

The Changing Urban School

[#urban education](#) [#school reform](#) [#educational innovation](#) [#city schools challenges](#) [#future of learning](#)

Explore the dynamic landscape of urban education as city schools undergo significant transformation. This piece delves into the forces driving school reform, examining how learning environments are adapting to new challenges and opportunities, ultimately shaping the future of learning within metropolitan areas.

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The Changing Urban School

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With critical issues like desegregation and funding facing our schools, dissatisfaction with public education has reached a new high. Teachers decry inadequate resources while critics claim educators are more concerned with job security than effective teaching. Though urban education has reached crisis proportions, contending players have difficulty agreeing on a common program of action. This book tells why. *Changing Urban Education* confronts the prevailing naivete in school reform by examining the factors that shape, reinforce, or undermine reform efforts. Edited by one of the nation's leading urban scholars, it examines forces for change and resistance in urban education and proposes that the barrier to reform can only be overcome by understanding how schools fit into the broader political contexts of their cities. Much of the problem with our schools lies with the reluctance of educators to recognize the profoundly political character of public education. The contributors show how urban political contexts vary widely with factors like racial composition, the role of the teachers' union, and relations between cities and surrounding metropolitan areas. Presenting case studies of original field research in Baltimore, Chicago, Houston, and six other urban areas, they consider how resistance to desegregation and the concentration of the poor in central urban areas affect education, and they suggest how cities can build support for reform through the involvement of business and other community players. By demonstrating the complex interrelationship between urban education and politics, this book shows schools to be not just places for educating children, but also major employers and large spenders of tax dollars. It also introduces the concept of civic capacity—the ability of educators and non-educators to work together on common goals—and suggests that this key issue must be addressed before education can be improved. *Changing Urban Education* makes it clear to educators that the outcome of reform efforts depends heavily on their political context as it reminds political scientists that education is a major part of the urban mix. While its prognosis is not entirely optimistic, it sets forth important guidelines that cannot be ignored if our schools are to successfully prepare children for the future.

So Much Reform, So Little Change

This frank and courageous book explores the persistence of failure in today's urban schools. At its heart is the argument that most education policy discussions are disconnected from the daily realities of urban schools, especially those in poor and beleaguered neighborhoods. Charles M. Payne argues that we have failed to account fully for the weakness of the social infrastructure and the often dysfunctional organizational environments of urban schools and school systems. The result is that liberals and conservatives alike have spent a great deal of time pursuing questions of limited practical value in the effort to improve city schools. Payne carefully delineates these stubborn and intertwined sources of failure in urban school reform efforts of the past two decades. Yet while his book is unsparing in its exploration of the troubled recent history of urban school reform, Payne also describes himself as "guardedly optimistic." He describes how, in the last decade, we have developed real insights into the roots of school failure, and into how some individual schools manage to improve. He also examines recent progress in understanding how particular urban districts have established successful reforms on a larger scale. Drawing on a striking array of sources—from the recent history of various urban school systems, to the growing sophistication of education research, to his own experience as a teacher, scholar, and participant in reform efforts—Payne paints a vivid and unmistakably realistic portrait of urban schools and reforms of the past few decades. *So Much Reform, So Little Change* will be required reading for everyone interested in the plight—and the future—of urban schools.

Language across Difference

Once a predominantly African-American city, South Vista opened the twenty-first century with a large Latino/a majority and a significant population of Pacific Islanders. Using an innovative blend of critical ethnography and social language methodologies, Paris offers the voices and experiences of South Vista youth as a window into how today's young people challenge and reinforce ethnic and linguistic

difference in demographically changing urban schools and communities. The ways African-American language, Spanish and Samoan are used within and across ethnicity in social and academic interactions, text messages and youth-authored rap lyrics show urban young people enacting both new and old visions of pluralist cultural spaces. Paris illustrates how understanding youth communication, ethnicity and identities in changing urban landscapes like South Vista offers crucial avenues for researchers and educators to push for more equitable schools and a more equitable society.

