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# *Shaping the Culture of Schooling*



**The Rise of  
Outcome-Based Education**



CHERYL TAYLOR DESMOND

# Shaping The Culture Of Schooling The Rise Of Outcome Based



**Rose Army**

## **Shaping The Culture Of Schooling The Rise Of Outcome Based:**

*Shaping the Culture of Schooling* Cheryl Taylor Desmond, 1996-07-03 Winner of the 1998 American Educational Studies Association Critics Choice Titles Focusing on the cultural history of the origins of outcome based education OBE this book investigates the social and economic culture of Johnson City New York schools OBE has often been proclaimed the salvation for ailing American schools and has spread to thousands of school districts throughout the United States The reform has also been the lightning rod for fierce challenges from community members who oppose OBE's dismantling of the bell shaped curve and its promotion of secular humanism The author uncovers the messy business of school change and its deep roots in the values of the local community and economy Grounding the story historically and theoretically Desmond analyzes the reshaping of the Johnson City schools from a production mill for blue collar workers to a development center of technologically minded middle class well educated citizens She argues that the heart of successful synergistic school reform lies in the consensus that children have unlimited learning capacity and a long term moral leadership that is committed to caring reciprocal relationships of power

**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 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

**Resources in Education**, 1997-05 **Encyclopedia of Curriculum Studies** Craig Kridel, 2010-02-16 The study of curriculum beginning in the early 20th century first served the areas of school administration and teaching and was used to design and develop programs of study The field subsequently expanded and drew upon disciplines from the arts humanities and social sciences to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies now embraces an array of academic scholarship in relation to personal and institutional needs

and interests while it also focuses upon a diverse and complex dynamic among educational experiences practices settings actions and theories The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator This two volume set serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing expansive and contested field of study Key Features Displays different perspectives by having authors contribute independent essays on the nature and future of curriculum studies Presents a unique and in depth treatment of the Twenty Sixth Yearbook of the National Society for the Study of Education NSSE a 1927 publication that has taken on legendary dimensions for the field of curriculum studies Contains bibliographic entries which feature specific publications by curriculum leaders that helped to define the field Helps readers to learn unfamiliar terms and concepts to become more comfortable with specialized phrases and to understand the many significant and perplexing concepts and questions that characterize the field Key Themes Biography and Prosopography Concepts and Terms Content Descriptions Influences on Curriculum Studies Inquiry and Research Nature of Curriculum Studies Organizations Schools and Projects Publications Theoretical Perspectives Types of Curricula The Encyclopedia of Curriculum Studies offers the careful reader a surprisingly revealing depiction of the conventions mores and accepted research and writing practices of the field of curriculum studies as it continues to expand and change Availability in print and electronic formats provides students with convenient easy access wherever they may be      Forthcoming Books Rose Arny,1996-06      **Anthropology & Education Quarterly** ,1997

Implementing Education Policies Jonathan D. Jansen,Yusuf Sayed,2001 For the first time in South Africa a critical dialogue has been recorded between government policy makers and academic researchers on the subject of education policy and practice Implementing education policies attends to problems politics and possibilities of implementing the policy goals of the first post apartheid government established in 1994 The value of this book lies in several insider accounts of the policy process told through the voices of the legislators politicians and bureaucrats concerned with steering national value commitments through the education system Running parallel to these practitioner accounts lie a number of critical analyses of the technical capabilities and political designs that explain the trajectory of education reform in the 1990s The dialogue brings together in a developing country context different experiences and analyses of one of the most intractable problems facing all national education systems the persistent gap between policy ideals and practical realities This volume is essential reading for all academics and students of education at higher education institutions as well as teachers researchers and policy makers      **The Global Testing Culture** William C. Smith,2016-01-04 The past thirty years have seen a rapid expansion of testing exposing students worldwide to tests that are now more than ever standardized and linked to high stakes outcomes The use of testing as a policy tool has been legitimized within international educational development to measure education quality in the vast majority of countries worldwide The embedded nature and normative power of high

