**[Disability](http://www.dictionaryofeducation.co.uk/d/d/disability%22%20%5Co%20%22disability)** a physical or mental condition which limits a person's movements, senses, or activities.

# [**Deprivation**](http://www.dictionaryofeducation.co.uk/d/d/deprivation) the damaging lack of material benefits, typically characterised by poverty, poor housing, bad health, and low wages or unemployment. The term is also used more broadly for any lack, such as emotional [deprivationthe damaging lack of material benefits typically characterised by poverty poor housing bad health and low wages or unemployment. The term is also used more broadly for any lack such as emotional deprivation ( see disadvantage socioeconomic).](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/d/deprivation-245/) ( see [disadvantagein educational terms this normally means an unfavourable circumstance which limits educational opportunities or reduces the chances of progress.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/d/disadvantage-264/) ; socioeconomic).

# [**Development**](http://www.dictionaryofeducation.co.uk/d/d/development) the process of [growtha common metaphor for educational development.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/g/growth-417/)  or advancement - for example, physical, social, [cognitivereferring to the mind intelligence or mental processes.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/c/cognitive-144/) , emotional.

# [**Foster care**](http://www.dictionaryofeducation.co.uk/f/f/foster-care) – arrangements for the support and upbringing of a [childa young human below the age of full physical development. A strict definition is controversial in education as it has an impact on many related issues such as rights responsibility autonomy and choice.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/c/child-122/)  or young person, away from their natural home, but without adoption. It can be done within other family homes, or in a separate institution.

# [**Equal opportunities**](http://www.dictionaryofeducation.co.uk/e/e/equal-opportunities) practices or policies intended to ensure fair treatment without [discriminationthe unjust treatment   through prejudicial categorisation of people especially on such grounds as race sex religion ability or age.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/d/discrimination-272/) , especially on the grounds of [racea grouping of humans with common features thought to be inherited genetically ancestry tribal or national origin.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/r/race-741/) , [gendersexual identity a grouping such as male or female. The term tends to be used in relation to social and cultural categories whereas sex tends to be used in a biological sense.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/g/gender-391/) , sexuality, age, or ethnic origin.

# [**Gender**](http://www.dictionaryofeducation.co.uk/g/g/gender) sexual identity; a grouping such as male or female. The term tends to be used in relation to social and cultural categories whereas sex tends to be used in a biological sense.

# [**Guidance**](http://www.dictionaryofeducation.co.uk/g/g/guidance) – [pastoralpertaining to support provided to pupils and students relating to personal social vocational and curricular guidance.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/pastoral-650/)  care provided in schools.

# [**Heutagogy**](http://www.dictionaryofeducation.co.uk/h/h/heutagogy) – a term coined in 2007 by an Australian [academicrelating to scholarly activities especially those involving study within subject areas ordisciplines.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/a/academic-7/)  Stewart Hase for self-directed [learninga vast literature surrounds this topic and much debate linked to rival theories which address it. The least controversial that can be said of the term is that it refers to some sort ofcognitive behavioural or affective change or development in the individual associated with interaction with external forces.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/l/learning-509/) , as opposed to [teacherone who is employed in or who fulfils a teaching role.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/t/teacher-905/) -led or teacher-directed approaches.

# [**Hyperactivity**](http://www.dictionaryofeducation.co.uk/h/h/hyperactivity) in children, the condition of being physically active to an abnormal extent, sometimes associated with neurological or psychological causes. (see [Attention Deficit Hyperactivity Disorder(ADHD) a range of problem behaviours associated with short attention span. These may include impulsiveness restlessness inattentiveness and exaggerated physical activity.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/a/attention-deficit-hyperactivity-disorder-62/)  - ADHD).

# [**Interagency**](http://www.dictionaryofeducation.co.uk/i/i/interagency) in [educationa complex term which refers to the process whether planned or not formal or not by which humans develop in ways deemed to be socially acceptable in terms of their knowledge understanding skills attitudes and judgements. State schooling is aimed at providing education but it may be developed elsewhere or even in spite of schooling as some critics suggest. It is certainly the case that some aspects of schooling might not be considered educational and also certainly the case that not all education is provided by schooling.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/e/education-297/) , descriptive of the coordinated action of various agencies such as health, social work, and [schoolan institution established for a number of purposes including educational provision.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/s/school-794/) .

# [**Knowledge**](http://www.dictionaryofeducation.co.uk/k/k/knowledge) a term that has taxed philosophers (see [epistemologythe philosophical study of the origin limits and nature of human knowledge the study of truth and what can be known.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/e/epistemology-327/) ) but which can be understood as the body of [factsthings known to be true reality as opposed to beliefs theories or possibilities.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/f/facts-360/) , information, and beliefs that one acquires through educational and other experiences; practical or theoretical [understandinga complex term which is normally used to signify a depth of knowledge or learning which includes a perception of the nature or cause or use or significance of the object of learning. It goes beyond awareness or recognition implying a much fuller appreciation of meaning.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/u/understanding-949/)  of a subject.

