

# **Race, Class, and Power in School Restructuring**



**Pauline Lipman**

Foreword by  
Gloria Ladson-Billings

# Race Class And Power In School Restructuring

**Gloria Ladson-Billings, William F. Tate**



### **Race Class And Power In School Restructuring:**

*Race, Class, and Power in School Restructuring* Pauline Lipman, 1998-02-26 Explores the intersection of two central issues in American education today school reform through restructuring and alienation from school of many children of color A tough look at the impact of teachers and administrators beliefs and practices **Race, Class, and Power in School**

**Restructuring** Pauline Lipman, 1998-02-26 Winner of the 1998 American Educational Studies Association Critics Choice Titles This book challenges common assumptions about the efficacy of teacher collaboration empowerment and professional development to improve the educational experiences of low achieving African American students without engaging the political and ideological contexts in which reforms take place Written in a clear engaging style the book tells the story of two restructuring junior high schools in a single district and how teachers ideologies and race class and power contradictions in the schools school district and city shaped outcomes Although the book is a critique of restructuring powerful portraits of teachers who create culturally responsive and empowering educational experiences demonstrate the potential to reform educational practices and policies for African American students and suggest a direction for transforming schools

**Second International Handbook of Educational Leadership and Administration** Kenneth A. Leithwood, P. Hallinger, 2012-12-06 The first International Handbook of Educational Leadership and Administration Leithwood et al was published in 1996 and quickly became something of a best seller for reference works within education Such success we suggest was at least partly due to the unprecedented global waves of concern for improving schools launched in the mid 1980 s combined with a widespread belief in leadership as the single most powerful contribution to such improvement The roots of this belief can be found in evidence produced by the early effective schools research although there is a romance with leadership as an explanation for success in many non school enterprises as well During the two year period during which this current handbook was being written activity in the realms of school leadership school improvement and leadership development gained further momentum The English government created its new National College of School Leadership and several Asian nations announced new initiatives in leadership selection preparation and development Education Reform in Florida Kathryn M. Borman, Sherman Dorn, 2012-02-01 In *Education Reform in Florida* sociologists and historians evaluate Governor Jeb Bush s nation leading school reform policies since 1999 They examine the startlingly broad range of education policy changes enacted in Florida during Bush s first term including moves toward privatization with a voucher system more government control of public education institutions with centralized accountability mechanisms and a superboard for all public education The contributors arrive at a mixed conclusion regarding Bush s first term education policies while he deserves credit for holding students to higher standards his policies have unfortunately pushed for equality in a very narrow way The contributors remain skeptical about seeing significant and sweeping improvement in how well Florida schools work for all students **Educational Leadership in an Age of Accountability** Daniel L. Duke, Margaret Grogan, Pamela D.

Tucker, Walter F. Heinecke, 2012-02-01 The insistence by policymakers and politicians that educators be held accountable for student outcomes has resulted in dramatic shifts in the responsibilities of department chairs principals and superintendents Educational Leadership in an Age of Accountability explores these changes in Virginia following its implementation of an ambitious accountability plan that called for standards of learning statewide high stakes tests standards of accreditation and annual school performance report cards This book examines factors such as the fate of students who fail state tests achievement differences between black and white students ethical issues surrounding accountability measures and the increasing politicization of local schooling Educational Leadership in an Age of Accountability shows that accountability pressure has done more than previous reforms to foster instructional leadership Leading Learning: Making Hope Practical in Schools Bob Lingard, Debra Hayes, Martin Mills, Pam Christie, 2003-07-16 How can we understand and theorise school leadership How can school leadership work towards enhancing student learning What are the constraints and possibilities for school leadership at the beginning of a new century This title is relevant to anyone concerned with improving schooling and enhancing the professional practices of educators The authors focus on leadership for enhancing student outcomes both academic and social While recognizing the significance of the principal or headteacher in school leadership the authors argue a strong case for the dispersal of leadership Based on extensive research conducted within schools Focuses on leading learning across the school Theoretically sound reflects the theories of Bourdieu and Foucault Politically aware discusses the context of leadership within school communities educational systems global pressures new policy directions Current topical and thoughtful Leading Learning is key reading for principals or headteachers teachers and other school leaders policy makers and for students studying educational administration *Corridor Cultures* Maryann Dickar, 2008-11 For many students the classroom is not the central focus of school The school's corridors and doorways are areas largely given over to student control and it is here that they negotiate their cultural identities and status among their peer groups The flavor of this corridor culture tends to reflect the values and culture of the surrounding community Based on participant observation in a racially segregated high school in New York City Corridor Cultures examines the ways in which school spaces are culturally produced offering insight into how urban students engage their schooling Focusing on the tension between the student dominated halls and the teacher dominated classrooms and drawing on insights from critical geographers and anthropology it provides new perspectives on the complex relationships between Black students and schools to better explain the persistence of urban school failure and to imagine ways of resolving the contradictions that undermine the educational prospects of too many of the nation's children Dickar explores competing discourses about who students are what the purpose of schooling should be and what knowledge is valuable as they become spatialized in daily school life This spatial analysis calls attention to the contradictions inherent in official school discourses and those generated by students and teachers more locally By examining the form and substance of student school engagement Corridor Cultures

argues for a more nuanced and broader framework that reads multiple forms of resistance and recognizes the ways students themselves are conflicted about schooling

