Department Of Education 2014 March Question Papers

Discover Sociology: Core Concepts by Daina S. Eglitis and William J. Chambliss explores sociology as a discipline of curious minds, with the theoretical, conceptual, and empirical tools needed to understand, analyze, and even change the world. It is adapted from Discover Sociology, Fourth Edition and offers in-depth coverage of 12 high-priority topics that are at the core of almost all introductory sociology courses. The Second Edition of Core Concepts maintains its reader-friendly narrative and the hallmark themes of the parent book, including the unequal distribution of power in society ("Inequality Matters"), the sociological imagination ("Private Lives, Public Issues"), career skills ("What Can I Do With a Sociology Degree?") and civil discourse ("Discover and Debate"). In response to reader's requests, this edition features expanded coverage of issues such as intersectionality, popular culture, and changes in the contemporary population of college students in the U.S. Additionally, updated social indicators bring in the latest data available from the U.S. Census Bureau, the Bureau of Labor Statistics, the Centers for Disease Control and Prevention, and the Pew Research Center, among others, to ensure that discussions and figures remain timely. Also available as a digital option (courseware). Contact your sales rep to learn more about Essentials of Sociology, Fourth Edition - Vantage Digital Option.

Owens provides a historical analysis of the ideological movements and reform efforts leading to the Common Core State Standards, beginning with conservative criticism of public schools in the 1930s and culminating in a convergence of the political right and left in efforts to systemically reform education based on free market principles.

This important volume examines how and why increasing numbers of students, disproportionately youth of color, are being taken from our schools and put into our prisons. Williamson and Appleman, along with a collection of scholars, teacher educators, K–12 teachers, administrators, and incarcerated students, offer their perspectives on how schooling can be restructured to disrupt this flow and dismantle the school-to-prison pipeline. They present clearly articulated strategies on curriculum, pedagogy, and disciplinary practices that can help redirect our collective efforts away from carceral practices. By considering chapters from prison educators and currently incarcerated students (the end of the pipeline), readers will plainly see the disciplinary and curricular issues that need to be addressed in our schools. The text includes examples of meaningful ways to engage students that could be incorporated into a variety of classrooms, from social studies to science to English language arts. Book Features: Instructive cautionary tales with specific pedagogical and policy suggestions. Alternatives to discipline in schools, such as restorative justice and positive behavioral support.Insights to help educators consider the trajectory of their students, as well as suggestions for making the curriculum both relevant and sustaining. Directly addresses the ways in which an understanding of the mechanisms of the school-to-prison pipeline can be woven into teacher preparation.

"Few aspects of daily existence are untouched by technology. Learning and teaching music are no exceptions and arguably have been impacted as much or more than other areas of life. Digital technologies have come to affect music learning and teaching in profound ways, influencing how we create, listen, share, consume, and interact with music--and conceptualize musical practices and the musical experience. For a discipline as entrenched in tradition as music education, this has brought forth myriad views on what does and should constitute music learning and teaching. To tease out and elucidate some of the salient problems, interests, and issues, The Oxford Handbook of Technology and Music Education critically situates technology in relation to music education from a variety of perspectives--historical, philosophical, socio-cultural, pedagogical, musical, economic, policy--organized around four broad themes: Emergence and Evolution; Locations and Contexts: Social and Cultural Issues;

Experiencing, Expressing, Learning and Teaching; and Competence, Credentialing, and Professional Development. Chapters from a highly diverse group of junior and senior scholars provide analyses of technology and music education through intersections of gender, theoretical perspective, geographical distribution, and relationship to the field. The Oxford Handbook of Technology and Music Education's dedication to diversity and forward-facing discussion promotes contrasting perspectives and conversational voices rather than reinforce traditional narratives and prevailing discourses."-- $c Book jacket.

