



Perspective On Classrooms And School

Allan Wigfield, John T. Guthrie



Perspective On Classrooms And School:

Perspectives on Classrooms and Schools Louis Cohen, Lawrence Manion, 1981 **Design And Technology In Primary School Classrooms** Les Tickle, 2002-01-04 Design and Technology in Primary School Classrooms presents a comprehensive account of the development and nature of design and technology in the primary classroom from the modest beginnings in the 1980s to detailed implementation within the National Curriculum. It shows how the design problem solving process and the knowledge skills and understanding associated with design and technology can be developed by teachers who were previously unfamiliar with such activities. Case studies demonstrate the teaching strategies employed and illustrate in detail how children respond to design and technology in complex ways. The book combines original classroom research data with extensive illustrations, resource information and summaries of what design and technology in the National Curriculum involves.

Students' Perspectives On Schooling Osler, Audrey, 2010-05-01 Education **Effective Schools and Classrooms** David A. Squires, William G. Huitt, John K. Segars, 1983 A model for improving school and classroom effectiveness must pay attention to 1 leadership 2 school climate 3 supervision 4 teacher behaviors 5 student behaviors and 6 student achievement. Chapter 1 of this book on effective schools and classrooms introduces these important issues and describes a model incorporating these issues. Chapter 2 reviews research about student and teacher behaviors and how they affect classroom effectiveness. Chapter 3 suggests ways administrators can help teachers promote student involvement coverage and success through positive supervision. Research concerning effective schools is the topic of chapter 4 and chapter 5 demonstrates how indicators of effective schools are grouped into the more general categories of school climate and leadership. Chapter 6 uses a hypothetical case study to show how school leadership processes can promote a school climate where there is an academic emphasis, an orderly environment and expectations for success. The chapter ends with suggestions for superintendents and school boards for improving student achievement. Chapter 7 includes a questionnaire for assessing a school's effectiveness. The eighth chapter discusses principles of the school improvement process. A summary is offered in the ninth chapter and appendices provide information on monitoring student behavior and the policy statement of a school district on school effectiveness. JMK

Transitions to School: Perspectives and Experiences from Latin America Angel Urbina-García, Bob Perry, Sue Dockett, Divya Jindal-Snape, Benilde García-Cabrero, 2022-08-02 This book showcases the quality work that Latin American researchers have done on transition to school in Latin American countries by offering the English speaking world first hand access to some Latin American transitions research practices and policies. This book shows the work carried out in countries such as Brazil, Chile, Cuba and Mexico with regards to the way in which the transition to primary school is experienced from different stakeholders' perspectives and how Latin American educational policies and cultural practices shape such an important process for stakeholders. This book was importantly framed by the COVID 19 pandemic which placed the world in a global health emergency and it is our hope that this book will trigger future

international collaborations between researchers policy makers and practitioners interested in transitions which could help produce a wealth of empirical evidence to inform educational policies and transitions practices across the world Building networks where diverse experiences are valued and respected as well as analysed can help provide a platform that supports educators and researchers as they continue their work and branch out in new and challenging directions

Transformative Pedagogical Perspectives on Home Language Use in Classrooms Jules, Janice E.,Belgrave, Korah L.,2020-09-25 Linguists researchers and other practitioners in language education acknowledge that the resolution of language problems associated with breaking down language and cultural barriers that hinder the growth of learners self identities and national identities is ongoing In fact even with decades of research in home language use in the classroom there are still classrooms worldwide where learners are deprived of the opportunity of building their self esteem confidence and autonomy by communicating with their native language The global nature of communication requires speakers to use all the languages in their repertoire effectively thus reinforcing the need to encourage home language use in classrooms Transformative Pedagogical Perspectives on Home Language Use in Classrooms is a cutting edge research publication on the effective use of home language in the classroom that emphasizes the significance of this activity to the success of the overall language development of the learner Particular attention is given to transformative pedagogy and the provision of valuable insights into how the teacher can guide and assist learners in the development of critical thinking skills In addition the book provides content that enables practitioners in language education and parents to explore their roles in assisting children in breaking down the language and cultural barriers that hinder the growth of their self identity and national identity Highlighting topics such as engineering education cultural responsiveness and transformative pedagogy this book is essential for linguists academicians education professionals curriculum designers policymakers administrators instructional designers researchers and students

