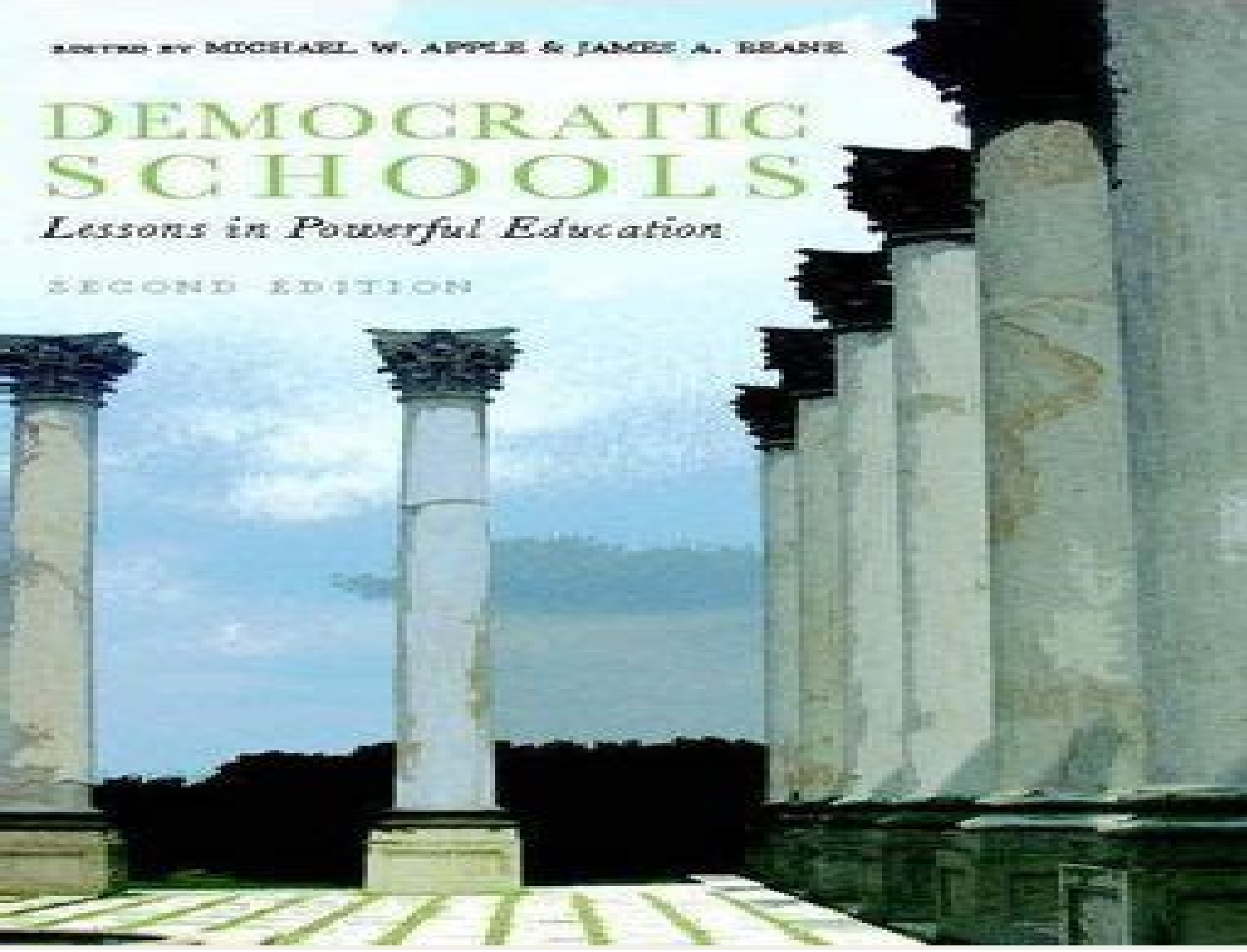


EDITED BY MICHAEL W. APPLE & JAMES A. BEANE

DEMOCRATIC SCHOOLS

Lessons in Powerful Education

SECOND EDITION



Democratic Schools Second Edition Lessons In Powerful Education

Michael W. Apple, James A. Beane



Democratic Schools Second Edition Lessons In Powerful Education:

Democratic Schools Michael W. Apple, James A. Beane, 1995 Shows how educators in four communities in the United States have committed themselves to preparing students for the democratic way of life *Official Knowledge* Michael W. Apple, 2014-03-26 This third edition of *Official Knowledge* the classic text from one of the worlds most distinguished education scholars encourages educators once again to critically examine the relationship among knowledge power and education Rather than simply asking whether students have mastered a particular subject matter or done well on ubiquitous tests Michael W Apple instead challenges readers to probe the deeper questions of whose knowledge the curriculum represents and how it came official The award winning *Official Knowledge* offers a powerful examination of the rightist resurgence in education and the challenges it presents to concerned educators Updates and features of the 3rd edition include A new and detailed preface that situates it within the current debates within education Updates throughout all chapters with a special focus on Chapter 2 Why the Right is Winning to document how the Right has changed our commonsense about what counts as a good school good curricula good teaching to such an extent that even the Obama Administrations policies for educational reform incorporate much of the neoliberal agenda A new section on the current controversies over curriculum and textbooks focusing on the very conservative changes in textbook policies and content in Texas and Arizona The addition of an autobiographical chapter so that the arguments of the book make sense in terms of the concrete struggles over education over a lifetime of work **Educating for Action** Jason Del Gandio, Anthony Nocella II, 2014-09-09 An inspiring instructional handbook for transforming idealism into social change **Education Policy Research** Helen M. Gunter, David Hall, Colin Mills, 2014-10-23 In *Education Policy Research* Helen M Gunter David Hall and Colin Mills bring together contributions from a range of researchers academics and practitioners Each chapter draws on critical theoretical perspectives and showcases innovative research projects within educational settings to understand the current changes in schools schooling and education to explore critical questions The varied accounts demonstrate the importance of partnerships between schools and higher education and of putting educational research into context specifically charting the ways in which schools and schooling have been reformed through government interventions *Education Policy Research* presents new research findings on the realities of how educational practice can be understood and explained so enabling researchers to take a reflexive stance towards their own work The editors and contributors take seriously the need to rethink their data and consider the contribution of research dispositions and practices to ongoing change and development At the same time the chapters give recognition to what research and researchers can and cannot do contributing to the ongoing debates about the value of and the urgent ongoing need for social science research

Democracy Inside Albert W. Dzur, 2019 In our current era of deep distrust in our politics and political institutions there is also a pervasive sense that social problems are so overwhelmingly complex that it is virtually impossible to solve them In

Democracy Inside Albert W Dzur looks at recent instances of effective citizen action across the United States to develop a grounded political theory of democratic change one in which citizens effectively engage with institutions Drawing on qualitative interviews with practitioners involved in democratic schools restorative and community justice and collaborative city governance Dzur stresses that we need to turn to ordinary daily life and focus on how democratic professionals are breaking down barriers and bring people into decision making processes at the granular level These reformers are not transforming high politics or national scale institutions but they have been effective at changing the routine everyday practices where people live and work As Democracy Inside shows if we really want to expand the democracy and build citizen engagement intensity in American life we need to look beyond traditional politics and transform our classrooms courtrooms and offices into accessible civic spaces

The Irregular School Roger Slee, 2011-04-19 The Irregular School explores the foundations of the current controversies and argues that continuing to think in terms of the regular school or the special school obstructs progress towards inclusive education

Knowledge, Power, and Education Michael W. Apple, 2013 For more than three decades Michael Apple has sought to uncover and articulate the connections among knowledge teaching and power in education In this collection Michael brings together 13 of his key writings in one place providing an overview not just of his own career but the larger development of the field

School Trouble Deborah Youdell, 2010-11-01 What is the trouble with schools and why should we want to make school trouble Schooling is implicated in the making of educational and social exclusions and inequalities as well as the making of particular sorts of students and teachers For this reason schools are important sites of counter or radical politics In this book Deborah Youdell brings together theories of counter politics and radical traditions in education to make sense of the politics of daily life inside schools and explores a range of resources for thinking about and enacting political practices that make school trouble The book offers a solid introduction to the much debated issues of intersectionality and the limits of identity politics and the relationship between schooling and the wider policy and political context It pieces together a series of tools and tactics that might destabilize educational inequalities by unsettling the knowledges meanings practices subjectivities and feelings that are normalized and privileged in the business as usual of school life Engaging with curriculum materials teachers lesson plans and accounts of their pedagogy and ethnographic observations of school practices the book investigates a range of empirical examples of critical action in school from overt political action pursued by educators to day to day pedagogic encounters between teachers and students The book draws on the work of Michel Foucault Judith Butler Ernesto Laclau and Chantal Mouffe and Gilles Deleuze and Felix Guattari to make sense of these practices and identify the political possibilities for educators who refuse to accept the everyday injustices and wide reaching social inequalities that face us School Trouble appears at a moment of political and economic flux and uncertainty and when the policy moves that have promoted markets and private sector involvement in education around the globe have been subject to intense scrutiny and critique Against this backdrop renewed attention is

being paid to the questions of how politics might be rejuvenated how societies might be made fair and what role education might have in pursuing this This book makes an important intervention into this terrain By exploring a politics of discourse an anti identity politics a politics of feeling and a politics of becoming it shows how the education assemblage can be unsettled and education can be re imagined The book will be of interest to advanced undergraduate and postgraduate students and scholars in the fields of education sociology cultural studies and social and political science as well as to critical educators looking for new tools for thinking about their practice

The Struggle for Democracy in Education Michael W.

