Flip The System Changing Education From The Ground Up

How exactly does learning work? What conditions are most conducive? Are our traditional classroom methods—lecture, homework, test, repeat—actually effective? And if not, what techniques are? Sarma takes readers from fundamental neuroscience to cognitive psychology and beyond, to consider the future of learning. He examines the role curiosity plays in promoting a state that brain researchers call "readiness to learn"—and its dark twin, "unreadiness to learn". He presents a vision for learning that's more inclusive and democratic—revealing a world bursting with powerful learners, just waiting for the chance they deserve. -- adapted from jacket

How much thinking have you done about gender? What does it feel like to be gay, trans or non-binary at school? How unbiased, safe and inclusive are our teachers, our schools and our systems, and what can we do about it? The time is ripe for a re-think, and the issues are pressing. Our pupils are grappling with challenges around gender and sexuality, and they need our well-informed support. Providing evidence, prompts and the space to explore the implications, restrictions and constructs of gender, this book is here to help every teacher reflect on issues around gender roles and expectations in their class. In this challenging and potent book, experts, academics and campaigners join forces to contribute important perspectives to complement Rycroft-Smith’s own accessible and often provocative explanations of many facets of gender and sexuality, including media, literature, toys, clothing, sexism, expectations, sexuality, gender roles, harassment and consent. Humour and anecdotes are thoughtfully intertwined with fascinating insights into biological and cultural perspectives and societal norms, highlighting why it's so vital to teach pupils about gender issues, as well as modelling consent, good quality relationships and tolerance to children at all ages and stages of their school career. Providing clear, practical policy recommendations in an accessible and engaging way, The Equal Classroom is an essential read for any teacher or education professional who wants to ensure their school is a place where all pupils feel truly welcome and able to flourish, comfortable and safe in their emerging identities.

An essential handbook for educating students in the 21st century, since its initial publication A Principal's Guide to Special Education has provided guidance to school administrators seeking to meet the needs of students with disabilities. The third edition of this invaluable reference, updated in collaboration with and endorsed by the National Association of Elementary School Principals and the National Association of Secondary School Principals and incorporating the perspectives of both teachers and principals, addresses such current issues as teacher accountability and evaluation, instructional leadership, collaborative teaching and learning communities, discipline procedures for students with disabilities, and responding to students' special education needs within a standards-based environment.

Hess argues that in the current disputes over education reform, virtually all vocal parties—from teachers' unions and ed schools on the left, to the charter school or testing enthusiasts on the right—accept without questioning the features and structures of schools that were established in the late 19th century. Under this approach, the long-standing assumption is that all schools need to be standardized in their curricula, that all students enroll in uniform schools, and that all schools be organized on the one-teacher-per-age-defined classroom. Provocatively, Hess states that these Left-Right disputes are standing in the way of actual progress and that everything from pedagogical techniques, curricular variability, and the structure of the teaching profession needs to be rethought given 21st century economic realities.

Why do we need to stop wasting public funds on education? Despite being immensely popular—and immensely lucrative—education is grossly overrated. Now with a new afterword by Bryan Caplan, this explosive book argues that the primary function of education is not to enhance students' skills but to signal the qualities of a good employee. Learn why students hunt for easy As only to forget most of what they learn after the final exam, why decades of growing access to education have not resulted in better jobs for average workers, how employers reward workers for costly schooling they rarely ever use, and why cutting education spending is the best remedy. Romantic notions about education being "good for the soul" must yield to careful research and common sense—The Case against Education points the way.

Our Education System Is Failing Because It Is Doing Exactly What It Was Designed to Do! Our best efforts at modernizing education have failed to improve the lives of students or change society for the better. This is no accident: the current system is failing us because it ignores our deepest knowledge about how human beings thrive. Being "smart" today is still about sorting kids based on how well they absorb and retain knowledge. We need education to reflect a different set of values: interdependence, community, diversity, and deep, dynamic learning. We need it to align with human development, facilitate learning for different kinds of brains, and prepare young people for a changing society and evolving workplace. Blending history and science with stories from inside the system, The Future of Smart is a must-read for anyone concerned about the future of education. Dr. Hansen explains the disconnect between what we want for our children, and what education today provides. She shows how we can build an education system to nurture the unique, human capabilities of each child, and lay the groundwork for a more equitable, just and humane future.

