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MARIO D. FANTINI

Regaining Excellence In Education

Carl A. Grant, Christine E. Sleeter

Regaining Excellence In Education:

Regaining Excellence in Education Mario D. Fantini,1986 Topics of table of contents Defining Excellence School Reformation Studies Restructuring Modernization the Principal the Superintendent School Boards Teachers Curriculum Beyond the Self-Managing School Brian Caldwell, Jim M. Spinks, 2003-09-02 The Performance standards and goals etc broad approach of local management of schools or self managing schools is now widely accepted In Britain there is even consensus between the three major political parties that the approach should be continued and extended A key issue though is what comes next for self managing schools Drawing on their work and experience in research consultancy Caldwell and Spinks examine the way in which education is changing and outline what is desirable and workable for schools today with clear guidelines for policy makers and practitioners The focus is specifically on the school the classroom the student and the future of learning in society Practitioners will find this book immediately accessible and useful Paradigms Regained Denis Hlynka, John C. Belland, 1991 An Unbroken Educational Apartheid Legacy David E. Morgan Ph.D., 2015-03-17 This is a thought provoking book on the black white academic achievement gap in Chicago's predominantly black communities of color and what highly effective school boards can do to change it In this book the reader will be powerfully enlightened by a civil and human rights debate that calls for effective leadership in our schools beginning with effective school boards The primary agenda of effective school boards is raising student achievement performance levels and engaging the school district community to attain that goal These instructive analyses of effective school board leadership builds on the research and wisdom of great leaders Simultaneously it develops a breath of fresh air for school reformers who seek to implement a new model and escape the insanity and pathology inherent in school board dysfunctions and violations of our civil and human rights which prevents progress in Chicago's south suburban communities of color In both highs and lows of awesome moments as educational reform leaders and school board members we are in a strategic leadership position to help school boards carry out their essential responsibilities for creating equity and excellence in public education In doing so highly effective school leaders can team with our school board leaders to lead our school district communities in preparing all students to succeed in a rapidly changing global society School board members doing the same things over and over again and then expecting different results in academic outcomes is the definition for insanity Education is freedom In an era of mass educational apartheid with its consequent mass incarceration of blacks that has surpassed the enforced chattel bondage of slavery s peak numbers in 1860 this book addresses a subject that is critically essential timely and in need of immediate attention for the security success and ultimate survival of black America As the problems of the academic under achievement gap is addressed in this book it is also essential that school boards educators and community and national leaders accept reality to view the problem in its true perspective to contemplate it as it is in providing essential solutions toward removing limiting and limited school boards dysfunctions obstructions and other barriers to academic achievement in

effective school board leadership Supporting educational excellence will thereby produce more African American scholars in mathematics science and in many other disciplines This book will provide information and focus on some key action areas that successful school boards in America and around the world have focused their attention on Vision Standards Assessment Resource Alignment Climate Collaboration and Continuous Academic Improvement **Effective Strategies for Teaching** in K-8 Classrooms Kenneth D. Moore, Jacqueline Hansen, 2011-01-28 An essential repertoire of practical teaching and classroom management strategies Featuring a wealth of reflection activities and connections to standards this concise easy to read teaching methods text equips students with the content knowledge and skills they need to become effective K 8 teachers The book maximizes instructional flexibility reflects current educational issues highlights recent research and models best pedagogical practices Current and realistic examples a section in each chapter on using technology in the classroom and material on differentiating instruction for diverse learners including students with special needs and English language learners make this a must have resource for any K 8 teacher Doing Multicultural Education for Achievement and Equity Carl A. Grant, Christine E. Sleeter, 2012-08-06 Doing Multicultural Education for Achievement and Equity a hands on reader friendly multicultural education textbook actively engages education students in critical reflection and self examination as they prepare to teach in increasingly diverse classrooms In this engaging text Carl A Grant and Christine E Sleeter two of the most eminent scholars of multicultural teacher education help pre service teachers develop the tools they will need to learn about their students and their students communities and contexts about themselves and about the social relations in which schools are embedded Doing Multicultural Education for Achievement and Equity challenges readers to take a truly active and ongoing role in promoting equity within education and helps to guide them in becoming highly qualified and fantastic teachers Features and updates to this much anticipated second edition include Reflection boxes that encourage students to actively engage with the text and concepts along with downloadable templates available on Routledge com Putting It into Practice activities that offer concrete suggestions for really doing multicultural work in the classroom Fictional vignettes that illustrate the real issues teacher education students face and the ways their own cultural attitudes can impact their response New coverage of issues pertaining to student achievement federal and state policy and socioeconomic connections between the current economy and educational funding A more comprehensive discussion about the different social movements that have affected education in the past and present **Annual Report** United States. **Leading the Self-Managing School** Brian J. Caldwell, Jim M. Spinks, 2005-08-02 This Department of Education, 1983 work is a seguel to The Self Managing School and deals with leadership responsibilities on two levels as head of a school responsible for loca management and as a director in a Local Education Authority responsible Reclaiming Accountability in Teacher Education Marilyn Cochran-Smith, Molly Cummings Carney, Elizabeth Stringer Keefe, Stephani Burton, Wen-Chia Chang, M. Beatriz Fernández, Andrew F. Miller, Juan Gabriel Sánchez, Megina Baker, 2018-04-20 1 The book offers teacher

