthy but who cannot say immensely worthwhile and "Value-able".

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.

How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students  
Education, Organization, and Religious Concerns

Introduction to the Foundations of American Education, 11/e with Practice Tests Value Pack

Values in Education and Education in Values

Politics, Education and Citizenship

Values Education in Early Childhood Settings

This book is an important contribution to the Values literature on the meanings of work. These essays explore the philosophical, ethical, religious, and social foundations that underscore so much of the current thinking and concern about work satisfaction and the place of work in the search of meaning. Various points of view are presented and these include among others historical perspectives, empirical studies and cross-cultural explorations. The result is a compelling and critical volume which challenges many basic cultural and empirical assumptions and raises many questions about values and value-based decisions.

The International Handbook on Learning, Teaching and Leading in Faith Based Schools is international in scope. It is addressed to policy makers, academics, education professionals and members of the wider community. The book is divided into three sections. (1) The Educational, Historical, Social and Cultural Context, which aims to: Identify the educational, historical, social and cultural bases and contexts for the development of learning, teaching and leadership in faith-based schools across a range of international settings; Consider the current trends, issues and controversies facing the provision and nature of education in faith-based schools; Examine the challenges faced by faith-based schools and their role and responses to current debates concerning science and religion in society and its institutions. (2) The Nature, Aims and Values of Education in Faith-based Schools, which aims to: Identify and explore the distinctive philosophies, characteristics and guiding principles, values, concepts and concerns underpinning learning, teaching and leadership in faith-based schools; Identify and explore ways in which such distinctive philosophies of education challenge and expand different norms and conventions in their surrounding societies and cultures; Examine and explore some of the ways in which different conceptions within and among different religious and faith traditions guide practices in learning, teaching and leadership in various ways. (3) Current Practice and Future Possibilities, which aims to: Provide evidence of current educational practices that might help to inform and shape innovative and successful policies, initiatives and strategies for the development of quality learning, teaching and leadership in faith-based schools; Examine the ways in which the professional learning of teachers and educational leaders in faith-based settings might be articulated and developed; Consider the ways in which coherence and alignment might be achieved between key national priorities in education and the identity, beliefs, and the commitments of faith-based schools; Examine what international experience shows about the place of faith-based schools in culturally rich and diverse communities and the implications of faith-based schooling for societies of the future.

Informed by the most up-to-date research from around the world, as well as examples of good practice, this handbook analyzes values education in the context of a range of school-based measures associated with student wellbeing. These include social, emotional, moral and spiritual growth – elements that seem to be present where intellectual advancement and academic achievement are being maximized. This text comes as 'values education' widens in scope from being concerned with morality,

ethics, civics and citizenship to a broader definition synonymous with a holistic approach to education in general. This expanded purview is frequently described as pedagogy relating to 'values' and 'wellbeing'. This contemporary understanding of values education, or values and wellbeing pedagogy, fits well with recent neuroscience research. This has shown that notions of cognition, or intellect, are far more intertwined with social and emotional growth than earlier educational paradigms have allowed for. In other words, the best laid plans about the technical aspects of pedagogy are bound to fail unless the growth of the whole person – social, emotional, moral, spiritual and intellectual, is the pedagogical target. Teachers and educationalists will find that this handbook provides evidence, culled from both research and practice, of the beneficial effects of such a 'values and wellbeing' pedagogy.

International Handbook of Inter-religious Education

Values Education and Lifelong Learning

Transforming the Workforce for Children Birth Through Age 8

Work Values

Values Education and Quality Teaching

Principles, Policies, Programmes

***This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of, as well as collaboration between religions has essential educational value. The development of this Handbook rests on the fundamental assumption that interreligious education has an important role in elucidating the global demand for human rights, justice, and peace. Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain, and call their followers to compassion for every human being. It also seeks to lead students to an awareness that the followers of religions across the world need to be, and to grow in, dialogical relationships of respect and understanding. An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and, therefore, it has great potential to contribute to the common good of the global community. Interreligious education has grown from the interfaith movement, whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893. This was the first time in history that leaders of the eastern and western religions had come together for dialogue, and to consider working together for global unity.***

***Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.***

***Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress.***

***Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.***

**Value Education**

**Values in Education**

**Impact, Enactment and Implications**

**Moral and Political Values in Teacher Education over Time**

**International Perspectives**

**International Handbook of Learning, Teaching and Leading in Faith-Based Schools**

Adult learners have more options for enrolling in postsecondary education than ever before, and they are able to use their learning style preference in deciding which program best meets their needs. For some of these students, those programs are fully online, and for others, there is minimal use of technology. As technology grows and become more integrated into individual lives, the unique learning styles and preferences of adults need to be incorporated into instructional design. Drawing on a regional sample of US colleges, 545 adult learners in a graduate programs were surveyed about how to effectively build community in their online classes. Results indicated some agreement with these instructional tools. Mature adult learners, however, were found to have stronger agreement with strategies that included work outside of the formal online class. These results suggest perhaps a greater comfort for adults in working in spaces where there is less likelihood of being judged or graded, and that they might value relational work with other students in different ways than younger adults.

