

Taken to Extremes: Education in the Far North

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Taken To Extremes Education In The Far North

**Clive S. Thomas, Laura
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Taken to Extremes Frank Darnell, Anton Hoëm, 1996 **Elites, Language, and the Politics of Identity** Gregg Bucken-Knapp, 2012-02-01 Why and when do linguistic cleavages within a nation become politicized Using Norway where language has played a particularly salient role in the nation's history as a case study Gregg Bucken Knapp explores these questions and challenges the notion that the politicization of language conflict is a response to language problems He shows that political elites often view language conflict as a political opportunity placing it on the policy agenda as an effective mobilizing tool to serve their own nonlinguistic political ends Although language oriented interest groups may fight to achieve desired language policies they are generally unsuccessful when their preferences clash with the broader objectives of political elites This book focuses on understanding just how language policies emerge A Way of Life That Does Not Exist Colin Samson, 2003-05-17 A detailed look at Innu relations with the Canadian state developers explorers missionaries educators health care professionals and the justice system Journal of American Indian Education, 2011 **Developing Inclusive Teacher Education** Tony Booth, Kari Nes, Marit Strømstad, 2003 Inclusion has been adopted as an overall aim for compulsory education in most countries This book explores the way teachers are prepared for inclusion in their initial and in service teacher education Inuit Education and Schools in the Eastern Arctic Heather E. McGregor, 2011-01-01 Since the mid twentieth century sustained contact between Inuit and newcomers has led to profound changes in education in the Eastern Arctic including the experience of colonization and progress toward the re-establishment of traditional education in schools The milestone of the establishment of Nunavut Territory in 1999 was followed by the 2006 Berger Report which drew attention to problems remaining in the territory's education system As the first history of education in the Eastern Arctic this groundbreaking study provides the historical context needed to understand the educational challenges faced in Nunavut With an emphasis on cultural negotiation policy making and the role of tradition Heather McGregor assesses developments in the history of education in four periods the traditional the colonial 1945-70 the territorial 1971-81 and the local 1982-99 She concludes that education is most successful when Inuit involvement and local control support a system that reflects Inuit culture and Inuit visions for the future **The Curriculum History of Canadian Teacher Education** Theodore Michael Christou, 2017-08-07 Organized by region this edited collection provides a comprehensive look at how teacher education has evolved regionally and nationally in Canada Offering an in depth look at specific provinces and territories this volume contextualizes the landscape of Canadian public education and the place of teacher education within it Shedding light on the ways Canadian teacher education was shaped by and in turn influenced its environment contributors evaluate the current state of education and consider themes tensions and historical developments presenting a view of teacher education that encompasses both its future and its past A significant contribution to the field of curriculum history this book offers a benchmark for conversations about the purposes means and ends of teacher education in Canada Resources in Education

,2001-10 The Routledge International Companion to Multicultural Education James A. Banks,2009-09-10 This volume is the first authoritative reference work to provide a truly comprehensive international description and analysis of multicultural education around the world It is organized around key concepts and uses case studies from various nations in different parts of the world to exemplify and illustrate the concepts Case studies are from many nations including the United States the United Kingdom Canada Australia France Germany Spain Norway Bulgaria Russia South Africa Japan China India New Zealand Malaysia Singapore Indonesia Brazil and Mexico Two chapters focus on regions Latin America and the French speaking nations in Africa The book is divided into ten sections covering theory and research pertaining to curriculum reform immigration and citizenship language religion and the education of ethnic and cultural minority groups among other topics With forty newly commissioned pieces written by a prestigious group of internationally renowned scholars The Routledge International Companion to Multicultural Education provides the definitive statement on the state of multicultural education and on its possibilities for the future Education in Indigenous, Nomadic and Travelling Communities Rosarii Griffin,2014-06-26 Education in Indigenous Nomadic and Travelling Communities provides a thorough examination of up to date case studies of educational provision to travelling communities and indigenous people in their homelands or in host countries Education is usually under utilised during phases of transition In many instances indigenous groups and travelling people including nomads do not have educational opportunities equal to that of their settled counterpart citizens For such groups this results in early school leaving high school drop out rates low school attendance and low success rates Indeed indigenous traveling and nomadic groups often begin their working life at an early age and often experience difficulties penetrating the formal employment arena In this volume international researchers analyse the internal and external factors affecting educational provision to travelling nomadic and indigenous groups A comparative examination of the issues is enabled through the global case studies including the Roma people in Europe indigenous groups in Malaysia the Gypsies of England the Travellers of Ireland the Sami nomadic people of Scandinavia and Russia as well as the Amazonian Indians of Latin America Indigenous Postgraduate Education Karen Trimmer,Debra Hoven,Pigga Keskitalo,2020-06-01 This book focuses on Indigenous participation in postgraduate education The collaborating editors from the contexts of Australian Canadian and Nordic postgraduate education have brought together voices of Indigenous postgraduate students and researchers about strategies to support postgraduate education for Indigenous students globally and to promote sustainable solution focused and change focused strategies to support Indigenous postgraduate students The role of higher education institutions in meeting the needs of Indigenous students is considered by contributing scholars including issues related to postgraduate education pedagogies flexible learning and technologies On a more fundamental level the book provides a valuable resource by giving voice to Indigenous postgraduate students themselves who share directly the stories of their experience their inspirations and difficulties in undertaking postgraduate study This component of the book gives precedence

