



School Landscapes

**Thomas Koinzer, Rita Nikolai, Florian
Waldow**



School Landscapes:

Eco-Education: Crafting Climate-Resilient School Landscapes Johnie Newton, Explore the theory and practice of creating climate resilient landscapes in school and institutional settings with this comprehensive guide From sustainable design principles to planting techniques readers will learn how to design outdoor spaces that not only educate and inspire but also withstand the impacts of climate change Through case studies and practical tips this book covers topics such as water management native plant selection and wildlife habitat creation Discover how to engage students in understanding the role of landscapes in climate resilience and promoting environmental stewardship With a focus on hands on learning and collaborative design educators and landscape professionals will find valuable insights into integrating climate change awareness into outdoor spaces Whether you are planning a new school garden or transforming an existing campus this book provides the tools and ideas needed to implement resilient landscaping strategies Gain inspiration from innovative projects that showcase the possibilities of sustainable design and environmental education in action Readers will come away with a deepened understanding of the vital connection between landscapes education and climate resilience Embrace the opportunity to create impactful outdoor environments that foster ecological literacy and prepare future generations for a changing world

Landscapes for Learning Sharon Stine, 1996-12-06 Ask people what they remember most about the physical surroundings of their childhood and they are likely to describe a special place out of doors a school yard a patch of woods a community garden For it is outside space that is most conducive to the ebb and flow of spontaneous activities offers rich and often surprising sensory input and provides endless possibilities for exploration If the classroom is the place where children are taught the outdoors is where they learn on their own A growing legion of landscape architects is exploring and exploiting the ability to create outdoor environments that optimize the learning experience and mirror the ideas values attitudes and cultures of those who inhabit them In *Landscapes for Learning* Dr Sharon Stine presents 11 case studies of the very best of these design projects from around the world Her findings describe not only design concepts and end results rich outdoor learning environments but more importantly the processes that led to the creation of these environments She examines the roles of designers teachers and the children themselves and how their interaction affects the planning building and use of the space Dr Stine shows how the most successful designs address the needs of both the children whose job it is to mess up the space and the adults who supervise them She defines nine pairs of contrasting elements that are essential to any play environment and uses these both as the basis for her analyses of particular environments and as the foundation of a common language that designers and educators can use when developing a new design She also addresses the issues of safety and security and demonstrates that learning environments can be stimulating interesting links with the natural world and safe places for children to run free *Landscapes for Learning* is the ideal source for landscape architects architects planners school administrators and teachers who want to collaborate in the development of useful intriguing outdoor environments for

students in day care preschool elementary school junior high and high school Discover the keys to creating delightful stimulating challenging and educational outdoor environments for children and youth This unique volume explores the vital and growing movement that is transforming school yards day care facilities and museum grounds around the world Dr Sharon Stine presents detailed analyses of a wide variety of outdoor environments for children and the principles and processes that enabled their design creation and ongoing operation Special features of this book include Eleven case studies of outstanding outdoor environments for children and youth both contemporary and historical More than 140 photos and line drawings that illustrate the application of specific design principles Nine pairs of contrasting elements essential in any play environment that form the basis of a shared language for the design and analysis of outdoor learning environments In depth analyses of the development and evolution of outside space in two schools over a period of 80 years And much more Stephen Stimson Associates James Grayson Trulove, 2002 Stephen Stimson Associates Landscape Architects is a design firm deeply rooted in planning design and construction of landscape in all its forms garden street park campus community and region The Massachusetts firm is renowned for exceeding design goals with regard to space and use of materials and Stimson's work often challenges design assumptions by using common materials in uncommon ways **Design for Learning** Julie M. Johnson, 2010 Significant national attention and funding are being directed towards K-12 education Amidst this change school landscapes need to be reconceived and designed as interactive places for learning Learning is most meaningful when it engages our senses fully when it is grounded in daily life and when play is part of the process The design of school landscapes holds boundless opportunities to foster these experiences and simultaneously enhance landscapes' values for the ecology of natural and community systems This paper presents learning values of school landscapes for children community Concepts and issues are introduced with literature references and examples These concepts are used as a lens to view three Seattle case studies that illustrate varied contexts of school landscape Conclusions focus on conditions that are needed to make enriched school landscapes an integral part of children's learning and community life leaf ii *Emotion and School* Melissa Newberry, Andrea Gallant, Philip Riley, 2013-03-25 The book differs from other books on emotions in teaching by acknowledging all relationships within the complex system of schools and the ways that emotion influences the relationship and practice of the those working within schools administration teacher peer teacher student and veteran novice

