

Starting Strong

*A Different Look
at Children, Schools,
and Standards*



Patricia F. Carini

Foreword by Joseph Featherstone

Starting Strong A Different Look At Children Schools And Standards

Jenifer Smith, Simon Wrigley



Starting Strong A Different Look At Children Schools And Standards:

Starting Strong Patricia F. Carini, 2001 In this book the author counters high stakes testing the pathologizing of children and the unrelenting critique of the public schools with an account of how children all children actively make sense of the world and their experience through the making of works such as drawings constructions and writings

Teaching as Inquiry Alexandra Weinbaum, 2004-04-16 This book offers an engaging and effective approach to improving teacher and student learning Based on the experiences of three leading educational organizations the authors provide invaluable research based guidelines for incorporating inquiry into teacher s instructional practices and student work as part of the ongoing work of schools In addition to discussing the lessons learned and questions raised by inquiry work this volume includes specific considerations for determining who should be involved what work should be under review how it should be reviewed and how such inquiry should be supported by the school

Elusive Justice Thea Renda Abu El-Haj, 2012-12-06 *Elusive Justice* addresses how educators think about and act upon differences in schools be they based on race gender class or disability and how discourse and practice about such differences are intimately bound up with educational justice Rather than skip over contentious or uncomfortable dialogues about difference Thea Abu El Haj tackles them head on Through rich and detailed ethnographic portraits of two schools with a commitment to social justice she analyzes the ways discourses about difference provide a key site for both producing and resisting inequalities and examines the dilemmas that emerge from either focusing on or ignoring them In interrogating fundamental assumptions about difference and equity Abu El Haj deftly blends critique with a search for hope and possibility to ultimately argue for ways educators might translate ideals about justice into effective practice

Teachers and Philosophy Cara E. Furman, Tomas de Rezende Rocha, 2025-02-01 *Philosophers and educators come together to address contemporary issues in education Teachers and Philosophy* showcases the potential of education practitioners and philosophers of education working and writing together Following Mary Louise Pratt this meeting space is referred to as a contact zone and contributors demonstrate the power and benefit of writing from this liminal space Introductory and concluding chapters provide an argument for the value of bringing together philosophers and practitioners as well as tips for facilitating these interactions Situated amid the COVID 19 pandemic the volume grapples with the challenges that practitioners face around teaching controversial topics crafting inclusive curricula indigeneity disability urban schooling nature based education rural education mental health coping with feelings of anger and more Each chapter ends with suggestions for further reading or engagement questions for reflection and discussion and an activity that a class or reading group can move through together

Immigrant Students and Literacy Gerald Campano, 2019-09-06 This powerful book demonstrates how culturally responsive teaching can make learning come alive Drawing on his experience as a fifth grade teacher in a multiethnic school where children spoke over 14 different home languages the author reveals how he created a language arts curriculum from the students own rich cultural resources narratives and identities

Illustrating the challenges and possibilities of teaching and learning in a large urban school this book Documents how a culturally engaged pedagogy improved student achievement and increased standardized test scores Examines the literacy practices of children from immigrant migrant and refugee backgrounds and includes powerful examples of their voices and writing Provides an invaluable model of reflective practice including a wide array of student centered strategies to generate powerful learning experiences Demonstrates a way for teachers to tap into the various forms of literacy students practice beyond the borders of the classroom Campano illustrates what it takes to be a teacher with heart and soul not simply one who succumbs to the increasing calls for higher test scores and standardized curricula There are many lessons to be learned from this gem of a book From the Foreword by Sonia Nieto University of Massachusetts at Amherst Campano shows us what we can do what we must all learn to do to restore children s full humanity to the center of U S literacy education Patricia Enciso The Ohio State University

