



EMERGENT TEACHING

*A Path of Creativity, Significance,
and Transformation*

SAM CROWELL AND
DAVID REID-MARR

Emergent Teaching A Path Of Creativity Significance And Transformation

Catherine Earl



Emergent Teaching A Path Of Creativity Significance And Transformation:

Emergent Teaching Sam Crowell, David Reid-Marr, 2013-01-16 Emergent Teaching inspires teachers to teach with more spontaneity and creativity within an educational environment that is highly constrained. It demonstrates through descriptive stories creative strategies and provides an intellectual foundation for emergent teaching. The authors show how teachers can relate subject matter to students' lives and experience. They illustrate rituals and processes that help establish a caring learning community. Finally, the book applies the theories of complexity and chaos while reaffirming the natural wisdom that teachers possess within themselves. The authors have chosen a narrative format that models rather than tells and encourages readers to connect to their own stories and experiences. The book is consistent with the theoretical understandings and research in the complexity sciences but takes a narrative approach giving examples and illustrations of ideas through stories, myths, and parables that act as metaphors and illustrations. Key topics and practices embedded in these stories include teaching the whole person, strategies for creative teaching, new understandings of process, meaning-centered learning, building community in the classroom, strengthening the student-teacher relationship, project-based learning using art and nature in teaching, embodied learning, incorporating story and narrative in teaching, rites of passage, embracing the unpredictable, uncharted spaces in teaching.

Vietnam's Creativity Agenda Catherine Earl, 2024-12-31 This book gathers a diverse set of empirical research chapters from practitioners in the higher education sector in Vietnam to explore the effects of higher education reform on university learning and teaching from the point of view of the classroom educators. Through action research, reflective practice, and other qualitative methods, the book investigates the transformations of learning and teaching practice from top-down to bottom-up, teacher-centred to student-centred, curriculum-oriented to skills-based, institutionally directed to partner-integrated and co-designed approaches. In doing so, the book challenges a rethinking of Vietnamese higher education. It reveals the ingredients for transformative education and calls for educators to be empowered with support, resources, and trust. Drawing on a broad range of disciplinary backgrounds about Vietnam's university reforms, it is highly relevant to social anthropologists, educational specialists, and policymakers working in higher education reform, not only in Vietnam and other Southeast Asian contexts but globally.

The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour, J. Kent Chrisman, 2016-08-16 The general public often views early childhood education as either simply babysitting or as preparation for later learning. Of course, both viewpoints are simplistic. Deep understanding of child development, best educational practices based on development, emergent curriculum, cultural competence, and applications of family systems are necessary for high-quality early education. Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age. The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research, accurate practical applications of research, historical foundations, and key facts from the field of

contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education Sustainability Transformations Across Societies Björn-Ola Linnér, Victoria Wibeck, 2019-10-03 A comparison of how societal actors in different geographical political and cultural contexts understand agents and drivers of sustainability transformations

Teacher Education for Sustainable Development and Global Citizenship Philip Bamber, 2019-06-13 This book examines how educators internationally can better understand the role of education as a public good designed to nurture peace tolerance sustainable livelihoods and human fulfilment Bringing together empirical and theoretical perspectives this insightful text develops new understandings of education for sustainable development and global citizenship ESD GC and illustrates how these might impact on educational research policy and practice The text recognizes the ESD GC as pivotal to the universal ambitions of UNESCO's Sustainable Development Goals and focuses on the role of teachers and teacher educators in delivering the appropriate educational response to promote equity and sustainability Chapters explore factors including curriculum design values and assessment in teacher education and consider how each and every learner can be guaranteed an understanding of their role in promoting a just and sustainable global society This book will be of great interest to academics researchers school leaders practitioners policy makers and students in the fields of education teacher education and sustainability Spirituality across Disciplines: Research and Practice: Marian de Souza, Jane Bone, Jacqueline Watson, 2016-06-29 This book collects multiple disciplinary voices which explore current research and perspectives to discuss how spirituality is understood interpreted and applied in a range of contexts It addresses spirituality in combination with such topics as Christian mysticism childhood and adolescent education midwifery and sustainability It links spirituality to a variety of disciplines including cognitive neuroscience sociology and psychology Finally it discusses the application of spirituality within the context of social work teaching health care and occupational therapy A final chapter provides an analytical discussion of the different voices that appear in the book and offers a holistic description of spirituality which has the potential to bring some unity to the meaning expression and practice of spirituality across a variety of disciplines as well as across cultural religious and secular worldviews A strength of the book is that each chapter is characterized by a fearless confronting of oppositional perspectives and use of the latest research in addressing them The book takes the difficult topic of spirituality into almost every nook and cranny of personal and professional life There is a persistent grasping of the contentiousness of the topic together with addressing counter positions and utilizing updated research across a range of fields in doing this The opening and closing