Geographically and demographically Asia is a huge region with a large number of societies and cultures, each affected by their own unique problems including over-population, major natural disasters, poverty and changing social and economic factors. Inevitably this means that different mental health needs have developed across the region. Colonialism, globalization, industrialization and urbanization have brought major demographic and cultural shifts in the region but clinical mental health practices and services and societal attitudes to mental health issues vary enormously. This handbook surveys the state of the current psychiatric care field across the whole Asia-Pacific region. Focusing on individual countries, each chapter will include: A summary of factors affecting the practice and provision of psychiatric care, including cultural attitudes to mental health issues Coverage of the conceptualisation, causation and prevalence of mental health issues in society An overview of mental health care services and systems available and workforce training Coverage of country specific innovative practices and folk therapies As the first major reference work on psychiatric care in Asia this book is an essential resource for scholars and students researching mental health in Asia as well as psychiatrists and other mental health professionals working in the region.

Add value to the student experience with purposeful residential programs Grounded in current research and practical experience, Student Learning in College Residence Halls: What Works, What Doesn't, and Why shows how to structure the peer environment in residence halls to advance student learning. Focusing on the application of student learning principles, the book examines how neurobiological and psychosocial development influences how students learn in residence halls. The book is filled with examples, useful strategies, practical advice, and best practices for building community and shaping residential environments that produce measureable learning outcomes. Readers will find models for a curriculum-based approach to programming and for developing student staff competencies, as well as an analysis of what types of residential experiences influence student learning. An examination of how to assess student learning in residence halls and of the challenges residence halls face provide readers with insight into how to strategically plan for the future of residence halls as learning centers. The lack of recent literature on student learning in college residence halls belies the changes that have taken place. More traditional-age students are enrolled in college than ever before, and universities are building more residence halls to meet the increased demand for student housing. This book addresses these developments, reviews contemporary research, and provides up-to-date advice for creating residence hall environments that achieve educationally purposeful outcomes. Discover which educational benefits are associated with living in residence halls Learn how residential environments influence student behavior Create residence hall environments that produce measureable learning outcomes Monitor effectiveness with a process of systematic assessment Residence halls are an integral part of the college experience; with the right programs in place they can become dynamic centers of student learning. Student Learning in College Residence Halls is a comprehensive resource for residence hall professionals and others interested in improving students' learning experience. Debate holds enormous potential to build 21st century skills such as critical thinking, communication, collaboration, and conflict resolution in the K-12 classroom, but teachers often struggle to implement and contextualize it effectively. Using Debate in the Classroom draws on research from a variety of academic disciplines to explain the benefits of debate across subject

areas, and describes how teachers can use debate to enliven their curriculum and support the aims of the Common Core. Topics include: Introducing debate as a pedagogical practice to engage students, improve school culture, and disrupt the school to prison pipeline. Using debate to teach critical literacy and improve students' reading, writing, and speaking skills. Implementing role-playing techniques to strengthen information literacy and reasoning skills. Building students' empathy, perspective-taking skills, and cultural humility as they confront difficult social issues through debate. Appendices provide a variety of tools to assist K-12 teachers in implementing debate in the classroom, including ready-made debate activities, student handouts, and a step-by-step guide to introducing students to debate in just one week. Transitions to adulthood for adolescents with disabilities are as diverse as the adolescents themselves. While there have been marked improvements for students with disabilities, there is still concern that employment education and independent living outcomes are not equitable across groups of students. For example, adolescents of color are more likely to face exclusionary discipline procedures in school resulting in detention and court involvement which, in turn, can limit access to educational opportunities in inclusive settings. Recommending a shift toward strengths-based approaches to research and practice, Trainor explores how all stakeholders, including researchers and practitioners, can help shape equitable opportunities for youth with disabilities in transition. Transition by Design reframes disability, diversity, and equity during the transition from high school to adulthood. Book Features: uses a unique theoretical framework in transition: cultivating a culture of practice; lays out an in-depth examination of the school-to-prison pipeline as a major issue in transition; examines health status and healthcare access issues relative to transition; calls for culturally responsive approaches to research by exposing the limitations of intervention methods and holes in the extant literature.