Based upon an empirical study involving training and practising teachers from seven countries, this book investigates the various attitudes and practices towards the teaching of values and their place in the curriculum. Countries covered include: Australia, Eire, Israel, Slovenia, Switzerland, UK and USA. The findings of each of the countries are compared and contrasted in the light of the diverse cultural conditions which are apparent. This book brings together various approaches currently taken in values education and also suggests a theoretical foundation for decision making. The book culminates in practical examples, drawn from the evidence of the research project, which teachers can adapt for use with their own pupils. This book provides a challenging and imaginative perspective on values in education and comes at a time when educators face a new era which demands dynamic, transformative and reflective approaches.

This book highlights contemporary questions around Early Childhood Education in Finland. It explores a range of issues relating to policies and practices in Early Childhood Education and Care (ECEC). The book features many aspects of the so-called Nordic model that is evident in different practices and policies of the Finnish ECEC system. Among others topics, it discusses playful learning, storycrafting, scientific literacy, pedagogical leadership, family-related variables, and Sami language learning. The findings provide important insights into the Finnish ECEC model and illustrate relevant issues facing Finland. All of the 14 chapters present unique research and give the reader the opportunity to understand how the ECEC services during children ' s early years are defined and implemented. Each chapter includes a discussion of the educational outcome and highlights critical perspectives. In Finland ECEC is seen as an investment in the future. The Finnish ECEC system is one of the most equal in the world. The high-quality education is available to both private and public sectors. National curriculum and laws for early education have gone through a significant reform during the last decade, with the quality, practices and teachers ' competences being defined in order to support children ' s future learning skills. ECEC in Finland is a unique combination of international influences and local intentions to put each child and family at the centre of the services. The systematic and goal-oriented ECEC system consists of upbringing, education and care with an emphasis on pedagogy in order to produce excellence for the future. Its overall planning, guidance and monitoring system is one of a kind. .

E-Pedagogy for the Digital Age

Values Education II

Finnish Early Childhood Education and Care

The Double Helix Effect

VALUE EDUCATION

Teaching Democracy and Peace

*This book is about values education in early years settings and discusses theory and concepts, as well as methodological and empirical perspectives. It explores issues such as the kinds of values that are communicated between educators and children and the kind of future citizens we foster in early childhood settings. It illustrates by way of cases involving many participants, including children, educators, and researchers, who have their roots in diverse contexts, and reside in different parts of the world, including Australia, Denmark, Finland, Iceland, Norway, Slovenia, and Sweden. The book carefully considers the contextualized character of the cases presented, yet argues that the questions, theories, and methodologies emphasized do inform the international debate in manifold ways. Communication of values in a broad and diverse sense is central in any pedagogy, especially for the youngest children in the educational system. Still, values education has been neglected as a research field, in education in general and particularly in the early years. This book addresses this lack of knowledge by scrutinizing various questions about values education in ECEC settings.*

*"This book presents a comprehensive, well-structured and enlightening survey of the problem of indoctrination as manifested in scientific, moral, religious and social fields within the context of an intellectual milieu that prides itself in being liberal and democratic. In the craft of intellectual midwifery which she masters, Professor Tan has but one prescription: constant reflection, but not of the solipsistic or sterile kind. Rather, she advocates fearless questioning within the bounds of a community of learning, which is what schools should ideally be, wherein we all recognise ourselves to be at once students and teachers." - Professor Alejo José G. Sison, Rafael Escolà Chair of Professional Ethics, University of Navarra, Pamplona, Spain*

*There is strong social and political interest in active citizenship and values in education internationally. Active citizenship requires children to experience and internalize moral values for human rights, developing their own opinions and moral responsibility. While investment in young children is recognised as an important factor in the development of citizenship for a cohesive society, less is known about how early years teachers can encourage this in the classroom. This book will present new directions on how teachers can promote children's learning of moral values for citizenship in classrooms. The research provided offers important insights into teaching for active*

