



Values Strategies For Classroom Teachers

**Asia and the Pacific Programme of
Educational Innovation for
Development**



Values Strategies For Classroom Teachers:

Values in Education Joan Stephenson, 1998 This book is based upon an empirical study involving training and practising teachers from seven countries It looks at various attitudes and practices towards the teaching of values and their place in the curriculum

Values Strategies for Classroom Teachers Marion Lemin, Helen Potts, Pam Welsford, 1994 Practical resource for classroom teachers of a wide range of subjects at every level providing values activities for students from diverse cultural backgrounds Aims to assist in values education from identification to responsible action and provides a choice of examples in most of the key curriculum areas Encourages the discussion of a range of views on many issues and probes their ethical and moral implications Includes photocopiable masters for many activities and a list of references and resources file for further development of suggested activities The editors are experienced teachers with a strong interest in values education

Teaching about the Family Values of Europeans Anke Uhlenwinkel, 2013 The European Values Education EVE project is a large scale cross national and longitudinal survey research programme on basic human values The main topic of its second stage was family values in Europe Student teachers of several universities in Europe worked together in multicultural exchange groups Their results are presented in this issue

Values and Teaching: Working with Values in the Classroom Louis Edward Raths, Merrill Harmin, Sidney B. Simon, 1966

Resources in Education, 1994

Values Education and Quality Teaching Terence Lovat, Ron Toomey, 2009-04-07 Some revision of public schooling history is necessary to challenge the dominant mythology that public schools were established on the 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 those whose main experience of education had been through some form of church based education that state based education was capable of meeting the same ends Hence the documents of the 1870s and 1880s that contained the charters of the various state and territory systems witness to a breadth of vision about the scope of education Beyond the standard goals of literacy and numeracy education was said to be capable of assuring personal morality for each individual and a suitable citizenry for the soon to be new nation As an instance the NSW Public Instruction Act of 1880 of 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 ethics The notion therefore that public education is part of a deep and ancient heritage around values neutrality is mistaken and in need of serious revision The evidence suggests that public education's initial conception was of being the complete educator not only of young people's minds but of their inner character as well

A Study of Personality Characteristics and Values of Secondary School Teachers in Relation to Their Classroom Performance and Students' Likings Nasreen Bano, Mehnaz Ansari, Mohammad Yousuf Ganai, 2016-05

Teachers are called nation builders in every country and in every society The role of teachers is of great importance It is left

to the teachers to inculcate personality characteristics right values the values of good citizenship producing law abiding and nation loving citizens India has made considerable progress in school education since independence with reference to overall literacy infrastructure and universal access and enrolment in schools Two major developments in the recent years form the background to the present reform in teacher education the political recognition of Universalization of Elementary Education UEE as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act 2009 The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years At the same time the demand for quality secondary education is steadily increasing It is recommended that the aim should be to reach universal secondary education within a maximum of ten years Given the problems of inadequate quality in most secondary schools due to poor infrastructure and insufficient and poorly equipped teachers the need for addressing the professional education of secondary teachers acquires great importance The education of teachers should be such that teachers should set an example and provide for their pupils the ideal of the citizens who is conformist conservative and cautious As for their moral character righteousness wisdom honesty are among the adjectives which might be ascribed to them Teachers should assist the students in their physical intellectual religious social emotional spiritual development in the well balanced and harmonious manner and imbue them with human values which is why teacher education today is an integral part of any educational system In this study personality traits of teachers will be analyzed in conjunction with their teaching effectiveness in order to reach a better understanding of what makes a good teacher and how to educate him to satisfy the rising demand of the Indian society

Strategies and Methods for Teaching Values in the Context of Science and Technology Asia and the Pacific Programme of Educational Innovation for Development,1993

VALUES AND TEACHING: WORKING WITH CALUES IN THE CLASSROOM LOUIS E. RATHS,1966

Values and Teaching Louis Edward Raths,Merrill Harmin,Sidney B. Simon,1978

Values Education Sourcebook Douglas P. Superka,1976

OzEEnews ,1996

Values, Inquiry, and Education Hendrik D. Gideonse,Robert Koff,Joseph Jackson Schwab,1980

Sourcebook in Environmental Education for Secondary School Teachers ,1990

Values and the Classroom Teacher Donald Murray Jones,1990 This is a descriptive study of elementary school teachers perceptions of values transmitted in classrooms Through circulation of a survey to teachers in Public and Separate Schools in the Golden Horseshoe district of Southern Ontario including Toronto it was found that teachers do see themselves as promoting values which tend to be conceptual or knowledge based and receptive and pertain to self perception and personal growth They also show a tendency to utilize more conceptual teaching strategies Similarly as discussed The respondents had no clear opinion regarding student disposition toward values but did feel very influential in developing that disposition Demographic factors of gender age teaching division and teaching experience affected the responses to the survey The study was undertaken to describe a very sensitive area in education in the hope of moving closer toward a more effective

school system II **Values Clarification Ten Years Later** Stephen Jeffrey Taffee,1976 **Classroom Teaching Skills**
Susan R. Goldman,James Michael Cooper,2006 Designed for beginning teachers this text introduces the teacher as reflective
decision maker responsible for planning implementing evaluating and making management decisions in the classroom Each
chapters considers a particular teaching skill first discussing the theory behind it and then presenting the reader with
practice situations in which knowledge about the skill can be applied and evaluated The Eighth Edition continues to address
the importance of core INTASC standards and highlights developing issues including the Digital Divide the use of personal
digital assistants PDAs in and outside of the classroom cooperative learning and dealing with behavioral issues Core INTASC
standards are addressed in regard to each chapter s objectives A correlation table between chapter and standard is located
on the inside front cover of the text to facilitate documentation of where and how INTASC standards are addressed New
Marginal notations appear throughout the text to call out key concepts and assist students with comprehension and review
New Two color design helps to organize the information more clearly for students Chapter 10 focuses on assessment and
includes extended discussion of rubrics with additional examples as well as a new section on electronic portfolios Chapter 9
has been revised to include a focus on cooperative learning and other strategies brought back from the Sixth Edition of
Classroom Teaching Skills Chapter 8 focuses on issues of behavior management in the classroom including parental
involvement and the role of record keeping in resolving behavioral issues Chapter 7 Teaching and Learning with Technology
has been completely updated Among the topics covered are the Digital Divide using personal digital assistants in and outside
of the classroom micro media and simulation technology and new productivity tools for teachers The opening chapters have
an increased emphasis on decision making teaching models and determining one s own teaching goals **Teaching**
Modern Science Arthur A. Carin,Robert B. Sund,1980 *Boletin Internacional de Bibliografia Sobre Educacion* ,1996
Introduction to Middle School Teaching Larry L. Sale,1979

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