**Education Research in the Public Interest** Gloria Ladson-Billings, William F. Tate, 2014-04-15 Acclaimed African American scholar and teacher educator Gloria Ladson Billings examines the field of teacher education through the accomplishments and contributions of well known African American teacher educators Lisa Delpit Carl Grant Jacqueline Jordan Irvine Geneva Gay Cherry McGee Banks William Tate and Joyce King Using in depth interviews and storytelling Ladson Billings depicts deeply personal portraits of these scholars experiences to confront race and racism not only theoretically but within their everyday professional lives in the Big House of the academy Ladson Billings gives these portraits even greater resonance and meaning by pairing these teacher educators with historical figures such as Harriet Tubman Nat Turner and Charlotte Forten whose contributions to the struggle for social justice are a wellspring of hope and courage to all educators and a tribute to African Americans whose political scientific and spiritual efforts made life better for us all This compelling book is important reading for all educators who want to transform teacher education for the better The American Association of Colleges for Teacher Education is enthused and excited about Ladson Billings s dynamic and provoking scholarship Its focus on outstanding African American teacher educators is a major contribution to teacher education literature This cutting edge research is likely to prompt some of the best of unconventional teacher education thought David G Imig President and CEO American Association of Colleges for Teacher Education In this moving and original book Gloria Ladson Billings offers complex insights about the politics of scholarship the experiences of scholars of color in universities and the larger enterprise of teaching and teacher education for social justice Marilyn Cochran Smith Lynch School of Education Boston College and President of the American Educational Research Association AERA for 2004 05

**Classroom Authority** Judith L. Pace, Annette Hemmings, 2006-08-15 Describes and analyzes authority relationships in classrooms through explorations of theory prior research and contemporary qualitative studies This book is aimed at teacher educators scholars policymakers students of education and practitioners who seek empirically based understanding of authority

*Academic Motivation and the Culture of Schooling* Cynthia Hudley, Adele E. Gottfried, 2008-07-30 Decades of research indicate the important connections among academic motivation and achievement social relationships and school culture However much of this research has been conducted in homogenous American schools serving middle class average achieving Anglo student populations This edited volume will argue that school culture is a reflection of the society in which the school is embedded and comprises various aspects including individualism competition cultural stereotypes and extrinsically guided values and rewards They address three specific conceptual questions How do differences in academic motivation for diverse groups of students change over time How do students social cognitions influence their motivational processes and outcomes in school And what has been done to enhance academic motivation To answer this last question the contributors describe empirically validated intervention programs for improving academic motivation in students from

elementary school through college      **Curriculum and Students in Classrooms** Walter S. Gershon,2017-05-04  
Curriculum and Students in Classrooms Everyday Urban Education in an Era of Standardization is a timely and thought provoking work that attends to often neglected aspects of schooling the everyday interactions between curriculum teachers and students Walter S Gershon addresses the bridge between the curriculum and the students the teachers and their everyday pedagogical decisions In doing so this book explores the students perspectives of their teachers the language arts curriculum at an urban elementary school and how the particular combination of curriculum and teaching work in tandem to narrow students academic and social possibilities and reproduce racial class and gender inequities as normal Recommended for scholars of education and curriculum studies      *The Educational Philosophy of Elijah Muhammad* Abul Pitre,2015-09-24  
This work is the first to examine the educational philosophy of Elijah Muhammad the patriarch of the Nation of Islam and a pivotal leader in America s history This timely book outlines Elijah Muhammad s educational ideas in relation to critical pedagogy multicultural education and critical white studies a branch of critical race theory popularized in the mid 1970s that reaches across disciplines to explore the relationship among race the justice system and society The Educational Philosophy of Elijah Muhammad Education for a New World is a must read for those dedicated to creating a new paradigm that can transform individuals schools societies and the world Features new to this completely revised third edition include a more in depth discussion of critical educational theory as it relates to the teachings of Elijah Muhammad and foreword by world renowned curriculum theorist William Pinar      **'Labour Class' Children's Schooling in Urban India** Reva Yunus,2023-08-04  
Drawing upon classroom ethnography and interviews with parents and pupils in urban central India this book offers systematic sociological analyses of childhood labour and schooling in postcolonial post liberalisation India It combines insights from economic sociology political economy and feminist critiques of capitalism caste patriarchy and globalisation to theorise the relationship between educational experience and socioeconomic inequalities It unpacks poverty as a structural condition shaped by class and caste relations thus offering a vital intervention in dominant development discourses centring on the relationship between poverty and poor children s schooling in the global South Unravelling the interplay of poverty caste patriarchy and shifts in the gendered division of reproductive labour it challenges both the girl effect narrative as well as the school labour binary It offers insights into labour class families experience of urban informal work enabling a critical account of the gendered place of school in children s lives and rendering visible poor parents and pupils efforts to ensure educational success Thick descriptions of pedagogic and disciplinary processes and social relations in the classroom allow it to grapple with teachers deficit view of the labour class as well as the impact of stratified schooling on teachers working conditions and teacher pupil relations The book presents a rare account of teenaged children s gendered modes of negotiation of social relations at school and home waged and unwaged work economic and educational deprivation and pedagogic practices in the classroom It will appeal to scholars interested in the sociology of education and childhood

gender and caste inequalities international development poverty and urban informal work *Urban Educational Leadership for Social Justice* Jeffrey S. Brooks, Melanie C. Brooks, 2015-06-01 The chapters in *Urban Educational Leadership for Social Justice International Perspectives* constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt, the United States, Thailand, and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understands that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge, and deepen extant lines of inquiry and begin others.