# [**Lifelong learning**](http://www.dictionaryofeducation.co.uk/l/l/lifelong-learning) the process by which people beyond the age of compulsory [educationa complex term which refers to the process whether planned or not formal or not by which humans develop in ways deemed to be socially acceptable in terms of their knowledge understanding skills attitudes and judgements. State schooling is aimed at providing education but it may be developed elsewhere or even in spite of schooling as some critics suggest. It is certainly the case that some aspects of schooling might not be considered educational and also certainly the case that not all education is provided by schooling.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/e/education-297/)  continue to engage in [learninga vast literature surrounds this topic and much debate linked to rival theories which address it. The least controversial that can be said of the term is that it refers to some sort ofcognitive behavioural or affective change or development in the individual associated with interaction with external forces.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/l/learning-509/)  in a variety of settings and formats.

# [**Learning difficulty**](http://www.dictionaryofeducation.co.uk/l/l/learning-difficulty) – a problem encountered in acquiring [knowledgea term that has taxed philosophers (see epistemology) but which can be understood as the body of facts information and beliefs that one acquires through educational and other experiences practical or theoretical understanding of a subject.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/k/knowledge-497/)  or skills, especially related to mental [disabilitya physical or mental condition which limits a person's movements senses or activities.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/d/disability-263/)  or [cognitivereferring to the mind intelligence or mental processes.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/c/cognitive-144/)  disorder.

# [**Methodology**](http://www.dictionaryofeducation.co.uk/m/m/methodology) in [teachingany of a host of activities which have in common the structuring of a situation to enablelearning to take place.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/t/teaching-908/) , the principles, practices, and procedures which are employed (see [pedagogythe art, 'science', or principles and methods, of teaching. Some see it as having three key aspects: methodology, rationale, and reflection. In some contexts, the term is used more broadly for the science of education, didactics, or upbringing. One problem with understanding it as a 'science' is the implication that there are set formulae for teaching which can be applied in all circumstances. This is misguided, given the social complexities of learning, and so pedagogy as the 'art' of teaching may be less problematic in this regard, at least.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/pedagogy-651/) ). In educational [researchin education systematic study and investigation undertaken to extend knowledge. Applied research involves using the results of research to affect practice. Much debate surrounds the nature and value of educational research as the nature of education is not readily amenable to the quantitative techniques of empirical science whereas qualitative research is sometimes viewed as limited in terms of its generalisability.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/r/research-772/) , it refers to a justification of the principles, practices, and procedures informing the construction of, and employed in, the research [projecta long-term educational assignment involving personal initiative. In primary education it is often synonymous with topic a theme-based approach to teaching allowing for a whole variety of different subject disciplines to be taught or experienced in an integrated way.](http://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/project-720/) .

# [**Needs hierarchy**](http://www.dictionaryofeducation.co.uk/n/n/needs-hierarchy) – a [theorya coherent group of propositions used as principles for the explanation of some phenomenon. It is stronger than a hypothesis which is a conjecture still to be tested whereas a theory has more weight in terms of its credibility.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/t/theory-919/)  of [motivationa term from psychology which refers to the factors which activate or maintain certain behaviours. It is of key interest in education as it has an effect on learning and on learners' success (see extrinsic  intrinsic)](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/m/motivation-579/)  developed by Abraham Maslow (1908-1970) which postulates that humans have a range of [needseducational provision is often designed with the aim of meeting learners' needs - their requirements or even wishes. However this is a matter of perception and also of values: analysing what is seen to be in the interests of the learner and from these selecting what is seen as educationally important or valuable.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/n/needs-591/)  which can be placed in rank order, from basic survival to complete fulfilment. Lower needs cease to motivate once satisfied, but higher needs cannot motivate until lower ones are met.

# [**Normalisation**](http://www.dictionaryofeducation.co.uk/n/n/normalisation) – in social [theorya coherent group of propositions used as principles for the explanation of some phenomenon. It is stronger than a hypothesis which is a conjecture still to be tested whereas a theory has more weight in terms of its credibility.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/t/theory-919/) , the way in which norms and [standardsthe quality of some aspect of education  such as children's learning   or teaching.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/s/standards-866/)  are set by dominant groups, any deviation from which is then seen as abnormal, deviant, or [problematicdifficult debatable uncertain complex.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/problematic-712/) . It was also a term used in special [educationa complex term which refers to the process whether planned or not formal or not by which humans develop in ways deemed to be socially acceptable in terms of their knowledge understanding skills attitudes and judgements. State schooling is aimed at providing education but it may be developed elsewhere or even in spite of schooling as some critics suggest. It is certainly the case that some aspects of schooling might not be considered educational and also certainly the case that not all education is provided by schooling.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/e/education-297/)  for the belief that the aim should be for all those involved to be encouraged and supported to lead as 'normal' a life as any other member of [societysocial mode of life the customs and organisation of a civilised nation.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/s/society-852/) .

