



# Best ways to reduce **School Violence**



# Educators Leading The Challenge To Alleviate School Violence

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## **Educators Leading The Challenge To Alleviate School Violence:**

Educators Leading the Challenge to Alleviate School Violence Rose M. Duhon-Sells, Leslie Agard-Jones, 2003

*Educators Leading the Challenge to Alleviate School Violence* Rose M. Duhon-Sells, Leslie Agard-Jones, 2003 The book attempts to improve the understanding that major challenges confront the proponents of excellence in our schools and that vestige of school violence lack of understanding of cultural differences and diversity and the special need for unity are necessary to overcome in teaching techniques for educators parents students

### **The Impact of Teacher's Perceptions and Pedagogical Practices on the Educational Experiences of Immigrant Students from the Commonwealth Caribbean**

Wendy P. Hope, 2005 This book offers educators who are increasingly faced with diverse multi cultural inclusive opportunity to find a place to start the process of revisionary pedagogical practices that validate and affirm the experiences of their students During the 1960 s the United States immigration laws were changed from one based on a quota system to a method that allowed for persons from virtually every country in the world to enter the United States as immigrants One of the by products of such a change in the laws was the increased numbers of persons entering the United States from the Caribbean Within this category a significant number of persons originated from the British Commonwealth Islands of Guyana Jamaica Trinidad and Tobago and Barbados among others Upon entrance into American schools these newly arrived immigrants have been often treated in the same manner as African American students There have been few accommodations made for culture or language differences despite the linguistic distance existing between the language they speak and that used in American schools as well as the cultural differences between the culture of home and school American This mishandling and incorrect assessment of immigrants from the British Commonwealth Islands is most likely due to false assumptions made about the language they speak Since English is the official language of these islands the population of persons originating from them is assumed to consist of English speakers Such assumptions do not reflect an understanding regarding the linguistic situation of the British West Indies In these nations English is most likely reserved for official domains in government and education while a patois is most likely the language of home church and friends The linguistic situation is further complicated by the many varieties of dialect that exist These language varieties range from those that are not mutually intelligible by English speakers to other varieties with a linguistic distance closer to the English spoken in countries where English is the native language for a significant segment of the population students is a by product of the degree and quality of the education that they have received in their homeland However many have not attended school on a regular basis or have attended schools that are not well equipped or staffed resulting in their not acquiring the necessary skills to do academic work in English as required in American schools It is this population of students in a school located in Brooklyn New York that the study of teachers beliefs perceptions and pedagogical practices and their impact on the educational experiences of newly arrived immigrant students from the Commonwealth Caribbean focuses upon This is an

insightful and thought provoking examination of middle school students in the Buxton Intermediate School The purpose of this study as stated by the author is to examine teachers practices in working with immigrant students from the Commonwealth Caribbean in New York City public schools Nonetheless the study goes beyond its goal informative but also necessary for every educator who is teaching in a community with a significant population of immigrants from the British West Indies or is teaching in a linguistically diverse environment To reach its goal Dr Wendy Hope studied a class of newly arrived students from Jamaica Guyana Trinidad and Tobago and Barbados as well as other Caribbean islands It was part of a transitional program This was a self contained class taught for most of the day by one teacher who was also a Caribbean native Ms Jackson Nonetheless students also went to other classes such as mathematics gym music and careers taught by other teachers By examining the teaching practices of these educators who work with Caribbean students within this transitional program issues of race power pedagogy hegemony cultural conflict language and more emerged to reveal that oftentimes well intended and hard working teachers employ approaches that are counterproductive to their goals namely the education of their students two frameworks one drawn from Henry Giroux s 1993 theory of Border Crossings and a second Jim Cummins 1993 theoretical framework for intervention Empowering Minority Students were employed Both paradigms although distinctively different consider issues of power between students and teachers schools and the minority community and institutional structures impacting negatively on students Furthermore pedagogical issues stemming from a dominant subordinate relationship that include use of the minority students language s and culture are addressed study is beyond the purview of this introduction a few of the questions addressed include what is the role of the students language and culture in the classroom is the culture and language of the students used as a vehicle to teach or is it viewed as an obstacle in the learning process to what extent is the culture of these students included in the curriculum how much do teachers know about the culture of these students are parents of these students encouraged by teachers to be active participants in their children s education how do teachers see their role in relation to the transitional program where these students are housed for a significant portion of their daily schedules do teachers feel that different approaches should be used to teach these students observing of teachers it was concluded that little deviation from conventional teaching approaches was employed to teach these students despite teachers acknowledgement that these students were part of a transitional program and their level of English competency was substandard Furthermore it was found that parental involvement was something that teachers considered to fall under the responsibility of school officials rather than their responsibility In addition most teachers had little knowledge regarding how students were assessed and placed in the transitional program Furthermore most teachers admitted to working alone without much collaboration with any other of the teachers including the main teacher Ms Jackson the teacher in the self contained class who had these students for a significant segment of the day These findings a few of the many results yielded by this study stemmed from teachers who felt that they were good teachers with the best interest of

