

Education&sorty

Rives Collins,Pamela J. Cooper

Learning Stories Margaret Carr, Wendy Lee, 2012-03-19 Margaret Carr's seminal work on Learning Stories was first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following. In this new full-colour book, the authors outline the philosophy behind Learning Stories and refer to the latest findings from the research projects they have led with teachers on learning dispositions and learning power, to argue that Learning Stories can construct learner identities in early childhood settings and schools. By making the connection between sociocultural approaches to pedagogy and assessment, and narrative inquiry, this book contextualizes Learning Stories as a philosophical approach to education, learning and pedagogy. Chapters explore how Learning Stories: - help make connections with families - support the inclusion of children and family voices - tell us stories about babies - allow children to dictate their own stories - can be used to revisit children's learning journeys - can contribute to teaching and learning wisdom This ground-breaking book expands on the concept of Learning Stories and includes examples from practice in both New Zealand and the UK. It outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed and shows, through research evidence, why the early years is such a critical time in the formation of learning dispositions. Margaret Carr is a Professor of Education at the University of Waikato, New Zealand. Wendy Lee is Director of the Educational Leadership Project, New Zealand.

School Sarah Mondale, 2002-08-16 Esteemed historians of education David Tyack, Carl Kaestle, Diane Ravitch, James Anderson, and Larry Cuban journey through history and across the nation to recapture the idealism of our education pioneers, Thomas Jefferson and Horace Mann. We learn how, in the first quarter of the twentieth century, massive immigration, child labor laws, and the explosive growth of cities fueled school attendance and transformed public education, and how in the 1950s public schools became a major battleground in the fight for equality for minorities and women. The debate rages on: Do today's reforms challenge our forebears' notion of a common school for all Americans? Or are they our only recourse today? This lavishly illustrated companion book to the acclaimed PBS documentary, *School*, is essential reading for anyone who cares about public education.

Teaching as Story Telling Kieran Egan, 1989-03-15 An eminently practical guide, *Teaching as Story Telling* shows teachers how to integrate imagination and reason into the curriculum when planning classes in social studies, language arts, mathematics, and science. In his innovative book, Kieran Egan refashions the ancient function of the storyteller with such clarity that any teacher can step into the role with confidence. Not only does Egan's book make the reader look anew at what is too often taken for granted about the ways in which children learn, it opens up a range of critical questions about our orientation to objectives and to either/ors when it comes to the affective and the cognitive. - Back cover.

Teaching Stories Judy Logan, 2010-08-10 When nearly everyone else is telling kids no—No, do it this way....No, I don't want to hear what you think....No, sit down and pay attention—Judy Logan says yes, to a child's passions, interests, and hopes. The results have been news-making; her students blossom academically, winning essay contests, prizes, and entrance to the country's best colleges. Armed with a strong sense of who they are and what they think, her students also blossom personally—resisting peer pressure, understanding racial and gender stereotypes, and connecting to the world in which they live. Drawing on over thirty years knee deep in adolescence as a teacher in a public middle school, Judy Logan shows that it is the very vulnerability of adolescence that makes it a time of tremendous opportunity for emotional, intellectual, and social growth. Uniting creativity and compassion, Logan's vivid classroom stories bring into focus for all parents numerous effective strategies for working with adolescents. Above all, Judy Logan is a compelling storyteller who loves and respects her students and the work of learning. Eye-opening and inspirational, the stories she has to tell take the simple human drama of day-to-day classroom life and create an all-embracing vision of the possibilities of public education in America.

Story Katie Cunningham, 2015 Stories surround us, support us, and sustain us. We see and hear them when walking down the street, on our digital newsfeeds, in our interactions with one another, in the ways our students play, and in literature, poetry, music, images, multimedia, and dramatic works. While acknowledging the importance of teaching students strategies to read different kinds of text, to write across genres, and to speak and listen with purpose, Katie Egan Cunningham reminds us that when we bridge strategy with the power of story, we deepen literacy learning and foster authentic engagement. *Story: Still the Heart of Literacy Learning* compels us to ask crucial questions: Why do stories matter? Whose stories count? Where do stories live? How do stories come alive? How do we build stories? How do we talk about stories? And why does this work take courage? Katie shares her story as a classroom teacher, literacy specialist, staff developer, and professor. She shows teachers how to create classrooms of caring and inquisitive readers, writers, and storytellers. Katie explains specific ways to build a classroom library that reflects our diverse society through rich, purposeful, and varied texts. She also provides numerous examples of multigenre and multimodal stories from children's and young adult literature, poetry, songs, and multimedia. The practical toolkit at the end of each chapter demonstrates how to make stories come alive in any classroom.

