



Putting The Children First The Changing Face Of Newarks Public Schools

Kevin K. Kumashiro



Putting The Children First The Changing Face Of Newarks Public Schools:

Putting the Children First Jonathan G. Silin, Carol Lippman, 2003-01-01 Putting the Children First chronicles the educational struggle that took place in the city of Newark amidst years of political upheaval and economic neglect. It is a story of inspiration and hope as we come to understand what happened when educators, parents, and community members pulled together to turn education around in one of the most historically troubled cities in America. This volume tells the remarkable story of Project New Beginnings, a 7 year collaboration between the Newark Public Schools and Bank Street College to restructure early childhood education. Reporting from the front lines of urban schools, this important volume gives voice to the variety of people involved in effective school reform: teachers, principals, staff developers, superintendents, and foundation executives. It illustrates how one school change project kept its focus on the needs of individual teachers and classrooms while negotiating the many demands in contemporary urban schools and confronts the difficult constraints and many hurdles the Project overcame to emerge as a model for school-university collaboration.

Critical Issues in Early Childhood Education Nicola Yelland, 2005-04-16 This book is a valuable contribution to the creation of a more critical and theoretically diverse approach to early childhood policy and practice. Through many vivid examples and a varied cast list of authors, both academics and practitioners, it shows the potential of this approach for pedagogical work in early childhood institutions and the education of the early childhood workforce. Professor Peter Moss, Institute of Education, University of London, UK. In the era of 'No Child Left Behind' in the U.S., you might think that the landscape of educational research and practice has been transformed into a row of scientific models and unvarying curricular scripts. Nicola Yelland's volume will persuade you that in contrast, the landscape in early childhood education is varied and full of unconventional angles. The authors examine virtually every significant aspect of curricular practice and postmodernist theory while challenging readers to be skeptics themselves, to engage with risky ideas on the way to transformative actions.

Celia Genishi, Professor of Education, Teachers College, Columbia University, USA. This book challenges long-established beliefs about early childhood education. It offers readers the opportunity to think about the aspects of their profession that are fundamental to providing effective and equitable educational opportunities for young children in the 21st century. Well-known contributors explore issues that are not only critical in terms of being fundamental to early childhood education but also critical in that they present alternative ideas and use frameworks that are not traditional to the field. Organized in three parts, the book considers contemporary views of early childhood education and teaching; the rethinking of early childhood practices; the emergence of new technologies and multiliteracies. The chapters in the book focus on aspects of early childhood education that have for a long time been accepted as truisms or have been too hard to deal with and thus often ignored. For example, they include a consideration of issues that range from examining play that might be sexual in focus or learning how to cope with traumatic events in young children's lives to the ways in which popular culture and new literacies impact on what young children are