The Multicultural Classroom: Learning from Australian First Nations Perspectives Jasmin Peskoller,2021-10-19 The scope of multilingualism and multiculturalism within societies is increasing on a global scale As this is happening discussions are emerging concerning the significance of including a variety of perspectives in classroom discourse as well as the imperative of ridding it of a prevailing monocultural straitjacket Against the backdrop of these changing realities authors have advocated for a revision and adaptation of current teaching methodology and classroom materials in order to do greater justice to an increasingly diverse student population This book presents the findings from a qualitative research project conducted in Australia a country acclaimed for its linguistic and cultural diversity Specifically the study investigated the educational context of Indigenous Australian learners by shedding light on the incorporation of First Nations perspectives in teaching materials and methodology Additionally the project identified therewith related challenges and possibilities for improvement The results provide insights into the multifacetedness of language as well as culture related factors which prove vital for learning processes Moreover the results reveal the

complexities arising in connection with the incorporation of First Nations perspectives in classroom discourse The data also point towards dimensions for improvement and recommendations for action for educators working in diverse classroom settings As growing linguistic and cultural diversity has become a global reality this volume addressing Australian First Nations perspectives offers an important contribution to the field of contemporary education

Memoir and Perspectives of an Urban Public School Principal on Public Education Reform Jackson Windom III, 2012-11-29 Memoir and Perspectives of an Urban Public School Principal on Public Education Reform A Primer on School Leadership and Public Schools Advocacy Book Summary The book contributes to the national discourse on public education It develops the reader's perspective in a framework defined by the state constitutional mandate to educate our youth as a compelling state interest the public's trust prevailing myths imbedded in education issues and the public education bureaucracy as an agent of state government The impact of the bureaucracy labor management agreements and certification programs on school leadership and classroom teaching is illuminated by analysis argument and practical experience The book concludes with recommendations for reform and an appeal for broad support of our public schools

Life in Schools and Classrooms Rupert Maclean, 2017-05-04 This book discusses key aspects of life in schools and classrooms and surveys the changes that have occurred over the years in educational research policy making and practice in these school and classroom settings It not only examines cutting edge research in these areas but also showcases good practices in the field Among the topics reviewed are recent developments in assessment methods for collecting and analysing data on classroom practice school leadership and the pros and cons of class size and small class teaching topics which are currently hotly debated in education systems around the globe As such the book objectively examines the various debates and surveys the full range of evidence available Education researchers policy makers and practitioners often hold differing views about the reasons for teacher and student behaviour in classrooms and for example its relevance to class size Many of these views are based on gut feelings rather than hard evidence Unfortunately these three groups with differing perspectives often talk past each other rather than engage in a productive mutually beneficial dialogue The book builds an effective bridge between researchers policy makers and practitioners regarding the impact of these various aspects of classroom life so that the viewpoints of each can be carefully considered and evaluated

An Interpersonal Approach to Classroom Management Heather A. Davis, Jessica J. Summers, Lauren M. Miller, 2012-08-07 Presenting the psychology behind the best managed classrooms The authors engage you from the start by contrasting how differently teachers respond to common situations They expertly bridge the gap between educational psychology and classroom management from the perspectives of student engagement peer and student teacher relationships and teacher self regulation Both current and prospective teachers will find helpful tools for engaging difficult students managing challenging relationships and handling conflict Key topics include Student behavioral relational and cognitive engagement in the learning process Classroom structures that contribute to student engagement The

contribution of peer relationships to positive and negative behavior management Strategies that help children learn to manage their own behavior Connecting with students who are culturally and linguistically diverse **Global Perspectives**

on School Libraries Luisa Marquardt,Dianne Oberg,2011 Promoting literacies through the school library Reading opens all door an integrated reading program at Genazano College in Melbourne Australia by Susan La Marca Sandra Hardinge and Lyn Pucius Handbook of Social Influences in School Contexts Kathryn R. Wentzel,Geetha B. Ramani,2016-01-13 The