chapters serve as book ends that keep the whole volume together Terence Lovat The University of Newcastle Australia The interdisciplinary nature of the work is by far the strongest aspect of this volume It has the potential to contribute to a dialogue between different professions and disciplines This prospective publication promises to promote a more holistic approach to the study of spirituality This volume takes into consideration a wide variety of issues The way the editors have structured the sequence of chapters contributes to facilitate any possible dialogue between the different areas Adrian Mario Gellel University of Malta Malta

Pedagogy of Entanglement Koen Rens Wessels,2022-10-28 In this hyperconnected dynamic world we live in permeated by profound challenges and transformations the awareness of complexity is unequivocally on the rise This monograph argues that it is high time that our educational institutions and pedagogical approaches come to mirror this growing awareness to assist and inspire humanity to embrace complexity to learn to move within it with increasing sensitivity and wisdom Doing so is necessary for if there is one thing that the years behind us bear witness of it is that the tendency and attempt to simplify separate control and indeed exploit has as the dark side of the advancements of modern life brought upon us unprecedented ecological and humanitarian crises Schools notably are not closed spaces separated from society but open places within society and as such they are inevitably complicit in the re shaping of our shared world This book therefore proposes an ambitious pedagogical agenda Specifically it explores the relational ontological premise of entanglement in the context of pedagogical theory raising the question of how as teachers we might meaningfully and responsibly engage with the myriad ways in which students are simultaneously shaped by and shapers of contemporary societal challenges In close collaboration with twelve teachers as co researchers the book offers six helpful perspectives for teachers seeking to embrace such complexity in their own practices referred to as 1 entanglement orientedness 2 entanglement awareness 3 hopeful action 4 inquiry within entangled phenomena 5 practicing perceptiveness and 6 practicing integrity

Supporting Children and Youth Through Spiritual Education Kirmani, Mubina Hassanali,Chapman, Amy L.,Steele, Barbara M.,Moallem, Mahnaz,Schroth, Stephen T.,2023-07-17 Across academic circles over the last few decades the interest and inquiry on spirituality continues to broaden Currently the school system in the United States and many Western countries put their focus on academic achievement at the expense of preparing their students inner cores for skills they will need to deal with a more complex and challenging world to come Supporting Children and Youth Through Spiritual Education provides a platform for researchers and experts in the field of spirituality in children and youth to voice the urgent need for an educational system that truly nurtures the whole child The book also considers the need to remove the misunderstandings about the terms spirituality and religion among those who work directly with children and youth Covering key topics such as religion cognitive development and spiritual needs this reference work is critical for principals administrators industry professionals researchers scholars practitioners academicians instructors and students

Perspectives on Empowering Intergenerational Relations in Educational Organizations Polat, Soner,Çelik,

Çağlar,2023-10-12 Perspectives on Empowering Intergenerational Relations in Educational Organizations is a groundbreaking book that addresses the urgent need to build and maintain peace between generations Edited by Soner Polat and a lar elik from Kocaeli University Turkey this comprehensive exploration delves into intergenerational relations within educational settings equipping readers with the knowledge and strategies needed to foster positive interactions between different generations From intergenerational communication and conflict resolution to empathy development and leadership this book empowers individuals with the essential skills for peaceful coexistence With a focus on practical guidance and real life examples Perspectives on Empowering Intergenerational Relations in Educational Organizations offers valuable insights for educators administrators students and parents It serves as a valuable resource for navigating and improving intergenerational dynamics within educational institutions By engaging with this book readers gain a deeper understanding of the complexities of intergenerational relations and acquire the competencies necessary to build stronger more harmonious connections across generations Through concrete strategies and research based guidance it provides a roadmap for promoting empowering intergenerational relations paving the way for a more inclusive and harmonious future in educational organizations Opening up spaces for meaningful engagement in educational praxis Nicolina Montesano

