

the alternative a teachers story and commentary

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Dive into an insightful educator's narrative, presenting a fresh alternative to conventional teaching methods. This captivating teacher story is enriched with thoughtful commentary, offering valuable perspectives for anyone interested in innovative pedagogy and educational change, exploring new pathways in learning.

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The Alternative

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 as Story Telling

This book explores the unique phenomenon of public alternative schools in Toronto, Canada and other large urban areas. Although schools of this kind have existed for more than a century, very little has been written about the alternative school movement. These alternatives focus more on child-centered instruction, give many students (and teachers) opportunities to organize the school differently, provide a greater voice for teachers, students, and parents, and engage students far more with experiential learning. When traditional school structures are failing to meet the needs of many children and youth, there is a rapidly growing need for information and discussion about alternatives that will encourage their talents and serve their needs. This book draws attention to the issue of alternative schooling to help make it more accessible to a wider audience.

Alternative Schooling and Student Engagement

This text considers issues in alternative education. It looks at the issues from teaching, learning and research perspectives.

The Handbook of Alternative Education

In a climate of increasing emphasis on testing, measurable outcomes, competition and efficiency, the real lives of children and their teachers are often neglected or are too messy and intricate to legislate and quantify. As such, curricula are designed without including the very people that compose the identities of schools. Here Clandinin takes issue with this tendency, bringing together a collection of

narratives from seven writers who spent a year in an urban school, exploring the experiences and contributions of children, families, teachers and administrators. These stories show us an alternative way of attending to what counts in schools, shifting away from the school as a business model towards an idea of schools as places to engage citizenship and to attend to the wholeness of people's lives. Articulating the complex ethical dilemmas and issues that face people and schools every day, this fascinating study puts school life under the microscope raises new questions about who and what education is for.

Composing Diverse Identities

This is a reflection on the education of teachers, written by teacher educators who discuss features of their work and the challenges facing teacher education in the 1990s. The book invites the reader to attempt similar analyses of personal practice and development in their own teaching.; The book deals with the personal development of both new and experienced teacher educators, illustrating how strongly teacher educators are influenced by their visions and by the challenge to prove themselves in the university setting. In addition, the book examines the ways in which teacher educators have acted to promote their own professional development and study their own practices, including writing as a tool for reflection, a life-history approach to self-study, as well as a study of educative relationships with others, and the analysis of a personal return to the classroom. Finally, it takes a broader look at the professional development of teacher educators and offers a challenge to all teacher educators to consider the tension between rigour and relevance.

Teachers Who Teach Teachers

This book aims to meet the demands on teaching and learning in the twenty-first century, and in specific, how teacher education may transform pedagogical approaches and didactic methods to support future teachers in enhancing needful skills. In particular, it focuses on the pedagogical approach of Storyline, and how a Storyline can be applied in teacher education. It argues that teacher education benefits from the potency of various disciplines while applying an interdisciplinary methodology. Storyline is a problem-based, cross-curricular approach, based on learning through an evolving narrative, created in collaboration between teacher and students. It includes a variety of didactic tools, and inclusiveness towards different learners. Using Storyline in teacher education arranges for teacher educators to integrate alternative structures, that enable interdisciplinary cooperation and topic-based teaching. The authors have incorporated Storyline in many different ways, which contextualizes throughout the book. The book provides an overview of Storyline and introduces improved and new theoretical perspectives on this approach, including many practical examples.

Teaching through Stories

'Anyone interested in children and their education should read this'. More than 20 years ago, long before the days of the UK's government funded free schools, Rosalyn Spencer was the driving force behind the setting up of a non-fee paying 'alternative' small school. She had felt compelled to do this, not only because of the difficulties her 9 year old son was facing in mainstream education, and painful memories of her own schooling, but also because of concerns other parents had shared with her about problems their children were experiencing. Whereas the current free schools are generously funded by the government, Rosalyn opened the school with 12 children with virtually no funding at all. In this book, the first in a series of three, Rosalyn tells her personal story leading up to the opening of the small school. It demonstrates some of the failings of the education system and highlights the need for alternative approaches. Her story will appeal to childcare professionals, teachers, parents and anybody who enjoys reading memoirs and narrative non-fiction. Following its release as an ebook in March 2013 it received excellent reviews and became an Amazon Number 1 Best Seller.

