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RETHINKING URBAN EDUCATION

Herbert J. Weisberg & Andrew T. Zippin, Editors



Rethinking Urban Education

**Nebojša Čamprag, Lauren
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Rethinking Urban Education:

Rethinking Urban Education Herbert J. Walberg, Andrew T. Kopan, 1972 **Rethinking Urban Education** Herbert J. Walberg, 1972 *Rethinking Urban Education* David R. Weinraub, Ed. d., 2011-08-05 A lifelong educator Dr David Weinraub tells politically incorrect truth about the failure of inner city city schools Along with this sobering assessment Weinraub offers a realistic plan to fix the schools on which our future depends *Reinterpreting Urban School Reform* Louis F. Miron, Edward P. St. John, 2012-02-01 Have urban schools failed or has reform failed urban schools This book examines existing urban school programs ranging from desegregation to reading improvement in light of available historical empirical and case study evidence Miron and St John and their contributors probe the underlying theoretical normative and political assumptions embedded in specific reform initiatives They explore how reforms might be reconstructed to better address the underlying challenges and they demonstrate that reforms can be constructively critiqued throughout the stages of implementation arguing that greater attention should be paid to ethnic and cultural traditions within urban educational settings Contributors include Leetta Allen Haynes Joseph Cadray Choong Geun Chung Richard Fossey Barry M Franklin David Gordon Carol Anne Hossler Siri Loescher Kim Manoil Genevieve Manset Louis F Mir n Glenda Droogsma Musoba Kathryn Nakagawa Carolyn S Ridenour Ada B Simmons Edward P St John Neil Theobald Sandra Washburn Kenneth K Wong and Kim Worthington Issues in Urban Education , 1992 **Urban Educational Identity** Sara M. Childers, 2016-09-13 WINNER 2017 O L Davis Jr AATC Outstanding Book in Education Award WINNER 2017 American Educational Studies Association Critics Choice Award Through rich ethnographic detail Urban Educational Identity captures the complexities of urban education by documenting the everyday practices of teaching and learning at a high achieving high poverty school Drawing on over two years of intensive fieldwork and analysis author Sara M Childers shows how students teachers and parents work both within and against traditional deficit discourses to demonstrate the challenges and paradoxes of urban schooling It offers an up close description of how macro government policies are interpreted applied and even subverted for better or worse by students as active agents in their own education The book moves on to develop and analyze the concept of urban cachet tracing how conceptions of race and class were deeply entwined with the very practices for success that propelled students towards graduation and college entrance A poignant insightful and practical analysis Urban Educational Identity is a timely exploration of how race and class continue to matter in schools **Urban Education** Donna Adair Breault, Louise Anderson Allen, 2008-09-30 This handbook is a resource for parents community members teachers and administrators who want to make a difference in their urban schools Breault and Allen provide a way for stakeholders to see the roles they can play in building civic capacity for change in urban schools and communities It also offers critical background information to help stakeholders recognize the complexity and necessity of their efforts The authors organized this book around the need for beginning continuing and enacting conversations to emphasize the need for stakeholders to

build relationships with one another in order to advocate for and act on behalf of urban students and communities While this book eschews prescriptive and simplistic solutions it does offer ways in which stakeholders create and support an infrastructure for change in their schools and communities For example this book helps stakeholders navigate the bureaucracy of urban school districts build collegial communities of inquiry within schools develop systematic ways of gathering important data schools and communities organize the energy and efforts of those who want to get involved seek out and utilize various resources and then use the infrastructure of knowledgeable and collegial stakeholders to bring about change The authors realize how daunting these challenges may seem for stakeholders who want to make a difference in their schools and communities In response they offer images of positive changes including schools parent associations and networking strategies used in urban communities today as glimpses of what is possible through hard work collaboration and an imaginative spirit

The Praeger Handbook of Urban Education Philip M. Anderson, Kecia Hayes, Joe Kincheloe, Karel Rose, 2006-03-30 Maintaining that urban teaching and learning is characterized by many contradictions this work proposes that there is a wide range of social cultural psychological and pedagogical knowledge urban educators must possess in order to engage in effective and transformative practice It is necessary for those teaching in urban schools to be scholar practitioners rather than bureaucrats who can only follow rather than analyze understand and create Ten major sections cover the myriad issues of urban education as it exists today

