

Educational Philosophy for 21st Century Teachers

Thomas Stehlik

Educational Philosophy for 21st Century Teachers

palgrave
macmillan

Thomas Stehlik
School of Education
University of South Australia
Magill, SA, Australia

ISBN 978-3-319-75968-5 ISBN 978-3-319-75969-2 (eBook)
<https://doi.org/10.1007/978-3-319-75969-2>

Library of Congress Control Number: 2018935412

© The Editor(s) (if applicable) and The Author(s) 2018

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover illustration: © Andrea Kamal, Getty Images

Printed on acid-free paper

This Palgrave Macmillan imprint is published by the registered company Springer International Publishing AG part of Springer Nature.

The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Acknowledgements

My thanks and acknowledgements to: Christobel for the many conversations, ideas, and suggestions that have contributed to shaping the book; my three beautiful daughters for educating their dad; Ballinglen Arts Foundation in Ballycastle Ireland for their warmth and generosity in providing an inspiring space where parts of this book were written; colleagues in Australia, Finland, Ireland, Canada, and Sweden for conversations, conviviality, support, references, and interest in the global education project; Pasi Sahlberg for reference to his features of the Global Education Reform Movement; and the University of South Australia for granting me study leave and time away from teaching in order to complete this book.

A Note to the Reader

This book refers to many sources and references that provide a historical perspective to the narrative, and even though the content is still relevant to a discussion of educational philosophy, in some cases the language is outdated. Some quotes therefore include gender exclusive language which I would normally avoid using. However, I have chosen to present such quotes verbatim, and in those cases I ask the reader to suspend judgement of the medium and focus on the message.

Contents

1	Introduction: What Is Education for?	1
1.1	‘I Hated School...’	3
1.2	Why This Book?	6
1.3	Part I: The History of Philosophy and the Purpose of Education	7
1.4	Part II: Schooling Versus Education	7
1.5	Part III: The Kingdom of Childhood	9
1.6	Part IV: ‘I Always Wanted to Be a Teacher’	10
1.7	Part V: Case Studies of Educational Philosophies	11
1.8	Part VI: The Future of Education	12
	References	13
 Part I The History of Philosophy and the Purpose of Education		 15
2	The Importance of Philosophy	17
2.1	A Brief History Lesson	17
2.2	Ancient Philosophy	18
2.3	Branches of Philosophy	19
2.4	Plato and the First Academy	20

2.5	Medieval Philosophy	22
2.6	Modern Philosophy	24
2.7	Types of Knowledge	29
2.8	The Evolution of Philosophy and Knowledge	31
2.9	The Importance of Philosophy to Education	34
	References	36
3	The Purpose of Education	39
3.1	Definitions, Meanings, and Models	39
3.2	Practical and Contemplative Activity	42
3.3	Reciprocity	45
3.4	Forms of Education	48
3.5	Educational Philosophy	54
	References	55
Part II	Schooling Versus Education	57
4	School: History, Meaning, Context, and Construct	59
4.1	Definitions, Distinctions, Developments	59
4.2	Which School or College Did You Go to?	63
4.3	Evolution and Revolution	68
4.4	Differentiation and Dual Systems	75
	References	81
5	School: Rhetoric, Reality, and Revisionism	83
5.1	Schools as Places and Spaces	83
5.2	The Massification and Marketisation of Education	86
5.3	The Global Education Reform Movement	90
5.4	Responses to GERM	94
5.5	It Takes a Whole Village to Raise a Child	97
	References	102

Part III	The Kingdom of Childhood	105
6	Development over the Life Span	107
6.1	The Kingdom of Childhood	107
6.2	Nature or Nurture?	116
6.3	Play Is a Child's Work	121
	References	126
7	The Twenty-First-Century Child	129
7.1	From Infancy to Adolescence and Beyond	130
7.2	The Millennial Child	133
7.3	The Quantified Self	138
7.4	Nature Versus Technology	144
7.5	The Millennial Parent	148
	References	155
Part IV	'I Always Wanted to Be a Teacher'	159
8	Teaching the Teachers	161
8.1	'I Always Wanted to Be a Teacher...'	162
8.2	History of Teacher Education	165
8.3	Content Knowledge Versus Pedagogical Knowledge	168
8.4	The Philosophy of Teaching	173
8.5	Who Teaches the Teachers?	177
	References	179
9	The Role of the Teacher	181
9.1	Teaching as Art and Science	182
9.2	You Are Not Alone	185
9.3	Who Owns the Curriculum?	189
9.4	Curriculum Responses	193
	References	198

Part V Case Studies of Educational Philosophies	201
10 International Comparisons and Case Studies	203
10.1 Finland: Equality Begins at the Blackboard	203
10.2 The Worldwide Waldorf School Movement: Education Towards Freedom	214
10.3 Green School Bali	224
10.4 Conclusion to This Chapter	229
References	230
11 Thinking Outside the Classroom	233
11.1 Deschooling	235
11.2 Not-school	237
11.3 Doing School Differently	241
11.4 Youthworx	242
11.5 Unschooling, Homeschooling	244
11.6 Gap Year	247
References	254
Part VI The Future of Education	257
12 Predicting Unknown Futures	259
12.1 Twenty-First-Century Skills: What Are They?	259
12.2 The Classroom of the Future	265
References	269
13 A Holistic View of Education	271
13.1 ‘Can’t Buy Me Love’	271
13.2 Mother Nature’s Child	276
13.3 The Future Is What We Make It	279
References	282
References	285
Index	301

List of Figures

Fig. 2.1	Joining the dots—turning information into knowledge	35
Fig. 4.1	Sorting by age and gender began even as the children entered school in 1898. (Greenwich, London, England)	64
Fig. 4.2	Separate entrances for students and everyone else...but given the placement of the apostrophe, did St Patrick's have only one student?! (Ballycastle, County Mayo, Republic of Ireland)	65
Fig. 4.3	Post-compulsory education: specialisation of schools, Amos sports college	81
Fig. 6.1	The threefold development of life over seven-year cycles	112
Fig. 6.2	The kindergarten at Willunga Waldorf School—a safe, nurturing, and enriching environment	125
Fig. 7.1	Homo Zappiens vs Homo Sapiens	138
Fig. 10.1	The forest as a teaching resource: trainee teachers on excursion, Eastern Finland	207
Fig. 11.1	Nine dots puzzle solution	235