

Looking Back and Thinking Forward

REEXAMINATIONS OF
TEACHING AND SCHOOLING

Lillian Weber

Edited by Beth Albany

Looking Back And Thinking Forward Reexaminations Of Teaching And Schooling

Rick Ayers, William Ayers



Looking Back And Thinking Forward Reexaminations Of Teaching And Schooling:

Looking Back and Thinking Forward Lillian Weber, 1997 This book is a forward looking rather than retrospective collection of the influential writings of Lillian Weber These essays many of which are being published here for the first time represent the mature thinking of a progressive educator who after 20 years of teaching young children initiated dramatic changes in the public schools of New York City This important text reclaims the importance of teachers being seen by themselves and by others as intelligent capable central and committed to children s growth confronts the issue of equity for minority students and shows how it can be interpreted in the approach both to curriculum and to the school s role in the community probes the meaning of educating all children and of what education should be in a democracy looks at the school teachers parents and community as elements of the ecology of the child s educative experience and offers an original approach to the question of morality in education

Starting Strong Patricia F. Carini, 2001 In an elegant affirmation of human capacity and creativity Patricia Carini counters high stakes testing the pathologizing of children and the unrelenting critique of the public schools with a persuasive account of how children all children actively make sense of the world and their experience through the making of works such as drawings constructions and writings This engaging and vivid account of the day to day possibilities of learning and teaching and ultimately the remaking of the schools is indispensable reading for anyone called to teach or committed to a liberating education for all children This is a beautifully written book I am inspired with each page Vito Perrone Harvard University In this precious book by one of our most powerful thinkers Pat Carini takes us deep deep into the lives of children into classrooms and schools into the human heart of education at its best William Ayers University of Illinois at Chicago A thoughtful book that challenges us to embrace an expansive vision of education Throughout this powerful collection of essays Pat Carini reminds us to place the value of each individual at the center of all we do in schools Judy Buchanan National Writing Project In this book Carini draws on children s and teachers stories poetry and philosophy as she attends to making visible for the reader the humanness of education Ofelia Garc a Dean School of Education Long Island University

From Another Angle Margaret Himley, Patricia F. Carini, 2000-03 This volume represents the first effort to present and teach the descriptive processes philosophy and values developed at the Prospect Archives and Center for Education and Research in North Bennington Vermont Through story and essay it introduces a disciplined collaborative method for understanding children as thinkers and learners called the descriptive review of the child Developed through the Prospect Center under the leadership of Patricia F Carini the descriptive review is a mode of inquiry that draws on the rich detailed knowledge teachers and parents have of children and on their ability to describe those children in full and balanced ways so that they become visible as complex persons with particular strengths interests and capacities In an educational climate that calls increasingly for standardization this book is a timely resource for educators parents and administrators who value individual human capacity

These Schools Belong to You and Me Deborah

Meier, Emily Gasoi, 2017-09-19 A challenge to narrow profit driven conceptions of school success and an argument for protecting public education to ensure that all students become competent citizens in a vibrant democracy In *These Schools Belong to You and Me* MacArthur award winning educator reformer and author Deborah Meier draws on her fifty plus years of experience to argue that the purpose of universal education is to provide young people with an apprenticeship for citizenship in a democracy Through an intergenerational exchange with her former colleague and fellow educator Emily Gasoi the coauthors analyze the last several decades of education reform challenging narrow profit driven conceptions of school success Reflecting on the trajectory of education and social policies that are leading our country further from rule of for and by the people the authors apply their extensive knowledge and years of research to address the question of how public education must change in order to counter the erosion of democratic spirit and practice in schools and in the nation as a whole Meier and Gasoi candidly reflect on the successes missteps and challenges they experienced working in democratically governed schools demonstrating that it is possible to provide an enriched education to all students not just the privileged few Arguing that public education and democracy are inextricably bound and pushing against the tide of privatization *These Schools Belong to You and Me* is a rousing call to both save and improve public schools to ensure that all students are empowered to help shape our future democracy