stakes standardized testing across national contexts can be understood as a global testing culture. The global testing culture permeates all aspects of education from financing to parental involvement to teacher and student beliefs and practices. The reinforcing nature of the global testing culture leads to an environment where testing becomes synonymous with accountability which becomes synonymous with education quality. Underlying the global testing culture is a set of values identified from the increasing literature on world culture. These include education as a human right, academic intelligence, faith in science, decentralization, and neoliberalism. Each of these values highlights different aspects of the dialogue in support of high stakes standardized testing. The wide approval of these values and their ability to legitimate various aspects of high stakes testing reinforces the taken-for-granted notion that such tests are effective and appropriate education practices. However, a large body of literature emphasizes the negative unintended consequences: teaching to the test, reshaping the testing pool, the inequitable distribution of school resources and teachers' attention, and reconstructing the role of the student, teacher, and parent, commonly found when standardized, census-based tests are combined with high stakes outcomes for educators or students. This book problematizes this culture by providing critical perspectives that challenge the assumptions of the culture and describe how the culture manifests in national contexts. The volume makes it clear that testing per se is not the problem. Instead, it is how tests are administered, used, or misused and linked to accountability that provide the global testing culture with its powerful ability to shape schools and society and lead to its unintended, undesirable consequences.

*Boletín Internacional de Bibliografía Sobre Educación*, 1997      *The Psychology of Sex and Gender* Jennifer K.

Bosson, Camille E. Buckner, Joseph A. Vandello, 2021-01-09 Meeting the needs of gender science today. *The Psychology of Sex and Gender* provides students with balanced coverage of men and women that is grounded in psychological science. The dynamic author team of Jennifer K. Bosson, Camille E. Buckner, and Joseph A. Vandello paints a complete, vibrant picture of the field through the presentation of classic and cutting-edge research, historical contexts, examples from pop culture, cross-cultural universality and variation, and coverage of nonbinary identities. In keeping with the growing scholarship of teaching and learning (SOTL), the text encourages students to identify and evaluate their own myths and misconceptions, participate in real-world debates, and pause to think critically along the way. The thoroughly revised Second Edition integrates an expanded focus on diversity and inclusion, enhances pedagogy based on SOTL, and provides the most up-to-date scientific findings in the field.      **Schools on the Move** Jay Westover, Christopher Steinhäuser, 2022-02-10 The greatest influence on school district improvement is the extent to which school leaders and teachers collectively transform climate, develop culture, and build capacity for the purpose of creating coherence. *Districts on the Move* (DOTM) paved the way for system change by establishing coherent cultures of learning. Now that DOTM has been written, district leaders can establish the context for positive system change. This new book, *Schools on the Move* (SOTM), will delve into bringing that vision to life and realizing school improvement at the building level. At the heart of this matter is a foundational principle: that schools are the unit of change.

for systemic improvement It is imperative to reduce the variances in climate culture capacity and coherence that exist among and within school sites if school districts are to create a coherent system of continuous improvement This book will provide practical tools and guidance to help schools create coherent systems and thereby improve the whole district in these four domains 1 Shared Leadership partnering with teachers and staff to develop a culture of co learning 2 Clarity of Focus creating a strategic focus on equitable student growth 3 Collective Expertise developing instructional coherence through cycles of collaborative inquiry 4 Continuous Improvement maintaining a focus on evidence and impact Collaborative inquiry is the vehicle through which this change is realized Collaborative inquiry shapes a common mindset Donohoo and allows educators to develop collective efficacy through mastery of shared learning experiences *International Encyclopedia of Education* ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **Resources in Education** ,1997 *Policy, Leadership and Professional Knowledge in Education* Michael Strain,Dr William F Dennison,Dr Janet Ouston,Dr Valerie Hall,1998-11-25 For those who want to wallow in the past this is a comfortable book that sets one s own experiences in context For those who will still be working into the next century here are the issues we must face as leaders For those PhD and EdD students seeking topics to research there are all the controversial issues here that still need investigation and it has a stunning list of references a roll call of all the great and the good in the last 25 years of educational administration International Studies in Educational Administration The book is a challenge to everyone concerned with the present and future state of public education in the UK and the rest of the

developed world The issues are of special concern to those who are expected to provide leadership in schools and colleges and for those with public and political responsibilities How should our conception of learning and its contribution to a Learning Society be defined How can education and other aspects of social care and nurturing enhance our lives as people irrespective of our performance capabilities What is the role of teachers who also manage learning This book contributes formatively to current debate What can educationists do about the discontinuous changes which threaten parents and professionals alike Must education submit to the stranglehold of economic rationalism It is hoped that this book will assist all those working to promote education's humane and learning aspirations in society