When Middle-Class Parents Choose Urban Schools

In recent decades a growing number of middle-class parents have considered sending their children to—and often end up becoming active in—urban public schools. Their presence can bring long-needed material resources to such schools, but, as Linn Posey-Maddox shows in this study, it can also introduce new class and race tensions, and even exacerbate inequalities. Sensitively navigating the pros and cons of middle-class transformation, *When Middle-Class Parents Choose Urban Schools* asks whether it is possible for our urban public schools to have both financial security and equitable diversity. Drawing on in-depth research at an urban elementary school, Posey-Maddox examines parents' efforts to support the school through their outreach, marketing, and volunteerism. She shows that when middle-class parents engage in urban school communities, they can bring a host of positive benefits, including new educational opportunities and greater diversity. But their involvement can also unintentionally marginalize less-affluent parents and diminish low-income students' access to the improving schools. In response, Posey-Maddox argues that school reform efforts, which usually equate improvement with rising test scores and increased enrollment, need to have more equity-focused policies in place to ensure that low-income families also benefit from—and participate in—school change.

The New Urban Aesthetic

Introducing the new urban aesthetic -- The new urban aesthetic : a conceptual framework -- The conceived aesthetics of urban redevelopment : the case of Msheireb Downtown, Qatar -- The perceived aesthetics of digital urbanism : feeling digital embodiment in smart Milton Keynes -- The lived aesthetic of urban social media : anticipating the Culture Mile's Future -- The new urban aesthetic and its power -- Conclusion : the differentiation and potentialities of the new urban aesthetic.

The Urban School System of the Future

For more than two generations, the traditional urban school system—the district—has utterly failed to do its job: prepare its students for a lifetime of success. Millions and millions of boys and girls have suffered the grievous consequences. The district is irreparably broken. For the sake of today's and tomorrow's inner-city kids, it must be replaced. *The Urban School System of the Future* argues that vastly better results can be realized through the creation of a new type of organization that properly manages a city's portfolio of schools using the revolutionary principles of chartering. It will ensure that new schools are regularly created, that great schools are expanded and replicated, that persistently failing schools are closed, and that families have access to an array of high-quality options. This new entity will focus exclusively on school performance, meaning, among other things, our cities can thoughtfully integrate their traditional public, charter public, and private schools into a single, high-functioning k-12 system. For decades, the district has produced the most heartbreaking results for already at-risk kids. *The Urban School System of the Future* explains how we can finally turn the tide and create dynamic, responsive, high-performing, self-improving urban school systems that fulfill the promise of public education.

Changing Urban Education

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Change(d) Agents

This book examines both the promises and complexities of racially and culturally diversifying today's teaching profession. Drawing from a 5-year study of the lives of 21 new teachers of color working in urban, hard-to-staff schools, this book documents the tensions these teachers experience between serving as role models and fulfilling district and state mandates.

Curriculum, Community, and Urban School Reform

This book asserts that efforts to reform schools, particularly urban schools, are events that engender a host of issues and conflicts that have been interpreted through the conceptual lens of community.

The Multiple Faces of Agency

Forlagsomtale: This timely edited volume examines the education of children and youth in urban settings and offers compelling alternatives for successfully engaging them in school learning. Urban schools serve a large proportion of students who are poor, of color, and speakers of languages other than English. "The multiple faces of agency" is a new and significant addition to the literature in urban education. The volume's central message - the power of human agency - may help transform teaching and learning in urban schools. If this happens, urban school children and youth, who deserve better than they have received to date, stand to benefit the most from this work

Dismantled

"All across America, our largest city school districts have been rapidly and dramatically changing. From Chicago to Detroit in the Midwest to Newark and New York in the East, charter schools continue to crop up everywhere while traditional public schools are shuttered. In what remains of public schools, school boards are increasingly bypassed or suspended by state-appointed managers who are often non-local actors and public services are increasingly privatized. This book tells the story of how as early as the 1980s, reform efforts—both state and federal—have essentially transformed Detroit's school system by introducing new education players like Betsy DeVos, who have gradually eclipsed local actors for the control of schools. I argue that Detroit's embittered school wars are fought between two fronts: a dwindling regime of native school leaders and local constituents (i.e., teachers, parents, students, community activists, etc.) against the ascension of new and outside managers. It is a story that captures the greatest school organizational change since the Progressive Era"--