Standards, Stigma, Surveillance Ian Cushing, 2022-11-12

This book traces raciolinguistic ideologies in England's schools focusing on post 2010 policy reforms which frame the language practices of low income racialised speakers as limited and deficient Across interviews policy mechanisms and classroom observations the author shows how raciolinguistic ideologies are rooted in British colonial logics which continue to shape contemporary education policy He shows how these policies require marginalised speakers to modify their speech patterns in line with normative standards of whiteness under new guises of social justice and research robustness Finally new visions for language education and linguistic justice are offered demonstrating how teachers can see themselves as language activists to identify resist and reject faults in a hostile and oppressive policy architecture This book draws on fields including critical language policy educational sociolinguistics genealogy raciolinguistics and critical language awareness

Teaching the Taboo Rick Ayers, William Ayers, 2014 Rick and William Ayers renew their challenge to teachers to teach initiative to teach imagination to teach the taboo in the new edition of this bestseller Drawing from a lifetime of deep commitment to students teaching and social justice the authors update their powerful critique of schooling and present classroom stories of everyday teachers grappling with many of today's hotly debated issues They invite educators to live a teaching life of questioning to imagine classrooms where every established and received bit of wisdom common sense orthodoxy and dogma is open for examination interrogation and rethinking *Teaching the Taboo* Second Edition is an insightful guide to effective pedagogy and essential reading for anyone looking to evolve as an educator What's new for the second edition of *Teaching the Taboo* A deeper exploration of issues of white privilege and racism and war and peace A more

thorough examination of the problems with math and science education including possible solutions An expanded exploration of the importance of creative writing for validating individual and community experiences A more thorough discussion of Freire's work and comparison to the radical teaching projects of African American activists in the south during the Freedom Schools An in depth look at how students can be part of co constructing historical narratives and analyses An update on school struggles in Atlanta Chicago and Seattle Praise for the first edition of Teaching the Taboo For those frustrated by the thrust of educational reform this book provides what can be described as both a challenge and a set of alternatives Education Review Drawing from a lifetime of deep thinking about education and courageous commitment to precious students Rick and William Ayers have given us a marvelous book Their devastating critique of the pervasive market models in education and their powerful defense of democratic forms of imagination in schools are so badly needed in our present day crisis Cornel West Princeton University Teaching the Taboo is provocative challenging funny in places wild but sensible enough to be useful inspiring and practical for educators who are working to negate the educational madness that is infecting the schools Herb Kohl author of 36 Children and Painting Chinese Rick Ayers is a university instructor and founder of the Communication Arts and Sciences small school at Berkeley High School and teaches at the University of San Francisco William Ayers is a school reform activist and a Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago

Crossing Boundaries Giuseppina Marsico, Koji Komatsu, Antonio Iannaccone, 2013-07-01 This book brings in the focus on the borders between different contexts that need to be crossed in the process of education Despite the considerable efforts of various groups of researchers all over the World it does not seem that traditional educational psychology has succeeded in illuminating the complex issues involved in the schoolfamily relationship From a methodological perspective there is no satisfactory explanation of the connection between representations and actual practice in educational contexts Crossing Boundaries is an invitation to cultural psychology of educational processes to overcome the limits of existing educational psychology Emphasizing social locomotion and the dynamic processes the book try to capture the ambiguous richness of the transit from one context to another of the symbolic perspective that accompanies the dialogue between family and school of practices regulating the interstitial space between these different social systems How family and school fill occupy circulate avoid or strategically use this space in between What discourses and practices saturate this Border Zone and or cross from one side to the other Crossing Boundaries gathers contributions with the clear aim of documenting and analysing what happens at points of contact between family culture and scholastic educational culture from the perspective of everyday life This book is in itself an attempt to cross the border between the theorizing on the borders and how the outside world and the others are perceived from a certain point of view and the practices that characterize the school home interaction

Because Teaching Matters Marleen C. Pugach, 2009-01-06 Real challenges Real choices And very real consequences That's what today's classrooms are about That's why Marleen Pugach's

Because Teaching Matter An Introduction to the Profession 2e is all about depicting today s classrooms as they truly are while at the same time highlighting the enormous impact teachers have on students lives Organized around five professional commitments from learning from multiple sources of knowledge using the curriculum responsibly and embracing diversity to meeting the needs of individual students and contributing actively to the profession Because Teaching Matter An Introduction to the Profession 2e tells the true story of today s complex classrooms But there s more It also drives home that though the decision to teach is a serious one it is one that can be extremely rewarding Current research practical discussions and realistic cases capture the breadth and depth of the modern teaching experience while a warm engaging writing style make the text a pleasure to read Ideal for Foundations of Education and Introduction to Teaching courses designed to provide preservice teachers with an overview of the profession

