Education and the Good Life: Beyond The National Curriculum

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All about Education and the Good Life: Beyond the National Curriculum (The London education series) by John White. LibraryThing is a cataloging and social networking site for booklovers. An investigation of what we should be aiming at in education, and what concepts of the human being and the good society should lie behind our aims. The author compares the general aims of education for which he argues, with those which can be perceived to underlie the National Curriculum. (retrieved from Amazon Thu, 12 Mar 2015 18:22:35 -0400). –¾Library descriptions. An effective National Curriculum therefore gives teachers, pupils, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It allows schools to meet the individual learning needs of pupils and to develop a distinctive character and ethos rooted in their local communities. And it provides a framework within which all partners in education can support young people on the road to further learning. –¾Values and purposes underpinning the school curriculum Aims for the school curriculum The national framework and the purposes of the National Curriculum. The school curriculum and the National Curriculum: about key stages 1 and 2. Beyond 2000: Science education for the future The report of a seminar series funded by the Nuffield Foundation. EDITORS OF THIS REPORT Robin Millar Jonathan Osborne. CONTRIBUTORS Attendees at seminars. –¾The National Curriculum separates science and technology. Research, however, suggests that many young people perceive the purpose of the scientific endeavour substantially in terms of its technological products. –¾end-in-itself, which must provide both a good basis for lifelong learning and a preparation for life in a modern democracy. Its content and structure must be justified in these terms. The science curriculum from 5 to 16 should be seen primarily as a course to enhance general â€œscientific literacyâ€​.
Zusammenfassung. I give a fuller account of personal autonomy as a central aim of education in Education and the Good Life: Beyond the National Curriculum (forthcoming).

Kontseptsia obshchego srednego obrazovaniya, a report by the Shkola research group of the USSR State Committee on Education, Moscow 1988.


How efficient is doctoral education nowadays when it is facing shifting borders between universities and the outside world, especially in the context of new labor market demands? What indicators should be used when evaluating the efficiency of doctoral programs? To what extent do those indicators reflect the goals of modern doctoral education? Efficiency of doctoral programs may also depend on students' goals and motivation. The present issue sheds light on who doctoral students are and why they choose this path. The quality of doctoral education, conditions for degree awarding, and alumni emp
Any discussion of an international education agenda beyond 2015 would have to move beyond the traditional view of education embedded in the logic of North-South international aid, to one of global relevance. In this respect the quality of learning in the perspective of equity comes out as a universal issue that every country will have to relate to.

Ensuring quality learning and equity will require better targeting of poor and marginalized groups. Such process targets and indicators would allow national education authorities to be more accountable regarding the results of public investment in education.

The key challenge remains to ensure that the life-long characteristics of workplace learning are reflected in education and skills strategies and policies.