**Change Wars** Michael Fullan, Andy Hargreaves, 2009-08-03 What can organizations do to create changes that are both profound and enduring? This anthology explores why traditional change strategies have failed and examines constructive alternatives. International experts prove successful change can be a realistic goal. Real examples of pilot projects, model schools, and other groundbreaking endeavors illustrate precisely how theory translates into practice.

**The Anthropology of Education Policy** Angelina E. Castagno, Teresa McCarty, 2017-07-06 Advancing a rapidly growing field of social science inquiry, the anthropology of policy in this volume extends and solidifies this body of work focusing on education policy. Its goal is to examine timely issues in education policy from a critical anthropological, ethnographic, and comparative perspective and through this to theorize new ways of understanding how policy does its work. At the center is a commitment to an engaged anthropology of education policy that uses anthropological knowledge to imagine and foster more equitable and just forms of schooling. The authors examine the ways in which education policy processes create, reflect, and contest regimes of knowledge and power, sorting and stratifying people, ideas, and resources in particular ways. In contrast to conventional analyses of policy as text-based, dictated, linear, and rational, an anthropological perspective positions policy at the interface of top-down, bottom-up, and meso-level processes and as *de facto* and *de jure*. Demonstrating how education policy operates as a social, cultural, and deeply ideological process on the ground, each chapter clearly delineates the implications of these understandings for educational access, opportunity, and equity. Providing a single go-to source on the disciplinary history, theoretical framework, methodology, and empirical applications of the anthropology of education policy across a range of education topics, policy debates, and settings, the book updates and expands on seminal works in the field, carving out an important niche in anthropological studies of public policy.

*Surmounting All Odds - Vol. 1* Carol Camp Yeakey, Ronald D. Henderson, 2000-09-01 Volume 1 in the two-volume set about overcoming the odds in African American education.

**International Handbook of Urban Education** William T. Pink, George W. Noblit, 2008-09-03 It is evident that urban education has become the central focus of educators at the present time. In the U.S. for example, almost one-third of all school

age children attend schools in large urban school districts It is in these urban schools where the diversity of cultures and languages is highest and where student learning is most problematic What has emerged from recent work to improve urban schools is the insight that there is no one size fits all panacea Rather we have discovered that the local context shapes in critically important ways what will be effective at the school level The universality of the problematics with urban education together with the importance of understanding the local or situated context of improvement interventions brings into sharp focus the importance and timeliness of an undertaking like the International Handbook of Urban Education An important focus of the International Handbook of Urban Education will be the interrogation of both the social and political factors that lead to different problem posing and subsequent solutions within each region An important question to be answered for example is what it takes in terms of resources political will and policy actions to improve urban education

**African American Perspectives on Leadership in Schools** Lenoar Foster, Linda C. Tillman, 2009-11-16 This book fills an educational void in the school leadership literature as it relates to historical theoretical intellectual and cultural understandings among those who prepare individuals for leadership in schools and for those who practice leadership in schools attended by significant numbers of African American students Contributors to this volume are scholars whose research and service in schools have been important in understanding the historical intellectual and cultural traditions that facilitate and support effective leadership and in schools where African American school leaders teachers students parents and their communities of support construct effective and productive cultures of empowerment and achievement It is these cultures that this volume addresses for their efficacy to support empower and sustain visible and measurable achievement among African American students

Critical Voices in Teacher Education Barry Down, John Smyth, 2012-04-28 We live in dangerous times when educational policies and practices are debated largely in terms of how they fit with the needs of the free market This volume is a collection of writing by teacher educators that draws on their unique biographies experiences and perspectives to denounce these misguided norms It explores what it means practically and intellectually to teach for social justice in conservative times In a globalised world where the power of capital holds sway the purposes of social institutions such as universities and schools is being refashioned in ways that are markedly instrumental and technicist in nature The consequence is that teachers work is increasingly constrained by regimes of control such as standardised testing accountability transparency and national curricula In the meantime large numbers of students and teachers are disengaging physically emotionally and intellectually from learning The contributors to this edited volume present both a powerful critique of these developments and a counter hegemonic vision of teacher education founded on the principles and values of social justice democracy and critical inquiry Teacher education they argue involves a commitment to critical intellectual work that subjects some deeply entrenched assumptions beliefs habits routines and practices to closer scrutiny The contributing authors expose how ideology and power operate in seemingly blameless rational ways to perpetuate social hierarchies based

on class gender sexuality race and culture

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