**Race, Ethnicity, and Education: Racism and antiracism in education** E. Wayne Ross, Valerie Ooka Pang, 2006 **Minority Status, Oppositional Culture, & Schooling** John U. Ogbu, 2008-06-30 This book is the definitive and final presentation of John Ogbu's cultural ecological model and the many debates that his work has sparked during the past decade The theory and empirical foundation of Ogbu's scholarship which some have mistakenly reduced to the acting white hypothesis is fully presented and revisited in this posthumous collection of his new writings plus the works of over 20 scholars Ogbu's own chapters present how his ideas about minority education and culture developed Readers will find in these chapters the theoretical roots of his cultural ecological model The book is organized as a dialogue between John Ogbu and the scholarly community including his most ardent critics Ogbu's own work can be read at the same time as his critics have their say **Minority Status Oppositional Culture and Schooling** examines content methodological and policy issues framing the debate on academic achievement school engagement and oppositional culture It brings together in one volume for the first time some of the most critical works on these issues as well as examples of programs aimed at re engagement In addition to African Americans it also looks at school engagement among Native American and Latino students This book is essential reading for anyone interested in the study of the academic achievement gap

**Learning Architectures in Higher Education** Jonathan Tummons, 2018-03-22 **Learning Architectures in Higher Education** restores criticality and rigour to the study of communities of practice as a means of understanding learning acknowledging that this is one of the most influential and widely used theories of learning to emerge during the last 30 years but one that has been misapplied and diluted Jonathan Tummons explores communities of practice theory looking at how its focus on learning as apprenticeship can be understood providing the reader with a conceptual framework for making sense of learning as a social practice as distinct from an individual psychological process Tummons looks at how communities of practice theory needs to be reconfigured to take account of the insights provided by other theoretical models and then applies his critically and theoretically reworked perspective to two distinct higher education contexts providing critical and powerful tools for examining learning and teaching practices

**A Manifesto for Excellence in Schools** Rob Carpenter, 2018-10-18 Rob Carpenter took a school from Special Measures to Outstanding in less than two years and firmly believes that the quality of teaching and leadership holds the key to raising standards in our

schools today A Manifesto for Excellence in Schools will help all teachers and leaders to transform learning journeys both individual and whole school so that your school is inclusive and supportive creating the best education for all This book suggests new ways to ensure that all children succeed and advocates that learning journeys are connected to a moral purpose positive learning habits and that they help young people make sense of the world around them Framed around the context of ever increasing expectations for pupils and the growing focus on learning mastery A Manifesto for Excellence in Schools contains a balance of both practical advice and multiple examples resources and ideas for teachers and leaders to plan and deliver high quality learning experiences At its heart this book is all about helping teachers and leaders to become architects for learning by helping them to design classrooms curricula and whole school practices that are inclusive engaging and above all excellent

**The Routledge International Encyclopedia of Education** Gary McCulloch, David Crook, 2013-11-26 The Routledge International Encyclopedia of Education is a unique and major resource for the field of education It is a comprehensive single volume work arranged alphabetically and comprising around 600 entries The entries range from definitions of key educational concepts and terms to biographies of key educators and specially written substantial essays on major educational topics The volume includes authoritative and critical commentary on historical and contemporary themes examinations of continuities changes and emerging issues and discussions of the educational traditions and features of major countries and continents The following special features are also included Unrivalled coverage of education in a single volume Entries by leading international educational researchers Contributors drawn from all over the globe including Australia Brazil Canada China Finland India Israel Japan New Zealand South Africa the United Kingdom and the United States A distinguished international advisory board Fully cross referenced and indexed Suggestions for further reading Offering insight into the world of education in an interesting informed and sometimes provocative way The Routledge International Encyclopedia of Education is an invaluable work of reference for educators students researchers and policy makers in education and related fields internationally

*Fundamentals of Management with Online Study Tools 12 Months* Danny Samson, Richard L Daft, Timothy Donnet, 2017-12-05 Samson Daft Donnet s Fundamentals of Management is a robust foundation text providing a balance of broad theoretical content with accessible language for students This sixth edition features a new author on the team and contains updates to content based on recent research Along with current management theory and practice the text integrates coverage of innovation entrepreneurship agile workplaces social media and new technology throughout The book is rich with experiential exercises self assessment activities challenges and cases for students to engage with developing multiple skills Examples within the text are both local and global with a new focus on a skills approach and each part of the text concludes with a contemporary continuing case study focussing on car company Toyota as it faces managerial challenges and opportunities in the region The text covers the four key management functions Planning Organising Leading and Controlling conveying to students the elements of a manager s working day



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