The guide school leaders need to reap the rewards of education's most exciting new trend Flipping classrooms—using class time for hands-on learning and "off loading" the lecture portion of lessons as homework—is taking schools by storm. This book makes the case to educational leaders for the benefits of flipping. Backed by powerful data and anecdotes, topics include: Data on positive student outcomes in terms of achievement and motivation How flipping gives teachers more time to work with students one-on-one and encourage peer learning How flipping engages children, and what education today provides. She shows how we can build an education system to nurture the unique, human capabilities of each child, and lay the groundwork for a more equitable, just and humane future.

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Flip the System Changing Education from the Ground Up Routledge

This is a book by educators, for educators. It grapples with the complexities, the humanity and the possibilities in education. In a climate of competing accountabilities and measurement mechanisms; corporate solutions to education 'problems'; and narratives of 'failing' schools, 'underperforming' teachers and 'disengaged' students; this book asks 'What matters?' or 'What should matter?' in education. Based in the unique Australian context, this book situates Australian education policy, research and practice within the international education narrative. It argues that professionals within schools should be supported, empowered and welcomed into policy discourse, not dictated to by top-down bureaucracy. It advocates for a flipping, flattening...
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and democratising of the education system, in Australia and around. Flip the System Australia: What matters in education brings together the voices of teachers, school leaders and scholars in order to offer diverse perspectives, important challenges and hopeful alternatives to the current education system.

Educational change is a global phenomenon, driven by high stakes accountability, privatization and a destructive language of learning. In all respects, a GERM (Global Education Reform Movement) has erupted from international benchmark rankings such as PISA, TIMMS and PIRLS, causing iniquity, narrowing of the curriculum and teacher deprofessionalization on a truly global scale. In this book, teachers from around the world and other educational experts such as Andy Hargreaves, Ann Lieberman, Stephen Ball, Gert Biesta, Tom Bennett and many more, make the case to move away from this uneducational economic approach, to instead embrace a more humane, more democratic approach to education. This approach is called ‘flipping the system’, a move that places teachers exactly where they need to be - at the steering wheel of educational systems worldwide. This book will appeal to teachers and other education professionals around the world.

From one of the foremost authorities on education in the United States, Slaying Goliath is an impassioned, inspiring look at the ways in which parents, teachers, and activists are successfully fighting back to defeat the forces that are trying to privatize America’s public schools. Diane Ravitch writes of a true grassroots movement sweeping the country, from cities and towns across America, a movement dedicated to protecting public schools from those who are funding privatization and who believe that America’s schools should be run like businesses and that children should be treated like customers or products. Slaying Goliath is about the power of democracy, about the dangers of plutocracy, and about the potential of ordinary people—armed like David with only a slingshot of ideas, energy, and dedication—to prevail against those who are trying to divert funding away from those whose system of democratically governed, nonsectarian public schools. Among the lessons learned from the global pandemic of 2020 is the importance of our public schools and their teachers and the fact that distance learning can never replace human interaction, the personal connection between teachers and students.

An inspiring account of teachers in transforming practice doing extraordinary things, showing us how to transform education What School Could Be offers an inspiring vision of what our teachers and students can accomplish if trusted with the challenge of developing the skills and ways of thinking needed to thrive in a world of dizzying technological change. Innovation expert Ted Dintersmith took an unprecedented trip across America, visiting all fifty states in a single school year. He originally set out to raise awareness about the urgent need to reimagine education to prepare students for a world marked by innovation—but America's teachers one-upped him. Across the country, he met teachers in ordinary settings doing extraordinary things, creating innovative classrooms where children learn deeply and joyously as they gain purpose, agency, essential skillsets and mindsets, and real knowledge. Together, these new ways of teaching and learning offer a vision of what school could be—and a model for transforming schools throughout the United States and beyond. Better yet, teachers and parents don't have to wait for the revolution to come from above. They can readily implement small changes that can make a big difference.

