



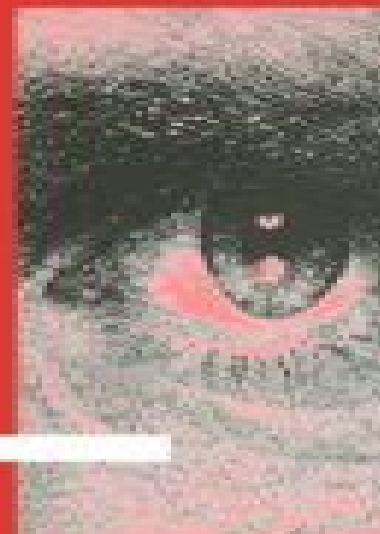
Schools as Learning Communities

CASSELL

EDUCATION

*Transforming
Education*

David Clark



Schools As Learning Communities Transforming Education Cassell Education

RS Peters



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Schools as Learning Communities David Clark,1996 Defining the nature and significance of the learning community for the learning society this work shows how schools have the potential to become role models for society and its institutions as a whole It is intended for policy makers researchers sociologists teachers and educational managers **Understanding Educational Leadership: People, Power And Culture** Busher, Hugh,2006-06-01 Understanding Educational Leadership is key reading for teachers headteachers school leaders policy makers Education students and practitioners and others who have an interest in improving schooling BOOK JACKET *Schools and Community* Dr James Arthur,Richard Bailey,2002-11 Communitarianism as a movement is clearly a dominant theme within New Labour s educational policy How does this affect education and the life and work of schools Research has shown that there is a correlation between academic achievement and the strength of community life and awareness within a school The aim of this book therefore is to introduce communitarian thought to classroom teachers and to those working in education The book contextualizes the current debates within education around the many topical ideas being developed by communitarian thinkers including character building the role of parents the community and the individual values education and citizenship community education and standards and ethos in schools Throughout the book makes specific reference to the practical implications for both primary and secondary schools as well as for further education colleges This is a timely book that should be of interest to all those working in schools and with children and young people It aims to be a guide to this important and highly influential movement that is shaping our educational future Routledge International Companion to Education Miriam Ben-Peretz,Sally Brown,Bob Moon,2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium *Education for Values: Morals, Ethics and Citizenship in Contemporary Teaching* Jo Cairns,Roy Gardner,Denis Lawton,2013-05-13 Values in education in terms of both how they are taught and of the ethics of teaching itself are an area of lively debate This text provides a resource of ideas issues and practice for all those with an interest in this area of education **An Alternative Framework for Community Learning Centers in the 21st Century** Michael F. Reber,2003 Public Community Learning Centers CLCs at least in the context of the United States are social structures that have been established to address particular community needs In the beginning they were instituted as extensions of state departments human services in order to assist communities with programs such as adult literacy and high school graduation certification Today they have taken on a broader role as a result of the Elementary and Secondary Education Act Title X Part I that gives rural and inner city public schools nearly 2 billion over five years 1999 2004 to develop CLCs for programs such as mentoring in basic skills or helping high school students prepare for college Despite these noble efforts public CLCs are still not integral parts of community sustainability One could argue that a major cause for this is that they are established mainly for political purposes However the problem is much

deeper Public CLCs today are unable to serve as sustainable social structures because they lack several foundational principles that assist communities with creating and maintaining sustainability In short they do not adequately reflect the values beliefs and knowledge of the current community education movement Thus an alternative framework within which communities can develop CLCs is needed Using a systemic design approach toward the design of a community learning system an alternative framework for CLCs is designed that enables communities to create the conditions whereby they can become self reliant self governing and sustainable