The majority of adult learners are looking to attain their desired academic credentials within the shortest amount of time possible. By implementing competency-based programs, learners are accelerated through their designed program or course. The Handbook of Research on Competency-Based Education in University Settings is a pivotal reference source for the latest academic research on the use of competency-based testing in higher education institutions. Focusing on innovative practices, strategies, and real-world scenarios, this book is ideally designed for educators, students, administrators, professionals, and academics interested in emerging developments for competency-based education initiatives.

Deluged with messages that range from "It's Ivy League or bust" to "It doesn't matter where you go," college applicants and their families often find themselves lost, adrift in a sea of information overload. Finally—a worthy life preserver has arrived. The Enlightened College Applicant presents a no-nonsense account of how students should approach the college search and admissions process. Instead of providing recycled entrance statistics or anecdotal generalizations about campus life, authors Belasco and Bergman incorporate cutting-edge data and research to pull back the curtain on critical topics such as: Whether college prestige really matters, How to maximize your college admission prospects Which schools and degrees provide the best return on investment How to minimize the costs of a college education What college-related skills are valued in the job market, and much more. Whether you are a valedictorian or a B/C

student, this easy-to-read book will improve your college savvy and enable you to maximize the benefits of your higher education.

At a time of bitter national polarization, there is a critical need for leaders who can help us better communicate with one another. In A Search for Common Ground, Rick Hess and Pedro Noguera, who have often fallen on opposing sides of the ideological aisle over the past couple of decades, candidly talk through their differences on some of the toughest issues in K–12 education today—from school choice to testing to diversity to privatization. They offer a sharp, honest debate that digs deep into their disagreements, enabling them to find a surprising amount of common ground along the way. Written as a series of back-and-forth exchanges, this engaging book illustrates a model of responsible, civil debate between those with substantial, principled differences. It is also a powerful meditation on where 21st-century school improvement can and should go next. Book Features: Modeling dialogue: Rick and Pedro provide a model for how to sort through complicated issues and find common ground in today's atmosphere of distrust. Deliberate, sustained exchange: Rick and Pedro demonstrate how deliberate, sustained reflection allows them to respectfully flesh out differences and sharpen their own thoughts. Left and Right Politics: Rick (generally Right) and Pedro (generally Left) offer a window into where they do and don't agree on education and point the way to principled cooperation.Readable and conversational: Rather than pushing a partisan agenda, Rick and Pedro have crafted a stimulating read for education newcomers and experts alike.Unique approach: While other books about the different sides of the education debates simply present paired essays, Rick and Pedro actually engage with each other to strive for a deeper understanding of their differences.

Encouraging Diversity in Higher Education: Supporting Student Success provides an overview of the widening participation movement in Higher Education in the United Kingdom, United States, Australia and New Zealand. It argues that universities should revitalise their learning and teaching practices to better meet the diverse learning needs of contemporary undergraduate students. Approachable in execution, this book provides an evidence-based set of classroom practices, which readers will readily be able to relate to and use successfully. Answering questions such as: • How can I enrich my undergraduate teaching? • How can I help undergraduate students engage fully with their learning? • How can help undergraduate students to quickly acclimatise to Higher Education? • How can I help undergraduate students from diverse backgrounds excel at university? This book discusses economic and discursive drivers used to increase the numbers of undergraduate students who were the first in their families to enter university, and some of the ways in which universities responded to the growing percentage of such students. In so doing, it considers the learning needs of diverse students, and discusses the views of academic teaching staff who have used transparent pedagogies in their classrooms. Including forty five teaching strategies designed to generate highly