America's clock is ticking. Our archaic model of education trains our kids for a world that no longer exists, and accelerating advances in technology are eliminating millions of jobs. But the trailblazing of many American educators gives us reasons for hope. Capturing bold ideas from teachers and classrooms across America, What School Could Be provides a realistic and profoundly optimistic roadmap for creating cultures of innovation and real learning in all our schools.

Student satisfaction and course engagement levels increase with the use of instructor-generated videos - the subject of this book. Beginning by outlining the different types of videos you can create, and what the research says about their effectiveness, Karen Costa explains how they can be designed to reinforce learning, to align with and promote course outcomes, and to save you time across your courses. She then describes how to create successful videos with commonly available technologies such as your smartphone, and without a major investment of time, demonstrating the simple steps she took to develop her bank of videos and build her confidence to deliver short, straightforward learning aids that are effective and personal. If you've been wanting to include videos in your teaching but haven't found the time or confidence, this book will help you to develop a simple and sustainable video development process, supporting both your success and your students.

How did we let teacher burn-out happen, and what can we do about it - before it too late? This brave and disruptive book accurately defines the problems of low teacher morale and offers systemic, future-proof and realistic solutions to bringing hope, energy and joy back to the profession. The simple answer is staring us in the face: increase teacher agency. Our rallying cry: our profession needs a return to values of humanity, pride, and professionalism. From research literacy to a collective voice, better CPD to smarter accountability, contributors to this book demonstrate the huge scope for increased teacher influence at every level of the education sector. Education videos including Sam Twiselton, Alison Peacock, David Weston and Andy Hargreaves, supported by a broad range of academics and policy makers, vouch for increased teacher agency and stronger, more powerful networks as a means of improving practice, combatting teacher disillusionment, and radically improving UK education. This text offers an exciting and hopeful perspective on education; urging teachers to work together to 'flip the system' and challenging policy makers to help... or get out of the way. Chapters have been contributed by Tom Bennett, Peter Ford, Jonathan Firth, David Weston, David Williams, Zeba Clarke, Julie Smith, Dr Robert Loe, Jeremy Patte, Debbie Kidd, Steven Watson, Ross Morrison McGill, George Gilchrist, Howard Stevenson, Professor Dame Alison Peacock, d'Reen Struthers, Phil Wood, Rae Snape, Simon Gibbs, Ross Hall, Jackie Ward, Simon Knight, David Frost, Sheila Ball, Sarah Lightfoot, Andy Hargreaves, Darren Macey, Gary Farrell, Julian Critchley, Tony Gallagher, Gareth Alcott, Sam Twiselton, Jelmer Evers, Alma Harris, Michelle Jones, Natalie Scott, Deborah M. Netolicky, Jon Andrews, Cameron Paterson, Per Kornhall, Joe Hallgarten, Tom Beresford and Sara Hjelm. It's time to create a new normal. It's time to leave behind practices that don't best serve all learners and educators, and to prioritize what matters most: relationships, connection, purpose, flexibility, agency, and authentic learning. Education must evolve. Looking to learners will help us see what's working, what's challenging, and, ultimately, what's possible. To ensure that all of those learners thrive, we'll need to use insight from our own experiences, research from the field, and new tools and approaches to adapt our practices. In Evolving Education, Dr. Katie Martin advocates for a much-needed shift to a learner-centered teaching model. Learner-centered education creates purposeful, personalized, authentic, and competency-based experiences that help students develop skills that empower them to learn, grow, and solve problems that matter to them and others. Following on Martin's previous book, Learner-Centered Innovation, Evolving Education offers a deeper dive into how educators can harness new technologies, learning sciences, and pedagogy that center learners and learning. After all, Martin argues, if we truly want to develop knowledge, habits, and skills in students, we have to know them, love them, and help them see the full beauty of who they are and what they value. Education clearly articulates learning through the definition of success, creating powerful learning experiences, and support them with enabling conditions. This would make a great book study for any school faculty or community group. " - Tom Vander Ark, CEO of Getting Smart "Katie Martin absolutely nailed it in Evolving Education. A learner-centered paradigm requires that we examine beliefs and biases and disrupt systems that do not serve each and every learner. This work requires innovation, creativity, flexibility, and heart. This book is the perfect mix of incredible storytelling, inspiration, and concrete strategy. " - Katie Novak, EdD, author of UDL and Blended Learning