interested in and how they can be engaged in learning with information and communications technology Essential reading for students in all early childhood studies programmes as well as early childhood practitioners who want to engage in more reflective practices around their work Contributors Yarrow Andrew Chelsea Bailey Mindy Blaise Elizabeth Brooker Sheralyn Campbell Gaile Cannella Richard Johnson Anna Kilderry Jackie Marsh Jeanette Rhedding Jones Leonie Rowan Sharon Ryan Jonathan Silin Jennifer Sumsion Daniel Walsh Nicola Yelland Through Jamaican Lenses Fern June Khan, 2024-08-30 Born and raised on the island of Jamaica Fern June Khan has valued and embraced Jamaica in each stage of her life Despite the island's economic and educational challenges during her youth Khan's childhood was a colorful one replete with the vibrant culture of the island endlessly supportive role models and a complex social tapestry Her early experiences empowered Khan to develop an unwavering sense of self as she progressed into adulthood and moved to the United States Through Jamaican Lenses A Memoir celebrates Khan's joyful upbringing journey to a new environment and her many educational and professional accomplishments Centering on her early life in Jamaica in the 1940s and 50s this memoir reveals Khan's childhood as one rich with opportunities to observe and experience the complexities of Jamaican life and history Khan's childhood memories revel in the community's vivid folklore Jamaica's music and food and popular idioms and sayings as well as the implications of color and class Then a British colony Jamaica still bore the legacies and social impacts of slavery and emancipation Jamaica was becoming increasingly globalized and along with that transition came a growing interest in cultural exchange Stories of economic success poured in from relatives and friends who had traveled abroad whether as seasonal workers or as immigrants As Khan grew ambition brought her to the United States as a foreign student She graduated from New York University with a BSc in sociology and a graduate degree in social work Following a brief career in social work Khan next cultivated a forty four year career in higher education using her social work skills to inform her work developing education programs for children youth and adults alike in New York City and beyond Bolstered by her early education in Jamaica these achievements would not have been possible without the support of her community Examining not only Jamaica's contribution to the arts its customs and traditions and its social and cultural heritage Through Jamaican Lenses explores honestly the diasporic experience of Caribbean immigration postcolonialism collective and individual memory and transnational identity The Assault on Public Education William Watkins, 2015-04-24 In this timely interdisciplinary volume William Watkins has brought together leading scholars and activists to address some of the most urgent issues facing public education What is underneath and behind the language of choice efficiency and improvement in current neoliberal discourse How will urban and poor populations be affected Will privatization lead to increased stratification in our schools How can public education not only be saved but re imagined In accessible language renowned contributors explore and critique corporate school reform to both inform and serve as an organizing tool for teachers parents students and citizens committed to genuine public education Book Features A comprehensive critique of how corporate

power is disrupting universal public education An illumination of how corporate school reform threatens unions racial progress and democracy An illustration of how private wealth forges public policy A case study of the public school system in New Orleans Contributors Pauline Lipman Kenneth Saltman Alfie Kohn Jack Gerson Malila N Robinson Catherine A Lugg William H Watkins Ann G Winfield Kristen L Buras William H Watkins is a professor at the University of Illinois at Chicago and author of *The White Architects of Black Education As The Assault on Public Education* makes so very clear we are witnessing the growth of a destructive set of policies in education and the larger society This book provides us with a set of articulate analyses of what the future will likely hold if we do not engage in the hard and committed labor of countering these dangerous tendencies today From the Foreword by Michael W Apple University of Wisconsin Madison *The Assault on Public Education* is a powerful assemblage of scholars practitioners and activists who are willing to stand up to the entrenched interests arrayed against public education as we know it This is a must read for thinking citizen scholars Gloria Ladson Billings University of Wisconsin Madison Today is a pivotal moment for America and its schools Teachers and others who envision schools that enhance democratic life will find critical theoretical and practical guidance in this book Use it Daniel Perlstein Graduate School of Education University of California Berkeley Watkins has produced an important and timely work a much needed corrective to the dumbing down of educational policy discourse The essays here offer a very real challenge to those who have confounded market based policy with school reform and the well being of children with the well being of corporations Charles Payne University of Chicago

Child Care Justice Maurice Sykes, Kyra Ostendorf, 2022 Join the authors of this book in starting a movement of hope and possibility for an antiracist child care and early childhood education system This volume disrupts mental models regarding where the work of early care and education began with enslaved African women and how the stigma of that beginning relegates present day child care workers to a low status low wage field of practice Expert authors contribute their wisdom experience research and practical knowledge on issues related to equity and social justice They examine the oppressive historical political economic educational and cultural systems that continue to oppress early care educators and by extension racialized children and children in poverty The interrogation and litigation of past and current issues and grievances of injustice and inequities in the field are addressed while threading the needle of social justice and critical consciousness throughout the chapters *Child Care Justice* calls on educators activists and their allies to rethink reimagine and reconstruct a more equitable and just system for all who receive and provide care to our nation s youngest of children When historically marginalized child care workers are held in high esteem then and only then will America live up to its promise of liberty and justice for all Book Features Centers the historic and current oppression of Black people in the United States as foundational to the disregard for childcare workers today Uses Paulo Freire s critical consciousness framework to guide readers to see analyze and act Calls for a multiracial coalition of activists for racial justice gender justice and economic justice The roadmap has been drawn but it requires inspired and knowledgeable advocates to