engaged, socially inclusive classrooms, this is the first book to offer both a theoretical background of the need to approach learning and teaching in contemporary universities in innovative ways, and a practical, step by step guide to using a suite of transparent pedagogies. These focus on building inclusive classroom communities, generating academic literacies, developing collaborative learning skills, and encouraging students to think critically. This book will be a useful companion for both early career academics and those with experience but dealing with a new student cohort. It will also be of great interest to those teaching or studying the many professional qualifications in tertiary education. Kate Hughes is the President of the Australian Sociological Association (TASA) and Senior Consultant of Teaching and Learning at the Australian Catholic University. She is the co-author of Australian Sociology: A Changing Society, the market leading undergraduate text in Australia, now in its fourth edition. With case studies, examples, templates, charts, graphs, and images, you'll create and implement high-quality Tier 1 systems of support, including core curriculum classroom lessons and schoolwide activities. How can we "fix" our schools? Improve graduation rates in college? What works? These are questions that make the headlines and vex policy makers, practitioners, and educational researchers. While they strive to improve society, there are frequently gulfs of mutual incomprehension among them. Academics, longing for more influence, may wrongly fault irrationality, ideology, or ignorance for the failure of research to inform policy and practice more powerfully. Policy makers and practitioners may doubt that academics can deliver ideas that will reliably yield desirable results. This book bridges the divide. It argues that unrealistic expectations lead to both unproductive research and impossible standards for "evidence-based" policy and practice, and it offers promising ways for evidence to contribute to improvement. It analyzes the utility and limitations of the different research methods that have been applied to policy and practice, as well as the strengths and weaknesses of educational reform strategies. It explains why using evidence for "accountability" often makes things worse rather than better. Paul Lingenfelter offers educational researchers and policy makers a framework for considering such questions as: What problems are important and accessible? What methods will be fruitful? Which help policy makers and practitioners make choices and learn how to improve? What information is relevant? What knowledge is valid and useful? How can policy makers and practitioners establish a more productive division of labor based on their respective capabilities and limitations? He cautions against the illusion that straight-forward scientific approaches and data can be successfully applied to society's most complex problems. While explaining why no single policy or intervention can solve complex problems, he concludes that determination, measurement, analysis, and adaptation based on evidence in specific situations can lead to significant improvement. This positive, even-handed introduction to the use of research for problem-solving concludes by suggesting emerging

practices and approaches that can help scholars, practitioners, and policy leaders become more successful in reaching their fundamental goals.

This book reviews and analyses the issues and policies of internationalization and exportation of higher education and investigates the strategies and models of education hub development in the context of globalization, with Hong Kong in the Asia-Pacific region as a case study. It examines the close relationship between education hubs and higher education, as well as the strategic functions of an education hub in the future development of a society in a competitive global environment. It also analyses the major strengths, weaknesses, opportunities, and threats of Hong Kong's higher education in relation to its potential for exporting higher education to Asian markets. In particular, it reviews the current state of higher education services offered by Hong Kong in three target markets and their segmentation and proposes the most appropriate market entry strategies for education service providers.

Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action focuses on the development and application of research-based curriculum, instruction, and assessment strategies for multicultural education in PK–12 classrooms. Award-winning authors William A. Howe and Penelope L. Lisi bring theory and research to life through numerous exercises, case studies, reflective experiences, and lesson plans designed to heighten readers' cultural awareness, knowledge base, and skill set. Responding to the growing need to increase academic achievement and to prepare teachers to work with diverse populations of students, the fully updated Third Edition is packed with new activities and exercises to illustrate concepts readers can apply within their future classrooms and school-wide settings. With the support of this practical and highly readable book, readers will be prepared to teach in culturally responsive ways, develop a critical understanding of culture and its powerful influence on teaching and learning, and feel empowered to confront and address timely issues.