Montessori,George Lengkeek,2020-11-30 How to open up spaces to make education more meaningful The concept of space can involve educational interactions relationships contents and other relevant aspects relating to this purpose The book presents three perspectives to engage in opening up spaces It empowers pupils students and teachers to develop as unique individuals better relate to the communities and cultural traditions to which they belong and to develop new visions understandings and ways of living This volume is the result of the search of a number of educational professionals on how to open up spaces to make education more meaningful The opened spaces involve educational interactions relationships contents and other relevant aspects relating to this purpose The book presents three salient perspectives to engage in this envisioned path It empowers pupils students and teachers to Develop as unique individuals This process includes engaging with personal feelings developing a personal way of thinking and judging and articulating one's own voice in relation to others and the specific social context Relate to the communities and cultural traditions to which they want to belong and to interact with others who may belong to different cultural traditions Develop new visions understandings and ways of living in order to lead a sustainable life within the potential of our eco system together with the myriads of other life forms on planet earth These interconnected perspectives are elaborated in the domains of Bildung worldview education mathematics physical sciences and language The volume provides an inviting new perspective which holds that students and teachers are already entangled in worldly tensions and issues from the very start of their entering into education Given this fact it is a joint educational challenge to question and make sense of the complexities of today's world As such the spaces that are elaborated in this publication are identified as spaces for praxis by envisioning education as a means to actively improve ourselves and

our contexts The authors of this research compilation belong to the network of the combined research group Normative Professionalism Life Orientation of the Utrecht University and the HU University of Applied Sciences Utrecht They are all professionals who combine intensive involvement in educational practice with practice oriented research Learning in Nature Kelli Nigh, 2021-07-01 There is love on these pages love for nature the cosmos the body s deep knowing and students Learning in Nature focuses on the lives of 6 drama students who gathered weekly at a community arts center during their childhood and adolescence Before each play rehearsal the students explored contemplative practices such as meditation yoga breathing and visualization After these warm up sessions the rehearsals were dynamic and highly creative So what might happen if these students went out into nature and experimented with the same practices What would happen over a year long period if they stopped the noise of life and just listened deeply just looked and inhaled phenomenologically Returning the experience of learning to nature the book tells the story of this group it tells of their lives and their growing understanding of consciousness and does so through the complex and rich perspectives of holistic teaching and learning Praise for Learning in Nature Learning in Nature is a rich resource for holistic educators at all levels of education It offers a wealth of insights and ideas theoretical perspectives and practical activities This writing sings as it invites us to be alive to our senses our imaginations our intellects and intuitions alive and in the moment in the fullness of our humanity Mary Beattie Professor Emerita OISE University of Toronto In this sensitive and moving inquiry Kelli Nigh begins with a constellation of academic references that bear directly on aspects of ourselves that come into play in our life transformations images felt senses dreams imagination meditation symbolism and mind body experience Against this thoroughly woven backdrop the dramas of six young participants who share in Nigh s inquiry unfold The inquiry is long over years There is another crucial aspect of it The landscapes and weather of Nature itself bluffs skies water trees wildlife flowers become the scenery through which all the participants stories gain significance Nigh with gentle insight and attention to detail demonstrates the evolution of what essentially becomes their imaginal learning in nature Throughout this play of sharing in nature Nigh includes glimpses of her own evolution of self as she inter folds her experiences with those of the others As Nature cycles through the seasons so cycle the lives of these individuals Nigh s academic and lyrical passages will inspire educators to widen teaching methods to include what it is beyond our everyday thought that significantly influences what we learn Vivian Darroch Lozowski Professor Emerita University of Toronto **The Dialogic Classroom in Higher Education** Jill DeTemple, Harriett E. Hayes, Jennifer Ellis West, 2025-08-12 The Dialogic Classroom in Higher Education is a step by step guide to leveraging Reflective Structured Dialogue as a pivotal pedagogical tool to boost student curiosity engagement and content acquisition Learning environments where students are engaged with instructors with each other and with course content are carefully crafted spaces where listening to understand and speaking to be understood are community norms Blending rich data with the diverse classroom experiences of the co authors this book introduces readers to the theory and

practice of dialogic pedagogy and charts a path for creating Dialogic Classrooms that are effective and adaptable A nuts and bolts guide to better listening speaking and engagement in college classrooms this book is a go to resource for faculty looking to foster robust interesting and brave educational spaces The Dialogic Classroom was co created with Essential Partners the pioneers of Reflective Structured Dialogue Essential Partners is a non profit based in Cambridge MA USA