Apple,2018-01-03 The Struggle for Democracy in Education extends the insightful arguments Michael W Apple provided in Can Education Change Society It provides detailed examinations of both local and system wide struggles around conflicting versions of democracy Grounded in a key set of ethical and political responsibilities for those who care deeply about education Apple and his co authors interrogate conflicting models of democratic education one interested in the common good and the creation of critical citizens the other market oriented and meant to meet a set of more conservative economic needs Through a series of powerful international case studies this volume explores the contested terrain combining powerful theory with the stuff of schools political and pedagogical actions and the lives of individuals These detailed examinations provide the reader with a more nuanced understanding of how policy history and varied actors with varied agendas come together and the very real people and systems that are impacted by these conflicts The Struggle for Democracy in Education asks us to face and understand these myriad forces and actors both progressive and retrogressive and to ask what we can do to ensure that the education that is created is worthy of its name In the process the book gives us real examples of critically democratic education and what we can learn from these struggles

Schooling for Democracy in a Time of Global Crisis

Stewart Riddle,2022-04-21 Schooling for Democracy in a Time of Global Crisis combines democratic theory with education practice to address the problem of a schooling that is for democracy and points to the possibilities limits and tensions of attempting to re imagine education in more inclusive collective and sustainable ways through democratic action

Contemporary liberal democratic societies are faced with multiple complex global crises which demand a range of responses including how education can produce critical and engaged young people with a collective commitment to tackling the effects of the global climate crisis growing social and economic inequalities political instability insecurity fear and hate This book examines how more critically democratic educational policies and practices and the daily actions of learners educators leaders communities and societies can work towards collective well being increased civic participation and commitment to an ecologically sustainable engagement with the planet In addition to being a work of critical scholarly analysis this book provides a manifesto for the possibilities of contemporary democratic education in a time of global crisis This book will be of great interest to researchers postgraduate students and policymakers in education

The End of Public Schools David W.

Hursh,2015-10-16 The End of Public Schools analyzes the effect of foundations corporations and non governmental

organizations on the rise of neoliberal principles in public education By first contextualizing the privatization of education within the context of a larger educational crisis and with particular emphasis on the Gates Foundation and influential state and national politicians it describes how specific policies that limit public control are advanced across all levels Informed by a thorough understanding of issues such as standardized testing teacher tenure and charter schools David Hursh provides a political and pedagogical critique of the current school reform movement as well details about the increasing resistance efforts on the part of parents teachers and the general public *Curriculum and Teaching Dialogue* Chara Haeussler Bohan, John L. Pecore, Franklin S. Allaire, 2019-09-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum The purpose of the journal is to promote the scholarly study of teaching and curriculum The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings The journal is published annually in two volumes and includes traditional research papers conceptual essays as well as research outtakes and book reviews Publication in CTD is always free to authors Information about the journal is located on the AATC website <http://aatchome.org> and can be found on the Journal tab at <http://aatchome.org/about/ctd-journal> Pedagogy, Policy, and the Privatized City Kristen L. Buras, Jim Randels, Kalamu ya Salaam, Students at the Center, 2015-04-17 In cities across the nation communities of color find themselves resisting state disinvestment and the politics of dispossession Students at the Center a writing initiative based in several New Orleans high schools takes on this struggle through a close examination of race and schools The book builds on the powerful stories of marginalized youth and their teachers who contest the policies that are destructive to their communities decentralization charter schools market based educational choice teachers union busting mixed income housing and urban redevelopment Striking commentaries from the foremost scholars of the day explore the wider implications of these stories for pedagogy and educational policy in schools across the United States and the globe Most importantly this book reveals what must be done to challenge oppressive conditions and transform our schools for the benefit of all students After Excessive Teacher and Faculty Entitlement Tara Ratnam, Cheryl J. Craig, 2024-09-18 This second collection of perspectives on excessive teacher faculty entitlement draws together authors from nine countries to address afresh the conundrums affecting teaching and teacher education through the new lens afforded by the notion of excessive entitlement *Learning to Cross Divides* Matthew Knoester, Assaf Meshulam, 2023-07-28 This volume demonstrates how multilingual schooling can enhance democracy through a connection with the policies and practices of critical education With its in depth analysis of real schools that focus on the dual emphases of multiculturalism and integration this book offers a comparative look at educational and political controversies over race citizenship and societal power relations The authors describe the ambitious goals and critical multicultural and bilingual education strategies used at these schools and in doing so they highlight how the challenges involved relate to larger theoretical issues that are inherent to a critically multicultural and bilingual education This book examines what a truly

critical multicultural and bilingual education means and what it requires of those who are intimately connected with these processes As such it will be important reading for those studying teaching or researching in Sociology of Education Multicultural Education Multilingual and Bilingual Education Educational Policy and Critical Education Studies