This powerful and honest book uncovers how we can flip the system, building a more democratic, equitable, and cohesive society where teacher expertise drives solutions to education challenges. Editor Michael Soskil brings together a team of diverse voices to highlight solutions, spark positive change, and show us the path forward towards a more civil and more peaceful America. In each chapter, inspiring educators describe how we can create lasting and meaningful change by elevating teacher expertise; educating the whole child; increasing teacher morale; and fighting for all of our children to have equitable education. This powerful and honest book uncovers how we can flip the system, building a more democratic, equitable, and cohesive society where teacher expertise drives solutions to education challenges. Editor Michael Soskil brings together a team of diverse voices to highlight solutions, spark positive change, and show us the path forward towards a more civil and more peaceful America. In each chapter, inspiring educators describe how we can create lasting and meaningful change by elevating teacher expertise; educating the whole child; increasing teacher morale; and fighting for all of our children to have equitable education.
opportunity and quality schools.

Flipped classroom pioneers Jonathan Bergmann and Aaron Sams take their revolutionary educational philosophy to the next level in Flipped Learning. Building on the energy of the thousands of educators inspired by the influential book Flip Your Classroom, this installment is all about what happens next -- when a classroom is truly student-centered and teachers are free to engage with students on an individual level.

The bible of Flipped Learning for corporate training

Flipped Learning is the disruptive educational model that is changing the face of edtech. This certified course is designed for educators, parents, policymakers, and anyone else looking to improve the way children learn.

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

Radically reimage our ways of being, learning, and doing Education can be transformed if we eradicate our fixation on big data like standardized test scores as the supreme measure of equity and learning. Instead of the focus being on "fixing" and "filling" academic gaps, we must envision and rebuild the system from the student up—with classrooms, schools and systems built around students' brilliance, cultural wealth, and intellectual potential. Street data reminds us that what is measurable is not the same as what is valuable and that data can be humanizing, liberatory and healing. By breaking down street data fundamentals: what it is, how to gather it, and how it can complement other forms of data to guide a school or district’s equity journey, Safir and Dugan offer an actionable framework for school transformation. Written for educators and policymakers, this book· Offers fresh ideas and innovative tools to apply immediately· Provides an asset-based model to help educators look for what’s right in our students and communities instead of seeking what’s wrong· Explores a different application of data, from its capacity to help us diagnose root causes of inequity, to its potential to transform learning, and its power to reshape adult culture Now is the time to take an antiracist stance, interrogate our assumptions about knowledge, measurement, and what really matters when it comes to educating young people.

A leading educational thinker argues that the American university is stuck in the past -- and shows how we can revolutionize it for our era of constant change Our current system of higher education dates to the period from 1865 to 1925. It was in those decades that the nation's new universities created grades and departments, majors and minors, all in an attempt to prepare young people for a world transformed by the telegraph and the Model T. As Cathy N. Davidson argues in The New Education, this approach to education is wholly unsuited to the era of the gig economy. From the Ivy League to community colleges, she introduces us to innovators who are remaking college for our own time by emphasizing student-centered learning that values creativity in the face of change above all. The New Education ultimately shows how we can teach students not only to survive but to thrive amid the challenges to come.

"Educational researchers, leaders, and practitioners are seeing the increasing need for practical transformative models and theories to address academic, cultural, and socio-economic gaps separating learners at all levels of the educational system. Applied Critical Leadership in Education proposes a shift in leadership and a need to transform status quo educational practices. This book explores a leadership model arising from critical theory and critical pedagogy traditions, and provides examples of applied critical leadership, ultimately expanding ways to think about current leadership models. The authors examine qualitative case studies featuring critical leaders in early childhood education, elementary school, middle school, high school, district level, and higher education, and follow with analysis, discussion, and application questions for readers to address. The cases are followed by critical questions for readers, suggestions for readers to begin conversations around issues of social justice and equity, and brief profiles of other critical leaders engaged in leadership for change around the country. This timely book explores an exciting new leadership model in a time of urgency for critical leadership and sustainable change"--

