Table of Contents

- Acknowledgements p. ix
- Introduction: what is the philosophy of education? Wilfred Carr p. 1
- Part I Philosophy and education p. 15
- 1 Philosophy and educational policy: possibilities, tensions and tasks Terence H. McLaughlin p. 17
- The nature of educational policy p. 17
- Philosophy and educational policy: some preliminary considerations p. 18
- The nature of philosophy p. 20
- Philosophy and educational policy: possibilities p. 23
- Philosophy and educational policy: tensions p. 25
- Philosophy and educational policy: tasks p. 28
- Conclusions p. 29
- 2 Philosophy and education Wilfred Carr p. 34
- 3 Feminism, epistemology and education Shirley Pendlebury p. 50
- Hesitant forays p. 50
- Indelible tracks p. 51
- Tethered by reality p. 53
- Safe homes and disappearing acts p. 55
- Human flourishing and habitable epistemic communities p. 58
- Part II The aims of education p. 63
- 4 Autonomy as an educational aim Christopher Winch p. 65
- Autonomy and the complexity of society p. 66
- Education, autonomy and politics p. 67
- Strong autonomy as an educational aim p. 68
- Strong autonomy and the aims of independent education p. 70
- Conclusion p. 71
- 5 Self-determination as an educational aim James C. Walker p. 74
- Self-determination, freedom and autonomy p. 75
- Self-determination, authenticity and the self p. 77
- The self-determined learner in a learning community p. 78
- Self-determination: the fundamental educational aim p. 81
- 6 The politics of identity and the epiphanies of learning Padraig Hogan p. 83
- Introduction p. 83
- Identity as the denial of difference p. 84
- Identity, learning and choice p. 86
- Self-understanding and the epiphanies of learning p. 89
- Conclusions p. 93
- 7 Education, the market and the nature of personal well-being John White p. 97
- Part III Politics and education p. 109
- 8 Liberal values and liberal education J. Mark Halstead p. 111
- Fundamental liberal values p. 111
- The values of liberal education p. 115
- Progressivism p. 136
- Challenges to liberal education p. 119

- 9 The politics of difference and common education Eamonn Callan p. 124
- 10 Rethinking democracy and education: towards an education of deliberative citizens Tomas Englund p. 135
- Reconstructionism p. 136
- Neopragmatism p. 137
- Deliberative democracy as a neopragmatic model p. 139
- Deliberative democracy as an educational process p. 139
- Concluding remarks p. 141
- Part IV Educational policy p. 143
- 11 What's the good of education? Joseph Dunne p. 145
- Introduction p. 145
- The burdens of contemporary schooling p. 146
- Education, production and the economy p. 148
- The points system p. 149
- Education and equity p. 150
- 'Internal goods' and 'practices' p. 152
- 'Practices' and education p. 154
- Teaching and learning in the light of practices p. 156
- Conclusion p. 158
- 12 Imagining futures: the public school and possibility Maxine Greene p. 161
- The 'facts of the case' p. 161
- Coming together in the name of 'something to pursue' p. 165
- The voice of the artist in imagining the possible p. 167
- Encounters with the arts p. 169
- Conclusion p. 171
- 13 The limits of aesthetic separatism: literary education and Michael Oakeshott's philosophy of art Kevin Williams p. 174
- Introduction p. 174
- The epistemological separatism of Michael Oakeshott p. 176
- Aesthetic experience and personal integration p. 179
- Means, ends and didactic intent p. 180
- Shaping the civic imagination p. 182
- 14 Inclusion vs fairness Robin Barrow p. 185
- Part V The moral dimensions of teaching p. 193
- 15 Education as a moral practice Richard Pring p. 195
- Introduction p. 195
- Two examples of teaching p. 196
- Teaching as a moral practice p. 198
- The impoverishment of teaching p. 200
- Preserving teaching as a moral practice p. 203
- 16 Paths of judgement: the revival of practical wisdom Richard Smith p. 206
- A Martian view p. 207
- Practical judgement p. 208
- Attentiveness p. 211
- Complicity p. 213
- Everyday virtues p. 214

- 17 Moral language and pedagogical experience Max Van Manen p. 219
- Introduction p. 219

- Experiencing care-as-worry p. 220
 Worry as caring responsibility p. 223
 Experiencing responsibility in the face of the unique p. 224
- Caring for the faceless p. 227