Handbook of Social Influences in School Contexts draws from a growing body of research on how and why various aspects of social relationships and contexts contribute to children s social and academic functioning within school settings Comprised of the latest studies in developmental and educational psychology this comprehensive volume is perfect for researchers and students of Educational Psychology Beginning with the theoretical perspectives that guide research on social influences this book presents foundational research before moving on to chapters on peer influence and teacher influence Next the book addresses ways in which the school context can influence school related outcomes including peer and teacher student relationships with specific attention to research in motivation and cognition Within the chapters authors not only present current research but also explore best practices drawing in examples from the classroom With chapters from leading experts in the field The Handbook of Social Influences in School Contexts provides the first complete resource on this topic

Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms George Newell,David Bloome,Alan Hirvela,2015-06-05 Focused on the teaching and learning argumentative writing in grades 9 12 this important contribution to literacy education research and classroom practice offers a new perspective a set of principled practices and case studies of excellent teaching The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences ideas and texts Six themes key to teaching argumentative writing as a thoughtful multi leveled practice for deep learning and expression are presented teaching and learning argumentative writing as social practice teachers epistemological beliefs about argumentative writing variations in instructional chains instructional conversations in support of argumentative writing as deep learning and appreciation of multiple perspectives contextualized analysis of argumentative writing and the teaching and learning of argumentative writing and the construction of rationalities Perspectives on Behaviour Harry Ayers,Don Clarke,Anne Murray,2015-08-12

This book is a practical guide to the following eight perspectives on behaviour biological focusing on biological and biochemical processes in accounting for behaviour behavioural or behaviourist focusing on overt observable and measurable behaviours and their reinforcement in accounting for behaviour cognitive or cognitive behavioural focusing on cognitive processes beliefs attitudes expectations and attributions in accounting for behaviour combines both the cognitive and the behavioural perspective social learning focusing on observational learning perceived self efficacy and expectancies in accounting for behaviour psychodynamic focusing on unconscious conflicts in early childhood as accounting for current

behaviour humanistic focusing on low self esteem and problems in coping with and exploring feelings in accounting for behaviour ecosystemic focusing on positive and negative interactions between teachers and students within the school and those that externally affect the school these interactions are seen as accounting for behaviour ecological focusing on the influence of systems and the environment in accounting for behaviour The aim of the book is to enable the reader to develop a structured approach to emotional and behavioural problems by drawing on one or more of the above perspectives

Challenging Perspectives on Mathematics Classroom Communication Anna Chronaki,Iben Maj Christiansen,2006-05-01

The editors and contributors of these ten articles focus on the idea that communication includes both what is happening and being said among participants in a classroom and also the politics values and ideologies that serve as the foundation of the practice They describe how communication thereby involves register representation and contexts through media human interfaces in the classroom and in interpreting mathematics as a text how communication in mathematics teaching becomes social interaction in cooperative settings and classroom activities and how communication translates into practice community identity and policy

Perspectives on the Intersection of Multiculturalism and Positive Psychology Jennifer

Teramoto Pedrotti,Lisa M. Edwards,2014-03-24 The volume will be a collection of chapters about current theory research and practice related to multiculturalism and positive psychology This book will serve as a reference to any who are interested in the intersection of positive psychology and multicultural context While many in the field of positive psychology have begun to move more strongly towards a culturally embedded approach that recognizes the importance of context in discussing viewing and cultivating strengths in individuals from different backgrounds there is still a dearth of research in this area compared with studies that take a cross cultural approach comparing people from different countries or one that is purported to be culture free or universal in its application While it is becoming more common to see various articles or chapters published on these topics there is still no comprehensive text aimed at discussion of the collection of these topics presented in a cohesive and structured way This book aims to fill this gap in the literature In this book a broad definition of culture is utilized that includes such facets as race ethnicity socioeconomic or social class status disability religion sexual orientation and gender This book is intended to present research theory and suggestions for practice that are grounded in diverse cultural contexts and current scholarship It will assist researchers students and practitioners who are studying and working within diverse populations Currently there exists no comprehensive text that addresses the intersection of positive psychology and multiculturalism Several edited volumes address positive psychology constructs e g well being optimal experience autonomy across cultures but they do not focus on multicultural populations within the United States Other books focus more specifically on mental health applications and stress and coping among multicultural populations however these books do not provide a broad perspective on psychology beyond this application piece The proposed book will review current theory and research about constructs in addition to applications across contexts Finally other published books have focused