EBOOK: Improving Urban Schools: Leadership and Collaboration

The improvement of urban schools is one of the major challenges facing practitioners and policy-makers today. Issues related to poverty create particular difficulties in urban schools, and the emphasis on market-led improvement strategies has tended to add to these challenges. In addition, strategies for 'raising standards', as measured by aggregate test and examination results, can result in marginalisation or exclusion of some groups of learners. Drawing on research evidence, *Improving Urban Schools* addresses the question of how primary and secondary urban schools can be improved in a more inclusive way. The authors argue that urban schools and their communities have within them expertise that tends to be overlooked, and latent creativity that should be mobilised to move thinking and progress forward. They show that new approaches to leadership, various forms of collaborative

school-to-school partnerships, and major changes in national policy development are needed to make use of this untapped energy. The book includes vivid accounts of these activities to shed light on what really happens in urban schools, and presents practical strategies for school leaders and practitioners who want to make a difference in urban schools.

Listening to Urban Kids

According to the many student voices in this book, urban middle school students want teachers who "stay on them" to complete their work, maintain orderly classrooms, give them the extra help they need to succeed, explain their work clearly, draw on a variety of teaching strategies, and make their work relevant and meaningful. This book, rich in detail, brings these inner-city students' perspectives to life and issues a compelling call for urban school reform that actually touches students' daily lives.

Language Across Difference

A window into ethnic and linguistic difference among Latino/a, African American and Pacific Islander youth in contemporary US schools.

The Redesign of Urban School Systems

The twelve case studies in this book were written to be taught at school board training institutes conducted by the Center for Reform of School Systems (CRSS). They were selected from the CRSS portfolio of over fifty cases because their center of gravity is district reform strategy. They describe reform initiatives in nine major urban school districts across the United States. Of the nine school boards, seven were elected, one was appointed, and one was a hybrid board with both elected and appointed members. Collectively, these cases span the last two decades. They should be of interest to all who seek to understand the challenges of urban education reform, but they will be particularly compelling for urban school leaders charged with the responsibility of transforming their school districts.

See You when We Get There

Gregory Michie's first bestseller, *Holler If You Hear Me*, put him on the map as a compelling and passionate voice in urban education. In his new book, Michie turns his attention to young teachers of colour, and once again provides readers with a unique and penetrating look inside public school classrooms. Featuring portraits of five young teachers (two African Americans, two Latinas, and one Asian American) who are working for change, Michie weaves the teachers' powerful voices with classroom vignettes and his own experiences. Along the way, he examines what motivates and sustains these teachers, as well as what they see as the challenges and possibilities of public education. In these times of national standards, high-stakes accountability, and calls for reforming teacher education and preparation, *See You When We Get There* is essential reading.

Improving Urban Schools

Although STEM (Science, Technology, Engineering, and Mathematics) has been diversely defined by various researchers (e.g. Buck Institute, 2003; Capraro & Slough, 2009; Scott, 2009; Wolf, 2008), during the last decade, STEM education has gained an increasing presence on the national agenda through initiatives from the National Science Foundation (NSF) and the Institute for Educational Sciences (IES). The rate of technological innovation and change has been tremendous over the past ten years, and this rapid increase will only continue. STEM literacy is the power to "identify, apply, and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and to innovate to solve them" (Washington State STEM, 2011, Internet). In order for U.S. students to be on the forefront of this revolution, ALL of our schools need to be part of the STEM vision and guide students in acquiring STEM literacy. Understanding and addressing the challenge of achieving STEM literacy for ALL students begins with an understanding of its element and the connections between them. In order to remain competitive, the Committee on Prospering in the Global Economy has recommended that the US optimize "its knowledge-based resources, particularly in science and technology" (National Academies, 2007, p. 4). Optimizing knowledge-based resources needs to be the goal but is also a challenge for ALL educators (Scheurich & Huggins, 2009). Regardless, there is little disagreement that contemporary society is increasingly dependent on science, technology, engineering, and mathematics and thus comprehensive understandings are essential for those pursuing STEM careers. It is also generally agreed that PK-12 students do not do well in STEM areas, both in terms of national standards