Why I Started a Small School

A ten year project in the making, Alternative Education for Parents and Teachers is a gleaning of the best and most successful teaching techniques and approaches. These practical education methods and strategies gained from years of knowledge and experience in the field work amazingly. From mainstream elementary classes to high school alternative programs for behavioral students, students with and without disabilities, here are twenty solid methods, strategies, and practices which will make the reader a better parent and/or teacher. These methods succeeded with some of the most difficult students around and they will work with most any child or student. The insights and practical ideas

learned by the author through his teaching career are presented within stories and experiences which are enlightening, humorous, touching, and at times, shocking. The classrooms come alive as the reader learns with the student and understands what makes students, children, and people tick, how to effectively connect to them, and how to help them learn and grow. Pick up the book, pick a chapter, and use the practice: it will improve skills. Whether parent, teacher, or one who wants to know superior ways to help people learn, it's nearly impossible not to advance in these roles after reading *Alternative Education for Parents and Teachers*, and more than a few good laughs will be enjoyed along the way.

Alternative Education for Parents and Teachers

This narrative ethnography adopts an aesthetic lens to relay the various lived experiences of a non-traditional, Midwestern public high school during its final year in its original building. Extending upon previous research of high school dropouts, I examine how this one particular high school incorporated a self-paced curriculum with a focus on “family” to address the unique learning needs of students at risk of not graduating. By employing elements of grounded theory, narrative inquiry, and autoethnography, I share the stories of Walgut High School's (a pseudonym) roughly sixty students as they struggle to navigate their respective roles in a dominant cultural narrative to which they've never felt like they belonged. Through the extensive and organic voices of the primary participants—as well as my observations of my own participation in the school culture over the course of a year—this project serves to offer insights not only into the school experiences of marginalized adolescents, but also into Walgut's myriad successes and failures. In particular, this piece highlights the vitality of unconditionally caring or “hospitable” teachers (Derrida, 2000), while ultimately questioning the presumed utility of a high school diploma. The story concludes not by lauding the alternative mine created for Walgut's canaries, but by questioning the purpose and stability of all scholastic minds. As American schools continue making strides to accommodate and support the complex and oftentimes contradictory needs of their students, what it means to succeed as a teacher in (and prepare teachers for) these diversified, inclusive learning spaces is growing increasingly complicated. Indeed, given the shifting paradigm of American public education, teacher preparation programs must continue to adapt their practices and philosophies in order to equip their teacher candidates with the skills needed not only to thrive but also find purpose and meaning in schools similar to this project's Walgut. While this book doesn't claim to offer any answers to the myriad questions concerning the future of public schools, it does endeavor to offer a springboard from which all education stakeholders can continue engaging in healthy and productive discussions of how best to prepare students (and teachers) for autonomous, democratic, curious, creative, and compassionate citizenship both in and apart from their academic communities. To this end, rather than write from a detached, traditionally academic vantage, I have sought in these pages to compose from a personal (albeit limited), passionate (albeit subjective) and participatory (albeit someone marginalized) perspective. In my pursuit of social justice for the characters of Walgut High School, I begin first by exposing my own privileged role in perpetuating injustice. Only through recognizing and naming our own demons can we ever begin to exorcize the System writ large. Thus, in this book's lack, there is possibility; in its futility, hope.