their students in mind While examining the results yielded by this study a major concern regarding multicultural education emerged need to respond to racial linguistic ethnic and cultural diversity has been the advocacy of most schools of education In addition in reviewing the mission statements of five schools of education within the City University of New York issues of social justice acknowledgment and respect for what students bring with them to the classroom the need for collaboration among teachers and respect for the language and culture of students are a few of the many goals professed by these documents Nonetheless there exists a disparity between what schools of education are advocating and what is occurring in the classroom Thus other questions emerge regarding why such a divide exists between what is being taught and the actual practice of teaching Could it be that the efforts to address the needs of a diverse population is one that is not really dealt by all but just a few teacher trainers who truly believe in such an approach While these issues are beyond the purview of this study the fact that they have surfaced lends testimony to the fact that we as educators must look at what we are doing

*Investigating the Reasons University Students in the South Central United States Have to Retake First-year English Composition* Edith Sue Kohner Burford, 2004 The university Burford studies is in the southern tip of Texas and is called a Mexican university because it is in the Lower Rio Grande Valley Most of the students are Hispanic and most of the faculty is of Anglo Saxon European heritage The school has a history of a high rate of students repeating first year composition either because they did **The Impact of High-stakes Testing on the Academic Futures of Non-mainstream Students** Gail Singleton Taylor, 2004 This book is about the impact of testing on the academic futures of students *Integrating Drama with Primary and Junior Education* Agnes D. Walkinshaw, 2004 A sense of mystery surrounds the subject of drama within primary and junior education compounded by the assumption that the individual modalities of the experts in the field are exclusive rather than inclusive This has fostered obscurity and confusion as to what constitutes drama and indeed how drama should be taught The direct consequence of such misconception and erroneous supposition is the beggared implication of drama However in an era of primary and junior education when the Arts generally and drama specifically are being given a dutiful nod at best it is of critical importance that a solution to this problematic predicament be established This work offers such knowledge by deconstructing the methodologies and philosophies of Winifred Ward Peter Slade Brian Way Dorothy Heathcote and David Hornbrook within the neutral framework of Aristotle's dictates for drama These pioneers from the field of drama within education exemplify individual unique and exclusive styles Traditionally they would have been considered as incompatible However an unbiased examination and analysis of their work exposes mutual concerns common threads as well as polemic opinions A definition An Organizational, Social-psychological, and Ethical Analysis of School Administrators' Use of Deception Daniel J. Mahoney, 2003 Annotation This book makes a major contribution to the scholarship of organizational analysis and leadership It describes the imperfect world of school organizations as navigated by flesh and blood human beings the leaders in this study are real people in real situations It illuminates the ethical reasoning articulated by school

principals in response to candid questions why they chose to ignore bend or break rules why they chose not to disclose factual information or why they lied Current administrators will find affirmation and validation in its theoretical grounding Professors in graduate educational leadership programs will find integrity of scholarship authentic descriptions of the realities of professional practice and a means for promoting lively discussions Scholars of organizational analysis and leadership studies will find a gold mine of data and future research suggestions

**National Education Goals lessons learned, challenges ahead** Emily Wurtz,1999

**The Chief Purpose of Universities** William Milton Bowen,Michael Schwartz,2005 Civil societies around the world today are arguably facing existential crises in political economic scientific technological religious moral and environmental spheres many of which leave them politically divided and torn asunder by conflict This book makes and elucidates the assumption that universities have a primary role in shaping collective efforts at responding to this situation

**Forthcoming Books** Rose Arny,2003-04

**International Perspectives on Methods of Improving Education** Rose M. Duhon-Sells,2003 Contributors to this book show that the growing diversity in American Schools demands more than just an addition of various ethnic groups into the curriculum but it also requires serious truth telling grounded in issues of justice and equity of African Americans

**Pedagogical Challenges and Innovations in Education** Mumbere Malonga Mashauri,Okunaiya Gbone Adunola,Tshepo A. Kgwefane,Gosiame Setogile Masimega,Juma R. Haji,Paul Kwasi Kumah,2024-02-02 TOPICS IN THE BOOK Developing English Language Competence through Content and Language Integrated Learning Approaches Teachers Perceptions of the Teaching Practice at the Bilingual Christian University of Congo Assessment of Early Childhood Education Programme Implementation by Pre schools during COVID 19 Lockdown in Nigeria Assessing the Efficacy of Peer Teaching as an Alternative to Teaching Practice A Case of Molepolole College of Education Exploring Effective ICT Integration Strategies in Education A Case of Two Public Primary Schools in Mombasa Kenya Effective Disciplinary Strategies to Combating Indiscipline in Public Senior High Schools in Kumasi Ghana