# [**Nurture**](http://www.dictionaryofeducation.co.uk/n/n/nurture) – a broad term which covers experience, environmental influence both social and material, and upbringing (see [naturethat which exists from birth hereditary inborn essence.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/n/nature-587/) -[nurturea broad term which covers experience environmental influence both social and material and upbringing (see nature-nurture controversy). It is also used for the caring supportive attitudes and behaviours expected of parents and others in relation to children and their developmental needs - physical social and emotional.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/n/nurture-613/)  controversy). It is also used for the caring, supportive attitudes and behaviours expected of [parentskey participants in state education not least because they have the legal obligation to provide their children with education through the state sector the independent sector or home schooling. The role of parents in schools has increased over past decades both through involvement in administration and management and through increased choice allowing parents more options regarding school placement for their offspring.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/parents-645/)  and others in relation to children and their developmental [needseducational provision is often designed with the aim of meeting learners' needs - their requirements or even wishes. However this is a matter of perception and also of values: analysing what is seen to be in the interests of the learner and from these selecting what is seen as educationally important or valuable.](https://www.dictionaryofeducation.co.uk/component/glossary/Glossary-1/n/needs-591/) - physical, social, and emotional.

# [**Racism**](http://www.dictionaryofeducation.co.uk/r/r/racism) – [discriminationthe unjust treatment   through prejudicial categorisation of people especially on such grounds as race sex religion ability or age.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/d/discrimination-272/)  or [prejudicea preconceived opinion or belief unsupported by evidence. The opinion may prove to be factually correct or incorrect but the use of the word today tends to be associated with groundless discrimination and bias](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/prejudice-693/)  on the grounds of [racea grouping of humans with common features thought to be inherited genetically ancestry tribal or national origin.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/r/race-741/) ; belief in the superiority or inferiority of a person or group on the grounds of race. [Racismdiscrimination or prejudice on the grounds of race belief in the superiority or inferiority of a person or group on the grounds of race. Racism can be conscious or unconscious and as with any form of discrimination can operate at individual social institutional and systemic levels.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/r/racism-742/)  can be conscious or unconscious and as with any form of discrimination can operate at individual, social, institutional, and [systemicrelating to a whole system as opposed to one sector or aspect. Systemic racism for example would refer to problems in the education system as a whole rather than simply isolated or distinct instances.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/s/systemic-899/)  levels.

# [**Pedagogy**](http://www.dictionaryofeducation.co.uk/p/p/pedagogy) – the art, 'science', or principles and [methodsthe practices of teaching or research. They can be observed whereas methodology involves some kind of principled justification.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/m/methods-563/) , of [teachingany of a host of activities which have in common the structuring of a situation to enablelearning to take place.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/t/teaching-908/) . Some see it as having three key aspects: [methodologyin teaching the principles practices and procedures which are employed (see pedagogy). In educational research it refers to a justification of the principles practices and procedures informing the construction of and employed in the research project.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/m/methodology-562/) , [rationalea set of reasons or the logical basis for a course of action or a belief.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/r/rationale-745/) , and [reflectiona process of careful consideration. It is seen as vital for teachers in respect of improving their own practice and increasingly for learners in respect of improving their learning or study skills. It therefore needs to be conducted in informed way to be of real value (see pedagogy  praxis metacognition).](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/r/reflection-757/) . In some contexts, the term is used more broadly for the science of [educationa complex term which refers to the process whether planned or not formal or not by which humans develop in ways deemed to be socially acceptable in terms of their knowledge understanding skills attitudes and judgements. State schooling is aimed at providing education but it may be developed elsewhere or even in spite of schooling as some critics suggest. It is certainly the case that some aspects of schooling might not be considered educational and also certainly the case that not all education is provided by schooling.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/e/education-297/) , didactics, or upbringing. One problem with [understandinga complex term which is normally used to signify a depth of knowledge or learning which includes a perception of the nature or cause or use or significance of the object of learning. It goes beyond awareness or recognition implying a much fuller appreciation of meaning.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/u/understanding-949/)  it as a 'science' is the implication that there are set formulae for teaching which can be applied in all circumstances. This is misguided, given the social complexities of [learninga vast literature surrounds this topic and much debate linked to rival theories which address it. The least controversial that can be said of the term is that it refers to some sort ofcognitive behavioural or affective change or development in the individual associated with interaction with external forces.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/l/learning-509/) , and so [pedagogythe art, 'science', or principles and methods, of teaching. Some see it as having three key aspects: methodology, rationale, and reflection. In some contexts, the term is used more broadly for the science of education, didactics, or upbringing. One problem with understanding it as a 'science' is the implication that there are set formulae for teaching which can be applied in all circumstances. This is misguided, given the social complexities of learning, and so pedagogy as the 'art' of teaching may be less problematic in this regard, at least.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/pedagogy-651/)  as the 'art' of teaching may be less [problematicdifficult debatable uncertain complex.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/problematic-712/)  in this regard, at least.

