

MARY BEATTIE

# Narratives In The Making Teaching And Learning At Corktown Community High School

**ML Morrison** 

#### Narratives In The Making Teaching And Learning At Corktown Community High School:

Narratives in the Making Mary Beattie, 2003-01-01 At Corktown Community High School in Toronto importance is placed on the education of the whole person An alternative secondary school it emphasizes the development of self knowledge and responsiveness to others creative and critical thought and connectedness through the self the school community and society Narratives in the Making is based on a research project carried out at the school as part of a large scale national research study The Exemplary Schools Project Corktown a pseudonym was selected as a participant in this study because of its unusually high rate of student retention student engagement achievement and success Using narrative accounts of classroom and school practices profiles of teachers and students and language that is accessible to both practitioners and academics Mary Beattie provides insights and explanations of the meaning of success as it is understood by Corktown teachers students parents alumni and school administrators She shows how the whole person concept is incorporated into the school environment and why relationships are at the heart of teaching and learning the Making Mary Beattie, 2003 At Corktown Community High School in Toronto importance is placed on the education of the whole person An alternative secondary school it emphasizes the development of self knowledge and responsiveness to others creative and critical thought and connectedness through the self the school community and society Narratives in the Making is based on a research project carried out at the school as part of a large scale national research study The Exemplary Schools Project Corktown a pseudonym was selected as a participant in this study because of its unusually high rate of student retention student engagement achievement and success Using narrative accounts of classroom and school practices profiles of teachers and students and language that is accessible to both practitioners and academics Mary Beattie provides insights and explanations of the meaning of success as it is understood by Corktown teachers students parents alumni and school administrators. She shows how the whole person concept is incorporated into the school environment and why relationships are at the heart of teaching and learning International Handbook of Holistic Education John P. Miller, Kelli Nigh, Marni J. Binder, Bruce Novak, Sam Crowell, 2018-09-14 Providing a comprehensive overview of holistic education s history conceptions practices and research this Handbook presents an up to date global picture of the field Organized in five sections the Handbook lays out the field s theoretical and historical foundations offers examples of holistic education in practice with regard to schools programs and pedagogies at all levels presents research methods used in holistic education outlines the growing effort among holistic educators to connect holistic teaching and learning with research practice and examines present trends and future areas of interest in program development inquiry and research This volume is a must have resource for researchers and practitioners and serves as an essential foundational text for courses in the field

<u>Alternative Schooling and Student Engagement</u> Nina Bascia, Esther Sokolov Fine, Malcolm Levin, 2017-08-14 This book explores the unique phenomenon of public alternative schools in Toronto Canada and other large urban areas Although

schools of this kind have existed for more than a century very little has been written about the alternative school movement These alternatives focus more on child centered instruction give many students and teachers opportunities to organize the school differently provide a greater voice for teachers students and parents and engage students far more with experiential learning When traditional school structures are failing to meet the needs of many children and youth there is a rapidly growing need for information and discussion about alternatives that will encourage their talents and serve their needs This book draws attention to the issue of alternative schooling to help make it more accessible to a wider audience **Life** Neil Hooley, 2009-04-29 Indigenous education is one of the great challenges facing humanity in the historic quest for a democratic and peaceful future The 370 million Indigenous peoples of the world demand that the racist and colonial wrongs of the past be recti ed and that they stand as equals in confronting the social political and cultural problems that surround us all Education offers a way forward whether concerned with the public good schooling for all citizens including universal primary education and expanding secondary education the education of women regardless of background the inclusion of local cultures literacy and numeracy for all as a democratic right and the provision of comprehensive education that enables both personal aspiration cultural satisfaction and economic pathways What this means is that all children no matter where they live no matter what their background or the colour of the highest quality This does not impose a particular style of education for local communities but respects that educational directions must be decided independently by countries themselves Within this general context there is also something most profound about Indigenous knowing of appreciating Indigenous perspectives and applying these across all knowledge across all subjects of a curriculum Rather than accepting the one often highly conservative and dominant view of knowledge teaching and learning for all schools Indigenous perspectives offer other insights and means of analysis rejection and critique These can open up elds of creative and critical learning for all children including the dispossessed marginalised and disenfranchised

Transformative Teaching Darrell Dobson,2008-01-01 This is a book that supports teachers teacher educators and educational researchers as they strive for ways to make their work more authentic more meaningful and therefore more spiritual Dobson describes the practices of exemplary teachers offers a theoretical framework for transformative teaching and includes useful examples that the reader can readily include in her own teaching and or research Dobson offers two innovative methods of teacher reflectivity Interacting Narratives and Archetypal Reflectivity and an original methodology of teaching literature and the arts that draws on the insights of depth psychology Interwoven throughout the book is Dobson's own story that of an at risk student who was deeply affected by his high school experiences with drama and literature The book will be of interest to teachers in all fields but particularly in literature and the arts It will appeal to teacher educators educational researchers those interested in analytical psychology those interested in narrative approaches to teacher education and those interested in narrative approaches to educational research It will be useful in courses that focus on the

