

Table 3. Characteristics of Typical Strongly Classified/Strongly Framed Schools and Typical Weakly Classified/Weakly Framed Schools (Drawn From Bernstein, 1977; Daniels et al., 1996; Dowling, 2009; Markham, 2015; Markham & Aveyard, 2003).

Characteristic	Typical strongly classified and strongly framed schools	Typical weakly classified and weakly framed schools
Primary aims of school	To elevate prestigious educational performance To ensure the efforts of willing and able students are not thwarted by the behavior of other school students	To promote the personal and social development of all students including those who may not succeed in high status examinations
Instructional and regulatory orders	Strongly positioned toward the instructional order Regulatory order focuses primarily on the maintenance of status quo and to a lesser degree the development of knowledge and skills for national wealth creation	Instructional order deeply embedded within the regulatory order Regulatory order is based upon general principles that focus on the provision of appropriate care, support, and additionally students' rights, responsibilities behavior, and safety
Valued school identities	Valued school identities are based upon performance in valued school-based arenas Tend to be stereotypical in relation to gender	Valued school identities focus on students' capacity for moral regulation, capacity to make progress, and capacity to relate well to others rather than performance Valued identities are less stereotypical in relation to gender
Purpose of education and predominant teacher/student identity pairing	Education is predominantly viewed as transactional Veers toward teacher as service provider/student as client identity pairing	Education is predominantly viewed as transformative Veers toward teacher as guardian/student as ward identity pairing

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**Wayne Moody, Rita Ostdick, James
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Patterson's College and School Directory of the United States and Canada ,1961 **The Nature of Classification** J. Wilkins,M. Ebach,2013-11-27 Discussing the generally ignored issue of the classification of natural objects in the philosophy of science this book focuses on knowledge and social relations and offers a way to understand classification as a necessary aspect of doing science *Patterson's American Education* Educational Directories Inc,2004-10 **The African American Male School Adaptability Crisis (Amsac)** Joe L. Rempson,2016-03-12 The African American Male School Adaptability Crisis AMSAC cannot be solved by the school alone It is a race problem which can only be solved if we black males provide the leadership in tackling our three major demons which now mainly account for the problem IQ lag fatherless families crime AMSAC had its origin about 100 years ago when after the death of Washington DuBois gained ascendancy in our African American Garden of Eden and replaced Washingtons brains property and character gospel with a civil rights agenda That agenda has led to a civil rights fixation and our second bondage Victimology wherein being the victim has become part of our core identity and made us psychological slaves Rather than being proud and self reliant disproportionately we have come to see ourselves as victims who are entitled to system help and special treatment This bondage and it is a bondage vitiates our manhood and the energy and drive required to pursue the adaptation pathway paved by Washington but demonized by DuBois Return to that pathway and we can confront and conquer AMSAC and our three major demons Guided by history and the research evidence this book details how Its 20 chapters make for long reading but just by reading the first and last chapters you can get the message The motto of the proposed evidence based experimental program the African American Male Career Pathway Program AMCAP A special appeal is made to black athletes and entertainers to help propagate this motto and support the proposed high school student clubs Student AMCAPs in its implementation **Handbook of Research in School Consultation** William P Erchul,Susan M Sheridan,2014-06-11 The field of school consultation which is centered principally in school psychology and cuts across related disciplines such as special education and school counseling has never had a comprehensive volume that examines its research perspectives and methodologies its models of practice and its future research directions That is the mission of this Handbook It provides both producers and consumers of school consultation with an invaluable snapshot of its current boundaries and rapidly growing content Key features of this outstanding new book include the following research oriented whereas many books dealing with school consultation practice have appeared over the last decade none has attempted to provide a comprehensive review of research findings and methods

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