educators and stakeholders an overview of accountability in the era of education reform and embraces teacher education accountability as a lever for reconstructing its targets purposes and consequences in keeping with the larger democratic project 2 The book introduces a framework eight dimensions of accountability for interrogating dimensions of accountability policy and practice by revealing an accountability initiative s operation but also exposing underlying values and principles theory of change and relationship to larger political and policy agendas 3 Using the authors framework eight dimensions of accountability the book deconstructs four of the most visible education reform initiatives relevant to teacher educators and education stakeholders. The book proposes a rallying call to teacher educators and stakeholders to reclaim accountability using a new approach democratic accountability in teacher education Regaining Global Stability After the Financial Crisis Sergi, Bruno, Fidanoski, Filip, Ziolo, Magdalena, Naumovski, Vladimir, 2018-04-06 The prosperity and stability of any economic structure is reliant upon a foundation of secure systems that regulate the movement of money across the globe These structures have become an integral part of contemporary society by reducing monetary risk and increasing financial security Regaining Global Stability After the Financial Crisis is a critical scholarly publication that examines the after effects of the economic slowdown and the steps that have been taken to overcome the consequences of the slowdown as well as strategies to reduce its impact on economies and societies Highlighting a wide range of topics including economic convergence risk management and public policy for financial stability this book is geared toward academicians practitioners students managers and professionals in the financial sector seeking current research on regaining a sense of safety and security after a time of economic crisis **American Education** .1984 Effective Schooling for the Community Tony Townsend, 2013-03-07 This book offers a new perspective on the management of schools by bringing together the knowledge and understanding of school effectiveness and community education Tony Townsend argues that the core activity of the school to provide a learning environment for children should be supplemented by educational activities that service the needs of the community as a whole He offers a model for the development of the core plus school including practical ideas for school leaders to build strategies for improving school programme possiblities and processes to encourage greater community involvement Migrants and Refugees Elinor L. Brown, Anna Krasteva, 2013-09-01 International Advances in Education Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that primarily focus on empowering students children adolescents and young adults from diverse current circumstances and historic beliefs and traditions to become non exploited non exploitive contributing members of the global community The series draws on the research and innovative practices of investigators academics and community organizers around the globe that have contributed to the evidence base for developing sound educational policies practices and programs that optimize all students potential Each volume includes multidisciplinary theory research and practices that provide an enriched understanding of the drivers of human potential via education to assist others in exploring adapting and replicating

innovative strategies that enable ALL students to realize their full potential This volume provides the reader with promising policies and practices that promote social justice and educational opportunity for the many displaced populations migrants asylum seekers refugees and immigrants around the globe The volume is divided into four sections that offer 1 insights into the educational integration of displaced children in industrialized nations 2 methods of creating pedagogies of harmony within school environments 3 ways to nurture school success by acknowledging and respecting the cultural traditions of newcomers and finally 4 strategies to forge pathways to educational equity Overall this volume contributes to the body of knowledge on equitable educational opportunities for displaced youth and will be a valuable resource for all who seek to enable the displaced a place at the political economic and social table of civil society Wrong Dannagal Goldthwaite Young, 2023-10-17 In this book the author offers a new model that identifies social and cultural identity who we are and who we want to be as the most important factor driving the American phenomena of being wrong **Subject Guide to Books in Print** ,1971 Reclaiming the Teaching Discourse in Higher Education Ian M. Kinchin, 2025-02-20 This book examines university teaching to encourage a move away from the singular lens of neoliberalism towards more a pluralistic stance that inspires a healthy diversity of theories and practices University teaching is dominated by neoliberal cultures of measurement consumerism and deficit generating a monocultural narrative that disenfranchises the higher education teaching community Collaborative communities of support are now perceived as performative regimes of surveillance and existing injustices in the education system have been amplified by institutional responses to the COVID 19 pandemic This book offers a reappraisal of the current state of university teaching and re imaginings of potential futures Inspired by emerging perspectives in educational research and building upon Biesta's notion of the rediscovery of teaching the book encourages an escape from accepted wisdom liberating teaching from the bonds of reductive binary and linear thinking and accepting the need for a plurality of theoretical perspectives While universities use popular terms such as student centredness global excellence active learning and so on and will highlight key performance metrics such as student satisfaction or teaching excellence awards the reality is that much current teaching practice is rather traditional teacher centred passive and content heavy Despite managerial emphasis on best practice and evidence based practice teaching is not reducible to a simple set of competencies and student learning is not adequately summarised as a list of graduate attributes Teaching is relational and highly context dependent and our discussion of teaching should recognise this The performative culture pervading many campuses can dampen down large scale innovation leaving marginalised pockets of subversive collaboration and experimentation to operate below the corporate radar Here the contributors give voice to some of those emerging ideas and challenge neoliberal orthodoxy Quality Education in India P.K. Sahoo, Dhananjai Yadav, B.C. Das, 2014-01-01 Quality Education in India is a multi volume compendium that contains the research papers presented at the IATE International Seminar held at the Department of Education University of Allahabad India during 10 11 February 2010