The Blab of the Paved

In *The Working Class: Poverty, education and alternative voices*, Ian Gilbert unites educators from across the UK and further afield to call on all those working in schools to adopt a more enlightened and empathetic approach to supporting children in challenging circumstances. One of the most intractable problems in modern education is how to close the widening gap in attainment between the haves and the have-nots. Unfortunately, successive governments both in the UK and abroad have gone about solving it the wrong way. Independent Thinking founder Ian Gilbert's increasing frustration with educational policies that favour 'no excuses' and 'compliance', and that ignore the broader issues of poverty and inequality, is shared by many others across the sphere of education - and this widespread disaffection has led to the assembly of a diverse cast of teachers, school leaders, academics and poets who unite in this book to challenge the status quo. Their thought-provoking commentary, ideas and impassioned anecdotal insights are presented in the form of essays, think pieces and poems that draw together a wealth of research on the issue and probe and discredit the current view on what is best for children from poorer socio-economic backgrounds. Exploring themes such as inclusion, aspiration, pedagogy and opportunity, the contributions collectively lift the veil of feigned 'equality of opportunity for all' to reveal the bigger picture of poverty and to articulate the hidden truth that there is always another way. This book is not about giving you all the answers, however. The contributors are not telling teachers or schools leaders how to run their schools, their classroom or their relationships

- the field is too massive, too complex, too open to debate and to discussion to propose 'off-the-shelf' solutions. Furthermore, the research referred to in this book is not presented in order to tell educators what to think, but rather to inform their own thinking and to challenge some of the dominant narratives about educating the 'feckless poor'. This book is about helping educators to ask the right questions, and its starting question is quite simple: how can we approach the education of young people from disadvantaged backgrounds in a way that actually makes a difference for all concerned? Written for policy makers and activists as well as school leaders and educators, *The Working Class* is both a timely survey of the impact of current policies and an invaluable source of practical advice on what can be done to better support disadvantaged children in the school system. Edited by Ian Gilbert with contributions from Nina Jackson, Tim Taylor, Dr Steven Watson, Rhythmical Mike, Dr Ceri Brown, Dr Brian Male, Julia Hancock, Paul Dix, Chris Kilkenny, Daryn Egan-Simon, Paul Bateson, Sarah Pavey, Dr Matthew McFall, Jamie Thrasivoulou, Hywel Roberts, Dr Kevin Ming, Leah Stewart, (Real) David Cameron, Sir Al Aynsley-Green, Shona Crichton, Floyd Woodrow, Jonathan Lear, Dr Debra Kidd, Will Ryan, Andrew Morrish, Phil Beadle, Jaz Ampaw-Farr, Darren Chetty, Sameena Choudry, Tait Coles, Professor Terry Wrigley, Brian Walton, Dave Whitaker, Gill Kelly, Roy Leighton, Jane Hewitt, Jarlath O'Brien, Crista Hazell, Louise Riley, Mark Creasy, Martin Illingworth, Ian Loynd, David Rogers, Professor Mick Waters and Professor Paul Clarke.

The Working Class

Becoming Teachers of Inner-city Students takes on the continuing challenges of White teachers in increasingly de facto re-segregated schools of the present. Drawing on the author's eighteen years of experience as a classroom teacher and his research on White teachers of inner-city students, *Becoming Teachers* provides key discussions on professional identity for preservice teachers, professional educators, and researchers interested in diversity education or urban education. Driving at complex recognitions of race, class, culture, language, and gender as a basis for teaching and learning with diverse urban students, the author's and other White teachers' life and teaching stories move beyond prescriptive models of professional identity for preservice and professional teachers to "follow." Instead, life and teaching stories in *Becoming Teachers* demonstrate again and again that in teaching the personal is political, professional knowledges are forged in practice, and – overall – that becoming a professional teacher is a process that draws on one's experiences and inner-most convictions. *Becoming Teachers*, updating Vivian Paley's *White Teacher* and reworking Christine Sleeter's multicultural research on White teachers' race-evasive identities, moves discussions on White teacher identity toward a second wave of race-visible professional identity for White teachers in the present. James Jupp's book is an instruction on how to keep the democratic educational experiment on the workbench... – Roger Slee, Professor and Director of the Victoria Institute for Education, Diversity, and Life Long Learning at Victoria University, Melbourne James Jupp thoughtfully explicates the complexity of the social justice literature in education related to race, class, culture, language, gender and other differences in classrooms. Jupp is one of the leading scholars in education who challenges static notions of difference and opens up new curriculum spaces for a second wave of critical race work. Challenging the field to consider more nuanced possibilities that will advance social justice in the present, Jupp provides generous readings for new intercultural alliances. Jupp's *Becoming Teachers of Inner-city Students* offers a fresh understanding for those who are looking for new ways to understand teachers' lives and professional identities. – Patrick Slattery, Professor of Curriculum, Texas A&M University Jupp does the hard work, here, of understanding where we have been in conceptualizing the racial identities of White teachers. And then he does something harder. With abundant intelligence, courage, and generosity, Jupp opens up new pathways for our thinking and feeling and action. Read this book. – Timothy Lensmire, Associate Professor of Curriculum & Instruction, University of Minnesota