Narrative Matters Dr Grant Bage, Grant Bage, 2012-10-02 In recent years there has been a massive revival of interest internationally in what story can offer to education. This book covers a range of issues at the heart of teaching history, such as the use of talk, the pitfalls of narrative as a pedagogical tool, translating curriculum content into lessons, story telling and story making. It also questions what it means to teach, the difficulties for teachers of remaining constructively critical of policy, and their own practice, during periods of national legislation and change.

Sir Gawain and the Green Knight (A New Verse Translation), 2008-11-17 A poetic translation of the classic Arthurian story is an edition in alliterative language and rhyme of the epic confrontation between a young Round Table hero and a green-clad stranger who compels him to meet his destiny at the Green Chapel. Reprint. 20,000 first printing.

Using Story to Enrich Learning and Teaching Jennifer A. Moon, 2010-06-28 Story is everywhere in human lives and cultures and it features strongly in the processes of teaching and learning. Story can be called narrative, case study, critical incident, life history, anecdote, scenario, illustration or example, creative writing, storytelling; it is a unit of communication, it is in the products of the media industries, in therapy and in our daily acts of reflecting. Stories are 'told' in many ways - they are spoken, written, filmed, mimed or acted, presented as cartoons and in new media formats and through all these, they are associated with both teaching and learning processes but in different ways and at different levels. As a result of growing interest and simultaneous confusion about story, it is timely to untangle the various meanings of story so that we can draw out and extend its value and use. *Using Story* aims to clarify what we mean by story, to seek out where story occurs in education and life and to explore the processes by which we learn from story. In this way the book intends to 'bring story into the open' and improve its use. Building on her wealth of experience in the field, Jenny Moon explores the theory of story and demonstrates both its current uses and new ways in which to enrich and enliven teaching, learning and research processes. Ideal for anyone involved in education, personal or professional development or with a more general interest in story, the book begins by considering the range of what is meant by story, and then considers the theory behind the meanings. In the large final part of the book, Jenny provides a rich patchwork of different uses of story in education that cut across forms of story, story activities, disciplines and applications all of which will aid the use of story.

The School Story Andrew Clements, 2002-08 After twelve-year-old Natalie writes a wonderful novel, her friend Zoe helps her devise a scheme to get it accepted at the publishing house where Natalie's mother works as an editor.

The Power of Story Rives Collins, Pamela J. Cooper, 2005 A guide to developing storytelling skills; includes examples, techniques, and interviews with many storytellers.

Saving the School Michael Brick, 2012-08-16 Inside the race to save a great American high school, where making the numbers is only the beginning Being principal was never her dream. Anabel Garza, the young widow of a young cop, got by teaching English to immigrant children, taking college classes at night and raising her son. And Reagan High was no dream assignment. Once famous for its state football championships,

educational achievements and award-winning design, the school was a shadow of its former self. “Identified for improvement,” said the federal government. “Academically unacceptable,” said the state. Promising students were fleeing. Test scores were plunging. The education commissioner set a deadline of one year, threatening to close the school for good. But when Anabel took the job - cruising the mall for dropouts, tailoring lessons to the tests, firing a few lazy teachers and supporting the rest - she started something no one expected. As the numbers rose, she set out to re-create the high school she remembered, with plays and dances, yearbooks and clubs, crowded bleachers and teachers who brought books alive. And soon she was not alone. There was Derrick Davis, a star player on the basketball team in the early 1990s, coaching the Raiders toward a chance at the playoffs. There was Candice Kaiser, a science teacher who had left hard partying behind for Christ, drilling her students on chemistry while she drove them to games, tutoring sessions, Bible studies and sometimes even doctors’ appointments. There were JaQuarius Daniels, Ashley Brown and 900 other kids trying to pass the exams, escape the streets and restore the pride of a neighborhood, all while still growing up. Across the country, public schools face the threat of extinction in the numerically ordained churn of the accountability movement. Now, for the first time, we can tally the human cost of rankings and scores. In this powerful rejoinder to the prevailing winds of American education policy, Michael Brick takes us inside the high-pressure world of a school on the brink. Compelling, character-driven narrative journalism, *Saving the School* pays overdue tribute to the great American high school, and to the people inside.

