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A commentary on schools
in metropolitan areas

SLUMS & SUBURBS

JAMES B. CONANT



Slums And Suburbs A Commentary On Schools In Metropolitan Areas

Jianjun Gao



Slums And Suburbs A Commentary On Schools In Metropolitan Areas:

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Legislation--1963, Hearings...88-1 United States. Congress. Senate. Labor and Public Welfare,1963 *The Audacity to Teach!* Jacob Easley II,2012-07-10 The Audacity to Teach is developed from a study of an inner city urban elementary school that has undergone serial comprehensive reforms Each act of reform has promised to bring about certain changes that would will in return improve this particular school This book explores critical issues such as 1 the language of student achievement and accountability 2 the politics and policies that inform the processes of schooling and school reform and 3 the role of

leadership in schools including teacher leadership Each of these evolves from a serious examination of capacity as the dynamic nexus between teaching innovations and student learning This book is intended for teachers school administrators policy makers and academics who are interested in understanding school improvement and effectiveness it provides commonsense recommendations for the future direction of American education that aim to promote student success

Education and the City Gerald Grace, 2013-06-17 City schools especially those attended by working class and ethnic minority pupils are the catalysts of many significant issues in educational debate and policy making They bring into sharp focus questions to do with class gender and race relations in education concepts of equality of opportunity and of social justice and controversies about the wider political economic and social context of mass schooling America Western Europe and Australia have all taken a keen interest in the problems of urban schooling The contributors to this collection of original essays all share a concern about these problems although they approach them from a wide range of theoretical and ideological positions Gerald Grace and his contributors criticise the current limitations of urban education as a field of study and they present a foundation for a more historically located and critically informed inquiry into problems conflicts and contradictions in urban schooling Part I presents contributions on theories of the urban Part II focuses upon the history of urban education both in Britain and the USA Part III discusses contemporary policy and practice with essays relating to education in inner city London and in New York City This book was first published in 1984

Critical Social Issues in American Education H. Svi Shapiro, David E. Purpel, 2004-09-22 This text reader brings together powerful readings that critically situate issues of education in the context of the major cultural moral political economic ecological and spiritual crises that confront us as a nation and a global community It provides a focus and a conceptual framework for thinking about education in light of these issues Readers are exposed to the thinking of some of the best and most insightful social and educational commentators Critical Social Issues in American Education Democracy and Meaning in a Globalizing World Third Edition is intended to work on two levels First it helps readers to develop an awareness of how education is connected to the wider social structures of cultural political and economic life Second it encourages not only a critical examination of our present social reality but also a serious discussion of alternatives of what a transformed society and educational process might look like The editors goal is to deliberately engage readers in connecting the work of teachers to an ethically committed politically charged pedagogy The assumption on which they base the text is that educators must see their work as inextricably linked to the broader conflicts stresses and crises of the social world it is not otherwise possible to make sense of what is happening educationally What happens in school or as part of the educational experience reflects expresses and mediates profound questions about the direction and nature of the society we inhabit The text is organized thematically into five sections which address respectively social justice and democracy consumerism culture and public education marginality and difference moral and spiritual perspectives on education and globalization and education Each section is preceded by a

brief essay that introduces the readings This Third Edition includes many new readings and addresses issues that have more recently emerged as especially significant such as concerns about the implications of globalization and the post 9 11 world commercialism violence and the ever increasing influence of high stakes testing This compelling text is relevant for a wide range of courses in educational foundations educational policy curriculum studies and multicultural education that address the social context of education cultural and political change and public policy **Wisconsin Library Bulletin** ,1963

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