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~~Robin Wall Kimmerer, Author of
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the Latest Addition to the Malvern
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December 2021, Robin Hood, a
non-profit organization ...

Opportunities through Programs in
Education (IHOPE). Over an
18-month period, IHOPE ...

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~~ROBIN HOOD AWARDS BMCG
\$1.2 MILLION TO LAUNCH IT
AND HEALTHCARE
OPPORTUNITIES THROUGH
PROGRAMS IN EDUCATION
(IHOPE)~~

AACCES has partnered with
DrewBoy Creative to showcase

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Alexander the Pacific Northwest,
highlighting African American
culture through art.

~~African American Community,
Cultural, and Educational Society
Art Show~~

Festival Napa Valley, the

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~~Alexander~~ internationally renowned performing arts and education organization, announces the election of two new members to its board of directors: Bella [...] ...

~~Festival Napa Valley Announces
New Board Members and~~

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~~Appointment of Alpha Omega
Vintner Robin Baggett as Chairman
of the Board~~

Members of the Indiana Black
Legislative Caucus said they are
working as a group during the
2022 legislative session to help
dismantle systems that have

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harmes Black communities in
Indiana.

~~Black Legislative Caucus tackling
racial disparities~~

There is a long history of right-
wing forces fighting against
progressive educational curricula.

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Now, scholars like Robin D. G. Kelley are working to level the playing field against the moneyed ...

~~How Scholars Are Countering Well-Funded Attacks on Critical Race Theory~~

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transformation in education and
the rise of the big technology
companies. Between 2004 and
2017, Robin was lead researcher
on the National Academies multi-
volume study of Small Business
Innovation ...

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~~Robin Gaster~~

Robeson County largely escaped the weekend ' s forecasted weather, with only a handful of reported power outages, but Mother Nature will be back on Friday, this time threatening to bring snow to ...

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~~Weather outlook includes snow in
Robeson County~~

Singer Billie Eilish was exposed to sexually explicit acts online at age 11. Her experience is more common than many Americans realize.

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~~Billie Eilish is right. Porn is
inflicting serious harm on
America's children.~~

Eastpointe was awarded a
\$600,000 federal grant by the
Governor ' s Task Force on Mental
Health and Substance Use to

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Alpender
expand at-risk children ' s access
to behavioral health services ...

~~Eastpointe gets \$200k to expand
behavioral health access in
Robeson, Scotland~~

New York City Mayor Eric Adams '
first few weeks in office have been

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Alexander marked by external crises,
including a deadly fire in the Bronx
and a resurgent Covid-19
pandemic. Behind the scenes, our
Sally ...

~~Inside Adams' 'rickety' transition~~
Robin Estrin is a reporter and

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Alexander from Los Angeles. A graduate of UC Berkeley 's Graduate School of Journalism, Estrin has reported on COVID-19 for the New York Times, the 2020 presidential ...

~~Robin Estrin~~

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A sweeping database has reportedly uncovered CRT-associated ideas in mandatory trainings and other materials in U.S. higher education.

~~Critical race theory-related ideas found in mandatory programs at~~

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~~more than 230 colleges,
universities: report~~

Six days after his limousine bus overturned, Robin Raina booked a flight from ... glass and colour gives the office an open and transparent work culture and a relaxed environment.

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~~Robin Raina: Fintech 's Master
Blaster~~

Robin Walker said there had been
' challenging levels of staff
absence ' in England ' s schools this
year as Omicron cases had spread.

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~~Schools minister supports cutting
isolation period 'if science shows
it is safe'~~

PUDUCHERRY: Chief Minister N
Rangasamy has urged the Centre
to set up an International Centre
for Education and Culture in
Puducherry to fulfill the dream of

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Sri Aurobindo on the occasion of
his ...

~~Puducherry CM urges PM to set up
centre for education and culture to
fulfil Sri Aurobindo's dream~~

We strongly encourage you to
perform your own research when

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Alexander
selecting a care provider. We are licensed through the Department of Early Education and Care for ages 2 years 9 months through 13 years old ...

~~Robin's Nest Day Care Center~~

The stunt was in terrible taste, for

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Alexander, but it also encapsulated in one sickening moment much of what is awry with how we fund (or don't fund) public education, and the regard in which we ...

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Against the background of globalization and campaigns to provide basic education for all the world ' s children, Culture and Pedagogy compares primary and elementary schooling in England, France, India, Russia and the United States. It explores the

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Alexander's ways in which children's educational experiences are shaped not just by classroom circumstances and the decisions of the teacher, but also by school values and organization, by local pressures, national policies and political control and – suffusing all

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Alexander
these – by culture and history. Culture and Pedagogy combines comparative and historical enquiry with intensive analysis of school and classroom life to present a novel and illuminating account of pedagogy. The book also transfers into the international arena themes

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Alexander for which the author ' s earlier work is well known: the interplay of policy, politics and practice; the quest for resilient models of teaching and learning the subtle dynamics of schools and classrooms; and the rich learning potential of talk between teachers

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Alexander; and the challenge of judging 'good' and 'effective' educational practice. Culture and Pedagogy is clearly structured around three levels of analysis: systems, school and classrooms. Extensively illustrated with figures, tables, photographs,

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Alexander summaries and teaching extracts, the book is an essential resource for those who are committed to understanding pedagogy, exploring culture, and improving primary education.