The First Volume majorly deals with the Problems and Prospects issues in education This volume includes 20 research papers devided in three major sections Quality Concerns School Education and Higher Education The Second Volume on Inputs and Initiatives includes 25 research papers broadly devided in four sections namely Open and Distance Larning Teacher Education Inputs Information and Communication Technology Intervention and Perspectives of Human Values These Volumes will be helpful to the students of higher education and teacher education as well as teachers researchers experts policy makers and development administrators working for quality education **Reclaiming Community** Bianca J. Baldridge, 2019-05-28 Approximately 2.4 million Black youth participate in after school programs which offer a range of support including academic tutoring college preparation political identity development cultural and emotional support and even a space to develop strategies and tools for organizing and activism In Reclaiming Community Bianca Baldridge tells the story of one such community based program Educational Excellence EE shining a light on both the invaluable role youth workers play in these spaces and the precarious context in which such programs now exist Drawing on rich ethnographic data Baldridge persuasively argues that the story of EE is representative of a much larger and understudied phenomenon With the spread of neoliberal ideology and its reliance on racism marked by individualism market competition and privatization these bastions of community support are losing the autonomy that has allowed them to embolden the minds of the youth they serve Baldridge captures the stories of loss and resistance within this context of immense external political pressure arguing powerfully for the damage caused when the same structural violence that Black youth experience in school Reclaiming Public Universities Manisha Priyam, 2022-04-25 This book starts to occur in the places they go to escape it explores the nature of public universities and higher education reforms in emerging economies with a focus on India South Africa and Brazil Drawing on context based case studies the essays in the volume highlight the state of public universities amongst the developing world with their shared colonial past and social caste and race inequalities Based on comparative and multidisciplinary studies the book provides a critical account of the policy reforms and changes on account of globalization and markets in higher education in public universities of the Global South regions The chapters also compare methodological approaches to university reform and restructuring of public universities and higher education systems in USA Australia the European Union and India and examine the California model the Bologna process the Melbourne model the University of Delhi reforms and engage critically with the New Public Management inspired reform policies The book further lays the groundwork for understanding massification in a contextual way and the possibilities for expansion of scale of mass higher education through public provision With its empirical findings and social theory analyses by global experts the volume will be of great interest to scholars and researchers of education higher education sociology and social anthropology development studies public policy and administration politics political economy and Global South studies It will also be useful to educationists policymakers and civil society organizations Reclaiming English Language Arts Methods Courses Jory

Brass,Allen Webb,2014-09-04 Reclaiming English Language Arts Methods Courses showcases innovative work in teacher education that fosters teachers capacities as reflective practitioners and public intellectuals extends traditional boundaries of methods courses on teaching the English language arts literacy children's and young adult literature and embodies democratic and critical politics that go beyond the reductive economic aims and traditional classroom practices sanctioned by educational policies and corporate educational reforms Featuring leading and emerging scholars in English language arts teacher education each chapter provides rich and concrete examples of elementary and secondary methods courses rooted in contemporary research and theory on line resources and honest appraisals of the possibilities tensions and limits of doing teacher education differently in a top down time of standards based education high stakes testing teacher assessment and neoliberal education reforms This book offers important resources and support for teacher educators and graduate students to explore alternative visions for aligning university methods courses with current trends in English and cultural studies critical sociocultural literacy new literacies and web 2 0 tools and teaching the English language arts in multiethnic multilingual and underserved urban communities

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