on youth within multicultural society this volume is more broad in its address of issues of positive psychology across the lifespan and across various aspects of identity including disability gender social class and sexual orientation **Research on Classroom Ecologies** Deborah L. Speece, Barbara K. Keogh, 1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company **Comparative Perspectives on International School Leadership** Cathryn Magno, 2013-02-11 Through a multi country study Comparative Perspectives on International School Leadership examines the current global spread of educational leadership occurring rapidly and widely Exploring five international case studies of leadership policy preparation and practice under the framework of policy borrowing and adaptation Magno attempts to understand and account for commonalities and differences across country contexts Rather than assuming a particular model or theory to leadership is best Comparative Perspectives on International School Leadership takes a policy oriented perspective and considers how and why certain approaches are being formulated and accepted including an examination of motivations influencers actors institutions and implementation processes Magno ultimately argues that efforts toward formalizing educational leadership reflect current global political objectives to improve schools by increasing accountability transparency and professionalism This engaging book will be of interest to scholars and students in the fields of educational leadership and comparative education *Researching Early Childhood Literacy in the Classroom* Lucy Henning, 2019-11-05 This volume demonstrates how the ethnographic approach to research demanded by a Literacy as Social Practice perspective can generate fresh insights into what happens when young children engage with schooled literacy tasks Researching Early Childhood Literacy in the Classroom argues that the lived experience of young children encountering formal schooled literacy curricula should be the foremost consideration in educational reforms intended to improve rates of literacy acquisition in schools To make this argument the author suspends traditional concerns with learning and progress to concentrate on practice and meaning in a careful analysis of key classroom incidents The author concludes that such insights suggest a need for re considering the assumptions upon which educational policy rests This book will be of great interest to graduate and postgraduate students researchers academics and libraries in the fields of Literacy Studies Teacher Education Education Policy and Applied Linguistics **Learning English at School** Kelleen Toohey, 2018-05-25 This fully revised edition provides a comprehensive discussion of how insights and concepts from new materialism and posthumanism might be used in investigating second language learning and teaching in classrooms Alongside the sociocultural and poststructural perspectives discussed in the first edition this new book presents insights from new materialism on identity second language learning and pedagogical practices This application of new theory deepens our understanding of how minority language background children learn English in the context of their classrooms The author comprehensively explains the new materiality perspectives and suggests how research from this perspective might provide new insights on second language learning and teaching in classrooms The book is unique in analysing empirical classroom data from a sociocultural but also a

new materiality perspective and has the potential to change our understandings of research and pedagogical practices

This book delves into Perspective On Classrooms And School. Perspective On Classrooms And School is a crucial topic that must be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Perspective On Classrooms And School, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to Perspective On Classrooms And School
 - Chapter 2: Essential Elements of Perspective On Classrooms And School
 - Chapter 3: Perspective On Classrooms And School in Everyday Life
 - Chapter 4: Perspective On Classrooms And School in Specific Contexts
 - Chapter 5: Conclusion
2. In chapter 1, this book will provide an overview of Perspective On Classrooms And School. The first chapter will explore what Perspective On Classrooms And School is, why Perspective On Classrooms And School is vital, and how to effectively learn about Perspective On Classrooms And School.
3. In chapter 2, the author will delve into the foundational concepts of Perspective On Classrooms And School. This chapter will elucidate the essential principles that need to be understood to grasp Perspective On Classrooms And School in its entirety.
4. In chapter 3, this book will examine the practical applications of Perspective On Classrooms And School in daily life. The third chapter will showcase real-world examples of how Perspective On Classrooms And School can be effectively utilized in everyday scenarios.
5. In chapter 4, the author will scrutinize the relevance of Perspective On Classrooms And School in specific contexts. This chapter will explore how Perspective On Classrooms And School is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, the author will draw a conclusion about Perspective On Classrooms And School. The final chapter will summarize the key points that have been discussed throughout the book.

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Perspective On Classrooms And School.

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