"Grounded in the field of adult

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Alexander, this international compilation offers a range of critical perspectives on popular culture as a form of pedagogy. Its fundamental premise is that adults learn in multiple ways, including through their consumption of fiction. As scholars have asserted

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for decades, people are not passive consumers of media; rather, we (re)make our own meanings as we accept, resist, and challenge cultural representations. At a time when attention often turns to new media, the contributors to this collection

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continue to find “ old ” forms of popular culture important and worthy of study. Television and movies – the emphases in this book – reflect aspects of consumers ’ lives, and can be powerful vehicles for helping adults see, experience, and inhabit

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the world in new and different ways. This volume moves beyond conceptually oriented scholarship, taking a decidedly research-oriented focus. It offers examples of textual and discursive analyses of television shows and films that portray varied contexts of adult

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learning, and suggests how participants can be brought into adult education research in this area. In so doing, it provides compelling evidence about the complexity, politics, and multidimensionality of adult teaching and learning. Using a

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range of television shows and movies as exemplars, chapters relate popular culture to globalization, identity, health and health care, and education. The book will be of great use to instructors, students, and researchers located in adult

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Alexander, cultural studies,
women ' s and gender studies,
cultural sociology, and other fields
who are looking for innovative
ways to explore social life as
experienced and imagined."

In 'Essays on Pedagogy', Robin

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Alexander brings together some of his most powerful writing, drawing on his research in Britain and other countries over the past two decades.

Seven authoritative contributions to the emerging field of pedagogy

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Alexander and to comparative, cultural and policy studies in education. A must for those who want to do more than merely comply with received versions of 'best practice'. Pedagogy is at last gaining the attention in English-speaking countries which it has long

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enjoyed elsewhere. But is it the right kind of attention? Do we still tend to equate pedagogy with teaching technique and little more? Now that governments, too, have become interested in it, is pedagogy a proper matter for public policy and official

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prescription? In *Essays on Pedagogy*, Robin Alexander brings together some of his most powerful recent writing, drawing on research undertaken in Britain and other countries, to illustrate his view that to engage properly with pedagogy we need to apply

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Alexander, historical and international perspectives, as well as evidence on how children most effectively learn and teachers most productively teach. The book includes chapters on a number of themes, expertly woven together: the politicisation of school and

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classroom life and the trend towards a pedagogy of compliance; the benefits and hazards of international comparison; pedagogical dichotomies old and new, and how to avoid them; how education and pedagogy might respond to a world in peril; the

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rare and special chemistry of the personal and the professional which produces outstanding teaching; the scope and character of pedagogy itself, as a field of enquiry and action. For those who see teachers as thinking professionals, rather than as

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technicians who merely comply with received views of ' best practice ' , this book will open minds while maintaining a practical focus. For student teachers it will provide a framework for their development. Its strong and consistent international

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Alexander will be of interest to educational comparativists, but is also an essential response to globalisation and the predicaments now facing humanity as a whole.

This book foregrounds pedagogy in a way that challenges readers to

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reflect on themselves as teachers and learners, and to be reflexive about their own practices and contexts. Learning involves a transformation of identity which occurs through negotiation and repositioning, through new ways of relating, and through different

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Alexander
ways of participating in practices.
This book examines the meaning
and implications for pedagogy in
educational and workplace
settings, and the role of the
teacher in this sociocultural view
of learning. By illustrating the
mediated nature of agency and

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identity, the chapters
(re)conceptualise the teacher and
the learner and show different
ways of supporting learning and
being a teacher. The settings
represented range from nursery to
university and from out-of-school
to institutionally-based and work

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Alexander place situations. Curricular aspects represented include popular culture, critical literacy, multimodality, the arts, and new technologies. Teachers and student teachers, as learners, are also represented in the accounts assembled. The book takes a

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Alexander sociocultural view of learning and considers the pedagogical implications of this view. It explores different meanings of pedagogy and considers notions of cultural bridging and the processess of transforming identities. The contributions

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Alexander challenge ways of thinking about practice, both teaching and assessment, and argue for practices that bridge between learners' worlds, their communities and educational institutions. Drawing on the international literature, this book

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will be essential reading for students of curriculum learning and assessment in all sectors from pre-primary to further and higher education. It is suitable as a core text for masters and taught doctorate programmes. It will also be of interest to a wide range of

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Professionals involved with curriculum, learning and the practice of teaching and assessment. This book is relevant to those in work-based and professional education and training, and in informal educational settings, as well as

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Abeltoner
traditional educational institutions at all levels. A unique collection in a field that is underrepresented, it will also be of interest to an academic audience.