Landscapes, Edges, and Identity-Making Vicki Ross, Elaine Chan, 2019-10-21 In this volume experiences as narrative inquiry are explored in order to make sense of research identities and the response community we have created through this process Researchers bring together thinking and experiences in the current educational landscape to better understand the ways researchers have shaped and been shaped by their work **Encyclopedia of Teacher Education** Michael A. Peters, 2022-08-26 This encyclopaedia is a dynamic and living reference that student teachers teacher educators researchers and professionals in the field of education with an accent on all aspects of teacher education including teaching practice

initial teacher education teacher induction teacher development professional learning teacher education policies quality assurance professional knowledge standards and organisations teacher ethics and research on teacher education among other issues The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions the global policy convergence and counter practices relating to the teacher education profession The accent will be equally on teaching practice and practitioner knowledge skills and understanding as well as current research models and approaches to teacher education

Sanctified Landscape David Schuyler, 2012-04-06 The Hudson River Valley was the first iconic American landscape Beginning as early as the 1820s artists and writers found new ways of thinking about the human relationship with the natural world along the Hudson Here amid the most dramatic river and mountain scenery in the eastern United States Washington Irving and James Fenimore Cooper created a distinctly American literature grounded in folklore and history that contributed to the emergence of a sense of place in the valley Painters led by Thomas Cole founded the Hudson River School widely recognized as the first truly national style of art As the century advanced and as landscape and history became increasingly intertwined in the national consciousness an aesthetic identity took shape in the region through literature art memory and folklore even gardens and domestic architecture In *Sanctified Landscape* David Schuyler recounts this story of America's idealization of the Hudson Valley during the nineteenth and early twentieth centuries Schuyler's story unfolds during a time of great change in American history At the very moment when artists and writers were exploring the aesthetic potential of the Hudson Valley the transportation revolution and the rise of industrial capitalism were transforming the region The first generation of American tourists traveled from New York City to Cozzens Hotel and the Catskill Mountain House in search of the picturesque Those who could afford to live some distance from jobs in the city built suburban homes or country estates Given these momentous changes it is not surprising that historic preservation emerged in the Hudson Valley the first building in the United States preserved for its historic significance is Washington's Headquarters in Newburgh Schuyler also finds the seeds of the modern environmental movement in the transformation of the Hudson Valley landscape Richly illustrated and compellingly written *Sanctified Landscape* makes for rewarding reading Schuyler expertly ties local history to national developments revealing why the Hudson River Valley was so important to nineteenth century Americans and why it is still beloved today

Landscape dimensions Council of Europe, 2017-04-28 As a key element of individual and social well being and quality of life landscape plays an important part in human fulfilment and in reinforcement of European identity Adopted under the auspices of the Council of Europe the European Landscape Convention aims to promote the protection management and planning of landscapes and to organise international co operation in this field It applies to the entire territory of the contracting parties and covers natural rural urban and peri urban areas It concerns landscapes considered outstanding as well as everyday or degraded areas Certain dimensions of the landscape are presented in this publication which addresses key issues for its future including democracy

education economy leisure and advertising Landscape management processes and even the term landscape itself are also analysed This book forms part of a process of reflection on the major themes concerning the living environment

Teaching Landscape Karsten Jørgensen, Nilgöl Karadeniz, Elke Mertens, Richard Stiles, 2019-08-30 Teaching Landscape The Studio Experience gathers a range of expert contributions from across the world to collect best practice examples of teaching landscape architecture studios This is the companion volume to The Routledge Handbook of Teaching Landscape in the two part set initiated by the European Council of Landscape Architecture Schools ECLAS Design and planning studio as a form of teaching lies at the core of landscape architecture education They can simulate a professional situation and promote the development of creative solutions based on gaining an understanding of a specific project site or planning area address existing challenges in urban and rural landscapes and often involve interaction with real stakeholders such as municipality representatives residents or activist groups In this way studio based planning and design teaching brings students closer to everyday practice helping to prepare them to create real world problem solving designs This book provides fully illustrated examples of studios from over twenty different schools of landscape architecture worldwide With over 250 full colour images it is an essential resource for instructors and academics across the landscape discipline for the continuously evolving process of discussing and generating improved teaching modes in landscape architecture **Library of Congress Subject**