Becoming Teachers of Inner-city Students

This book explores teachers' understanding of the personal and professional experiences that have informed their language teaching. The intent of the hardback edition is to bring into our professional conversations teachers' "ways of knowing" - that is, teachers' understanding of the experiences that have informed their language teaching. By making teachers' ways of knowing public, open to review, and accessible to others in this profession, this text hopes to validate, in ways afforded to other forms of scholarly work, teachers' own understanding of the activity of language teaching.

Teachers' Narrative Inquiry as Professional Development

In *Teaching History for the Common Good*, Barton and Levstik present a clear overview of competing ideas among educators, historians, politicians, and the public about the nature and purpose of teaching history, and they evaluate these debates in light of current research on students' historical thinking. In many cases, disagreements about what should be taught to the nation's children and how it should be presented reflect fundamental differences that will not easily be resolved. A central premise of this book, though, is that systematic theory and research can play an important role in such debates by providing evidence of how students think, how their ideas interact with the information they encounter both in school and out, and how these ideas differ across contexts. Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education. The authors review research on students' historical thinking and set it in the theoretical context of mediated action--an approach that calls attention to the concrete actions that people undertake, the human agents responsible for such actions, the cultural tools that aid and constrain them, their purposes, and their social contexts. They explain how this theory allows educators to address the breadth of practices, settings, purposes, and tools that influence students' developing understanding of the past, as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools. Beyond simply describing the factors that influence students' thinking, Barton and Levstik evaluate their implications for historical understanding and civic engagement. They base these evaluations not on the disciplinary study of history, but on the purpose of social education--preparing students for participation in a pluralist democracy. Their ultimate concern is how history can help citizens engage in collaboration toward the common good. In *Teaching History for the Common Good*, Barton and Levstik: *discuss the contribution of theory and research, explain the theory of mediated action and how it guides their analysis, and describe research on children's (and adults') knowledge of and interest in history; *lay out a vision of pluralist, participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students' learning; *explore four principal "stances" toward history (identification, analysis, moral response, and exhibition), review research on the extent to which children and adolescents understand and accept each of these, and examine how the stances might contribute to--or detract from--participation in a pluralist democracy; *address six of the principal "tools" of history (narrative structure, stories of individual achievement and motivation, national narratives, inquiry, empathy as perspective-taking, and empathy as caring); and *review research and conventional wisdom on teachers' knowledge and practice, and argue that for teachers to embrace investigative, multi-perspectival approaches to history they need more than knowledge of content and pedagogy, they need a guiding purpose that can be fulfilled only by these approaches--and preparation for participatory democracy provides such purpose. *Teaching History for the Common Good* is essential reading for history and social studies professionals, researchers, teacher educators, and students, as well as for policymakers, parents, and members of the general public who are interested in history education or in students' thinking and learning about the subject.