*citizenship by: • providing an analysis of educational contexts for moral values for active citizenship • highlighting teachers' beliefs about knowing and knowledge (personal epistemologies) and how these relate to children's learning and understanding about social and moral values • discussing the impact of teachers' beliefs on teaching practices. Evidence suggests that investment in the early years is vital for all learning, and specifically for developing an understanding of active citizenship for tolerant and cohesive societies. This book will be essential reading for the professional education of early years teachers interested in teaching for active citizenship.*

*Doing School*

*A Unifying Foundation*

*The Skill Approach in Education*

*Valuing Black Lives and Property in America's Black Cities*

*Life and Moral Education in Greater China*

*Introduction to Values Education*

Arguing for life, moral and values education as a bedrock for the original goals of school education, this monograph explores how values education is conceptualised and imparted in Greater China. Under a globalized, transnational, and technological world, which has seen an increase in people's mobility, in information and cultural exchanges, there is also a growing emphasis on personal and professional ethics. Against this context, life, moral and values education has gained attention for its impact on shaping students' characters as future citizens. However, the cultivation of these values is made deeply diversified and complex by varying interpretations of "life education" and "values education" across societies, given that different societies are influenced by different socio-cultural traditions, educational ideologies and religious beliefs. The means and approaches towards life education also vary vastly from formal school-based programmes as well as teachers and peers' role modelling, community services, extra-curricular activities, school charity work, pastoral care, and school ethos. Recognising this inherent diversity and complexity in the approach to and the dissemination of life education, the contributors to this volume survey the practice of life education in Greater China so far, suggesting that life education is most effective when it is "diversified, dynamic and developmental across contexts". This book will provide the opportunity for important and serious debates about the future and the values that will underpin it and will prove of special interest to scholars and practitioners working on education policies curriculum development and teacher education in Greater China.

Some revision of public schooling history is necessary to challenge the dominant mythology that public schools were established on grounds of values-neutrality. In fact, those responsible for the foundations of public education in Australia were sufficiently pragmatic to know that its success relied on its charter being in accord with public sentiment. Part of the pragmatism was in convincing the public that the main experience of education had been through some form of church-based education that state-based education was capable of achieving the same ends. Hence, the documents of the 1870s and 1880s that contained the charters of the various state and territory public schools had a breadth of vision about the scope of education. Beyond the standard goals of literacy and numeracy, education was said to be about assuring personal morality for each individual and a suitable citizenry for the soon-to-be new nation. As an instance, the NSW Public Schools Act of 1880 (cf. NSW, 1912), under the rubric of "religious teaching", stressed the need for students to be inculcated into the values of their society, including understanding the role that religious values had played in forming that society's legal codes and social ethos. The notion, therefore, that public education is part of a deep and ancient heritage around values neutrality is mistaken and in need of revision. The evidence suggests that public education's initial conception was of being the complete educator, not only of young minds but of their inner character as well.

The deliberate devaluation of Blacks and their communities has had very real, far-reaching, and negative economic and social effects. Enduring white supremacist myth claims brutal conditions in Black communities are mainly the result of Black people's collective and moral failings. "That's just how they are" or "there's really no excuse": we've all heard those not so subtle digs. But there is something wrong with Black people that ending racism can't solve. We haven't known how much the country will gain by properly valuing Black businesses, family structures, voters, and school districts in Black neighborhoods. And we need to know. Noted educator, journalist, and scholar Andre Perry takes readers on a tour of six Black-majority cities whose assets and strengths are undervalued. Perry begins with his hometown of Wilksburg, a small city east of Pittsburgh that, unlike its much larger neighbor, is struggling and failing to attract investment and industry. Bringing his own personal story of growing up in Black-majority Wilksburg, Perry also spotlights five others where he has deep connections: Detroit, Birmingham, New Orleans, Atlanta, and Washington, D.C. He provides an intimate look at the assets that are often overlooked to be of greater value to residents—and that can be if they demand it. Perry provides a new means of determining the value of Black communities. Rejecting policies shaped by flawed perspectives of the past and present, it gives fresh insights on the historical roots of racism and provides a new value paradigm to limit them in the future. Know Your Price demonstrates the worth of Black people's personal strengths, real property, and traditional institutions. These assets are a means of empowerment and, as Perry argues in this provocative and very personal book, are what we need to know and understand to build Black prosperity.