implement Read be inspired build community and take up the mantle for change From the Foreword by Barbara T Bowman Erikson Institute Contributors Rebecca Berlin Sarah R Bussey Michael Gramling Ed Greene Iheoma U Iruka Alexis Jamal Denisha Jones Hakim M Rashid Joey Saunders and James C Young *Reshaping Universal Preschool* Lucinda G. Heimer, Ann Elizabeth Ramminger, 2020-01-17 Given the diverse auspices and leadership in early education in the U S United States Universal Preschool will only happen through collaboration The issue of Universal Preschool is not new Others have conducted research shared success stories and ideas for moving forward This book plans a different approach to the Universal Preschool dilemma by using dynamic and specific lenses to sift through the layers of power and policy that are the foundation of any effort *Spectacular Things Happen Along the Way* Brian D. Schultz, 2018 This celebrated narrative shows how a teacher alongside his 5th grade students co created a curriculum based on the students needs interests and questions Follow Brian Schultz and his students from a Chicago housing project as they work together to develop an emergent and authentic curriculum based on what is most important to the 5th graders replacing their dilapidated school The persuasive storytelling that captured the attention of educators and the media depicts the journey of one teacher in an urban school and his students juxtaposed against the powerful and entrenched bureaucracy of Chicago s public education system In this second edition Schultz examines how school reform continues to fail students in urban contexts reflects on his teaching and writing from a decade ago and offers compelling updates on students and what became of the school A lot can be learned from the young people of Room 405 then and now Not only did these particular 5th graders push back against the city and school board in their pursuit for a better learning environment for themselves and their community but they also learned about the power of using their voices in purposeful ways We can only hope that educators will read the new edition and be inspired to make similar choices themselves From the Foreword by Pedro Noguera UCLA In this eagerly awaited second edition Schultz has reiterated what it means to be a courageous and caring teacher From the Afterword by Sonia Nieto professor emerita University of Massachusetts Amherst A compelling read that continues to remind us how much a better world depends on our ability to foster learning and teaching experiences that nurture young people s capacity to think deeply Denise Taliaferro Baszile VP AERA Division B This second edition highlights the ongoing dismantling of urban public schools in the name of reform even while fueling our sense of possibility and hope Kevin Kumashiro author *Bad Teacher*

Early Childhood, Aging, and the Life Cycle Jonathan G. Silin, 2018-01-08 In this book Silin maps the common ground between early childhood and the period sociologists call young old age Emphasizing the continuities that bind children and adults rather than the differences that traditional developmental psychology claims separate us he focuses on the themes we all manage across a lifetime Building on memoir and narrative Silin argues that when we recognize how the concerns of childhood continue to thread their way through our experience we look anew at the shape of our lives This book highlights the powerful generative acts through which people of all ages find new meanings and relationships to compensate for the