Everyday Antiracism Mica Pollock, 2010-07-19 Which acts by educators are racist and which are antiracist How can an educator constructively discuss complex issues of race with students and colleagues In **Everyday Antiracism** leading educators deal with the most challenging questions about race in school offering invaluable and effective advice Contributors including Beverly Daniel Tatum Sonia Nieto and Pedro Noguera describe concrete ways to analyze classroom interactions that may or may not be racial deal with racial inequality and diversity and teach to high standards across racial lines Topics range from using racial incidents as teachable moments and responding to the n word to valuing students home worlds dealing daily with achievement gaps and helping parents fight ethnic and racial misconceptions about their children Questions following each essay prompt readers to examine and discuss everyday issues of race and opportunity in their own classrooms and schools For educators and parents determined to move beyond frustrations about race **Everyday Antiracism** is an essential tool

Introducing Teachers' Writing Groups Jenifer Smith, Simon Wrigley, 2015-11-06 Teachers writing groups have a significantly positive impact on pupils and their writing This timely text explains the importance of teachers writing groups and how they have evolved It outlines clearly and accessibly how teachers can set up their own highly effective writing groups In this practical and informative book the authors share the thinking and practice that is embodied by teachers writing groups provide practical support for teachers running a group or wishing to write for themselves in order to inform their practice cover major themes such as the relationship between writing teachers and the teaching of writing writing as process and pleasure writing and reflective practice writing journals and the writing workshop The authors provide a rationale for the development of writing groups for teachers and for ways of approaching writing that support adult and child writers and this rationale informs the ideas for writing throughout the book All writing and teaching suggestions have been extensively tried and tested by class teachers and will be of enormous interest to any teacher or student teacher wishing to run their own successful writing group

The Routledge International Handbook of Research on Dialogic Education Neil Mercer, Rupert Wegerif, Louis

Major,2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education With contributions from the world s leading researchers it describes underpinning theoretical approaches debates methodologies evidence of impact how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time The handbook is divided into seven sections covering The theory of Dialogic Education Classroom dialogue Dialogue teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research Featuring chapters from authors working in different educational contexts around the world the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio cultural research It will interest students on PhD programmes in Education Faculties Master s level courses in Education and postgraduate teacher training courses The accounts of results achieved by high impact research projects around the world will also be very valuable for policy makers and practitioners

Teaching Literature to Adolescents Richard Beach,Deborah

Appleman,Bob Fecho,Rob Simon,2016-03-10 This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them Throughout the textbook readers are encouraged to raise and explore inquiry based questions in response to authentic dilemmas and issues they face in the critical literature classroom New in this edition the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards Each chapter is organized around specific questions that English educators often hear in working with pre service teachers Suggested pedagogical methods are modelled by inviting readers to interact with the book through critical inquiry methods for responding to texts Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry based responses to authentic case narratives A Companion Website <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

The Routledge Handbook of Literacy Studies

Jennifer Rowsell,Kate Pahl,2015-05-15 The Routledge Handbook of Literacy Studies offers a comprehensive view of the field of language and literacy studies With forty three chapters reflecting new research from leading scholars in the field the Handbook pushes at the boundaries of existing fields and combines with related fields and disciplines to develop a lens on contemporary scholarship and emergent fields of inquiry The Handbook is divided into eight sections The foundations of

literacy studies Space focused approaches Time focused approaches Multimodal approaches Digital approaches Hermeneutic approaches Making meaning from the everyday Co constructing literacies with communities This is the first handbook of literacy studies to recognise new trends and evolving trajectories together with a focus on radical epistemologies of literacy The Routledge Handbook of Literacy Studies is an essential reference for undergraduate and postgraduate students and those researching and working in the areas of applied linguistics and language and literacy

Urban Youth and School Pushout Eve Tuck, 2012-03-15 Winner of the 2013 American Educational Studies Association's Critics Choice Award Recent efforts to reform urban high schools have been marked by the pursuit of ever increasing accountability policies most notably through the use of high stakes standardized testing mayoral control and secondary school exit exams Urban Youth and School Pushout excavates the unintended consequences of such policies on secondary school completion by focusing specifically on the use and over use of the GED credential Building on a tradition of critical theory and political economy of education author Eve Tuck offers a provocative analysis of how accountability tacitly and explicitly pushes out under performing students from the system By drawing on participatory action research as well as the work of indigenous scholars and theories this theoretically and empirically rich book illustrates urban public schooling as a dialectic of humiliating ironies and dangerous dignities Focusing on the experiences of youth who have been pushed out of their schools under the auspices of obtaining a GED Tuck reveals new insights on how urban youth view accountability schooling value the GED and yearn for multiple meaningful routes to graduation

