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A public school in England and Wales is a fee-charging endowed school originally for older boys which was "public" in the sense of being open to pupils irrespective of locality, denomination or paternal trade or profession. The term was formalised by the Public Schools Act 1868, which put into law most recommendations of the 1864 Clarendon Report. Nine prestigious schools were considered by ...

~~Public school (United Kingdom) - Wikipedia~~

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If public education were broken, and our schools no longer had the ability to teach, then why is it you never find any of these "broken" schools in affluent communities? I wrote about this issue last spring, when I showed how the schools in my hometown of Pasadena, California were out-performing the California average in all major demographic categories -- white, black and Latino, poor and non ...

~~Why I Send My Children to Public Schools | HuffPost~~

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Free PDF Why Public Schools Voices From The Us And Canada Uploaded By Richard Scarry, why public schools voices from the us and canada paperback march 1 2013 by jenice l view editor daniel a laitsch editor penelope m earley editor 0 more michelle pidgeon making school more meaningful perspectives on the purposes of schooling

This book examines the self-governance of the Mount Vernon, New York, public and the failing relationship with the public school district to determine strategies for reform. It explores the behind-the-scenes politics in an urban community and possible reasons residents are not involved local school politics.

"Diverse schools offer enriched academic and social environments, as students and families of different backgrounds and experiences provide a vibrant mosaic of insights, perspectives, and skills. This book highlights stories from around the world, as innovative teachers, educational leaders, and community activists passionately share personal accounts of their successes, challenges, and lessons learned"-- Provided by publisher.

Classroom Voices on Education and Race presents core educational issues— with an emphasis on race and the racial achievement gap, school culture, and curriculum—through the unfiltered and poignant voices of high school students. Students from urban, rural, and suburban public schools express a strong desire for a more active role in their classrooms, as well as for a curriculum that is more responsive to their world.

This is the inside story of the more than 8,000 recent college graduates who have joined Teach for America and committed two years of service to teaching in the nation's most troubled public schools. In the tradition of books by Studs Terkel, Ness combines interviews and essays from TFA members and alumni as well as principals, superintendents, parents, and noted education experts.

Two noted educators invite new and veteran teachers on an intellectual guided tour through the troubles of bad practice and the delights of good. This volume is a collection of classic essays, as urgently needed now as when they first appeared, on social class, race, gender, and schooling crafted over the course of two decades. The authors invite all of us to take a serious look at the paradox of public education, the ways in which urban schools reproduce social inequalities while, at the same time, serve as sites for learning at its most transformative and compelling. A must-read for all those educators who believe that we can no longer afford to cede this space to policymakers who know little of the life of a classroom, the curiosity of a child, and the moral imperatives of teaching for critical citizenship.

"The essays in this book think through and with Deleuzian concepts in the educational field. The resultant encounters between concepts such as multiplicity, becoming, habit and affect and Multiple Literacies Theory exemplify philosophically inspired and productive thinking. "—Paul Patton, Professor of Philosophy, University of New South Wales

"Those of us who've been close to Mission Hill will rejoice to see the vision of a humane and happy school reaching a wide audience. We need this book more than ever---bursting as it is with the words of children and with their sense of mystery, spontaneity, and sheer jubilation. This is a great antidote to the poison of drill-and-grill austerity imposed upon our children by the technocrats of corporate accountability."---Jonathan Kozol author of Letters to a Young Teacher and Shame of the Nation Why is Play Important in the lives of children? What crucial aspects of learning are being neglected in the current near-elimination of recess time in public schools? Playing for Keeps, co-authored by the well-known

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writer and educational leader Deborah Meier and two colleagues with equally long experience in schools, explores these questions. Based on close observations on a public school playground, the book shows children at play in a relatively natural, unstructured environment. The reader is virtually there, seeing, listening in, able to appreciate the children's curiosity, humor, intelligence, and inventiveness. Readers will recognize the children's voices and ways of thinking, and perhaps be reminded of their own childhood, their own children, or the children they teach. The authors comment on the observations, adding to the reader's own perceptions. This lively, engaging book makes a strong case for the importance of free exploration, wonder, imagination, and play to the learning and growth of children. "Playing for Keeps surrounds us with the authentic and urgent language of make-believe as heard on a Boston public school playground. Fortunately, the three author-teachers are there to lead us expertly between children's play and the work of school. It is an adventure well worth taking, for teachers, parents, and administrators."---Vivian Gussin Paley author of *The Boy on the Beach: Building Community Through Play* "Three experienced and wise educators have written a book that reveals for us the essence of childhood. In the barren days of racing to the top, this engaging book reminds us of what education could so easily be."---Eleanor Duckworth Harvard University, author of *"The Having of Wonderful Ideas"* and other *Essays on Teaching and Learning*, Third Edition

Parents, young people, community organizers, and educators describe how they are fighting systemic racism in schools by building a new intersectional educational justice movement. Illuminating the struggles and triumphs of the emerging educational justice movement, this anthology tells the stories of how black and brown parents, students, educators, and their allies are fighting back against systemic inequities and the mistreatment of children of color in low-income communities. It offers a social justice alternative to the corporate reform movement that seeks to privatize public education through expanding charter schools and voucher programs. To address the systemic racism in our education system and in the broader society, the contributors argue that what is needed is a movement led by those most affected by injustice--students of color and their parents--that builds alliances across sectors and with other social justice movements addressing immigration, LGBTQ rights, labor rights, and the school-to-prison pipeline. Representing a diverse range of social justice organizations from across the US, including the Chicago Teachers Union and the Genders and Sexualities Alliance Network, the essayists recount their journeys to movement building and offer practical organizing strategies and community-based alternatives to traditional education reform and privatization schemes. *Lift Us Up!* will outrage, inform, and mobilize parents, educators, and concerned citizens about what is wrong in American schools today and how activists are fighting for and achieving change.

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