and in terms of international comparisons (Kuenzi, Matthews, & Mangan, 2006; Capraro, Capraro, Yetkiner, Corlu, Ozel, Ye, & Kim, 2011). The question then becomes what might PK-12 schools do to improve teachers' and students' STEM knowledge and skills? This book will look at equity and access issues in STEM education from PK-12, university, and administrative and policy lenses.

Powerful Reforms with Shallow Roots

Drastic reform measures are being implemented in growing numbers of urban communities as the public's patience has finally run out with perpetually nonperforming public schools. This authoritative and eye-opening volume examines governance changes in six cities during the 1990s, where either mayoral control of schools has occurred or where noneducators have been appointed to lead school districts. Featuring up-close, in-depth case studies of Philadelphia, Baltimore, Chicago, Boston, San Diego, and Seattle, this book explores the reasons why these cities chose to alter their traditional school governance structures and analyzes what happened when the reforms were implemented and whether or not teachers and students performed better because of them. "Provides useful perspectives on the complexities of educational change that is relevant to all kinds of school systems . . . of interest to elected officials, other policymakers, business leaders, and educators." —Richard W. Riley, Former U.S. Secretary of Education "A 'must-read' for policymakers intent on improving the academic performance of children in America's urban centers . . . offers important insight and an excellent overview of the reforms being tested in the six urban centers." —Ted Sanders, President, Education Commission of the States "Every urban political official, indeed, every governor, business leader, and state legislator should study the urban school reforms described in this book" —James B. Hunt, Jr., Former Governor of North Carolina and Chairman, James B. Hunt Jr. Institute for Educational Leadership and Policy "A 'must-read' for educators. This book clearly defines what it takes to make significant changes in urban districts" —Floretta McKenzie, Former Superintendent, District of Columbia Public Schools

The New Political Economy of Urban Education

Urban education and its contexts have changed in powerful ways. Old paradigms are being eclipsed by global forces of privatization and markets and new articulations of race, class, and urban space. These factors and more set the stage for Pauline Lipman's insightful analysis of the relationship between education policy and the neoliberal economic, political, and ideological processes that are reshaping cities in the United States and around the globe. Using Chicago as a case study of the interconnectedness of neoliberal urban policies on housing, economic development, race, and education, Lipman explores larger implications for equity, justice, and "the right to the city". She draws on scholarship in critical geography, urban sociology and anthropology, education policy, and critical analyses of race. Her synthesis of these lenses gives added weight to her critical appraisal and hope for the future, offering a significant contribution to current arguments about urban schooling and how we think about relations between neoliberal education reforms and the transformation of cities. By examining the cultural politics of why and how these relationships resonate with people's lived experience, Lipman pushes the analysis one step further toward a new educational and social paradigm rooted in radical political and economic democracy.

Putting the Children First

Putting the Children First chronicles the educational struggle that took place in the city of Newark amidst years of political upheaval and economic neglect. It is a story of inspiration and hope as we come to understand what happened when educators, parents, and community members pulled together to turn education around in one of the most historically troubled cities in America. This volume tells the remarkable story of Project New Beginnings, a 7-year collaboration between the Newark Public Schools and Bank Street College to restructure early childhood education. Reporting from the front lines of urban schools, this important volume: gives voice to the variety of people involved in effective school reform-- teachers, principals, staff developers, superintendents, and foundation executives; illustrates how one school-change project kept its focus on the needs of individual teachers and classrooms while negotiating the many demands in contemporary urban schools; and confronts the difficult constraints and many hurdles the Project overcame to emerge as a model for school-university collaboration.