The Globe's Emigrating Children Kathleen A. Stark, 2008 The Globe's Emigrating Children describes one teacher's experiences teaching twenty four immigrant students during their first year in the United States From diverse places including Vietnam Iraq Somalia Sudan Mexico El Salvador and Haiti these children brought their many languages and cultures to a first grade sheltered English classroom in a large urban school district Kathleen A Stark's thoughts and conversations with her students and her struggles to address each of the children's emotional and learning needs while guiding them to recognize and question the assumptions of the world around them provide a much needed intimate look into the lives and education of immigrant children Stark's beautifully written reflections about the teacher's role and the role of education in general are supremely original honest and thought provoking This book should be read by any teacher involved in such areas as immigration early childhood theory literacy foreign language education and critical pedagogy It is also suited to pre service college courses devoted to these topics

New Teachers in Urban Schools: Journeys Toward Social Equity Teaching Althier M. Lazar, Leslie M. Reich, 2016-03-07 This volume informs the reader about new teachers in urban underserved schools and their development as teachers for social equity The accounts of five novice teachers who grew up outside the communities in which they teach lead to chapters that contain advice for teacher educators future and current teachers and school leaders These early career teachers learned much about bridging the cultural divide between themselves and their students confronted and resolved big challenges that may

immobilize some who set out to teach in these communities They brought to their classrooms strong social justice orientations including a moral imperative to make a difference in the world an awareness of social and educational inequalities and a strong sense of responsibility to positively influence the life trajectories of students in their charge Their narratives offer insights on the dispositions and contexts that will help early career teachers survive and thrive and make a difference in their students lives **Handbook of Reflection and Reflective Inquiry** Nona Lyons,2010-04-07

Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it is necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau s wide awakeness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times *Fighting Prosaic Messages* Henry C Amoroso Jr,2018-04-11 Part historical fiction part memoir part philosophy of education this book begins with a story about a womans immigration into the U S and how three of her generations struggled in the U S school system The book ends with an analysis of why many students fail in school and what we can do about it Through story and analysis this book offers a critique of the U S education system in 3 parts Part one imagines what the immigration experience was like in the past and reads like historical fiction Part two looks at the ensuing three generations in the present and reads like a memoir Part three gleans lessons from the story as a whole for what we can do better in the future In the historical fiction part a Sicilian woman named Rose emigrates to the U S at the turn of the twentieth century Knowing no English and illiterate but armed with a moral intelligence she struggles in this strange world of the free rubs shoulders with some of the great thinkers of her day and discusses the nature of education with them Shes one of the many prosaic heroes history books and schools sometimes forget In the memoir part Roses son Henry the authors father drops out of school in the eighth grade to help his single mom by selling newspapershe never thought he was smart enough for school anyway His son Henry Jr goes all the way in school to

obtain a PhD but struggles to find a voice along the way Henry Jr's son Justin was seemingly born with an expressive voice but in his shuffle to conform to the school system almost lost it In these 3 cases we see 3 types of students who often fail in school in general In the final analysis part the book reflects on these prosaic cases to understand why so many U S students fail The theme that emerges parallels the traditions of Rousseau Dewey and Montessori students at heart are good and educators are most effective when they treat them as such students learn best by doing and this includes moral doing and students become intrinsically motivated to learn if allowed to think critically creatively and to find their voices If democracy depends on an informed citizenry the questions this book raises about school failure are critical to the future of our nation J A

Curriculum Theory Michael Schiro, 2008 This book presents readers with a clear sympathetic and unbiased perspective on the major curriculum philosophies ideologies viewpoints or visions for schooling that have exerted influence on American educators and schooling over the last century It also helps readers better understand curricular disagreements that occur in schools determine the ideologies and intentions of other educators speak in the language of other educators while conveying their own meanings and more effectively negotiate curriculum decisions with colleagues curriculum committees school boards and their communities

