

Five Philosophies of Education Compared

Note: Adapted by the author for the EDUC 1F95: Introduction to the Foundations of Education course website (<https://foundations.ed.brocku.ca>) from a table originally published in Hutchison, David. (2004). *A Natural History of Place in Education*. New York: Teachers College Press. Updated 2021-12-04.

| | Developmental Congruency | Disciplinary Initiation | Social Continuity | Social Change | Inquiry Learning |
|-------------------------------------|--|--|---|---|---|
| Fall Term Correspondence | n/a | Week 8 | Week 9 (offers a contrary position) | Week 9 | Week 10 |
| Root Metaphors | Child / Developmental Experience | Discipline / Understanding | Nation / Patriotism | World / Social Activism | Child / Self- development |
| Aim | To heed the developmental experience of the individual child. | To instill in students a deep understanding of the major disciplinary traditions. | To instill in students a deep commitment to a set of shared values rooted in societal traditions. | To empower students to respond effectively to social inequities and global challenges. | To empower students to make meaningful choices over their own learning, often in collaboration with their peers. |
| Knowledge Acquisition | Follows a transformation (i.e., developmental) path. Knowledge is actively constructed. A strong individual focus. | Follows a transmission path. For the uninitiated, knowledge is inculcated. A strong disciplinary focus. | Follows a transmission path. Knowledge is inculcated. A strong societal focus. | Follows a transformation path. Knowledge is actively constructed. A strong societal focus. | Follows a transaction path. Knowledge is actively constructed. Balances an individual / societal focus. |
| Values | Values are relative. The congruency of curriculum with a child's developing sense of self is emphasized. | The value of scholarly inquiry is absolute. Intellectual, aesthetic, and moral judgments derived from scholarly inquiry | Values are absolute. Patriotism and nationalism are promoted. Tradition and individual responsibility to | Values are relative. Critical reflection and social criticism are promoted. Environmentalism, social justice, and civil rights | Values are relative. Cooperation and social participation are promoted. Individual self- development |

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| | Lessons heed the way children see the world. | are promoted over subjective values. | society are emphasized. | are emphasized. | through reflection on experience is emphasized. |
| Curriculum | A developmentally congruent curriculum that is derived from each child's developing sense of place. | A core curriculum that can be explicitly communicated to students. The sovereignty of segregated disciplines is emphasized. | A core curriculum that can be explicitly communicated to students. | A global curriculum that is derived from a comparison of disparate regions of the world. | A child-centred curriculum that is derived from the aptitudes and interests of the individual student. |
| Subject Focus (Geography) | A strong focus on each child's developmental experience of place, including home, found spaces, favorite places, pathways, routes, and developing spatial sensibilities. | A strong focus on geography and other place-related sub-disciplines (e.g. landscape art and natural history). The wisdom, structure and methodologies of each discipline are emphasized. | A strong focus on national/state geography and the structure of government. Character education is emphasized (e.g., singing the national anthem and team sports.) | A strong focus on contemporary social issues and current events. Structural inequities between regions are studied. Critical thinking and social action skills are taught and practiced. | A strong focus on inquiry, problem-solving, and reflection on experience. Learning activities relate to student interests, experiences, and personal goals. Celebrates a diversity of place contexts. |
| Instructional Path | Congruence with developmental experience. | Inculcation of disciplinary knowledge. | Inculcation of national knowledge and values. | Problematizing of global challenges. | Reflection on experience. |