construction of teachers professional knowledge and reflective practices as well as methodology classes in literature drama and all the arts The book will also be of interest in qualitative arts based research methodology classes Meaning, 2009-01-01 The Quest for Meaning Teaching Learning and the Arts presents a narrative arts based approach to pedagogy and research in higher education Through narratives of experience the book offers revealing poignant examples of the transformative power of the arts and of narrative inquiry in learners lives and of the centrality of story in their ongoing quest for meaning The Ouest for Meaning will be valuable in a wide range of graduate and undergraduate settings It provides a framework for the development of new pedagogies which integrate the theory and practice of narrative arts based approaches to education The work makes a contribution to the fields of narrative and arts based inquiry and pedagogy qualitative research methods holistic and integrated studies and self directed inquiry It will appeal to a range of audiences who are interested in this creative integrative approach to education and who want to gain insights into how students learn from their own unique perspectives Grounded in Dr Beattie's interconnected approach to research and pedagogy the book begins with her own story of teaching learning research and the arts This provides the backdrop to an account of a collaborative pedagogy designed to enable students to conduct in depth narrative inquiries into their lives and to learn how to do narrative arts based research with others The author provides insights into the practices and processes of solitary and collaborative inquiry and the interaction and integration that take place within the three kinds of dialogue she proposes the dialogue with the self the dialogue with others and the dialogue between the dialogues The book s other twelve narratives show from learners unique perspectives how the creation and re creation of their ways of ways of knowing and being is a distinctively individual process involving all aspects of their humanity Individually these narratives provide valuable glimpses into the challenges the joys the frustrations and emotionality and the important personal satisfactions involved in the processes of learning unlearning and re learning In their own voices these learners tell of the diverse ways in which they became more responsive to their own inner lives to the perspectives and understandings of others and to the creation of more meaningful narratives for their current and future lives Collectively the narratives highlight the importance of recognizing personal experience in settings of higher education They also present compelling evidence for acknowledging the significance of inquiry creativity imagination dialogue interaction and integration in enabling learners to bring the whole of their being to the learning process to the exploration of the stories by which they live and to the creation of new narratives for their future lives **Being with A/r/tography**, 2008-01-01 Being with A r tography is a collection of essays that explain and exemplify the arts based research methodology called a r tography Edited by four scholars who are artists researchers and teachers a r tographers this book is a methodology book for practitioners in arts based educational research In addition to an introductory essay which contextualizes and theorizes the methodological framework of a r tography the book is divided into three main thematic sections that are integral to a r tographical research 1 self study and autobiography 2 communities

of a r tographic practice 3 ethics and activism The book concludes with a consideration of issues related to assessment validity and interpretation Being with A r tography will be an excellent core text in graduate courses that focus on arts based educational research as well as a valuable text in pre service teacher education programs The book will also be significant for qualitative research courses in all the social sciences and the health sciences including communication studies nursing counseling psychology and arts therapy The book provides a clear and comprehensive introduction to a r tography Even though a r tography as a research methodology is relatively new in the scholarly field Being with A r tography spells out how scholarly practitioners who are artists and researchers and teachers have been pursuing this kind of research for a long time

Canadian Books in Print. Author and Title Index ,1975 Alberta Journal of Educational Research ,2007 Art of Learning to Teach Mary Beattie, 2007 For courses in Student Teaching and Field Experience The goal of this text is to help teachers to create and recreate their professional knowledge through reflection and inquiry Readers are given the opportunity to examine and consider a variety of possible responses to teaching and learning situations and to relate their thinking to their own experience and developing professional knowledge Readers are invited to reflect and respond individually and collaboratively to what they read and to document their reflections responses and ongoing inquiry In this way teachers can use what they learn to build their own unique professional knowledge in teaching and to plan their future Canadian Books in Print ,1975 American Educational Research Association Annual actions and professional practices Meeting Program American Educational Research Association, 2004 International Bibliography of Book Reviews of Scholarly Literature Chiefly in the Fields of Arts and Humanities and the Social Sciences .2004 Internationale Bibliographie der Rezensionen wissenschaftlicher Literatur, 2004 For Faith and Fortune JoEllen McNergney Vinyard, 1998 Even before the massive European immigrations of the nineteenth and early twentieth centuries Detroit had a tradition of Catholicism Multiple immigrant groups became part of the city and considered it important to educate their daughters as well as their sons within the Church JoEllen McNergney Vinyard's comprehensive examination of parochial education in Detroit within the broader context of that city's urbanization patterns yields a richly detailed addition to our understanding of the European immigrant experience For Faith and Fortune will be of interest to historians and scholars of urban studies particularly immigration schooling and the Catholic experience Struggles and Celebration, 1990

Dimensions ,2006 Dimensions is the annual student produced journal of architecture at the University of Michigan It seeks to contribute to the critical discourse of architectural education by documenting the most compelling work produced by its students faculty fellows and visiting lecturers **Taking Off the Cape** Fred Steven Brill,2006 <u>Becoming Laura Colket, Adam Carswell, Tracy Penny Light, 2021-04 Becoming Transformative Storytelling for Education s Future is a collection of powerful stories about teaching and learning The book illuminates an inquiry process for educators to reflect on and tell their own stories of teaching and learning in order to fuel personal professional and organizational transformation</u>

The inquiry and storytelling process is modeled throughout the book by the author chapters Through their educational autobiographies the authors uncover opportunities for making changes in their own educational practices as well as those of the organizations in which they work and teach The stories also surface challenges in the broader education system and the authors consider the ways to create more equitable culturally sustaining and transformative educational experiences for all students Readers can engage with the stories in the volume to inspire their own personal and professional growth and perhaps even more powerfully readers can dive into the process themselves This book provides readers with the structure and motivation to surface share and engage with their own stories of teaching and learning and to invite their colleagues into the process to collectively consider the possibilities for transformation within their own educational contexts

Decoding Narratives In The Making Teaching And Learning At Corktown Community High School: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "Narratives In The Making Teaching And Learning At Corktown Community High School," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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