Doc Susan Kammeraad-Campbell, 2005-02-15 Our role is to look at every student as an individual and to help him or her grow. That means not only educating them in the three Rs, but teaching them how to think for themselves, make decisions, solve problems, and be ready for the world. This was new principal Dennis Littky's message to his staff at Thayer High School--the vision that would guide the rural school's journey from run-down district joke to national showplace. The unorthodox methods he championed, including integrated subject matter, team teaching, apprenticeship, advisories, and individualized curriculum, shook up the failing school and helped to transform a disaffected and dropout-prone student body into a proud and vibrant community of learners. In this book, the basis for the NBC-TV movie *A Town Torn Apart*, Susan Kammeraad-Campbell shares the true story of Thayer's renaissance, the man who led it, and the extraordinary effect it had on tiny Winchester, New Hampshire. For educators eager to transform teaching and learning in their own schools, this behind-the-scenes perspective provides insights into the great challenge--and even greater reward--of educational reform done right. Susan Kammeraad-Campbell is an award-winning journalist who has worked for newspapers in the Midwest and New England, where she originally covered Littky's story for the *Keene Sentinel*. Currently director of marketing publications for the Medical University of South Carolina, she is cofounder and publisher of Juggling Board Press. Note: This product listing is for the reflowable (ePub) version of the book.

A School of Our Own Samuel Levin, Susan Engel, 2008-10-01 The remarkable true story of the high school junior who started his own school—and earned acclaim nationwide—“will make you laugh, cry and cheer” (John Merrow, author of *The Influence of Teachers*). Samuel Levin, a teenager who had already achieved international fame for creating Project Sprout—the first farm-to-school lunch program in the United States—was frustrated with his own education, and saw disaffection among his peers. In response, he lobbied for and created a new school based on a few simple ideas about what kids need from their high school experience. The school succeeded beyond anyone’s wildest expectations and went on to be featured on NPR and in *Newsweek* and the *Washington Post*. Since its beginnings in 2010, the Independent Project serves as a national model for inspiring student engagement. In creating his school, Samuel collaborated with Susan Engel, the noted developmental psychologist, educator, and author—and Samuel’s mother. *A School of Our Own* is their account of their life-changing year in education, a book that combines poignant stories, educational theory, and practical how-to advice for building new, more engaging educational environments for our children.

Oral Storytelling and Teaching Mathematics Michael Schiro, 2004-03-19 *Oral Story Telling And Teaching Mathematics* provides the first serious exploration of the role that oral storytelling can play in helping children learn mathematics. It should be of interest to those concerned with providing children with powerful mathematical and literary experiences and those concerned with multicultural education. An accompanying CD-ROM contains the full text of two epic stories plus addition worksheets and handouts.

Born to Rise Deborah Kenny, 2012-06-05 “Parents and principals trying to understand what makes successful schools work ought to read *Born to Rise*.” — *New York Times* *Born to Rise* is the inspiring account of Deborah Kenny’s pursuit of social justice for our nation’s most vulnerable children. Part memoir, part manifesto, it is a hopeful and practical exposition of what it takes to transform schools and create organizations where the staff lights up with entrepreneurial drive. Students enter Harlem Village Academies, the network of charter schools Kenny founded, several years behind grade level, but in just a few years they are transformed, ranking among the highest in the nation. How did they do it? For the first time, Kenny reveals the secret to creating a powerful workplace culture that attracts the most talented people and brings out their passion and highest performance—a culture that produces stunning student achievement results and teachers who regularly use words like “magical” to describe the workplace environment. It is a must-read for anyone who cares about children and the future of this country and for leaders who want to inspire fierce dedication in their employees.