Including Families and Communities in Urban Education

The work of school, family and community partnerships is complex and messy and demands a thoughtful and deep investigation. Currently, parent and community involvement does not draw on

school reform and educational change literature and conversely the school change literature often ignores the crucial role that communities play in educational reform. This edited volume focuses on structural considerations regarding education and the school communities, school-level and family culture, and the interrelationships between the agency and actions of school personnel, family members, community citizens and students. This book extends the dialogue on school reform by looking at parent and community engagement initiatives as part of the school reform literature. The contributors illustrate the negative impact on students and their education when assumptions made by school personnel regarding the organization of education, the nature of families, and the contributions they should make to their children's education are not challenged.

Challenges of Urban Education

A supplemental text with a fresh, bold edge, *Challenges of Urban Education* includes a range of topics from quantitative analyses of student demographics to the description and analysis of urban high school students' creative writing. The book bridges the dualisms of local and global, theory and practice, and structure and agency. It furthers the advancement of "the new sociology of education" by making connections between the social context of urban schooling and the lives of the individuals who are affected by it. [Contributors include Michael W. Apple; Anthony Gary Dworkin; Pamela Fenning; Harry Handler; David Keiser; Karen A. McClafferty; Peter McLaren; Roslyn Arlin Mickelson; Theodore R. Mitchell; Raymond A. Morrow; Marianela Parraga; Margaret K. Purser; Ayman Sheikh-Hussin; Sid Thompson; Laurence A. Toenjes; Carlos Alberto Torres; Eugene Tucker; Amy Stuart Wells; Geoff Whitty; and Jim Wilczynski.]

Managing Urban Schools

The success of urban schools is a critical factor in the future of society. A dramatic statement for sure, but justified by the fact that eighty-nine per cent of the UK population live in urban areas. Traditionally, 'inner-city' schools have presented some of the greatest challenges to educators. With the ever increasing numbers of pupils and changing demographics, many urban schools now face similar challenges too. Tough, uncompromising and inspiring, this book makes a significant contribution to the understanding of how urban and city schools need to operate and how they need to be led. Headteachers, deputies, those studying for the National Professional Qualification for Headship, and all aspiring school leaders will find the help and guidance in this book invaluable in shaping their work. The book will also be helpful to policy-makers, LEA officials and governors. This is essential reading for anyone concerned with the reality of working in schools in contemporary Britain.

Enter the Alternative School

Enter the Alternative School is an in-depth examination of public school alternatives to traditional educational models in the US. This book analyses how urban education can respond to a system growing increasingly standardised and privatised. As an example, Central Park East Secondary School (CPESS), a public alternative schooling model, successfully served predominantly low-income and minority students. It also changed the New York City public school system while promoting methods that allowed educational institutions to make changes in the lives of their students. Written by a sociologist who was both a student at CPESS and a teacher at a school developed from the CPESS model, the book analyses education from a range of vantage points, assesses outcomes, and invites readers to consider the potential of alternative educational models to address the challenges of reforms that attempt to provide quality education to the low-income and minority students otherwise under served by public schools.

Community Organizing for Urban School Reform

Observers of all political persuasions agree that our urban schools are in a state of crisis. Yet most efforts at school reform treat schools as isolated institutions, disconnected from the communities in which they are embedded and insulated from the political realities which surround them. *Community Organizing for Urban School Reform* tells the story of a radically different approach to educational change. Using a case study approach, Dennis Shirley describes how working-class parents, public school teachers, clergy, social workers, business partners, and a host of other engaged citizens have worked to improve education in inner-city schools. Their combined efforts are linked through the community organizations of the Industrial Areas Foundation, which have developed a network of over seventy "Alliance Schools" in poor and working-class neighborhoods throughout Texas. This deeply

democratic struggle for school reform contains important lessons for all of the nation's urban areas. It provides a striking point of contrast to orthodox models of change and places the political empowerment of low-income parents at the heart of genuine school improvement and civic renewal.