Emerging from an education world that sees professional learning as a tool to positively shape teaching practice in order to improve student learning, Transformational Professional Learning elucidates professional learning that is transformational for teachers, school leaders, and schools. Written from the unique 'pracademic' perspective of an author who is herself a practising teacher, school leader, and researcher, this book articulates the why and the what of professional learning. It acts as a bridge between research and practice by weaving scholarly literature together with the lived experience of the author and with the voices of those working in schools. It covers topics from conferences, coaching, and collaboration, to teacher standards and leadership of professional learning. This book questions the ways in which professional learning is often wielded in educational settings and shows where teachers, school leaders, system leaders, and researchers can best invest their time and resources in order to support and develop the individuals, teams, and cultures in schools. It will be of great interest to teachers, leaders within schools, staff responsible for professional learning in school contexts, professional learning consultants, professional learning providers, and education researchers.
This pathbreaking book for educators shows that focusing on relationships, resilience, and reflection can better prepare graduates for the future. Learning something new—particularly something that might change your mind—is much more difficult than most teachers think. Because people think with their emotions and are influenced by their communities and social groups, humans tend to ignore new information unless it fits their existing worldview. Thus facts alone, even if discussed in detail, typically fail to open minds and create change. In a world in need of graduates who can adapt to new information and situations, we need to renew our educational commitment to producing flexible and independent thinkers. In Teaching Change, José Antonio Bowen argues that education needs to be redesigned to take into account how human thinking, behaviors, bias, and change really work. Drawing on new research, Bowen explores how we can create better conditions for learning that focus less on teachers and content and more on students and process. He also examines student psychology, history, assumptions, anxiety, and bias and advocates for education to focus on a new 3Rs—relationships, resilience, and reflection. Finally, he suggests explicit learning designs to foster the ability to think for yourself. The case for a liberal (by which Bowen means liberating) education has never been stronger, but, he says, it needs to be redesigned to achieve the goal of creating lifelong learners and citizens capable of divergent and independent thinking. With an expansive and powerful argument, Teaching Change combines elegant and gripping explanations of recent and wide-ranging research from biology, economics, education, and neuroscience with hundreds of practical suggestions for individual teachers.

In this visionary book, written by six internationally recognized Global Teacher Prize finalists, the authors create a positive and hope-filled template for the future of education. They address the hard moral, ethical and pedagogical questions facing education today so that progress can serve society, rather than destroying it from within our classrooms. This blueprint for education finally brings forward what has always been missing in education reform: a strong collective narrative with authentic examples from teachers on the front line. It is a holistic, personalized approach to education that harnesses the disruptions of the Fourth Industrial Revolution to better shape the future for the next generation, and ensure that every child can benefit from the ongoing transformations. A great read for anyone who has an interest in educating our youth for these uncertain times, highlighting why teachers will always matter.