to the issues most relevant and important to students themselves for consideration by universities and researchers Bringing the topic and the voices of Indigenous students clearly into the public domain provides a catalyst for discussion of the issues and potential strategies to assist future Indigenous postgraduate students This book will assist higher education providers to develop understanding of how Indigenous postgraduate students and researchers negotiate research cultures and agendas that permeate higher education from the past to ensure the experience of postgraduate students is both rich in regard to data to be collected and culturally safe in approach what connections gaps and contradictions occur at the intersections between past models of postgraduate study and emerging theories around intercultural perspectives including the impact of cultural and linguistic differences on Indigenous students learning experiences how Indigenous students and researchers personal and professional understandings beliefs and experiences about what typifies knowledge and research or adds value to postgraduate studies are constructed shared or challenged and how higher education institutions manage the potential challenges and risks of developing pedagogies to ensure that they give voice and power to Indigenous postgraduate students

Handbook of Curriculum Theory, Research, and Practice Peter Pericles Trifonas, Susan Jagger, 2024-02-22 This Handbook paints a portrait of what the international field of curriculum entails in theory research and practice It represents the field accurately and comprehensively by preserving the individual voices of curriculum theorist researchers and practitioners in relation to the ideas rules and principles that have evolved out of the history of curriculum as theory research and practice dealing with specific and general issues Due to its approach to both specific and general curriculum issues the chapters in this volume vary with respect to scope Some engage the purposes and politics of schooling in general Others focus on particular topics such as evaluation the use of instructional objectives or curriculum integration They illustrate recurrent themes and historical antecedents and the curricular debates arising from and grounded in epistemological traditions Furthermore the issues raised in the handbook cut across a variety of subject areas and levels of education and how curricular research and practice have developed over time This includes the epistemological foundations of dominant ideas in the field around theory research and practice that have led to marginalization based on race class gender sexuality ethnicity age religion and ability The book argues that basic curriculum issues extend well beyond schooling to include the concerns of anyone interested in how people come to acquire the knowledge skills and values that they do in relation to subjectivity and experience

Super Dimensions in Globalisation and Education David R. Cole, Christine Woodrow, 2016-02-05 This volume is the first major production of the globalisation research strand of the Centre for Educational Research at Western Sydney University This book makes a significant contribution to the theory of and research in globalisation and education and tackles the topics of superdiversity and supercomplexity The book's thesis is that the effects of globalisation on education can only be understood if the specific yet complex conditions of globalisation in education are investigated The book takes an international approach to understanding globalisation and does not restrict itself to just one methodological or theoretical

plane of investigation Education is one of these frontline domains in which the effects of superdiversity cannot be dismissed minimized or denied The continuously increasing complexity of learning environments is raising critical issues at every level from description over analysis to theoretical generalization and this book is a first and fruitful attempt at charting these waters This pioneering book will remain a key text for many years to come Jan Bloomaert Professor of Language Culture and Globalization and Director of the Babylon Center Tilburg University the Netherlands This provocative collection works from two premises that today there is superdiversity in our globalised world and related is a supercomplexity of theoretical and methodological approaches The collection proffers multifarious challenges for educational theory research and practice in working with through and across these two premises As such Super Dimensions in Globalisation and Education is essential reading for all educational researchers whatever their interests or location Professor Bob Lingard The University of Queensland Australia This is a highly imaginative book that stops flat earth and convergence arguments dead in their tracks Its genius is to bring super complexity and super diversity into a conversation with each other and with education and in doing so shed light on the numerous and unexpected ways in which global processes are shaping education in revealing and compelling ways Any scholar concerned with globalisation and education will find Super Dimensions in Globalisation and Education a must have on their reading list Professor Susan Robertson Director of the Centre for Globalisation Education and Social Futures University of Bristol UK This is an absorbing and compelling collection It takes readers on a kaleidoscopic journey through various intricate expressions of the nexus between globalisation and education And it offers multiple ways that such expressions can be thought and rethought In transcending conventional categorisations it invites educators to do so too Professor Jane Kenway Australian Professorial Fellow Australian Research Council Education Faculty Monash University Australia