Teaching History for the Common Good

The book is centered on how major curriculum reform shapes mathematics and the professional practices of teachers. This book documents in real time the implementation of a major government numeracy programme and its receipt by trainee and new teachers. It documents the complete life span of that initiative. The account is targeted at an international readership in terms of how curriculum reform more generally shapes mathematics in schools and the practices of teachers. A key dimension of the book is an alternative view of mathematics education research in which the task of teacher development is understood at policy level where large numbers of teachers were interviewed to assess how policies were being processed through individuals. The book provides an easy and accessible commentary utilising contemporary theory to describe how such teachers reconcile their personal aspirations with the external demands they encounter in negotiating their identities as professional teachers.

Becoming a Mathematics Teacher

In addition to establishing a solid foundation of teamwork skills, *Teaching for Results* will explain how to use the structure of co-teaching to practically and effectively implement differentiated instruction in their classrooms. This essential guide will demonstrate to readers how to use best practices in differentiated instruction in order to effectively co-manage, co-assess, co-plan, and co-instruct a diverse group of learners in any general education classroom.

Alternative Education

Language Teachers' Professional Knowledge Landscapes is a collection of fourteen narratives from teachers of different languages, at different school levels, in different contexts across Australia. This volume brings together not simply language teacher stories, but also more political stories of the problems associated with school programs and contexts. Highlighted through these stories are some of the major political issues in schools that impact language teachers' work, and their students' success in sustained language study. The book is conceptually framed by the work of Clandinin and Connelly (1996) and their notion of 'levels' of stories told by teachers about their classrooms: the secret, the sacred and the cover stories. The term 'professional knowledge landscape' is used to indicate how teachers can critically situate their work, and thereby understand it better. The collection includes the stories of two outstanding primary language educators, and a story of mixed success in a rural program in teaching the local Aboriginal language (Ngarrabul). There are stories of frustration with policy failures, particularly in supporting the learning of Asian languages. Many of the teacher narrators ask the confronting question: 'What blocks language learning in Australia?' They offer the strategies which they have developed, that they see making a difference. Other narratives offer autoethnographic tracking of careers, for example, as a teacher of Latin and Classics, Japanese, French, Spanish, Russian, and of teachers' ongoing vigour and creativity in advocacy. A number of teachers examine their own identity story for the intercultural learning, which they then offer and extend in student learning. Consistently expressed, there is the need for teachers to take up individual responsibility, while still being strongly supported by their professional community: 'It is us' who make the difference, one teacher concludes. Supported by a strong Foreword by Canadian scholar F. Michael Connelly, this ground-breaking collection of narratives represents a form of social research in providing critical illustrations of the issues needing attention for national language education enhancement. It is the only extended inquiry into language teaching in the context of an active policy initiative environment, and the first volume to address the language education landscape through the voices of active language teachers.

Teaching for Results

The problem this project attempts to solve is to develop a workable moral education in light of the clash between religious forms of moral education and U.S. Supreme Court decisions concerning them. The concept of story and storytelling has been suggested as a unifying focus for disparate prescriptions for moral education. Several recent approaches to moral storytelling have been proposed. The approaches of William Bennett, Nel Noddings, and Herbert Kohl are among those which have attempted to combine moral education and storytelling within the last decade. Bennett is identified with other theorists whose primary concern is the moral content of a story. Noddings is identified as a process theorist, whose primary concern is the process of moral storytelling, not the content. Kohl is identified as a reflection theorist, whose approach challenges tradition in the hope of creating a more moral society. Each one of these three approaches attempts to provide a comprehensive program of moral education, but they fall short of that goal. The purpose of this project, then, is to construct a storytelling moral education program that improves upon earlier approaches. Using the three levels of moral thinking posited by R.M. Hare, a three-level approach to moral storytelling is proposed. The intuitive, critical, and meta-ethical levels of moral thinking that Hare refers to are used to frame a new, three-level, approach to moral storytelling. The three-level approach combines content, process, and reflection into a unified prescription for moral education. Thus, a more comprehensive plan for moral education through storytelling is developed, one that respects traditional forms of moral education while remaining within the parameters set by the U.S. Supreme Court.