A national system of education cannot function without policy. But

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the path to practice is seldom smooth, especially when ideology overrules evidence or when ministers seek to micromanage what is best left to teachers. And once the media join the fray the mixture becomes downright combustible. Drawing on his long

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Alexander as teacher, researcher, government adviser, campaigner and international consultant, and on over 600 published sources, Robin Alexander expertly illustrates and illuminates these processes. This selection from his recent writing, some hitherto

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Alpender, opens windows onto cases and issues that concern every teacher. Part 1 tackles system-level reform. It revisits the Cambridge Primary Review, an evidence-rich enquiry into the condition and future of primary education in England, which

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Alexander challenged the UK government 's policies on curriculum, testing, standards and more besides. Here the reform narratives and strategies of successive governments are confronted and dissected. Part 2 follows the development of England ' s current

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National Curriculum, exposing its narrow vision and questionable use of evidence and offering a more generous aims-driven alternative. This section also investigates the expertise and leadership needed if children are to experience a curriculum of the highest quality in

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Alexander all its aspects. Part 3 reaches the heart of the matter: securing the place in effective pedagogy of well-founded classroom talk, a mission repeatedly frustrated by political intervention. The centrepiece is dialogic teaching, a proven tool for advancing students' speaking,

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Alexander
thinking, learning and arguing, and
an essential response to the
corrosion of democracy and the
nihilism of ' post-truth ' . Part 4
goes global. It investigates
governments ' PISA-fuelled
flirtations with what they think can
be adapted or copied from

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Alexander elsewhere, examines the benefits and pitfalls of international comparison, and ends with the ultimate policy initiative: the United Nations mission to ensure ' inclusive and equitable quality education ' for all the world ' s children. Education in

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In Spite of Policy is for all those teachers, students, school leaders and researchers who value the conversation of policy, evidence and practice, and who wish to explore the parts of education that policy cannot reach.

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Building on Robin Alexander 's landmark *Towards Dialogic Teaching*, this book shows how and why the dialogic approach has a positive impact on student engagement and learning. It sets out the evidence, examines the underpinning ideas and issues, and

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Alexander offers guidance and resources for the planning, implementation and review of effective dialogic teaching in a wide range of educational settings. Dialogic teaching harnesses the power of talk to engage students' interest, stimulate their thinking, advance

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their understanding, expand their ideas and build and evaluate argument, empowering them for lifelong learning and for social and democratic engagement. Drawing on extensive published research as well as the high-profile, 5000-student trial and independent

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Alexander ' s
distinctive approach to dialogic
teaching in action, this book:
Presents the case for treating talk
as not merely incidental to
teaching and learning but as an
essential tool of education whose
exploitation and development

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require understanding and skill;
Explores questions of definition
and conceptualisation in the realms
of dialogue, argumentation and
dialogic teaching, revealing the
similarities and differences
between the main approaches;
Discusses evidence that has

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enriched the debate about classroom talk in relation to oracy, argumentation, student voice and philosophy for children as well as dialogic teaching itself; Identifies what it is about dialogic teaching that makes a difference to students ' thinking, learning and

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Understanding; Presents the author ' s rationale and framework for dialogic teaching, now completely revised and much expanded; Proposes a professional development strategy for making dialogic teaching happen which, like the framework, has been

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Alexander successfully trialled in schools;
Lists resources from others
working in the field to support
further study and development;
Includes an extensive bibliography.
Robin Alexander 's A Dialogic
Teaching Companion, like its
popular predecessor Towards

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Dialogic Teaching, aims to support the work of all those who are interested in the quality of teaching and learning, but especially trainee and serving teachers, teacher educators, school leaders and researchers.

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Getting to the heart of primary education: six contrasting studies of teachers, teaching, learning and classroom discourse, all set in a historical frame. Contains extended lesson transcripts for re-analysis. The five studies in this book span the tumultuous period

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Alexander
from the mid 1980s to the mid
1990s. This was a time when the
dominant educational ideas and
practices of the previous two
decades were being questioned
and primary teachers were being
catapulted from the Plowden era
into the very different ethos of the

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National Curriculum. The first four studies portray the ideas, practices and dilemmas of primary teaching at different points during this period. They also exemplify different approaches to classroom research, though all of them stay close to the interactions between

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Alexander and child which are central to learning. They thus raise educational questions which are perennial and fundamental, rather than tied to policy or fashion. The final study uses a broader brush to provide a historical framework for understanding the particular blend

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Alexander of change and continuity which characterises English primary education as a whole.

The story of Black education is about more than desegregation and inclusion in mainstream schooling. Jarvis Givens returns to the

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classrooms of Jim Crow to highlight the forgotten work of Carter G. Woodson and his followers, who undertook the radical act of educating Black children. Their subversive methods continue to provide a model today.

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This volume explores new ideas about globalised virtual learning environments and in particular the implications for learners, teachers and institutions.

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