Education, Indigenous Knowledges, and Development in the Global South

Anders Breidlid, 2013 Through a series of case studies this book explores the question of whether Western educational discourse still the dominant discourse in many countries in the global South benefits the majority of pupils and helps promote sustainable development in these countries or whether pedagogies rooted in more indigenous ideologies and discourses would better serve this aim

Rural School Leadership

Christian P. Wilkens, Janice DeVore Littlebear, Robert S. Thompson, 2024-11-25 Rural School Leadership Lessons from Alaska is a guide for leaders in rural schools The book tells stories provides clear examples and practical school improvement strategies Throughout the book authors discuss how leaders can help their schools meet the needs of both Indigenous and Western systems Chapters are organized around specific areas of interest for rural school leaders such as cross cultural leadership academic improvement and leading small schools

Teacher

Education in the Nordic Region Eyvind Elstad, 2023-04-14 This open access book is the first account of the whole diversity of teacher education in the Nordic region Norway Sweden Finland Denmark Iceland Greenland the Faroe Islands the land Islands and S pmi where the S mi people live Today large parts of the world are looking to the Nordic model of social

organization and interest in the Nordic comprehensive school system and teacher education arrangements is no exception. A good education is a key to prosperity and well being. And the quality of students education is undoubtedly linked to the quality of their teachers education. While teacher education in the Nordic region is globally admired it also faces new challenges. The leading scholars writing in this volume discuss the challenges and opportunities that professional environments are facing. By providing solid portraits of each area as well as analyses across the region this book will be a great resource to students academics in teacher education and schooling as well as social scientists and policy makers inside and outside the Nordic region. This is an open access book.

Teaching Transformed Roland Tharp, 2018-02-12. The social organization of teaching and learning particularly in classrooms has not yet been recognized as a foundational element of education. However social constructionist views of human development cognition and schooling as well as the increasing challenges of cultural and linguistic diversity make it a vital concern for teachers researchers and policymakers. This book introduces the concept of educational social organization assembles the pertinent theory and evidence and suggests future directions for training and policy. The four goals of school reform academic excellence fairness inclusion and harmony can be achieved simultaneously by transforming the final common pathway of all school reform instructional activity. *Teaching Transformed* is a new vision for classrooms based on consensus research findings and unified practice prescriptions explained and justified by new developments in sociocultural theory and clarified by an explicit five phase developmental guide for achieving that transformation. *Teaching Transformed* is both visionary and practical both theoretical and data driven and determined to create effective education for all students. Professional educators parents and any reader concerned with saving our schools will find this book necessary to understand our current plight and to envision a realistic means of transformation.

Western Psychological and Educational Theory in Diverse Contexts Julian Elliott, Elena Grigorenko, 2013-09-13. This book examines aspects of Western psychological and educational theory in relation to educational practice around the world and considers the extent to which current understandings are truly applicable to a range of diverse settings. In so doing it also seeks to question where appropriate existing orthodoxies within Western educational systems.

Transforming the Culture of Schools Jerry Lipka, With Gerald V. Mohatt, Esther Ilutsik, 2014-01-21. This book speaks directly to issues of equity and school transformation and shows how one indigenous minority teachers group engaged in a process of transforming schooling in their community. Documented in one small locale far removed from mainstream America the personal narratives by Yup'ik Eskimo teachers address the very heart of school reform. The teachers struggles portray the first in a series of steps through which a group of Yup'ik teachers and university colleagues began a slow process of reconciling cultural differences and conflict between the culture of the school and the culture of the community. The story told in this book goes well beyond documenting individual narratives by providing examples and insights for others who are involved in creating culturally responsive education that fundamentally changes the

role and relationship of teachers and community to schooling **Uncommon Schools** Wade Cole, 2011-03-24 Uncommon Schools explores the emergence of postsecondary institutions for indigenous peoples worldwide over the past fifty years

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