# [**Peer pressure**](http://www.dictionaryofeducation.co.uk/p/p/peer-pressure) – the social pressure felt to conform to the actions, behaviour, [valuesprincipled preferences standards judgement of what things are good valuable important (in life).](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/v/values-958/) , or attitudes of one's peers. It can have positive or negative consequences, depending on the [naturethat which exists from birth hereditary inborn essence.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/n/nature-587/)  of the peer group, and the perspective taken.

# [**Personality**](http://www.dictionaryofeducation.co.uk/p/p/personality) a complex term from [psychologythe science of the nature functions and phenomena of mental activity.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/psychology-725/)  which is resistant to simple definition as it is [theorya coherent group of propositions used as principles for the explanation of some phenomenon. It is stronger than a hypothesis which is a conjecture still to be tested whereas a theory has more weight in terms of its credibility.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/t/theory-919/) -dependent and contested. Generally, the term refers to the predictable and unique ways in which an individual responds to the environment. Some see [personalitya complex term from psychology which is resistant to simple definition as it is theory-dependent and contested. Generally the term refers to the predictable and unique ways in which an individual responds to the environment. Some see personality as having a causal role in behaviour whereas others see it as merely a term for that accumulation of behaviours.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/p/personality-662/)  as having a causal role in behaviour whereas others see it as merely a term for that accumulation of behaviours.

**Social support** is the perception and actuality that one is cared for, has assistance available from other people, and that one is part of a supportive [social network](https://en.wikipedia.org/wiki/Social_network). These supportive resources can be emotional (e.g., nurturance), tangible (e.g., financial assistance), informational (e.g., advice), or companionship (e.g., sense of belonging) and intangible (e.g., personal advice).

Social support can be measured as the perception that one has assistance available, the actual received assistance, or the degree to which a person is integrated in a social network. Support can come from many sources, such as family, friends, pets, neighbors, coworkers, organizations, etc. Government-provided social support is often referred to as **public aid.**

# [**Teaching**](http://www.dictionaryofeducation.co.uk/t/t/teaching) – any of a host of activities which have in common the structuring of a situation to enable learning to take place.

# [**Voluntary school**](http://www.dictionaryofeducation.co.uk/v/v/voluntary-school) in England, a [schoolan institution established for a number of purposes including educational provision.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/s/school-794/)  in which a charity, religious, or faith group has a particular governing role in addition to that of the local [authority](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/a/authority-69/)

# [**Whole child**](http://www.dictionaryofeducation.co.uk/w/w/whole-child) – a term used for the educational concern with the personal, emotional and social [wellbeing      the state of being happy healthy and contented. It has recently become a key  student      outcome in many education systems and can be linked loosely to Aristotle's concept of      eudaimonia. Some critics have questioned if it is used with sufficient regard to social       cultural  or ethnic diversity. It certainly seems unlikely that one definition can be found to cover      the range of possible human values it might represent.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/w/wellbeing-973/)  of children and young people as opposed to merely [academicrelating to scholarly activities especially those involving study within subject areas ordisciplines.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/a/academic-7/)  concerns.

# [**Youth training**](http://www.dictionaryofeducation.co.uk/y/y/youth-training) work-based [traininga form of learning often distinguished by being for a particular skill or set of skills. It can be marked by narrowness and a lack of learner reflection and so it is often viewed negatively compared to terms such as learning or education (see instruction).](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/t/training-936/)  for unemployed [schoolan institution established for a number of purposes including educational provision.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/s/school-794/)  leavers

# [**Zone of proximal development**](http://www.dictionaryofeducation.co.uk/z/z/zone-of-proximal-development) – a term from the work of Lev Vygotsky (1896-1934) for the gap between what a learner (a [childa young human below the age of full physical development. A strict definition is controversial in education as it has an impact on many related issues such as rights responsibility autonomy and choice.](http://dictionaryofeducation.co.uk/component/glossary/Glossary-1/c/child-122/) ) can accomplish independently and what they can accomplish when they are interacting with others who are more competent.