This book walks readers through the stages of the high school college prep pipeline that introduces interlocked structural barriers to students. The author shows how these barriers reinforce segregated structures that unfairly distribute the public good of education to some students and not others. Price argues that the college prep pipeline of Advanced Placement and International Baccalaureate coursework in American high schools constitutes a new form of tracking in the 21st century. Even further, this new tracking introduces a fa•ade of "college readiness" that veils the unequal learning opportunities that send some students out into the college world with pockets full of counterfeit credentials that serve only to reinforce the historically oppressive system. Whether intentional or not, this new form of tracking is embedded in schools across the United States and have lifetime consequences for individual students that reinforce historically racial, ethnic, and spatial inequalities. "This book is a rigorous and engaging portrait of the architecture of opportunity in American schools. With a fine-grained analysis that never loses sight of the big picture, Heather Price reveals structural realities of college readiness in the United States that are ripe for change." —Sean Kelly, University of Pittsburgh

With the recent uptick of violence in schools, it is essential to strategize new concepts for promoting nonviolent tendencies in children and creating safe environments. Through nonviolent teaching techniques, it is possible to effectively demonstrate mutual respect, tolerance, and compassion in order to have a lasting peace. Cultivating a Culture of Nonviolence in Early Childhood Development Centers and Schools aims to expand and deepen multicultural nonviolent teaching techniques and concepts to achieve desired outcomes for early childhood development centers, schools, institutions of higher learning, and centers of teacher development and training. While highlighting topics including child development, conflict resolution, and classroom leadership, this book is ideally designed for teachers, directors, principals, teacher organizations, school counselors, psychologists, social workers, government officials, policymakers, researchers, and students.

Students of Color and the Achievement Gap is a comprehensive, landmark analysis of an incontrovertible racialized reality in U.S. K-12 public education---the relentless achievement gap between low-socioeconomic students of color and their economically advantaged White counterparts. Award winning author and scholar Richard Valencia provides an authoritative and systemic treatment of the achievement gap, focusing on Black and Latino/Latina students. He examines the societal and educational factors that help to create and maintain the achievement gap by drawing from critical race theory, an asset-based perspective and a systemic inequality approach. By showing how racialized opportunity structures in society and schools ultimately result in racialized patterns of academic achievement in schools, Valencia shows how the various indicators of the achievement gap are actually symptoms of the societal and school quality gaps. Following each of these concerns, Valencia provides a number of reform suggestions that can lead to systemic transformations of K-12 education. Students of Color and the Achievement Gap makes a persuasive and well documented case that school success for students of color, and the empowerment of their parents, can only be fully understood and realized when contextualized within broader political, economic, and cultural frameworks.

What is a charter school? Where do they come from? Who promotes them, and why? What are they supposed to do? Are they the silver bullet to the ills plaguing the American public education system? This book provides a comprehensive and accessible overview and analysis of charter schools and their many dimensions. It shows that charter schools as a whole lower the quality of education through the privatization and marketization of education. The final chapter provides readers with a way toward rethinking and remaking education in a way that is consistent with modern requirements. Society and its members need a fully funded high quality public education system open to all and controlled by a public authority.

Education and the Commercial MindsetHarvard University Press

The early years sector is going through a period of unprecedented change. This has resulted in significant challenges for the early years workforce and it is crucial that settings, teams, leaders and individual practitioners respond to these if they wish to continue to provide the best care and education for young children. This timely text identifies and addresses the key challenges for those working with young children from managing personal and professional change, adapting to new legislation and considering new ways of thinking about children's early learning. It considers the core

knowledge and understanding of good practice that enables practitioners to respond appropriately and with confidence to issues they face on daily basis. Covering a wide range of diverse topics including professional identity, neuroscience, outdoor education, literacy, special educational needs, the family and the ‚risk' factor, the book encourages the reader to reflect upon their own views and attitudes towards change practice and includes: Chapter overviews and summary boxes Case studies to highlight good practice Questions to promote debate Annotated further reading Aimed specifically at those that are studying and working with children from birth to 8, this book will be a core text for Foundation Degrees in early years, early childhood studies and those working towards Early Years Teacher Status.