*The Routledge International Handbook of Education, Religion and Values*

*What, Why, and for Whom*

*Education in Values*

*Reflections on Values Education*

*Global Perspectives on Spirituality and Education*

*Values, Religions and Education in Changing Societies*

**"This invaluable book brings empirical rigour to a debate that is too often emotive, polarised and selective in its approach to the facts. By examining how the Prevent duty is enacted in practice, the authors provide a sound evidence base for future policy development."**

**--David Anderson QC, House of Lords, and former Independent Reviewer of Terrorism Legislation "This book is crucial reading for at least three audiences: first, policy makers who are revising counter-terror and Prevent type strategies, second, those making judgements on Prevent enactment such as OFSTED, and third, those involved in training around extremism and radicalisation in schools. The book reveals what teachers and students actually want to know in this contested and complex area. It is an impressive read." --Lynn Davies, Birmingham University, UK and Director of ConnectFutures This open access book explores the enactment,**

impact and implications of the Prevent Duty across a range of educational contexts. In July 2015 the UK became the first country to place a specific legal requirement on those working in education to contribute to efforts to 'prevent people from being drawn into terrorism. Drawing on extensive research with staff, children and young people, the editors and contributors provide new insight into how this high-profile - and highly contentious - policy has shaped educational practice in Britain today. It will be a valuable resource for researchers, policymakers and others interested in the design, implementation and on-the-ground effects of Prevent or similar programmes internationally that place education at the heart of efforts to prevent or counter violent extremism. Joel Busher is Associate Professor at the Centre for Trust, Peace and Social Relations at Coventry University, UK. Lee Jerome is Associate Professor of Education at Middlesex University, UK.

Today, information and technological developments grow at a rapid pace. Social and political life becomes more and more complicated and, in this process, active citizenship becomes more essential. Knowledge-driven changes in society and economies require individuals to quickly acquire new skills. Otherwise, it is increasingly difficult for employees to adapt to business life and to find a job. Education has to take account of these circumstances, adapt to the rapid developments in the world and educate individuals to continue lifelong learning. For this, skills such as active and independent learning, assertiveness, creativity, self-improvement, lifelong learning are important. Skill teaching differs from knowledge teaching. Skill is the transfer of knowledge to practice. This process involves a learning process that requires the steps of researching, planning, controlling and correcting. The knowledge should be organized, integrated, transferred into practice, mental and physical resources should be activated, and knowledge use should be demonstrated in practice in order to improve the skill. This book contributes to the teaching of skills and includes basic concepts and skills, language skills, science and mathematics skills, psycho-social skills and visual arts skills. It also explains how to teach skills, how to prepare for activities and how to implement activities in educational settings. These applications are intended to draw attention to skill teaching, to raise educators, to increase the success of education, to improve the skills of students, and to enable them to use the skills they have learned in school outside of school and in complex tasks.

Education is a societal matter and takes place in relation to societal changes. Today, in many countries, it has to grapple with diversity and differences brought about by migration and changes in gender relations. Questions of values, human rights and the role of religions are raised. In this book scholars from Sweden, Norway, Germany, Great Britain, Canada, Namibia and South Africa discuss the issues above. Similarities as well as differences are highlighted. The varied contributors engage in a North-South dialogue. Among the questions addressed are: Can the Scandinavian countries be understood as more religious than their up-to-date, seemingly secularist reputation has led us to believe? How do some European, Muslim, Christian and secular pupils understand the religious education they receive? Could a global citizenship education, with a gendered understanding as an integral part, be accomplished? 'Diversity' and 'social justice': what does it take to theoretically integrate these two crucial parameters in education, in South Africa, and in Sweden? The role of religious and values education under changing circumstances is explored through the diverse contributions, that also challenge the hegemony of a Western understanding of democracy, among other values. The purpose of this is to assess what could now constitute global educational common ground.

The world of education today and tomorrow

International Research Handbook on Values Education and Student Wellbeing

Assessing the Value of E-learning Systems

Anti-Bias Education for Young Children and Ourselves

Conceptual Approaches, Materials Analyses and an Annotated Bibliography

Know Your Price

This book offers a highly revealing and troubling view of today's high school students and the ways they pursue high grades and success. Denise Pope, veteran teacher and curriculum expert, follows five motivated and successful students through a school year, closely shadowing them and engaging them in lengthy reflections on their school experiences. What emerges is a double-sided picture of school success. On the one hand, these students work hard in school, participate in extracurricular activities, serve their communities, earn awards and honours, and appear to uphold school values. But on the other hand, they feel that in order to get ahead they must compromise their values and manipulate the system by scheming, lying, and cheating. In short, they do school, that is, they are not really engaged with learning nor can they commit to such values as integrity and community. The words and actions of these five students - two boys and three girls from diverse ethnic and socioeconomic backgrounds - underscore the frustrations of being caught in a grade trap that pins future success to high grades and test scores. Their stories raise critical questions that are too important for parents, educators, and community leaders to ignore. Are schools cultivating an environment that promotes intellectual curiosity, cooperation, and integrity? Or are they fostering anxiety, deception, and hostility? Do today's schools inadvertently impede the very values they claim to embrace? Is the success that current assessment practices measure the kind of success we want for our children?