Teaching and Administering the High School Alternative Education Program

First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

Language Teachers' Stories from their Professional Knowledge Landscapes

In *Composing Teacher-Research* the author provides a much needed critical look at the teacher-research movement by recounting her own experiences over the past decade. Informed by readings in a number of disciplines and by her own classroom practice, Fleischer documents the shifts and changes she made as a teacher when she took on the additional role of researcher. The book presents four case studies of classrooms and students, at both the high school and college level, focusing on the ways students see their own literacy in and out of school. Fleischer not only reproduces these case studies as they were written at various points in her journey, but provides commentary through pre-

and post-scripts in which she points out particular issues of concern for those who practice classroom research: what it means to represent others' experiences, how we can create research which is at the same time ethical and pedagogically sound, how the stakes for being a teacher-researcher have changed in a postmodern world.

Teaching Through Stories

This book is designed to give parents and teachers information on the alternative education options available in the UK. It covers three main areas: Outside the state system: small schools; Steiner Waldorf schools; Montessori schools; democratic schools and other schools with alternative philosophies. Doing it yourself: setting up a small school or learning centre; educating at home; flexible schooling. Alternatives within the state system: how some state schools are finding different ways of working. The values, philosophies and methods of each alternative are described, including the first-hand experiences and accounts of children, teachers and parents. There are answers to common questions and useful sources of further information. This accessible and informative book is the ideal introduction for parents deciding how best to educate their children. It will be of interest to teachers looking to build their knowledge of different education philosophies.

The Moral of the Story

Research on teacher learning has too often excluded personal development in considering professional development. This timely book argues that the development of a professional identity is inextricable from personal identity. It suggests that when teachers are given the opportunity to compose their own stories of learning within a supportive community, they can then begin to compose new narratives of identity and practice. This book is a critical tool for educators seeking to refine their teaching practice and author their own development.

Teaching, Learning, and Loving

Provides firsthand perspectives from yoga practitioners and educators on the promises and challenges of school-based yoga programs. The yoga-in-schools movement has been gaining momentum in recent years as adult practitioners realize the benefit of yoga in their personal lives and want to share it with children and youth. As the movement has grown, so has the need to understand how yoga works and its effects on individuals, groups, and school culture. *Stories of School Yoga* brings together firsthand narratives by teachers and practitioners from diverse settings nationwide to illuminate the multifaceted work, challenges, and benefits of teaching yoga to K-12 students in public schools. The stories here supplement and reframe quantitative research in the field; demonstrate how yoga can mitigate stress and tension, particularly amid an increased focus on standardized curricula and testing; and offer lessons learned and practical insights into planning, implementing, and running these programs. Rich in detail and accessible to nonspecialists, *Stories of School Yoga* presents helpful resources and a nuanced, on-the-ground look at the yoga-in-schools movement. Andrea M. Hyde is Professor of Educational Studies at Western Illinois University. Janet D. Johnson is Professor of Secondary Education at Rhode Island College.

Composing Teacher-Research

This book comprises the stories of twelve journeys: the road traveled by former business people, members of the military, pastors, engineers and bankers all of whom responded to the calling to become a teacher. Its purpose is to inspire others who might be contemplating a similar journey in order to transition into teaching. Career Switchers are risk takers. In many instances they leave secure and well paid jobs in order to venture into the unknown world of education and they do this so that they can make a difference in the lives of children. They become students themselves to complete the coursework, they compete with all other candidates to get hired, and they subject themselves to the challenges of teaching instead of remaining in the comfort zone of their previous career. Each of the twelve chapters tells a unique story, and the reader can rest assured that everything in each chapter is absolutely true!

Alternative Approaches to Education

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 additional worksheets and handouts.