Between 2002 and 2016, the federal government, state governments, and school districts undertook unprecedented measures to improve the lowest-performing schools. This book draws on dozens of actual examples to illustrate the wide range of interventions adopted over this time period. Among the initiatives examined in depth are efforts by states to provide technical assistance to schools and districts, offer students educational choices, engage communities in school improvement, take over low-performing schools and districts, create special state-run school districts, and close failing schools. Also discussed are district-initiated measures, including programs to standardize instruction, innovative approaches to raising student achievement, and restructuring of district operations. The book concludes with an assessment of 15 years of turnaround initiatives and recommendations based on lessons learned over this time period.

Nothing provided

Amid the ongoing national conversation regarding campus sexual assault, this book thoughtfully explores existing programmatic interventions while wrestling with fundamental questions regarding the cultural shifts in our nation's higher education institutions. Stressing the critical importance of student inclusion in policy decisions and procedures, scholars and experts provide complex and nuanced analyses of institutional practices, while exploring themes of race, sexuality, and sexual freedom. This volume addresses many of the unanswered questions in the present dialogue on campus sexual violence, including: What's working and not working? How can outcomes be assessed or measured? What resources are needed to ensure success? This volume provides a truly fresh contribution for higher education and student affairs practitioners seeking to alter, design, or implement effective sexual assault prevention resources at their universities and colleges.

Building from the history of inequality in education up to current problems, this text posits viewpoints on how to cultivate humanistic leaders in education to best benefit underserved children around the world. Among perspectives examined are economic, cultural, and political circumstances that benefit some and harm others, creating educational inequality. To illustrate the work that must be done, this book connects vignettes of compelling school issues to educational philosophies, e.g., Makiguchi's work, to bridge the theoretical and the practical and pose real solutions.

Truly international in scope, this Handbook focuses on approaches to discipline, surveillance and social control from around the world, critically examining the strategies and practices schools employ to monitor students and control their behavior. Bringing together leading scholars from a range of disciplinary backgrounds, the chapters

scrutinize, analyze and compare schools' practices across the globe, providing a critical review of existing evidence, debates and understandings, while looking forward to address emerging important questions and key policy issues. The chapters are divided into four sections. Part 1 offers accounts of international trends in school discipline, surveillance and punishment; Part 2 examines the merging of school strategies with criminal justice practices; Part 3 focuses on developments in school technological surveillance; and Part 4 concludes by discussing restorative and balanced approaches to school discipline and behavior management. As the first Handbook to draw together these multiple themes into one text, and the first international comparative collection on school discipline, surveillance and social control, it will appeal to scholars across a range of fields including sociology, education, criminology, critical security studies and psychology, providing a unique, timely, and indispensable resource for undergraduate educators and researchers.

This straightforward volume makes a strong, practical, research-based case for integrating prevention programs into middle and high schools. Written by experts in prevention science and education, it examines educational goals and prevention of risky behaviors as parallel and complementary processes and provides evidence for health-promoting schools as a critical forum for student development. Chapters show the benefits of this collaboration, as instructors engage with prevention content, prevention scientists study schools and create interventions, and counselors develop and implement activities, resulting in improved academic, social, and health outcomes. Examples of successful prevention strategies address personal and public health issues as varied as substance abuse, dating violence, dropping out, and suicide. Among the topics covered: Engaging school leaders in prevention Developing school-based prevention curricula Scaling up evidence-based prevention interventions and practices Conducting prevention research and evaluation in schools Promoting a positive school climate and culture Reducing disruptive behavior, violence, and bullying Child and school psychologists, administrators, teachers, school counselors, and prevention specialists will find significant common ground in Prevention Science in School Settings. The breadth and depth of coverage point to new, multidisciplinary directions in health education, school climate/culture, and positive youth development. Why We Teach Now dares to challenge current notions of what it means to be a "highly qualified teacher" á la No Child Left Behind, and demonstrates the depth of commitment and care teachers bring to their work with students, families, and communities. This sequel to Nieto's popular book, Why We Teach, features powerful stories of classroom teachers from across the country as they give witness to their hopes and struggles to teach our nation's children. Why We Teach Now offers us the voices of teachers like 42-year veteran Mary Ginley, who wonders, "Why would anyone with any brains and imagination ever want to be a teacher?" Who then answers her own question affirmatively, "It's because somehow, even today, even with all the insanity, all the rules, all the poorly designed textbooks, all the directives to teach to the test, there are kids out there who need good teachers." At a time when politicians, policymakers, and philanthropists are quick to denigrate teachers' work and arrogantly speak for the profession,Why We Teach Now offers teachers the room and respect to speak for themselves. Once again, Nietogives teachers and those who care about education the inspiration and energy to embrace their role as advocates—a role that is