Citizenship Pedagogies in Asia and the Pacific Kerry J Kennedy, Wing On Lee, David L Grossman, 2012-02-28 How are students in Asia and the Pacific taught to be effective citizens Following two successful volumes previously published in this series Citizenship Education in Asia and the Pacific Concepts and Issues and Citizenship Curriculum in Asia and the Pacific this volume focuses on citizenship pedagogies that are promoted by governments in the region advocated by scholars and adapted in the schools and classrooms where citizenship education takes place every day Thirteen case studies from diverse societies in Asia and the Pacific highlight the ways in which teachers and students think about experience or plan for citizenship teaching and learning Different methods vignettes student surveys case studies and literature reviews are used to portray these experiences from both macro and micro analytic perspectives The wide array of case studies provides rich information and insights into the realities and possibilities of pedagogies for citizenship across the region **Beyond**

Pedagogies of Exclusion in Diverse Childhood Contexts B. Swadener, C. Grant, S. Mitakidou, E. Tressou, 2009-07-06 Contributing authors share a deep commitment to naming ways in which social exclusion has diminished the educational and life chances of many students in our various sites of work and regions of the world and to moving the discourse and action beyond pedagogies of exclusion to a more visionary and inclusive praxis *The Wiley Handbook of Paulo Freire* Carlos Alberto Torres, 2019-07-19 Provides new insights on the lasting impact of famed philosopher and educator Paulo Freire 50 years after the publication of his masterpiece Pedagogy of the Oppressed this book brings new perspectives on rethinking and reinventing Brazilian educator and philosopher Paulo Freire Written by the most premier exponents and experts of Freirean scholarship it explores the currency of Freire s contribution to social theory educational reform and democratic education It also analyzes the intersections of Freire s theories with other crucial social theorists such as Gramsci Gandhi Habermas Dewey Sen etc The Wiley Handbook of Paulo Freire studies the history and context of the man as a global public intellectual moving from Brazil to the rest of the world and back Each section offers insides on the epistemology of the global south initiated by Freire with his work in Latin America the connections between class gender race religion the state and eco pedagogy in the work of Freire and the contributions he made to democratic education and educational reform Presents original theory and analysis of Freire s life and work Offers unique and comprehensive analysis of the reception and application of Paulo Freire in international education on all continents Provides a complete historical study of Freire s contributions to education Systematically analyzes the impact of Freire in teachers training higher education and lifelong learning The Wiley Handbook of Paulo Freire is an ideal book for courses on international and comparative education pedagogy education policy international development and Latin America studies Engaging Critical Pedagogy in

Education Fida Sanjakdar, Michael W. Apple, 2024-08-02 Presenting cutting edge research from around the world this book demonstrates how critical pedagogy is shaped by social political contexts and ideological constructions of knowledge and power The edited collection brings together a global author team using critical pedagogy to synthesise political and theoretical ambitions with the complex realities of classroom practice The book addresses two key questions what does critical pedagogy look like in educative work with young people around the globe And how can critical praxis enacted in schools and classrooms push the core tenets of critical pedagogy so that they are more responsive to the complex power relations of the real world Bringing together chapters that create a nuanced understanding of some of the challenges involved in the intersection of ideologies systems and institutions the authors offer a set of resources which respond to claims that critical pedagogy is often little more than emancipatory rhetoric with limited practical application Spanning almost two decades of pedagogical thinking practice outreach community development and activism this robust volume will be of great interest to researchers and postgraduate students investigating critical education curriculum creative thinking and pedagogies

Reframing Decision Making in Education Perry R. Rettig, 2016-07-18 American schools should be laboratories for modeling democratic concepts However our school systems are the antithesis of democratically run organizations Teaching professionals students and parents have very little power or genuine influence in decision making Reframing Decision Making in Education begins by describing the current status of American schools and concludes with a description of the organizational structure leadership and decision making practices necessary to make our schools operate in a manner congruent with those democratic principles we espouse as a country This book describe a democratic structure and a decision making matrix to help reform leaders begin such an endeavor Woven through each chapter is a fictional story of Principal Samantha Levy We see Ms Levy s struggles as she begins the process of making change in her high school and its impact on those around her

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