Headings Library of Congress, Library of Congress. Office for Subject Cataloging Policy, 2001 **Library of Congress**

Subject Headings Library of Congress. Cataloging Policy and Support Office, 2001 **The SAGE Handbook of**

Educational Action Research Bridget Somekh, 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field [The SAGE Handbook of Educational Action Research](#) Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students

at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of Educational Action Research Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the Educational Action Research journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of Research Methods in the Social Sciences SAGE 2005 and author of Action Research a Methodology for Change and Development Open University Press 2006

School Education ,1898 *Private Schools and School Choice in Compulsory Education* Thomas Koinzer,Rita Nikolai,Florian Waldow,2017-07-03 Marketization and privatization in compulsory education have spread around the globe School choice is seen by many to be the panacea to develop the quality of schools and improve school systems worldwide Additionally in many countries several types of private schools expand and change the school landscapes The articles of the anthology analyse and discuss these changes in several countries and ask to what extent and in which ways school choice and the growth of private school play a role for education policies and education systems Which political and civil society actors are active in formulating and promoting school choice and private schooling And to what extent does the expansion of private schools and school choice address questions of educational inequality and social segregation

The School Journal ,1899 **Storied Inquiries in International Landscapes** Tonya Huber,2010-06-01 Storied Lives Emancipatory Educational Inquiry Experience Narrative Pedagogy in the International Landscape of Diversity contains exemplary research practices strategies and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction JCI CI Founding Editor Tonya Huber initiated the JCI CI in 1997 as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study The journal was distinguished by its requirement that the scholarship be the result of the first author s graduate research according to Cabell s Directory the first journal to do so Equally important the third issue of each volume targeted wide representation of cultures and world regions Current thinking on written by members of the JCI CI Editorial Advisory Board explores state of the art topics related to curriculum inquiry Illustrations photography e g Sebasti o Salgado s Workers in vol 2 collage student generated art artifacts and full color art enhance cutting edge methodologies extending educational research through Aboriginal and Native oral traditions arts based analysis found poetry data poetry narrative and case study foci on liberatory pedagogy and social justice action research

[Living as Mapmakers](#) Debbie Pushor,2015-12-21 While teacher knowledge is well researched and conceptualized parent knowledge remains largely unstudied In response this book details Pushor s conceptualization of parent knowledge the unique knowledge that arises from the lived experiences of being a parent knowledge that is relational bodied and embodied intuitive intimate and

uncertain Drawing from her narrative inquiry into parent knowledge Pushor shares and unpacks the stories of one participant as a way to provide a close up view of the parent knowledge a First Nations father held and used in living with and educating his children Twelve teachers and parents then put forward their individual and contextual experiences immersed in explorations and use of parent knowledge attending to the questions How can what parents know enhance schooling experiences for children How can parent knowledge used alongside teacher knowledge inform decisions made in schools and enhance curricular programming and outcomes for children Using the metaphor of maps of mapmaking of living as mapmakers this book is a storied account of the new practices in which parents and teachers engaged to enable parent knowledge to guide their work with children It is an honest and vulnerable account of their journeys The authors puzzle over the complexities and the successes of their work and the resulting impact on children parents and teachers This book is an invitation to educators and parents to consider how to walk alongside one another using both teacher and parent knowledge for the benefit of children s learning and wellbeing

Teacher Professional Development in Changing Conditions

Douwe Beijaard,Pauline C. Meijer,Greta Morine-Dersheimer,Tillema Harm,2005-12-12 This book presents some highlights from the deliberations of the 2003 conference of the International Study Association on Teachers and Teaching ISATT Part 1 presents the five keynote addresses of the conference while Parts 2 through 4 present selected papers related to each of three sub themes knowledge construction and learning to teach perspectives on teachers personal and professional lives and teachers workplace as context for learning The chapters in this book provide an array of approaches to understanding the process of teacher learning within the current context of the changing workplace environment They also provide an important international perspective on the complex issues revolving around the international educational reform movement Basically they show how teachers workplace inside and outside schools are more than ever subject to continuous change and that subsequently standards for teaching must be flexible to these changing conditions This asks for a redefinition of teacher professionalism in which the role of context in teacher learning is emphasized as well as the improvement of the quality of teacher thinking and learning Related to the ever changing context of teaching a dynamic approach to teaching and teacher learning is required in which identity development is crucial Researchers have an important role to play in revealing and explaining how teachers can build their professional identity through self awareness and reflection in the ever changing educational contexts throughout the world

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