vital not only for the well-being of students but also for the future of the profession and our nation. Praise for Why We Teach: "These pieces reveal the passion and hope that keep people in the classroom. Inspiration and information, Why We Teach raises our understanding of the dedication that fuels people's commitment to this profession." —Rethinking Schools "This collection of essays written by teachers from across the country demonstrates exactly why there is hope for our public schools. Their words reveal why--in spite of bureaucracy and low pay—they continue to teach. This book should be required reading for college students planning to enter the profession. Teachers already in the classroom, whether for five years or twenty-five, will be encouraged and inspired." —VOYA

This edited volume fills a critical void by providing the most current and authoritative information on what is known about disciplinary disparities. School exclusion—out-of-school suspension and expulsion in particular—remains a substantial component of discipline in our nation's schools, and those consequences continue to fall disproportionally on certain groups of learners. The negative consequences of frequent and inequitable use of school exclusion are substantial, including higher rates of academic failure, dropout, and contact with the juvenile justice system. As educators, policymakers, community leaders, and other youth-serving organizations begin the difficult work of creating more equitable school disciplinary systems, the need for effective disparity-reducing alternatives could not be more important. Drawing on the multi-year ground-breaking work of the Discipline Disparities Collaborative, the chapters in this book provide cutting edge knowledge supporting a new national imperative to eliminate race, gender, disability, and sexual orientation-based disciplinary disparities. School bullying is widely recognized as an international problem, but publications have focussed on the Western tradition of research. A long tradition of research in Japan and South Korea, and more recently in mainland China and Hong Kong, has had much less exposure. There are important and interesting differences in the nature of school bullying in Eastern and Western countries, as the first two parts of this book demonstrate. The third part examines possible reasons for these differences - methodological issues, school systems, societal values and linguistic issues. The final part looks at the implications for interventions to reduce school bullying and what we can learn from experiences in other countries. This is the first volume to bring together these perspectives on school bullying from a range of Eastern as well as Western countries.

Educational policies explicitly implemented in order to reduce educational gaps and promote access and success for disenfranchised youth can backfire—and often have the unintended result of widening those gaps. In this interdisciplinary collection of case studies, contributors examine cases of policy backfire, when policies don't work, have unintended consequences, and when policies help. Although policy reform is thought of as an effective way to improve schooling structures and to diminish the achievement gap, many such attempts to reform the system do not adequately address the legacy of unequal policies and the historic and pervasive inequalities that persist in schools. Exploring the roots of school inequality and examining often-ignored negative policy outcomes, contributors illuminate the causes and consequences of poor policymaking decisions and demonstrate how policies can backfire, fail, or have unintended success. In recent years, a rise in incidents of juvenile delinquency and violence in American

schools has led to increasing concern among school administrators, students, parents, and the general public. The frequency of these cases calls into question issues of safety, risk factors, and prevention strategies within the modern school system. Critical Examination of School Violence and Disturbance in K-12 Education is an authoritative reference source for the latest research on youth violence in schools, offering a thorough analysis of contributing factors to such incidents and possible solutions to prevent future occurrences. Highlighting relevant issues on zero tolerance policies, historical perspectives, and preventive actions, this book is ideally designed for school administrators, law enforcement, teachers, and researchers actively working in educational environments.