Learning Beyond the Classroom Tom Bentley,2012-12-06 Education has become one of our major concerns at the heart of any strategy for prosperity and social cohesion But young people are having more difficulty than ever before in adapting to the world they will enter as adults Tom Bentley argues that if education is to meet the emerging challenges of the twenty first century we must recognise that learning takes place far beyond the formal education sector We cannot rely solely on dedicated teachers to deliver the understanding and personal qualities young people will need Instead we must connect what happens in schools to wider opportunities for learning Drawing on a wide ranging review of educational innovation and on contemporary analysis of economic social and technological change this book shows that creating an education revolution requires us to think far more radically about young people and the options for reform and outlines a vision of education fit for the twenty first century Tom Bentley is a senior researcher at Demos the independent think tank He was born and educated in East London and at Oxford University His research areas include young people education the future of work and combating of social exclusion

Creativity Across the Primary Curriculum Anna Craft,2003-10-04 An inspirational look at how to foster children s creativity whilst following the National Curriculum A practical book it will ring bells with educators who want to teach with originality and scope

Managing the Curriculum David Middlewood,Neil Burton,2001-07-23 Keeping the focus clearly on learning and teaching the authors explore the practical issues for managers at the institutional level within the context of their need to understand and analyze key educational values and principles

Educating for a Culture of Social and Ecological Peace Anita L. Wenden,2012-02-01 Acknowledging the dual notions of danger and opportunity that present themselves in contemporary social and ecological crises this book explores how both peace and environmental education can transform the way we think and what we value The book outlines the link between social violence and ecological degradation and the need to educate for the purpose of achieving social and ecological peace Specialists in peace and environmental education offer a holistic and integrated approach on educating about these problems and challenges They also provide educational strategies such as curricular frameworks and pedagogical innovations appropriate for both formal and informal settings and case studies and examples that illustrate their application

Meeting the Global Crisis David Clark,2023-10-01 There is no chance of humankind surviving and flourishing unless we come together as a global community of communities This book puts forward the unique contribution of Christian faith to the potentially terminal challenges currently facing our world

Managing Early Years Settings Alison Robins, Sue Callan, 2008-11-13 This book is a very useful resource for setting leaders undertaking advanced study such as Early Years Professional Status and the National Professional Qualification in Integrated Centre Leadership. It is also an interesting and up to date reference tool for qualified managers and leaders of early years settings large and small in all sectors. Early Years Update Through discussion points and case studies the authors explore the key skills and techniques necessary to effectively lead and manage an early years setting. Nursery Education Plus as part of their Ten of the Best early years professional books feature. This book will make a relevant and helpful contribution in enabling practitioners to explore and understand the different ways in which they can lead and manage across a diverse range of settings and at different levels. Through helpful discussion points and case studies the book will encourage practitioners to consider both theory and practice including value based practice and the skills required for working within a new multi disciplinary environment. A welcome and accessible text for early years practitioners facing the challenges and demands of this new agenda. Professor Linda Miller, Professor of Early Years, The Open University. Firmly grounded in practice this book puts children and families at the centre of good early years leadership. There is now considerable emphasis on leadership skills in this sector as the workforce becomes increasingly professionalized. The following are considered changes and developments within the early years sector: the impact of good leadership on children and their families; effective practice in a variety of settings including Children's Centres; value based leadership and inspirational leadership; meeting the challenges of managing change; inter agency and multi disciplinary working; working with families and parent groups. Useful features such as Activities for Continuing Professional Development, Questions for Reflection and Pictures of Practice appear throughout the book. Those studying for Foundation Degrees, leaders undertaking the National Professional Qualification for Integrated Centre Leadership (NPQICL), those undertaking the management modules for Early Years Professional Status (EYPS) and anyone studying Childhood and Early Childhood will find this book an invaluable aid.