**Education and Resilience in Crisis** Mary Mendenhall,Gauthier Marchais,Yusuf Sayed,Neil Boothby,2024-10-23 This book provides an important lens for understanding how interlocking humanitarian crises caused by armed conflict natural disasters forced displacement and more recently a global health pandemic have adversely impacted teaching and learning It brings together evidence from multiple diverse research practice partnerships in seven countries the Democratic Republic of the Congo Ethiopia Niger Somalia South Sudan Tanzania and Uganda The authors provide a clear account of the key academic policy and practice questions on education in crisis contexts and consider our capacity to develop just and resilient education systems

**The Value of Educational Partnerships Worldwide with the Arts, Science, Business, and Community Organizations** Samuel Mitchell,2003 This work compares studies of partnerships that involve business arts science and community organizations as they work with educational institutions on a worldwide scale The book is unique in that it suggests the options available to newer American partnerships if they will use the experience of European countries

The literature on partnership is linked to the study of marginality The work includes links with a number of new directions including religion and higher education that can assist the continuation of partnership and their examination of new issues

*Humanistic Perspectives on Contemporary Counseling Issues* Mark B. Scholl,A. Scott McGowan,James T.

Hansen,2013-06-17 Humanism is considered by many to be the foundation for the values and practices of counseling This book explores and presents current counseling issues from a humanistic perspective providing a valuable resource for counselors and therapists seeking effective approaches founded on humanistic principles to use in their practice Each chapter describes the significance of a specific counseling issue reviews the humanistic literature on this issue discusses the theoretical model provided by a humanistic perspective and concludes with applications and implications for practitioners Situations considered include among others marital couples counseling multicultural counseling and healing trauma all of which have been shown to benefit from the use of humanistic approaches Applications in educational settings such as addressing school violence working with at risk youth and counseling in college and university settings are also discussed The book concludes with a section on uses of humanistic approaches in counselor education and training After reading this book practitioners will be inspired to advocate for counseling s holistic and empowering approach to helping all individuals across the lifespan

Reviews of National Policies for Education Education in Colombia OECD,2016-04-21 How can Colombia improve both the quality and equity of its education system while also addressing efficiency challenges

Inclusive Education : Practices and Challenges Dr. Deepa Sikand Kauts,2021-09-11 This book is an attempt to create awareness among practitioners and to strengthen the focus on inclusion in their strategies and future plans for education and highlight the areas that need particular attention to promote inclusive education and strengthen policy development With this we would move a step further and look into the current research trends in inclusive education as well as policy backdrops which provide us with the fair idea that how this idea of equity pedagogy is being propagated in the national educational policies of our country and further their translations in the Indian education realm Papers compiled exhibit major concerns issues challenges and various practices for ensuring inclusion and inclusive pedagogical strategies for effective inclusive education The researchers have also taken into account the social cultural and learning diversities and the factors that facilitate to spot and remove barriers to learning and participation in education It has the power to widen the scope of universal education by promoting access to all learners and accelerating educational equity too This book also focuses on how stakeholders can contribute to the continuous growth of inclusive education and its implications for society communities schools and classrooms as well to provide clarity on theoretical and research perspectives to promote the integration of theory and practice of inclusive education The volume will be highly beneficial for teachers parents policymakers administrators and students who care about the needs of the learners and the development of an equitable education system in our country

*Education in the Post-COVID-19 Era—Opportunities and Challenges* Saida Affouneh,Soheil Salha,Ahmed

Tlili, Sameer Abu-Eisheh, 2023-12-11 This book offers authors practices initiatives and experiences in sustaining their education during the pandemic from different countries contexts and political situations It provides a future prediction for the education system in the world due to the transformation that happened in the post COVID 19 era Each chapter of the book is expected to shed light on different countries describing their education system in the past present and future The readers of the book will be able to learn compare and analyze the differences and similarities between the educations offered to learners around the world The book also presents a new model of e learning that will help learners teachers and educational systems to participate in achieving sustainable development goals The book introduces several scenarios of types of learning and how to plan design and implement them in F2F and online environments **Resources in Education**

, 2001-10 Grand Challenges for Social Work and Society Rowena Fong, James E. Lubben, Richard P. Barth, 2018 Grand Challenges for Social Work and Society is an edited book that captures the culmination of the work done on the Grand Challenges for Social Work Initiative GCSWI spearheaded by the American Academy of Social Work and Social Welfare AASWSW The GCSWI is a decade long undertaking intended to address some of the world s most difficult and complex social problems and this book presents the foundations of this endeavor as it will unfold



## Unveiling the Magic of Words: A Report on "**Educators Leading The Challenge To Alleviate School Violence**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Educators Leading The Challenge To Alleviate School Violence**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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