Rethinking Urban Policy National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on National Urban Policy, 1983-02-01

Handbook of Urban Education H. Richard Milner IV, Kofi Lomotey, 2021-04-14 This second edition of the Handbook of Urban Education offers a fresh fluid and diverse range of perspectives from which the authors describe analyze and offer recommendations for urban education in the US Each of the seven sections includes an introduction providing an overview and contextualization of the contents In addition there are discussion questions at the conclusion of many of the 31 chapters The seven sections in this edition of the Handbook include

- 1 Multidisciplinary Perspectives e g economics health sciences sociology and human development
- 2 Policy and Leadership
- 3 Teacher Education and Teaching
- 4 Curriculum Language and Literacy
- 5 STEM
- 6 Parents Families and Communities
- and 7 School Closures Gentrification and Youth Voice and Innovations

Chapters are written by leaders in the field of urban education and there are 27 new authors in this edition of the Handbook The book covers a wide and deep range of the landscape of urban education It is a powerful and accessible introduction to the field of urban education for researchers theorists policymakers and practitioners as well as a critical call for the future of the field for those more seasoned in the field

Beyond the School Fence Ian McShane, 2017 Schools have traditionally been black boxed in urban planning in Australia and elsewhere During the twentieth century the shaping of a community within a community that informed liberal educational thought materialised in campus style schools that were exempted from local planning laws contributed to sprawl

and car dependency and duplicated facilities provided by local authorities Advocacy of compact city forms underpinning recent urban policy calls for a rethink by education and planning authorities of how schools engage with their urban surrounds Focussing on Melbourne Australia this article discusses some challenges for the provision of schools and schooling in twenty first century cities **Problem Solving in Mathematics Instruction and Teacher Professional Development**

Patricio Felmer,Peter Liljedahl,Boris Koichu,2019-11-22 Recent research in problem solving has shifted its focus to actual classroom implementation and what is really going on during problem solving when it is used regularly in classroom This book seeks to stay on top of that trend by approaching diverse aspects of current problem solving research covering three broad themes Firstly it explores the role of teachers in problem solving classrooms and their professional development moving onto secondly the role of students when solving problems with particular consideration of factors like group work discussion role of students in discussions and the effect of students engagement on their self perception and their view of mathematics Finally the book considers the question of problem solving in mathematics instruction as it overlaps with problem design problem solving situations and actual classroom implementation The volume brings together diverse contributors from a variety of countries and with wide and varied experiences combining the voices of leading and developing researchers The book will be of interest to any reader keeping on the frontiers of research in problem solving more specifically researchers and graduate students in mathematics education researchers in problem solving as well as teachers and practitioners Including Families and Communities in Urban Education Catherine Hands,Lea

Hubbard,2011-04-01 The work of school family and community partnerships is complex and messy and demands a thoughtful and deep investigation Currently parent and community involvement does not draw on school reform and educational change literature and conversely the school change literature often ignores the crucial role that communities play in educational reform This edited volume focuses on structural considerations regarding education and the school communities school level and family culture and the interrelationships between the agency and actions of school personnel family members community citizens and students This book extends the dialogue on school reform by looking at parent and community engagement initiatives as part of the school reform literature The contributors illustrate the negative impact on students and their education when assumptions made by school personnel regarding the organization of education the nature of families and the contributions they should make to their children s education are not challenged **Education and the City** Gerald Grace,2013-06-17 City schools especially those attended by working class and ethnic minority pupils are teh catalysts of many significant issues in educational debate and policy making They bring into sharp focus questions to do with class gender and race relations in education concepts of equality of opportunity and of social justice and controversies about the wider political economic and social context of mass schooling America Western Europe and Australia have all taken a keen interest in the problems of urban schooling The contributors to this collection of original essays all share a concern about

these problems although they approach them from a wide range of theoretical and ideological positions Gerald Grace and his contributors criticise the current limitations of urban education as a field of study and they present a foundation for a more historically located and critically informed inquiry into problems conflicts and contradictions in urban schooling Part I presents contributions on theories of the urban Part II focuses upon the history of urban education both in Britain and the USA Part III discusses contemporary policy and practice with essays relating to education in inner city London and in New York City This book was first published in 1984