Holistic Education and Embodied Learning John P. Miller,Kelli Nigh,2017-03-01 Learning often begins with an experience in the body Our body can tighten or feel expansive depending on different learning contexts This experience of learning in the body is crucial to holistic education This book explores embodied learning from several perspectives This first section explores how psychology can inform us about embodied learning for example the work of Carl Jung and Wilhelm Reich devoted much of their thinking to how energy manifests itself in the body Meditation and movement are also examined as ways of embodied learning for example Dalcroze a form of movement education is presented within the context of whole person education The book also presents schools where embodied learning is nurtured Waldorf education is discussed as well as a public school in Toronto where the body is central to holistic education The book also presents visions of embodied learning John Miller presents a holistic vision of teacher education and Tobin Hart who has written extensively in this field writes about the embodied mind Embodied learning is an emerging area of inquiry in holistic education and this book presents a variety of perspectives and practices that should be helpful to both scholars and practitioners **The Routledge**

Handbook of Architecture, Urban Space and Politics, Volume II Nikolina Bobic,Farzaneh Haghighi,2024-11-22 Architecture and the urban are connected to challenges around violence security race and ideology spectacle and data The first volume of this handbook extensively explored these oppressive roles This second volume illustrates that escaping the corporatized and bureaucratized orders of power techno managerial and consumer oriented capitalist economic models is more urgent and necessary than ever before Herein lies the political role of architecture and urban space including the ways through which they can be transformed and alternative political realities constituted The volume explores the methods and spatial practices required to activate the political dimension and the possibility for alternative practices to operate in the existing oppressive systems while not being swallowed by these structures Fostering new political consciousness is explored in terms of the following themes Events and Dissidence Biopolitics Ethics and Desire Climate and Ecology Urban Commons and Social Participation Marginalities and Postcolonialism Volume II embraces engagement across disciplines and offers a wide range of projects and critical analyses across the so called Global North and South This multidisciplinary collection of 36 chapters provides the reader with an extensive resource of case studies and ways of thinking for architecture and urban space to become more emancipatory Chapter 1 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution CC BY 4.0 license [Redefining Religious Education](#) S.

Gill,G. Thomson,2016-10-18 This book is a unique collection of interdisciplinary articles that argue for religious education to

be directed primarily towards the spiritual insofar as it is part of a flourishing human life The articles address this issue from the perspectives of theory different religious traditions and innovative teaching and learning practices

Flourishing in the Holistic Classroom Lisa Marie Tucker, 2021-08-01 In a time of unprecedented changes globally Flourishing in the Holistic Classroom offers an educational model that is dynamic organic and adaptive The book offers key principles dispositions and practices that holistic educators draw from to create learning environments in which their students can flourish This book describes learning that is based on a balance of inner and outer ways of knowing with an emphasis on the inner life or soul of the learner This is illustrated through accounts of running an arts camp using the inquiry process and experiences with teacher candidates A key principle of holistic education is connection which is explored through experiential examples such as connections between learners and each other the teacher and their subject of study The role that mindfulness practice and teacher presence plays in the classroom as well as working with fear and vulnerability are addressed through detailed narratives The breadth of the author's experience including being an early years teacher a director of programs and exhibits in a children's museum and working with pre-service teachers is woven throughout the book Reflections from former teacher candidates highlight the influence that holistic pedagogy has on learners The book concludes with an invitation to the reader to embrace a holistic integrative approach to education which creates fertile ground for student flourishing Flourishing in the Holistic Classroom is intended to support teachers administrators academics pre-service teachers and graduate students Praise for Flourishing in the Holistic Classroom Heartfelt authentic soulful Lisa Marie Tucker's Flourishing in the Holistic Classroom is a gift to all educators Drawing on her lengthy career as an educator in various roles Lisa draws on her personal and professional experiences Her use of the nautilus shell creates a profound holistic image that connects heart mind and spirit where personal cosmologies are valued Her work is timely as we emerge from challenging times and seek to re-situate and re-connect ourselves to each other and our planet in a post-pandemic world Her lived journey resonates and inspires as we the reader moves through each chapter Drawing on the wisdom of ancestral roots Lisa explores what makes us human in profound ways Marni Binder Associate Director Academic Leadership Associate Professor Ryerson University I loved this book Flourishing in the Holistic Classroom by Lisa Tucker is a must-read for any teacher who is looking to make education meaningful engaging and relevant to students' lives It is highly readable and full of practical examples and applications for teachers at all grade levels It is also a wonderfully inspiring text for professors working in teacher preparation programs I felt like I was having a conversation with a master teacher one who truly understands the really important qualities that teachers can cultivate in their lives and work I appreciated the way substantive theory was integrated seamlessly into her own personal narrative Using stories she brings her Nautilus model of holistic teaching to life creating an intimacy with the reader that engages your mind and spirit Sam Crowell Professor Emeritus California State University Founder MA in Holistic and Integrative Education Author Emergent Teaching A Path of