A New York Times Best Seller Merging real stories with theory, research, and practice, a prominent scholar offers a new approach to teaching and learning for every stakeholder in urban education. Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color and merging his experiences with more than a decade of teaching and researching in urban America, award-winning educator Christopher Emdin offers a new lens on an approach to teaching and learning in urban schools. For White Folks Who Teach in the Hood...and the Rest of Y'all Too is the much-needed antidote to traditional top-down pedagogy and promises to radically reframe the landscape of urban education for the better. He begins by taking to task the perception of urban youth of color as unteachable, and he challenges educators to embrace and respect each student's culture and to reimagine the classroom as a site where roles are reversed and students become the experts in their own learning. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education. With this fresh and engaging new pedagogical vision, Emdin demonstrates the importance of creating a family structure and building communities within the classroom, using culturally relevant strategies like hip-hop music and call-and-response, and connecting the experiences of urban youth to indigenous populations globally. Merging real stories with theory, research, and practice, Emdin demonstrates how by implementing the “Seven C’s” of reality pedagogy in their own classrooms, urban youth of color benefit from truly transformative education. For White Folks Who Teach in the Hood...and the Rest of Y'all Too has been featured in MotherJones.com, Education Week, Weekend All Things Considered with Michel Martin, Diverse: Issues in Higher Education, PBS NewsHour.com, Slate, The Washington Post, Scholastic Administrator Magazine, Essence Magazine, Salon, ColorLines, Ebony.com, Huffington Post Education Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-of-a-kind resource written for educational leaders, teachers, and administrators. Responding to the need for globally connected classrooms and innovative leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time. An updated and revised edition of the controversial classic--now more relevant than ever--argues that boys are the ones languishing socially and academically, resulting in staggering social and economic costs. Girls and women were once second-class citizens in the nation's schools. Americans respond with concerted efforts to give girls and women the attention and assistance that was long overdue. Now, after two major waves of feminism and decades of policy reform, women have made massive strides in education. Today they outperform men in nearly every measure of social, academic, and vocational well-being. Christina Hoff Sommers contends that it's time to take a hard look at present-day realities and recognize that boys need help. Called "profoundly and controversial ... impassioned and articulate" ("The Christian Science M’onitor), this edition of "The War Against Boys" offers a new preface and six radically revised chapters, plus updates on the current status of boys throughout the book. Sommers argues that the problem of male underachievement is persistent and worsening. Among the new topics Sommers tackles: how the war against boys is harming our economic future, and how boy-averse trends such as the decline of recess and zero-tolerance disciplinary policies have turned our schools into hostile environments for boys. As our schools become more feelings-centered, risk-averse, competition-free, and sedentary, they move further and further from the characteristic needs of boys. She offers realistic, achievable solutions to
these problems that include boy-friendly pedagogy, character and vocational education, and the choice of single-sex classrooms. "The War Against Boys" is an incisive, rigorous, and heartfelt argument in favor of recognizing and confronting a new reality: boys are languishing in education and the price of continued neglect is economically and socially prohibitive.

An indictment of the American educational system criticizes the fact that the system has discarded the traditional goals of transmitting knowledge and fostering cognitive skills in favor of building self-esteem and promoting social harmony.

First published in 2002, Routledge is an imprint of Taylor & Francis, an informa company.

The dilemmas faced by disadvantaged college students seeking upward mobility and what educators can do to help these students flourish Upward mobility through higher education has been an article of faith for generations of working-class, low-income, and immigrant college students. While this path usually entails financial sacrifices and hard work, little attention has been paid to the personal compromises such students make as they enter worlds vastly different from their own. Measuring the true cost of higher education for those from disadvantaged backgrounds, Moving Up without Losing Your Way looks at the ethical dilemmas of upward mobility—the broken ties with family and friends, and the loss of community and identity—faced by students as they strive to earn a successful place in society. Drawing upon philosophy, social science, personal stories, and interviews, Jennifer Morton reframes the college experience, factoring in not just educational and career opportunities but also essential relationships. She urges educators to empower students with a new narrative, one that might allow them to achieve social mobility while retaining their best selves.

"The Australian education system currently gives the most voice, power and agency to governments and policy makers largely disconnected from teachers. Changing education from the ground up, this book foregrounds the diverse, provocative voices of school practitioners - those working at the whiteboard, in the playground, in the boardroom - that are often ignored in education reform, and yet are crucial voices to drive change. These varied perspectives focus not on deficits of the current system, but on what they offer as alternative, empowering narratives for education: collaborative expertise; leadership; professional learning; teacher voice and autonomy, social justice, and pedagogies"--

Following three teenagers who chose to spend one school year living in Finland, South Korea, and Poland, a literary journalist recounts how attitudes, parenting, and rigorous teaching have revolutionized these countries' education results.

Learn what a flipped classroom is and why it works, and get the information you need to flip a classroom. You’ll also learn the flipped mastery model, where students learn at their own pace, furthering opportunities for personalized education. This simple concept is easily replicable in any classroom, doesn’t cost much to implement, and helps foster self-directed learning. Once you flip, you won’t want to go back!

