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Titolo	Reimagining the Purpose of Schools and Educational Organisations : Developing Critical Thinking, Agency, Beliefs in Schools and Educational Organisations // edited by Anthony Montgomery, Ian Kehoe
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Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Chapter 1: Introduction: Reimagining Schooling: Is It Possible? Anthony Montgomery -- PART I: ANALYSING SCHOOLS -- Chapter 2: Reimagining Schooling as Contexts of Learning and Pedagogy; George Head -- Chapter 3: Some Thoughts on the Impossibility to Imagine Contemporary School Beyond Its Consumerist Mentality; Anthony L. Smyrnaiois -- Chapter 4: The Future Schools Project; Vasileios Symeonidis -- Chapter 5: Re-imagining Schooling: Weaving the Picture of School as an Affinity Space for 21st Century through a Multiliteracies Lens; Stefania Savva -- Chapter 6: Secondary Students Educating Teachers and Preparing to Transform Schools; Alison Cook-Sather and Heather Curl -- PART II: STUDENT VOICE -- Chapter 7: Listening to the Voices of Young People: Working Towards the Genuine Involvement of Young People in Decision Making within Schools; Carol

Robinson -- Chapter 8: Student Voice: A Site for Developing Democracy, a Vehicle for Improving Learning; Hugh Bushner -- Chapter 9: From 'Students' to 'Change Agents': Reimagining Children's Role in Schooling; Ian Kehoe -- Chapter 10: Turning on the Turned off; Jose Chambers and David Holloway -- Chapter 11: Students' Voices About School Effects in Their Lives; Fátima Pereira, Thiago Rodrigues, Carolina Santos, Dulce Magalhães, Ana Mouraz, Soraia Sousa -- PART III: POSITIONING THE ROLE OF SCHOOLS IN A SOCIETY -- Chapter 12: New Managerialism in Education: The Impact of Neoliberalism; Kathleen Lynch -- Chapter 13: Paideia in Crisis: Arendtian Reflections on Education, Culture and Politics; Vicky Karavakou -- Chapter 14: Education, Justice and Democracy: The Struggle over Ignorance and Opportunity; Stephen Ball -- Chapter 15: How Can Teacher Education Fulfil Its More Generous Intentions? Reflections With Regard to Pernicious Effects of Educational Assessment; Amélia Lopes, Fátima Pereira, Leante Thomas Dotta and Rita Sousa -- Chapter 16: Space, Place and Neighbourhood in the Pursuit of the Socially Just School; John Smyth -- PART IV: NEW MODELS FOR SCHOOLS -- Chapter 17: "New School" and the Learning Region; Nikitas Patiniotis, Eleni Patinioti and Katerina Kolimenou -- Chapter 18: Reimagining and Creating Alternative Schooling: Charter Schools; Bulent Tarman -- Chapter 19: All-age Schooling: Alternatives from History; Tim Herrick -- Chapter 20: A Lone Star or Part of a Constellation? Creating Synergies and Blurring Boundaries Across Formal and Informal Settings of Learning; Dimitra Christidou -- Chapter 21: 'Ubuntu Leadership': Learning From the South About Making a Life Rather Than Just a Living; John Bazalgette -- Chapter 22: Reimagining School as a Space for Building Learning Partnerships for All; Georgios K. Zarifis -- Chapter 23: Conclusion: Reimagining Schools: Quo Vadis; Michael Fielding.

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### Sommario/riassunto

This book features a diverse set of perspectives all focused towards questioning the role schools actually play in society and, more importantly, the role they could potentially play. Containing papers presented at the 1st International Conference on Reimagining Schooling which took place in Thessaloniki, Greece, June 2013, bringing together international and multi-disciplinary perspectives on the future of education and schools. Combines diverse specialties analyzing schools as organizations and questions the purpose of schools. The book explores the current purpose of schooling and debates what roles and values young people currently learn from schooling. It examines such issues as the impact of Neoliberalism, the pursuit of the socially just school, and imagining contemporary schools beyond their consumerist mentality. Tackling development in the growing economic and social crisis in Europe, and offering transformative analysis of the psychology and decision-making involved for innovating teaching, learning, socio-economic and policy contexts. In addition, the book shows different ways young people can be creatively involved in reimagining schooling. It also details both innovative and radical ideas that currently exist about school transformation such as building learning partnerships for all and creating synergies across formal and informal settings of learning. Raising important questions for the future of the relationship between teacher and pupil and positive and pro-active behavior. There is a growing realization that schools fail to accommodate diverse types of learning and that their purpose is not simply about education. Featuring academics and practitioners from many different disciplines, this book boldly questions the values that currently permeate school walls and suggests ways that schooling itself can be made better.

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