Rethinking the Education Improvement Agenda Kevin J. Flint, Nick Peim, 2012-02-02 Offering a philosophical perspective to the educational improvement agenda this engaging text provides a new language for research into educational improvement bringing leading edge philosophy to current practice Drawing on philosophical work including that of Derrida Foucault and Heidegger the authors deconstruct the ethic of improvement before exploring key dimensions of education its institutions and technologies Each chapter draws on international case studies provides engaging questions and makes suggestions for further reading to support the reader Topics covered include The Ethic of Improvement Teacher Education Leadership and Management Lifelong Learning The Rhetoric of Numbers The Governance of Childhood The State of Education Research An essential text for all looking at how we think and talk about education and improvement

Rethinking 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy Suniti Sharma, Althier M. Lazar, 2019-01-14 This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U S global movements and changes in the world political order that have long lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives theoretical approaches and research methodologies for educational inquiry responsive to diversity Driven by changes in classroom diversity this book offers educators researchers and policy makers a language for articulating complex differences in educational reform policy and practice

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

Rethinking Education and Poverty William G. Tierney, 2015-11-01 How can new ways of thinking about education improve the lives of poor students In *Rethinking Education and Poverty* William G Tierney brings together scholars from around the world to examine the complex relationship between poverty and education in the twenty first century International in scope this book assembles the best contemporary thinking about how education can mediate class and improve the lives of marginalized individuals In remarkably nuanced ways this volume examines education s role as both a possible factor in perpetuating and a tool for alleviating entrenched poverty Education has long been seen as a way out of poverty Some critics however argue that educational systems mask inequality and perpetuate cycles of poverty and wealth others believe that the innate resilience or intellectual ability of impoverished students is what allows those individuals to succeed *Rethinking Education and Poverty* grapples in turn with the ramifications of each possibility Throughout these compelling far reaching and provocative essays the contributors seek to better understand how local efforts to reduce poverty through education interact or fail to interact with international assessment efforts They take a broad historical view examining social economic and educational policies from the postWorld War II period to the end of the Cold War and beyond Although there is no simple solution to inequality this book makes clear that education offers numerous exciting possibilities for progress

Rethinking Urban Transformations Nebojša Čamprag, Lauren Uğur, Anshika Suri, 2023-09-29 This edited volume delves into the intricate challenges that cities face in the midst of evolving socio political economic and environmental landscapes With a focus on inclusivity and diversity the book thoroughly examines the transformation of urban systems and their manifestations within broader spatial contexts Employing a trans and interdisciplinary approach the editors have strategically curated diverse research clusters to address key aspects of inclusive urban transformation from multiple perspectives These clusters explore alternative paradigms for sustainable urban transformation the dynamics of city regions inclusive tourism development the de contestation of urban heritage to diversify urban identities and inclusive intersectional city making practices By fostering collaboration and cross pollination among these clusters the volume fosters a transdisciplinary understanding of inclusive and sustainable urban transformation facilitating the development of more holistic approaches in conceptualizing and promoting inclusive urban theory and praxis

Improving Educational Equity in Urban Contexts Carlo Raffo, 2013-12-17 An enduring educational concern that has plagued researchers and policy makers in a number of affluent countries is the endemic nature of educational inequalities These inequalities highlight distinct differences in the educational skills knowledge capabilities and credentials between learners demographic characteristics They also point to issues of educational disadvantage that emanate from a combination of factors including family life communities the geographies of space and place gender and ethnicity This book examines some of the causes and responses to educational inequalities and

focuses upon poor urban contexts where educational disadvantage is at its most concentrated and where educational policy and practice has over time proliferated. It questions how wider inequities experienced by young people in urban contexts generate educational inequalities and disadvantage, detailing explicitly what an equitable approach to education might look like. Included in the book is an innovative educational equity framework and toolkit with illustrative policy and practice case studies bringing together unique scholarship and analysis to examine future educational policy in a holistic, comprehensive and equitable way. It will be valuable reading for postgraduate students, researchers and policy makers with an interest in education and educational equity.

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