A Critical Inquiry Framework for K-12 Teachers JoBeth Allen, Lois Alexander, 2015-04-25 This dynamic book provides powerful ideas to guide pedagogy and a curriculum model for helping students connect with issues in their lives while meeting standards Vivid portraits of K12 classrooms illustrate how teachers used a human rights framework to engage students in critical inquiry of relevant social issues such as immigration rights religious tolerance racial equality countering the effects of poverty and respect for people with disabilities The book shows how a group of teachers worked together to develop a critical content framework using the UN Convention on the Rights of the Child Chapters highlight lively classroom and community action projects

Inquiry as Stance Marilyn Cochran-Smith, Susan L. Lytle, 2015-04-25 In this long awaited sequel to *Inside/Outside: Teacher Research and Knowledge* two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change In their new book the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts They call for practitioner researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice Part I is a set of five essays that conceptualize inquiry as a stance and as a transformative theory of action that repositions the collective intellectual capacity of practitioners Part II is a set of eight chapters written by eight differently positioned practitioners who are or were engaged in practitioner research in K 12 schools or teacher education Part III offers a unique format for exploring inquiry as stance in the next generation a readers theatre script that juxtaposes and co mingles 20 practitioners voices in a performance oriented format Together the three parts of the book point to rich possibilities for practitioner inquiry in the next generation Contributors Rebecca Akin Gerald

Campano Delvin Dinkins Kelly A Harper Gillian Maimon Gary McPhail Swati Mehta Rob Simon and Diane Waff Cochran Smith and Lytle once again prove themselves to be among the best at melding theory and practice Instead of merely making the case for practitioner inquiry they go the next step to show us exactly what this genre brings to our field rigor relevance and passion The interplay of conceptual clarity and powerful exemplars make this a text we will read well into the next decade Gloria Ladson Billings University of Wisconsin Madison Once again Marilyn Cochran Smith and Susan Lytle point the way to new and hopeful understandings of practitioner research Rather than blame teachers for all that is wrong with education they and their fellow authors remind us that if school reform is to have any chance of fulfilling its stated goal of equal opportunity for all students teachers must have a significant voice in research policy and practice With its focus on social justice and its view of practitioner research as transformative this is a powerful and welcome sequel to their classic Inside Outside Sonia Nieto Professor Emerita University of Massachusetts Amherst Inquiry as Stance should be a blockbuster This brilliant sequel re calibrates relationships between practitioner inquiry and social justice Carole Edelsky Professor Emerita Arizona State University This optimistic and generous book is sure to become a central reference for teacher researchers in K 16 schools and their colleagues and supporters throughout the system Elyse Eidman Aadaahl Director National Programs and Site Development National Writing Project University of California Berkeley This view of the intellectual and personal work of teaching is a major counter to the contemporary emphasis on testing and packaged curricula Cynthia Ballenger reading specialist Cambridge Public Schools Once again Cochran Smith Lytle and their colleagues bring us an invaluable book on the enormous possibilities of practitioner research Luis C Moll College of Education University of Arizona

Taboo, 2005 **Teaching and Learning on the Verge** Shanti Elliott, 2015-06-29 Our changing world demands that all students become agile thinkers who can grow sturdy interpersonal and civic relationships This book proposes that teachers who think of learning as playing with power tap the creative and subversive energies of young people making academic work far more consequential than a piece of paper with a grade on it Young people must learn to play democracy just as they might play a violin or a sport not as a game of let s pretend but fully participating in the language spaces and possibilities of public life Based on 20 years of teaching experience and research in schools across the US Teaching and Learning on the Verge demonstrates how educators in all disciplines can integrate civic engagement multicultural literacy and leadership into their classrooms and programs Featuring voices from literature and philosophy in dialogue with the living stage of classrooms streets and community spaces this book offers an imaginative and practical guide to democratic education

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