Work with Young People Jason J Wood, Jean Hine, 2009-03-19 The book covers a fascinating range of theory, policy and practice research not covered elsewhere in one text. The editors are to be congratulated. Marian Charlton, Leeds Metropolitan University. The book offers a broad overview of the issues and literature and will be of immediate use. It enables students to bring themselves up to date with contemporary concerns and changes in the field of community and youth work. Jean Spence, University of Durham. This authoritative text is a must read for anyone working or training to work with young people. It considers how theory, policy and practice intersect and influence one another in today's challenging and rapidly changing social, economic and political contexts. Offering a timely contribution to the debate, it covers key themes and developments including how we understand the lives of young people, the principles that underpin work with young people, the policy and practice in a wide range of contexts both national and international, the key concepts currently high on the policy and practice agenda. An essential companion for the professional training of youth workers, this core text will also be of interest and value to students in a wide

range of fields such as education criminology and youth justice social work sociology and social policy *Citizens of Character* James Arthur,2013-10-02 The contributors discuss why character education is considered valuable what character education is taken to mean and identify and test hypotheses about various influences schools families communities employers on the development of character through reporting on our research in UK schools universities and businesses **CREATIVE PROFESSIONAL** Kate Ashcroft,David James,2002-01-04 This volume looks at the role of the teacher in the classroom the dilemmas they face what it means to be a professional in this context and the wider professional role of the teacher in secondary schools and colleges Case studies are used to introduce the main context linked to enquiry tasks which address meanings of professionalism and their implications professional approaches to teaching power and relationships inter professional and inter institutional issues *Teachers Leading Change* Judy Durrant,Gary Holden,2005-09-20 Their book will be of interest to teachers who wish to be proactive rather than reactive It will be important reading for anyone who wishes to undertake school based research Times Educational Supplement This is a book which places teachers at the heart of inquiry for improvement The realism experience and optimism of each of the writers shines through each page of the text It is a can do book which combines discussion of principles practices and contexts with practical examples of exercises recommended reading for those wishing to reflect upon the challenges and joys of engaging in teacher led change Christopher Day Professor of Education and Co Director of the Centre for Research on Teacher and School Development CRSTD The University of Nottingham This book shows how to support teachers leadership of school change Within a theoretical and policy context the authors give practical guidance for integrating inquiry with practice show how to encourage collaboration and critical dialogue within and between schools focus strongly on pupil teacher and organizational learning The book includes tried and tested ideas for aspiring and experienced teacher leaders and researchers

Dimensions of Professional Learning ,2007-01-01 The contributors to this volume explore challenges and dilemmas around professional learning that confront educators in Australia The book is organised around three dimensions of professional learning professionalism identity formation and communal sites of professional learning It addresses important questions In what ways do policies and practices mediate the construction of a professional among current and future educators How do communal spaces shape the professional learning of educators What are the tensions that emerge in the construction of professional identity through professional learning As a whole all chapters provide insight into the dynamic nature of professional becoming Teaching, Learning, and Loving Daniel Patrick Liston,James W. Garrison,2004 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company *Researching Schools* Colleen McLaughlin,Kristine Black Hawkins,Sue Brindley,Donald McIntyre,Keith Taber,2006-09-27 Presenting the work of a highly innovative partnership between the University of Cambridge Faculty of Education and eight secondary schools this book explores this networked learning community which has helped to define the use and production of educational knowledge

and research within and between various partners This book examines the central questions and gives examples of the outcomes of the development that will assist any researchers especially teachers undertaking research to develop school university partnerships Stories and examples from practitioners and others who worked directly in and with schools are presented throughout the book It will appeal to a wide audience of practitioners and academics and to all who are interested in how research and enquiry can be used to support the development of practice in schools Global Perspectives on Developing Professional Learning Communities Nicholas Sun-Keung Pang,Ting Wang,2018-03-13 This book discusses distinctive features of the professional learning community concept practices and processes across six different education systems in the Asia Pacific region namely Mainland China Hong Kong Taiwan South Korea Singapore and the United States It provides a platform for an exchange of different perspectives and offers alternative possibilities of theorizing professional learning communities across different socio cultural contexts Contributors provide valuable insights for policy makers education researchers and educators in the Asia Pacific region and elsewhere to deal with critical questions about the improvement of teaching and learning and school improvement in a globalizing world This book was originally published as a special issue of the Asia Pacific Journal of Education

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