Teacher Narrative as Critical Inquiry

Criticisms of teacher education, the low economic and political costs of trying to reform schools by reforming teacher education, along with the difficulty of filling some teaching positions with persons certified in traditional ways, have fueled a movement to create alternative routes to teacher certification in the vast majority of states. This monograph seeks to inform the ongoing policy debate over when and for what purposes alternative certification of teachers should be employed and to develop lessons that might lead to increasing the effectiveness of both alternative certification and traditional programs of teacher preparation. Following an introduction, the publication consists of six articles: (1) "The Theory and Practice of Alternative Certification: Implications for the Improvement of Teaching" (Willis D. Hawley); (2) "Alternative Certification in Connecticut: Reshaping the Profession" (Traci Bliss); (3) "Alternative Certification: State Policies in the SREB (Southern Regional Education Board) States" (Lynn M. Cornett); (4) "Los Angeles Unified School District Intern Program: Recruiting and Preparing Teachers for an Urban Context" (Trish Stoddart); (5) "Teaching and Knowledge: Policy Issues Posed by Alternate Certification for Teachers" (Linda Darling-Hammond); and (6) "The Place of Alternative Certification in the Education of Teachers" (Gary D. Fenstermacher). Selected references for each chapter are included. (LL)

Stories of School Yoga

This book draws on ideas about the nature of teaching and teacher knowledge, teacher development and school reform, and narrative as methodology for understanding the lives and work of teachers. These ideas have been elaborated over the past 20 years or so by many researchers who see storytelling as the interactive process, which constitutes the site of the production of teachers' knowledge. Narrative research makes it possible to pay attention to the wider concerns that shape the work of teaching, looking at the whole lives of teachers and other educational practitioners, and exploring those lives as embedded in multiple contexts. Listening to teachers speak about whatever most concerns them in their work, it is not surprising that we hear a wide range of different voices not only from different teachers but within the speech of any one teacher. The purpose of this book is to reflect back to the field a multidimensional, multivoiced portrayal of teaching as it is, bringing our attention to both the complexity and the possibility inherent in the work of teachers. Approaching teaching in this way, as multivoiced, allows us to hear possibilities for change and development in the stories of teachers and classrooms.

We Switched Careers! Alternative Licensure Teachers' Journeys to the Classroom

"A well written and stimulating excursion into postmodern education. Parker's challenge to critical educational theory can, in the long run, only help the left rethink and deepen its political project." - Peter McLaren, University of California, Los Angeles. This is a book about two stories of education. In one story there is a vocabulary of means, efficiency, bureaucracy, inspection and science; in the other, one of autonomy, democracy, emancipation and action research. One is the story of positivist managerialist approaches to education, the other is the story of reflective teaching. This book displaces both of these stories. By applying the techniques of deconstruction, Stuart Parker overturns the assumptions common to both of these positions and, in doing so, jettisons some widely cherished beliefs about education, autonomy and rationality. Moving beyond current debates, this book articulates a new manifesto for education in postmodernity and highlights the implications for educational practices and institutions.

Oral Storytelling and Teaching Mathematics

Departing radically from conventional pedagogical methods, Davis (curriculum studies, U. of British Columbia) uses such diverse fields as continental and pragmatists philosophy, enactivist thought, critical discourses, cognitive theory, evolution, and ecology to challenge the assumptions that permeate much of mathematics teaching. Annotation copyright by Book News, Inc., Portland, OR

The Alternative Certification of Teachers

Twenty-nine collected essays represent a critical history of Shakespeare's play as text and as theater, beginning with Samuel Johnson in 1765, and ending with a review of the Royal Shakespeare Company production in 1991. The criticism centers on three aspects of the play: the love/friendship debate.

Alternative Schools

Examines the teacher's role and the teacher's authority in postmodern academic settings.