Does gender matter in global climate change? This timely and provocative book takes readers on a guided tour of basic climate science, then holds up a gender lens to find out what has been overlooked in popular discussion, research, and policy debates. We see that, around the world, more women than men die in climate-related natural disasters; the history of science and war are intimately interwoven masculine occupations and preoccupations; and conservative men and their interests drive the climate change denial machine. We also see that climate policymakers who embrace big science approaches and solutions to climate change are predominantly male with an ideology of perpetual economic growth, and an agenda that marginalizes the interests of women and developing economies. The book uses vivid case studies to highlight the sometimes surprising differential, gendered impacts of climate changes. Home schooling is an important and growing American phenomenon with only our first edition in the field. This new 2nd edition will appeal to the home school world, people interested in American education, and the private school community. Changes in the educational environment in the US over the last ten years have prompted growing numbers of parents to withdraw their children from public education. Currently, four percent of school-age children in the United States are home schooled. An array of educational researchers present various legal, philosophical, and personal perspectives to this new volume. Changes in schooling and home schooling in Great Britain bring an interesting international perspective to this collection of research-based information. This book draws together for the first time some of the most important international policy practice and research relating to education in out-of-home care. It addresses the knowledge gap around how good learning experiences can enrich and add enjoyment to the lives of children and young people as they grow and develop. Through its ecological-development lens it focuses sharply on the experience of learning from early childhood to tertiary education. It offers empirical insights and best practices examples of learning and caregiving contexts with children and young people in formal learning settings, at home and in the community. This book is highly relevant for education and training programs in pedagogy, psychology, social work, youth work, residential care, foster care and kinship care along with early childhood, primary, secondary and tertiary education courses.

Violence Against Children adopts in its title the exhortation of Nobel Laureate Amartya Sen, "Making Human Rights Real," which also represents the leitmotif of the book. It examines the prevalence of violence against children in Africa, the Asia Pacific Region, Europe, Latin America and the Caribbean, and in the United States, and explores major ways of its prevention. Making human rights real engenders the challenge of helping all

children to be free from violence and to lead a life replete with genuine nurture and the elimination of all violence. Only in this manner will the goal of the United Nations 2030 Agenda for Sustainable Development —target 16.2—be achieved and the child as a rights-bearing individual realized in her/his fullness. The specially commissioned chapters that make up the volume have been written by renowned scholars, researchers and advocates. They coalesce to provide an overview of the challenges facing children exposed to violence worldwide, and they advance discussions of the measures which are available and necessary for the prevention of violence against children. The book is intended for policy-makers, researchers and students of the social sciences and human rights who are interested in ending all the widespread maltreatment of children in our societies and our time.

The movement to privatize K–12 education is stronger than ever. Samuel Abrams examines the rise of market forces in public education and reveals how a commercial mindset that sidesteps fundamental challenges has taken over. Nevertheless, public schools should adopt lessons from the business world, such as raising teacher salaries to attract talent.

If you strip away the rosy language of "school-business partnership," "win-win situation," "giving back to the community," and the like, what you see when you look at corporate marketing activities in the schools is example after example of the exploitation of children for financial gain. Over the long run the financial benefit marketing in schools delivers to corporations rests on the ability of advertising to "brand" students and thereby help insure that they will be customers for life. This process of "branding" involves inculcating the value of consumption as the primary mechanism for achieving happiness, demonstrating success, and finding fulfillment. Along the way, "branding" children – just like branding cattle – inflicts pain. Yet school districts, desperate for funding sources, often eagerly welcome marketers and seem not to recognize the threats that marketing brings to children's well-being and to the integrity of the education they receive. Given that all ads in school pose some threat to children, it is past time for considering whether marketing activities belong in school. Schools should be ad-free zones.