individual and social losses that mark our lives **Fear and Learning in America** John Kuhn, 2014-01-01 In this moving account America's Superintendent John Kuhn lays bare the scare tactics at the root of the modern school reform movement. Kuhn conveys a deeply held passion for the mission and promise of public education through his own experience as a school administrator in Texas. When his Alamo Letter first appeared in the Washington Post it galvanized the educational community in a call to action that was impossible to ignore. This powerful book requires us to question whether the current education crisis will be judged by history as a legitimate national emergency or an agenda-driven panic spurred on by a media that is for the most part uninterested in anything but useless soundbites. Essential reading for teachers, administrators, policymakers, and everyone concerned with public education. *Fear and Learning in America* Analyzes school reform from the perspective of a practicing school administrator who isn't sold on the corporate reform package. Places school reform in the historical context of similar episodes of national hand-wringing. Offers encouragement and appreciation to classroom teachers who are exhausted by the vilification that modern school reform has served up. John Kuhn's book is packed with more wisdom than any 10 books that I have read about American education. It is the wisdom born of experience. It is the wisdom of a man who cares about children, families, and community. From the Foreword by Diane Ravitch, author of *Reign of Error*. In *Fear and Learning in America*, John Kuhn weaves together stories from his life as a teacher and missionary with tales from history. The result is a fresh way of thinking about schools and educational policy. Refuting *A Nation at Risk*, Mr. Kuhn warns persuasively of a rising tide of inequality. His message artfully delivered in this important book should be heeded. John Merrow, education correspondent, PBS NewsHour and president, Learning Matters Inc. Kuhn is a superb educator and his valuable book effectively dissects the myths about today's high-stakes testing environment and the worsening conditions under which educators are expected to make miracles every day or else. His cogent arguments against such policies demonstrate what is really important and should inform the debate about public education. Randi Weingarten, president, American Federation of Teachers. This book is a brilliantly clear defense of public education as our nation's most valuable asset. John Kuhn fearlessly names the fact that today's education reformers like the renowned emperor wear no clothes. Christine Sleeter, professor emerita, California State University, Monterey Bay. John Kuhn is a public school administrator in Texas and a vocal advocate for public education. His Alamo Letter and YouTube videos of his 2011 speech at a Save Texas Schools rally went viral, as did his 2012 essay *The Exhaustion of the American Teacher*. *Cross-Cultural Perspectives on Early Childhood* Theodora Papatheodorou, Janet Moyles, 2012-01-24 By exploring the key issues, arguments, and messages that exist in the field, this book provides an international comparative look at aspects of early childhood education and care. Pedagogical practices, learning cultures, and the professional development of practitioners are considered within the wider political agenda of different countries. Pertinent policy and practice issues such as numeracy and literacy are carefully examined. The text highlights how important it is to engage with and listen to children to provide positive learning encounters. Divided into four parts, the book

covers children's learning cultures, culture of pedagogy, cultural perspectives on curriculum, cultures of professional development. Chapters cover key topics such as multi-sensory learning, outdoor learning, children's voice, children as mentors, literacy and mathematics. With expert contributors drawn from across the world, this book is vital reading for all those studying comparative education on early years courses.

Theodora Papatheodorou PhD is an early years educator and researcher. Janet Moyles is Professor Emeritus at the Faculty of Education, Anglia Ruskin University and an early years consultant.

Imagining Children Otherwise Michael O'Loughlin, Richard T. Johnson, 2010. This collection of articles is a sociolinguistic response to the recent explosion of scholarly interest in issues of identity. Identity is central to all human beings as we are all concerned with how to conceive of ourselves, present ourselves and comprehend our relationships with others. The book tackles the problem of how personal identity is made visible and intelligible to others through language and how this may be constrained.

Part One: Emblematic identities focuses on the construction of self-definitions based on various forms of group identities, including national and ethnic ones. Part Two: Multicultural Identities looks at negotiation of identities in multicultural contexts involving relations of power, drawing on examples from Europe and the Americas. Finally, Part Three: Emergent Identities collects empirical studies based on a close reading of texts in which identities are being articulated and negotiated.

Being Bad Crystal T. Laura, 2015-04-28. *Being Bad* will change the way you think about the social and academic worlds of Black boys. In a poignant and harrowing journey from systems of education to systems of criminal justice, the author follows her brother Chris, who has been designated a bad kid by his school, a person of interest by the police, and a gangster by society. Readers first meet Chris in a Chicago jail where he is being held in connection with a string of street robberies. We then learn about Chris through insiders' accounts that stretch across time to reveal key events preceding this tragic moment. Together, these stories explore such timely issues as the under-education of Black males, the place and importance of scapegoats in our culture, the on-the-ground reality of zero tolerance, the role of mainstream media in constructing Black masculinity, and the critical relationships between schools and prisons. No other book combines rigorous research, personal narrative, and compelling storytelling to examine the educational experiences of young Black males.