A Different View of Urban Schools

Textbook

Changing American Education

This book examines social changes affecting education; amplifies case studies of school change; and analyzes the gap between the rhetoric and reality of educational reform.

Building Civic Capacity

The authors of this volume argue that urban education is in urgent need of reform and that, although there have been plenty of innovative and even promising attempts to improve conditions, most have been doomed. The reason for this, they agree, lies in the failure of our major cities to develop their "civic capacity"--The ability to build and maintain a broad social and political coalition across all sectors of the urban community in pursuit of a common goal.

Urban Education for the 21st Century

This timely book exposes the complexities and realities facing urbanness and urban schools that are inadequately funded and denigrated, along with students who continue to be misidentified, misassessed, miscategorized, misplaced, and misinstructed by illprepared and unprepared educators and service providers. The text very successfully demonstrates the comprehensive nature and connectedness of problems and prospects in urban education. This book will be an added resource to researchers, scholars, educators, and service providers. It should be an excellent required text for graduate and undergraduate courses in all branches of education. Additionally, the book will be of interest to education administrators at all levels, public school teachers, policy makers, and change agents. The thirteen chapters discuss and explore the following primary topics:• Urban education and the quest for democracy, equity, and excellence• Educating urban learners with and without special needs• Personnel preparation and urban schools• Teaching and learning in urban schools• Educational leadership in urban schools• Insights into educational psychology and what urban practitioners must know• Managing violence in urban schools• Financing urban schools• Reducing the power of "whiteness" in urban schools• Promises and challenges of building and the future perspectives of urban education.

Slums and Suburbs

The updated edition of the difficulties faced by the Detroit public schools and the historical reasons that led to the present situation

The Rise and Fall of an Urban School System

Shortlisted for the 2014 BAAL Book Prize This book explores the meaning of modernization in contemporary Chinese education. It examines the implications of the implementation of reforms in English language education for experimental-urban schools in the People's Republic of China. Pérez-Milans sheds light on how national, linguistic, and cultural ideologies linked to modernization are being institutionally (re)produced, legitimated, and inter-personally negotiated through everyday practice in the current context of Chinese educational reforms. He places special emphasis on those reforms regarding English language education, with respect to the economic processes of globalization that are shaping (and being shaped by) the contemporary Chinese nation-state. In particular, the book analyzes the processes of institutional categorization of the "good experimental school"

Urban Schools and English Language Education in Late Modern China

This open access book addresses the way in which urban and urbanizing regions profoundly impact and are impacted by climate change. The editors and authors show why cities must wage simultaneous battles to curb global climate change trends while adapting and transforming to address local climate impacts. This book addresses how cities develop anticipatory and long-range planning capacities for more resilient futures, earnest collaboration across disciplines, and radical reconfigurations of the

power regimes that have institutionalized the disenfranchisement of minority groups. Although planning processes consider visions for the future, the editors highlight a more ambitious long-term positive visioning approach that accounts for unpredictability, system dynamics and equity in decision-making. This volume brings the science of urban transformation together with practices of professionals who govern and manage our social, ecological and technological systems to design processes by which cities may achieve resilient urban futures in the face of climate change.

Resilient Urban Futures

Making a Difference in Urban Schools evaluates how school and community leaders have worked to change urban education in Canada for the better over the past fifty years.

Making a Difference in Urban Schools

First published in 1977, Urban Education in the 19th Century is a collection based on the conference papers of the annual 1976 conference for the History of Education Society. The book illustrates a variety of ways of elucidating the connections between education and the city, mainly in nineteenth-century Britain. Essays cover political, geographical, demographic and socio-structural aspects of urbanization. There is an emphasis on comparative studies of urban educational developments and attention is paid to the perceptions of the nineteenth-century city and its problems, especially for child life, as well as to the realities of urban change

Urban Education, Problems and Issues

Urban Education in the 19th Century