Teachers' Voices

A gifted teacher shares many heart wrenching, joyful, insightful adventures inside the classroom and in her personal life. On this voyage you will get an up close, personal look at her life and education in America. This journey involves the actions of friends, lovers, school administrators, teachers, parents, children and everyday people. A teacher's destiny unfolds within the pages of this book. With story upon story; some nearly too painful to hear, but must be brought to the light of day to those that represent the day-to-day grind where progress seeps out in measurements nearly too small to measure. A gifted teacher shares many heart wrenching, joyful, insightful adventures inside the classroom and in her personal life. On this voyage you will get an up close, personal look at her life and education in America. This journey involves the actions of friends, lovers, school administrators, teachers, parents, children and everyday people. A teacher's destiny unfolds within the pages of this book. With story upon story; some nearly too painful to hear, but must be brought to the light of day to those that represent the day-to-day grind where progress seeps out in measurements nearly too small to measure.

EBOOK: Reflective Teaching in the Postmodern World

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.

Teaching Mathematics

If there's one thing that Americans have in common, it's that the truth we seek is constantly being obscured. We are lied to, and the lies come from many sources: the commercials we watch, the politicians who court us, and leaders like the tobacco company executives who swore that nicotine is not addictive. They come in many forms: from fabrications suggesting that our children's scores on international tests somehow define us as second-class people and from false declarations that American teachers are the cause of the nation's educational problems. Unlike Jack Nicholson's angry declaration as Colonel Jessup that "You can't handle the truth," we think you can handle the truth. But first you need to know it. Therefore, we wrote this book. It is filled with stories and essays that tell the real truth about the plight of American education. Some of the stories will make you laugh; some will make you cry. You will become angry; occasionally you'll be shocked. Each chapter reveals deep problems, but you will find no easy answers, for there are none. What you will find are bold answers that will require the fighting spirit and courage of an entire nation. You will be challenged to join a "war worth waging." Finally, we have identified the real villains, for there are villains in these tales. As the chapters undress them for you and expose their true identities, you will simultaneously be introduced to unsung heroes who teach in our nation's classrooms. By the book's end, we believe you will join us in declaring these heroes to be the cement that holds the nation together. They have never stopped teaching the skills and civility that the next generation needs to participate in and contribute to the ongoing life of our democracy. You will come to know the American schoolteacher.

Regendering the School Story

In *Teachers' Stories* David Thomas and his contributors present an argument for the content and process of teacher training to be enriched by the inclusion of educational biography, both general, (grounded Life Histories), and subject specific accounts, as significant ingredients to be stirred in with more formal theoretic and practical aspects of training. Creating educational biographies is one way of introducing students to critical reflection on their 'taken-for-granted' educational beliefs and values, and their origins. Though not a training manual, *Teachers' Stories* will be of interest to all teacher trainers including the new cohort of trainers - the teacher mentors. Students will also find

support for their attempts to introduce, through journals, diaries or logs, their individual experiences as alternative voices to the pre-eminent discourses of the training institution. It is suggested that such opportunities are especially valuable for students and tutors where the student's background and culture provide unusually distinctive experiences with possibilities for course enrichment as well as personal development.

Teachers, Discourses, and Authority in the Postmodern Composition Classroom

Alternative Approaches to Education provides parents and teachers with information and guidance on different education options in the UK and further afield. This new and expanded edition, including additional chapters and up-to-date contact details, explains the values, philosophies and methods of a range of alternative approaches available outside and within the state system, as well as if you're 'doing it yourself'. Illustrated throughout with the first-hand experiences of children, teachers and parents, it provides lists of useful contacts, sources of further information and answers to common questions. Together with brand new chapters on recent research and contemporary debates, and on Free Schools, it covers: Small alternative schools Steiner Waldorf education Democratic schools Alternatives in the state system Parents as change agents Setting up a Small School or Learning Centre Home-based education Flexible schooling Exploring why alternative approaches to education are needed, this accessible and informative book challenges the dominant educational orthodoxies by putting children first. It will be of interest to teachers looking to build on their knowledge of different educational approaches in order to find new ways of working. It is also an ideal introduction for parents deciding how best to educate their children.

A Teacher's Story

Narrative Matters