Making Space for Active Learning Anne C. Martin, Ellen Schwartz, 2015-04-28 This powerful collection will inspire new and veteran teachers to make space for children s interests for teaching as relational and intellectual work and for new insights and ideas The authors introduce the Prospect Center s Descriptive Review of Practice a collaborative inquiry process that provides an opportunity for teachers to examine their practice and gain new perspectives from other participants The contributors to this volume respond to each child s modes of thinking as they develop curriculum or find wiggle room in curricula they are given By demonstrating how it is possible to pursue careful knowledge of craft this book offers ways of teaching that allow for continuing growth and change Book Features An inquiry methodology that assists teachers to reflect on the classroom and develop curriculum that responds to children s interests and needs Specific examples of a variety of sources teachers can draw on and think about to improve practice A method of data collection that can inform practice while allowing for the unevenness messiness and essential humanness of teaching and learning *Making Space for Active Learning* is a collection that stands alone and gets to the heart of what we mean by learning and teaching Each contribution reminded me of how much I miss being in the classroom and how much we re missing in current so called school reform discourse Keep this book handy A chapter at a time will restore some needed sanity about what s important Deborah Meier author and education activist This book is a moving and powerful collection of teachers work that holds the possibility of inspiring and changing new teachers practice Kathy Schultz Dean and Professor School of Education Mills College This book will add significantly to the expanding and important literature about The Prospect Processes which were developed over many years at the Prospect School and Center in Vermont The chapters all by experienced educators profit from the back and forth between inquiry and stories of classroom life each informing the other Brenda S Engel associate professor retired Lesley University

In Search of Wholeness J. Irvine, 2002-05-03 In Search of Wholeness African American Teachers and their Culturally Specific Classroom Practices is a theoretical and practice oriented treatment of how culture and race influence African American teachers This collection of essays edited by Jacqueline Jordan Irvine assumes that teachers cannot become fully functional persons and competent professionals if their

cultural selves remain denied hidden and unexplored Part one reviews the literature related to teachers race and culture Part two includes research studies about teachers confronting issues of culture and race in their personal and professional lives The final chapter focuses on the responses of three of the teachers whose stories are portrayed in the book In addition to the compelling case studies other topics explored include multicultural professional development for African American teachers African American teachers perceptions of their professional roles and practices a comparison of effective black and white teachers of African American students the development of teacher efficacy of an African American middle school teacher the professional development journey of an effective African American elementary school teacher seizing hope through culturally responsive praxis collective stories on culturally specific pedagogy In Search of Wholeness is an indispensable and groundbreaking collection that administrators students and educators of all ages will not want to be without *Journal of Thought* ,2004 *Democracy & Education* ,1999 **The British National Bibliography** Arthur James Wells,1999

Those Who Dared Carl Glickman,2009 For decades practically every major initiative in American education from top down standards to the testing movement has moved decision making farther away from the school Fighting against this trend throughout their careers Deborah Meier John Goodlad James Comer Ted Sizer and Henry Levin have worked to give our schools back the ability to educate students in the broadest and richest traditions of activity inquiry and problem solving Now these visionary educators have joined together to share personal stories of the challenges and triumphs they faced and their ideas of what education can and must be for every student Serving as an inspirational call to action for those seeking to be more involved in the urgent and continuing efforts to restore America s public schools this book Brings together the experiences and insights of greatly influential and progressive educational leaders of the past half century and they are still working today Ranges from highly personal to imminently practical to passionately political with each writer offering a unique perspective on what it takes to sustain major school change Recounts the many instances when the authors thought beyond the conventional boundaries of educational practice to find innovative solutions in a number of critical areas including developing more effective curriculum and assessment expanding the benefits of gifted education to every child strengthening school community partnerships and addressing the specific needs of small schools and learning communities

Boletin Internacional de Bibliografia Sobre Educacion ,1998 [Current Index to Journals in Education](#) ,1999-07

American Book Publishing Record ,1997-09 **Forthcoming Books** Rose Arny,1997 [Books in Print](#) ,1991

International Journal of Health Services ,1998

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