In recent decades, and around the world, much attention has been given to the role of spirituality in the education of children and young people. While educationalists share many common goals and values in nurturing the spiritual lives of children and young people, national and regional cultures, religions and politics have impacted on the approaches scholars and practitioners have adopted in their investigations and practices. The different contexts across nations and regions mean that educators face quite distinct conditions in which to frame their approaches to spiritual education and research, and the nature and impact of these differences is not yet understood. This book brings together thinkers from around the globe and sets them the task of explaining how their research on children's spirituality and education has been shaped by the historical, cultural, religious and political contexts of the geographic region in which they work. The book presents contributions in three sections - Europe and Israel, Australasia, and The Americas- and concludes with a chapter highlighting what is common and

what is contextually unique about global approaches to spirituality and education. Aims to provide an easily accessible, practical yet scholarly source of information about the international concern for the nature, theory and practices of the ideas of values education and lifelong learning. Aspin from Monash University and Chapman from Australian Catholic University.

The Prevent Duty in Education

Teaching Without Indoctrination: Implications for Values Education

Concepts, Approaches and Practices

Values education toolkit

Global Values Education

... Moral Principles in Education

This collection brings together international teacher educators to employ a 'long view' of an historic and values-based dialectic in teacher education. The authors reflect how employing historical consciousness to look back can offer greater continuity to teachers' moral and political values within their training. The book draws on research from experienced teacher educators representing different historical, social and political contexts in North America, Europe, Asia as well in post-conflict South Africa. Within each section, the authors reflect on the development of the moral and political values of pre-service and in-service teachers in an era of global neo-liberalism and how this is inextricably bound up with the narratives of professionals in the past within their own national context. Each chapter takes a 'long view' of the role of historical consciousness in informing the moral and political values of preservice and in-service teachers, providing examples of how international teacher educators can collectively support one another in restoring a vibrant, values-based dialectic within the processes, pedagogies and provision of university and school-based training for which they are responsible. The 'long view' approach offers a compelling argument for the need to connect pre- and in-service teachers' values and narrative to the legacy of professionals of the past. Moral and Political Values in Teacher Education over Time will be of great interest to researchers, academics and students in teacher education, comparative education and the history of education. It will also be of interest to international university and school-based teacher educators and policy-makers in the field.

"The book provides A guidelines approach on how to implement the proposed theory and tools in e-learning programs"--Provided by publisher.

The aim of this book is to provide an easily accessible, practical yet scholarly source of information about the international concern for the nature, theory and practices of the ideas of values education and lifelong learning. Each chapter in this book is written in an accessible style by an international expert in the field. The book tackles the task of identifying, analyzing and addressing the key problems, topics and issues relevant to education and Lifelong Learning.

Teaching for Active Citizenship

A Multi-theoretical Perspective on Research and Practice

Learning to be

Values Education Sourcebook

From Theory to Practice

Moral values and personal epistemology in early years classrooms

***The academic fields of religion and values have become the focus of renewed interest in contemporary thinking about human activity and its motivations. The Routledge International Handbook of Education, Religion and Values explores and expands upon a range of international research related to this revival. The book provides an authoritative overview of global issues in religion and values, surveying the state of the academic area in contributions covering a wide range of topics. It includes emerging, controversial, and cutting-edge contributions, as well as investigations into more established areas. International authorities Arthur and Lovat have brought together experts from across the world to examine the complexity of the field of study. The handbook is organised around four key topics, which focus on both the importance of religion and values as broad fields of human enquiry, as well as in their application to education, inter-agency work and cross-cultural endeavours: -The Conceptual World of Religion and Values -Religion and Values in Education -Religion and Values in Inter-agency Work -Religion and Values in Cross-cultural Work. This comprehensive reference work combines theoretical and empirical research of international significance, and will be valuable reading for students, researchers and academics in the field of education. An investigation into how schools can influence the developing values of young people is given in this book. The authors first look, from the perspective of educationalists and policy makers, at values within contemporary education; in particular, moral, spiritual, democratic and environmental values together with arts and health education. Secondly, they focus on the values of pupils and schools, examining school aims and mission statements, the formal curriculum, school ethos and assessment of children's development.; Insights are provided with guidance on how values may be most effectively incorporated into the activities of the***

***schools. This book is intended to be of use as a practical and informative guide to all those involved in primary and secondary education and those interested in values education generally.***