Significance Creativity and Transformation Lisa Invites us to imagine enact and embody wholeheartedly our life as more than surviving she wants us to flourish in the classroom as learners no matter if we are wearing a teacher or student hat To do this we think of ourselves as a whole person whereby heart mind body and spirit are embraced This is what holistic education is In this book we are taken on a journey and as Lisa says teaching is a complex profession and in order for true exploration and deep learning to occur a healthy caring and sustainable learning community must be developed Dr Narelle Lemon Associate Professor and Associate Dean of Education Swinburne University of Technology Melbourne Australia

Tagungsband zur Tagung Inverted Classroom and beyond 2020 Brandhofer Gerhard, Buchner

Josef, Freisleben-Teutscher Christian, Tengler Karin, 2020-01-23 Der vorliegende Tagungsband zur Tagung ICM beyond 2020 widmet sich neben dem Inverted Classroom Modell auch Thematiken die durch die Nutzung des Modells in der Lehre beeinflusst werden und auf das Modell zur ckwirken Virtual Augmented und Mixed Reality sind daher ebenso ein Themenblock dieses Bandes wie drei Beitr ge zu Making Projekten Das ICM in den F chern wird ausf hrlich und aus verschiedenen Perspektiven betrachtet Den Abschluss des Tagungsbandes bildet das Themenfeld ICM in der Lehramtsausbildung Die 27 Beitr ge zeigen somit auch die Vielf ltigkeit des Einsatzes des Inverted Classroom Modells auf Die Konferenz ICM beyond fand am 11 und 12 Februar 2020 an der P dagogischen Hochschule Nieder sterreich Campus Baden statt und hatte die Auseinandersetzung mit dem aktuellen Stand der Forschung zu ICM zum Ziel ebenso wie das Finden und Konkretisieren von weiteren Forschungsthemen rund um ICM den Erfahrungsaustausch zur Praxis das Thematisieren von Rahmenbedingungen f r das ICM und die gesellschaftliche Relevanz des Inverted Classroom Modells

An Emergent Curriculum for the Early Years in Malta Charmaine Bonello, Anna Baldacchino, Carmen

Dalli, 2024-12-31 This book charts the firsthand experiences and challenges faced by Maltese early childhood educators in the implementation of a novel approach to the curriculum the replacement of a prescriptive curricula with one co constructed by the educator and the child Chapters provide seven contextualised inspiring narratives of how the emergent curriculum approach was implemented received and reflected upon within Maltese educational settings ranging from childcare 0 3 years kindergarten 3 5 years and early primary 5 7 years Packed with practical guidance along with on the ground commentary this volume showcases the pedagogical and professional transformation of these educators informing and encouraging reflection as well as inspiring others on a global scale Challenging the established modes and traditions of pedagogical best practice this book ultimately fills a gap in research on how educators in diverse local contexts and cultures can embrace the global concept of the emergent curriculum within their own practice and settings Providing pedagogical and professional insights for early years educators in similar contexts internationally the book will be of interest to researchers and early childhood educators as well as curriculum designers and policy makers interested in how the curriculum can take shape in different cultures and contexts **International Handbook of Holistic Education** John P. Miller, Kelli Nigh, Marni J.

Binder, Bruce Novak, Sam Crowell, 2018-09-14 Providing a comprehensive overview of holistic education's history, conceptions, practices, and research, this Handbook presents an up-to-date global picture of the field. Organized in five sections, the Handbook lays out the field's theoretical and historical foundations, offers examples of holistic education in practice with regard to schools, programs, and pedagogies at all levels, presents research methods used in holistic education, outlines the growing effort among holistic educators to connect holistic teaching and learning with research practice, and examines present trends and future areas of interest in program development, inquiry, and research. This volume is a must-have resource for researchers and practitioners and serves as an essential foundational text for courses in the field. **The**

Emerald Handbook of Entrepreneurship in Latin America Oscar Javier Montiel Mendez, Araceli Almaraz

Alvarado, 2022-06-23 The Emerald Handbook of Entrepreneurship in Latin America presents a detailed and extensive review of the most relevant literature published in Latin America, critically analysing and exposing historical processes along with emerging debates, suggesting future paths for its entrepreneurship ecosystems, agents, sectors, and regions.

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