As a result of the COVID-19 pandemic, most schools had to suddenly shift from traditional face-to-face courses to blended, synchronous, and asynchronous instructional environments. The impact upon the immediacy of remote learning was overwhelming to many faculty, instructional facilitators, teachers, and trainers. Many faculty and trainers have experience with the analysis, design, development, implementation, and evaluation of online and blended learning environments, while many faculty and trainers also do not have this knowledge nor experience. As such, the collegial workspace has developed into a collaborative work environment wherein the faculty are helping faculty, partially because the instructional designer staff and learning advisors are overwhelmed with the number of course projects that must be moved from traditional face-to-face course environments into an online environment within a short period of time. The faculty are helping each other make this move, offering course design and development support and also instructional tips and tricks that will support successful blended and online experiences that enhance learning outcomes. Shifting to Online Learning Through Faculty Collaborative Support focuses on supporting and enhancing blended and distance learning course design and development, successful tips for course design and teaching, techniques for online learning, and embracing collegial mentorship and facilitative support for course and faculty success. This book highlights the strength of collegial bonds while discussing tools, methods, procedural efforts, styles of engagement, learning theories, assessment efforts, and even social learning engagement implementations in online learning. It provides information and lessons and embraces a long-term approach towards understanding institutional impact and collegial support. This book is valuable for school administrators, teachers, course designers, instructional designers, school faculty, business and administrative leadership, practitioners, stakeholders, researchers, academicians, and students interested in how faculty collaborative support is playing a critical role in improving and developing successful online learning.

"Tony Wagner and venture capitalist Ted Dintersmith call for a complete overhaul of the function and focus of American schools, sharing insights and stories from the front lines, including profiles of successful students, teachers, parents, and business leaders. [The book proposes] a new vision of American education, one that puts wonder, creativity, and initiative at the very heart of the learning process and prepares students for today's economy"--

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's The Prize and Dana Goldstein's The Teacher Wars, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one
that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn’t just a story of what schools have gotten so wrong—it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

This book attempts to examine the educational consequences of the recent social and economic situation in Greece, and it explores—on a general level—new possibilities for teaching and learning at times of national crisis. Using Greece as an exemplary case, Maria Chalari demonstrates how the relationship between neo-liberalism and education is especially salient during difficult times; it also demonstrates the effect of this relationship on teachers’ day-to-day experiences. By attending to, yet moving beyond, the negative implications of socio-economic crisis, this volume aims to present core educational values of the current era, as well as the crucial issues that may become opportunities for reflection and change.

Children in today’s world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It’s based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it’s never too early to teach someone how to live well.

Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum. Academic literature has analyzed changes in how teacher professionalism is conceived in policy and in practice but Teacher Agency provides a fresh perspective on this issue, drawing upon an ecological theory of agency. Using this model for understanding agency, Mark Priestley, Gert Biesta and Sarah Robinson explore empirical findings from the ‘Teacher Agency and Curriculum Change’ project, funded by the UK-based Economic and Social Research Council (ESRC). Drawing together this research with the authors’ international experiences and perspectives, Teacher Agency addresses theoretical and practical issues of international significance. The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers, but also in respect of the cultures and structures of schooling.

Society and democracy are ever threatened by the fall of fact. Rigorous analysis of facts, the hard boundary between truth and opinion, and fidelity to reputable sources of factual information are all in alarming decline. A 2018 report published by the RAND Corporation labeled this problem "truth decay" and Andrew J. Hoffman lays the challenge of fixing it at the door of the academy. But, as he points out, academia is prevented from carrying this out due to its own existential crisis—a crisis of relevance. Scholarship rarely moves very far beyond the walls of the academy and is certainly not accessing the primarily civic spaces it needs to reach in order to mitigate truth corruption. In this brief but compelling book, Hoffman draws upon existing literature and personal experience to bring attention to the problem of academic insularity—where it comes from and where, if left to grow unchecked, it will go—and argues for the emergence of a more publicly and politically engaged scholar. This book is a call to make that path toward public engagement more acceptable and legitimate for those who do it; to enlarge the tent to be inclusive of multiple ways that one enacts the role of academic scholar in today’s world.

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