Book Features: The natural history of an African American teenager navigating a labyrinth of social worlds. A detailed concrete example of the school-to-prison pipeline phenomenon. Rare insights of an African American family making sense of and healing from school wounds. Suggested resources of reliable places where educators can learn and do more.

Other books have focused on the school-to-prison pipeline or the educational experiences of young African American males, but I know of none that bring the combination of rigorous research, up-close personal vantage point, and skilled storytelling provided by Laura in *Being Bad*. Gregory Michie, Chicago public school teacher, author of *Holler If You Hear Me*, senior research associate at the Center for Policy Studies and Social Justice, Concordia University, Chicago. Refusing to separate the threads that bind the oppressive fabric of contemporary urban life, Laura has crafted a story that is at once astutely critical, funny, engaging, and tearful.

dialogue filled profoundly theoretical despairing and filled with hope Being Bad is a challenge and a gift to students families policymakers soon to be teachers social workers and ethnographers Michelle Fine distinguished professor Graduate Center CUNY Perhaps more than any other study on this topic this book brings to life the complicated fleshed lived experience of those most directly and collaterally impacted by the politics of schooling and its relationship to our growing prison nation Garrett Albert Duncan associate professor of Education and African American Studies Washington University in St Louis

Same as It Never Was Gregory Michie, 2019 After a decade as an education professor Greg Michie decided to return to his teaching roots He went back to the same Chicago neighborhood the same public school and the same grade level and subject he taught in the 1990s But much had changed both in schools and in the world outside them Same As It Never Was chronicles Michie's efforts to navigate the new realities of public schooling while also trying to rediscover himself as a teacher Against a backdrop of teacher strikes and anti testing protests the movement for Black lives and the deepening of anti immigrant sentiment this book invites readers into an award winning teacher's classroom as he struggles to teach toward equity and justice in a time where both are elusive for too many children in our nation's schools Michie's volume brings us back to the reality of public school teaching From the Foreword by Gloria Ladson Billings University of Wisconsin Madison Teachers will love this beautiful book and anyone who cares about the future of our democracy Sonia Nieto professor emerita University of Massachusetts Amherst Michie helps us to see the successes tensions shortcomings and triumphs in his own classroom and community so that we may see the extraordinary possibility of the work to be done in ours Cornelius Minor educator and author Honest and compassionate Edwin Mayorga Swarthmore College

Crossing Boundaries—Teaching and Learning with Urban Youth Valerie Kinloch, 2015-04-24 This is a book of stories told by adolescents and adults about teaching and learning Puzzlement wonder curiosity disruption and distress mark the emotions of all the storytellers here From the Foreword by Shirley Brice Heath Stanford University Crossing Boundaries is a must read for anyone interested in improving the academic achievements and enhancing the literacy practices of marginalized students Beverly Moss The Ohio State University This book will shake the common and reshape the knowledge we have about the passion and potential of students in urban schools JoBeth Allen University of Georgia In her new book Valerie Kinloch award winning author of Harlem on Our Minds sheds light on the ways urban youth engage in meaning making experiences as a way to assert critical creative and highly sophisticated perspectives on teaching learning and survival Kinloch rejects deficit models that have traditionally defined the literacy abilities of students of color especially African American and Latino youth In contrast she crosses boundaries to listen to the voices of students attending high school in New York City's Harlem community In Crossing Boundaries Kinloch uses a critical teacher researcher lens to propose new directions for youth literacies and achievements The text features examples of classroom engagements student writings and presentations discussions of texts and current events and conversations on skills process achievement and underachievement Valerie