The Call of Stories Robert Coles, 1989 A teacher and a child psychiatrist discusses the power of stories to affect others, recounting his exposure to many famous people and their stories and what this has told him about life.

The Story of the Eight-year Study Wilford Merton Aikin, 1942

An Ethnographic Study of a Special Education School Frederick L. Patrick, 1997-09 The purpose of this study was to describe, using the tools of ethnography and qualitative research, selected events in the history of a public special education school and its school culture. The year of the study, 1994-1995, the school served 125 students with cerebral palsy and other disabilities affecting some or all of their physical, sensory, and cognitive abilities. Study participants included faculty and staff, former students, parents, school administrators, and others identified with the school and in the Nashville community during the 1994-1995 school year. In-depth interviews with study participants, on-site observations, semi-structured interviews with informants, document, and archival research were used to create five collective tales based on stories of those who knew the school best between 1975 and 1995. This is a story of one special education school's founding, success, and survival. In recent years, the local school system closed 5 of 7 special education schools, its own K-12 school enrollment declined, and rumors it too would soon close. The story presents a saga of success and survival as the school faced a new social construction of schooling called the inclusive schools movement. By applying institutional theory to the study of organizations, this study offers an explanation of how one special education school survived the inclusion movement by adapting to societal demands and by maintaining certain environmental elements considered important to school survival. This study provides a number of stories which serve as evidence of how the continuum of services for students with disabilities continues to work as inclusion efforts in some public schools often go awry. This study investigated (1) events beginning with the school's founding in 1975, (2) school success and survival using institutional theory and organizational analysis, and (3) the school as a model day school in special education's continuum or Cascade of Services. At the time of this study, the inclusive schools movement was believed to be responsible for declining enrollments at Harris-Hillman, increasing numbers of students with disabilities being placed in other public and private schools, and rumors the school would soon be closed. Study results offer a collection of stories from one educational setting over two decades. Discussion of these stories is followed by study conclusions that provide support for special education schools and a continuum of service and placement options for students in need of special settings with appropriate curricular content and instruction. It is a unique story of a special education school and its history over 20 years between 1975 and 1995.

Classroom Tales Jennifer M. Fox Eades, 2006 Fox Eades shows how storytelling is a crucial element of children's education that can enrich the school curriculum and encourage social and thinking skills. She discusses the different kinds of story that are useful in the classroom, and explores the impact of individual and group dynamics on the telling and reception of these stories.

Story in Children's Lives: Contributions of the Narrative Mode to Early Childhood Development, Literacy, and Learning Kelli Jo Kerry-Moran, Juli-Anna Aerila, 2019-09-27 This book is based on the power of

stories to support children in all areas of their lives. It examines the role narratives can play in encouraging growth in contexts and domains such as personal and family identity, creative movement, memory and self-concept, social relationships, or developing a sense of humor. Each chapter describes innovative and research-based applications of narratives such as movement stories, visual narratives to develop historical thinking, multimodal storytelling, bibliotherapy, mathematics stories, family stories, and social narratives. The chapters elaborate on the strength of narratives in supporting the whole child in diverse contexts from young children on the autism spectrum improving their social skills at school, to four- and five-year-olds developing historical thinking, to children who are refugees or asylum-seekers dealing with uncertainty and loss. Written by accomplished teachers, researchers, specialists, teaching artists and teacher educators from several countries and backgrounds, the book fills a gap in the literature on narratives. “...this work delves into the topic of narratives in young children’s lives with a breadth of topics and depth of study not found elsewhere.” “Collectively, the insights of the contributors build a convincing case for emphasizing story across the various disciplines and developmental domains of the early childhood years.” “The writing style is scholarly, yet accessible. Authors used a wide array of visual material to make their points clearer and show the reader what meaningful uses of story “look like”.” Mary Renck Jalongo, Journal and Book Series Editor Springer Indiana, PA, USA

Education&sorty Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the power of words has be evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Education&sorty**, a literary masterpiece that delves deep in to the significance of words and their affect our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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