Kinloch is associate professor in literacy studies in the School of Teaching and Learning at The Ohio State University Her other books are *Harlem on Our Minds Place Race and the Literacies of Urban Youth* and *Urban Literacies Critical Perspectives on Language Learning and Community* All royalties go to the Cultivating New Voices Among Scholars of Color grant and mentoring program sponsored through the National Council of Teachers of English

Bad Teacher! How Blaming Teachers Distorts the Bigger Picture Kevin K. Kumashiro, 2015-04-25 In his latest book leading educator and author Kevin Kumashiro takes aim at the current debate on educational reform paying particular attention to the ways that scapegoating public school teachers teacher unions and teacher educators masks the real systemic problems He convincingly demonstrates how current trends like market based reforms and fast track teacher certification programs are creating overwhelming obstacles to achieving an equitable education for all children *Bad Teacher* highlights the common ways that both the public and influential leaders think about the problems and solutions for public education and suggests ways to help us see the bigger picture and reframe the debate Compelling accessible and grounded in current initiatives and debates this book is important reading for a diverse audience of policymakers school leaders parents and everyone who cares about education Kevin K Kumashiro is director of the Center for Anti Oppressive Education and president elect 2010 2012 of the National Association for Multicultural Education He is a professor at the University of Illinois at Chicago and the author of *The Seduction of Common Sense How the Right Has Framed the Debate on America's Schools* Praise for *Bad Teacher* This book could be a springboard for teachers to become more actively involved in advocating for a paradigm shift in our concept of education Grace Lee Boggs The Boggs Center Kumashiro is a remarkable sleuth who shows us how the deck is stacked how the game is played who gains and who loses Join him in a clarion call to build a Movement to reclaim public education Robert P Moses The Algebra Project Courageous blunt and hopeful *Bad Teacher* offers a democratic vision for true educational change Sonia Nieto University of Massachusetts at Amherst Anyone seeking to understand why so many of the reforms we have pursued have failed will benefit from reading this book Pedro A Noguera New York University Kumashiro explains why we should think differently about the prescriptions that are now taken for granted and wrong Diane Ravitch New York University author of *The Death and Life of the Great American School System* How Testing and Choice Are Undermining Education Kumashiro expertly examines the many forces working against public education and how and why these forces are at play Dennis Van Roekel President National Education Association *Bad Teacher* is oh so smart and timely This book attacks head on the ragged patchwork of school reform that has left us without even the vocabulary to frame what's gone wrong Patricia J Williams Columbia Law School 2012 Must read book about K 12 education in the U S Christian Science Monitor

Centering Race, Gender, and Class in Postsecondary Planning Nicole E. Holland, Raquel Farmer-Hinton, 2025 This book encourages educational practitioners to reimagine school based postsecondary preparatory opportunities to be more inclusive cohesive and supportive of students and their families With specific attention paid to

students who have been traditionally underrepresented in college going and college graduating populations the authors use theory research and empirical evidence to intentionally center and elevate students who have been overlooked or marginalized in the postsecondary planning process Based on a college and career readiness program that supported the postsecondary aspirations of Black teenage girls this book identifies how where and when school policies and practices create barriers to college and career planning Within that program traditional postsecondary practices were redesigned with specific consideration of the essential elements of time care cultural relevance and lived experiences This practical resource describes key approaches that encourage educators counselors and administrators to revise their own practices to be more beneficial and inclusive for today s diverse college aspirants Book Features Challenges school practitioners administrators and district leaders to reexamine the policies and practices they are using to prepare students for postsecondary lives Demonstrates how to intentionally dismantle one size fits all approaches to postsecondary preparation by centering the needs of diverse students Includes insights and reflections from a three year college and career readiness program in a public high school in partnership with a group of Black teenage girls Provides intentional strategies for including race class and gender in postsecondary planning

Deep Knowledge Douglas B. Larkin, 2015-04-25 Deep Knowledge is a book about how peoples ideas change as they learn to teach Using the experiences of six middle and high school student teachers as they learn to teach science in diverse classrooms Larkin explores how their work changes the way they think about students society schools and science itself Through engaging case stories Deep Knowledge challenges some commonly held assumptions about learning to teach and tackles problems inherent in many teacher education programs This book digs deep into the details of teacher learning in a way seldom attempted in teacher education textbooks

To Teach William Ayers, 2025 To Teach is both the story of a new teacher s voyage into the classroom and a guide to the values and commitments that can animate a steady and meaningful life in teaching There are stumbling blocks in every teacher s journey and today s specific unprecedented challenges can seem insurmountable In this new edition Ayers discusses important events that have shaped education since the last edition was published including a global pandemic and the Black Lives Matter movement He also discusses the heightened politicization of teaching as a profession resulting in insidious book banning as well as the continuing influence of mass incarceration on schooling For over 3 decades this classic text has inspired teachers across the country to follow their own paths face their own challenges and become the teachers they long to be This engaging teacher s odyssey is a road map to the beating heart of teaching emphasizing the joy in the journey and the pleasure in a life lived in the company of children and youth Book Features A primer for new teachers trying to develop the skills and commitments needed to be effective in the classroom An incitement to K 12 teachers to reimagine their teaching and rethink their practice Also available as a graphic novel To Teach The Journey in Comics featuring the drawings of talented artist Ryan Alexander Tanner The latest edition of Bill Ayers timeless classic is more necessary than ever I wish I had this book when I first entered

the classroom something to ground me support me and guide me through the uncertainties and challenges of teaching From the Foreword by Bettina L Love William F Russell Professor Teachers College Columbia University Ayers riveting description of his unfolding journey as a teacher will be a helpful guide to teachers at all stages of their careers Teaching Education of previous edition Humanizing Education for Immigrant and Refugee Youth Monisha Bajaj, Daniel Walsh, Lesley Bartlett, Gabriela Martínez, 2022 This important book offers strategies models and concrete ideas for better serving newcomer immigrant and refugee youth in U S schools with a focus on grades 6 12 The authors present 20 strategies grouped under three categories 1 classroom and instructional design 2 school design and 3 extracurricular community and alumni partnerships Each chapter provides research based information classroom examples tips for implementing each strategy and additional resources Readers will find engaging profiles of schools students and alumni interspersed throughout the book offering both varied perspectives and practical advice Humanizing Education for Immigrant and Refugee Youth will assist today s educators school leaders policymakers and scholars interested in the holistic success and well being of immigrant and refugee students Book Features Practical strategies for educators and school leaders are rooted in empirical research and classroom narratives from across the United States Multiple real life examples are used to illustrate each strategy Each chapter concludes with a brief summary and recommended resources School and student profiles demonstrate what the strategies look like in practice as well as their benefits for students Diverse perspectives are presented by researchers classroom teachers school leaders and newcomer students **Teaching Young Children: Choices In Theory And Practice** Mac Naughton, Glenda, Williams, Gillian, 2008-11-01 This book presents early childhood students and staff with a broad and diverse range of teaching techniques to support children s learning It examines 26 techniques ranging from simple ones such as describing and listening to more complex methods such as deconstruction and scaffolding The strategies selected are derived from the best current research knowledge about how young children learn A detailed evaluation of each strategy enables childcare staff early childhood teachers and students to expand their repertoire of teaching strategies and to critically evaluate their own teaching in early childhood settings Vignettes and examples show how early childhood staff use the techniques to support children s learning and help to bring the discussion of each technique to life Revised and updated in light of the latest research new features include Coverage of the phonics debate Addition of ICT content Questions for further discussion Revision to the chapter on problem solving Updated referencing throughout Teaching Young Children is key reading for students and experienced early childhood staff working in diverse settings with young children

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Putting The Children First The Changing Face Of Newark Public Schools Introduction

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