

Literacy With An Attitude Educating Working Class Children In Their Own Self Interest Patrick J Finn

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Ending Discrimination Against People with Mental and Substance Use Disorders - National Academies of Sciences, Engineering, and Medicine 2016-09-03

Estimates indicate that as many as 1 in 4 Americans will experience a mental health problem or will misuse alcohol or drugs in their lifetimes. These disorders are among the most highly stigmatized health conditions in the United States, and they remain barriers to full participation in society in areas as basic as education, housing, and employment. Improving the lives of people with mental health and substance abuse disorders has been a priority in the United States for more than 50 years. The Community Mental Health Act of 1963 is considered a major turning point in America's efforts to improve behavioral healthcare. It ushered in an era of optimism and hope and laid the groundwork for the consumer movement and new models of recovery. The consumer movement gave voice to people with mental and substance use disorders and brought their perspectives and experience into national discussions about mental health. However over the same 50-year period, positive change in American public attitudes and beliefs about mental and substance use disorders has lagged behind these advances. Stigma is a complex social phenomenon based on a relationship between an attribute and a stereotype that assigns undesirable labels, qualities, and behaviors to a person with that attribute. Labeled individuals are then socially devalued, which leads to inequality and discrimination. This report contributes to national efforts to understand and change attitudes, beliefs and behaviors that can lead to stigma and discrimination. Changing stigma in a lasting way will require coordinated efforts, which are based on the best possible evidence, supported at the national level with multiyear funding, and planned and implemented by an effective coalition of representative stakeholders. **Ending Discrimination Against People with Mental and Substance Use Disorders: The Evidence for Stigma Change** explores stigma and discrimination faced by individuals with mental or substance use disorders and recommends effective strategies for reducing stigma and encouraging people to seek treatment and other supportive services. It offers a set of conclusions and recommendations about successful stigma change strategies and the research needed to inform and evaluate these efforts in the United States.

Education and Training Policy No More Failures Ten Steps to Equity in Education - Field Simon 2007-11-14

No More Failures challenges the assumption that there will always be failures and dropouts, those who can't or won't make it in school. It provides ten concrete policy measures for reducing school failure and dropout rates.

Literacy and Learning in the Content Areas - Sharon Kane 2017-07-05

The 3rd Edition of *Literacy & Learning in the Content Areas* helps readers build the knowledge, motivation, tools, and confidence they need as they integrate literacy into their middle and high school content area classrooms. Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms. Rather than passively learning about strategies for incorporating content area literacy activities, readers get hands-on experience in such techniques as mapping/webbing, anticipation guides, booktalks, class websites, and journal writing and reflection.

Readers also learn how to integrate children's and young adult literature, primary sources, biographies, essays, poetry, and online content, communities, and websites into their classrooms. Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students' content area learning. Author Sharon Kane demonstrates how relevant reading, writing, speaking, listening, and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks.

TALIS Creating Effective Teaching and Learning Environments First Results from TALIS - OECD 2009-07-21

This publication is the first report from the OECD's Teaching and Learning International Survey (TALIS). It provides quantitative, policy-relevant information on the teaching and learning environment in schools in 23 countries.

Parenting Matters - National Academies of Sciences, Engineering, and Medicine 2016-11-21

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. *Parenting Matters* identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Literacy with an Attitude, Second Edition - Patrick J. Finn 2009-04-09

A comprehensive update of the classic study that delivers both a passionate plea and strategies for teachers, parents, and community organizers to give working-class children the same type of empowering

education and powerful literacy skills that the children of upper- and middle-class people receive.

Anti-Bias Education for Young Children and Ourselves - Louise Derman-Sparks 2020-04-07

Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

Reading Lives - Deborah Hicks 2002

While not shying away from the potent obstacles and dislocating challenges experienced by all children restricted by social class, this text lends a measure of hope, humor, and practical insight to the work of teaching literacy to white children with blue-collar families. Deborah Hicks sets her long-term study of two working-class children alongside her own story of growing up in the rural Southeast of the United States. She also includes the early reading experiences of other writers, such as Mike Rose, Annie Ernaux, and Janet Frame, to show how the class-specific language practices of "Laurie" and "Jake" put them at a tremendous disadvantage as they encounter "middle-class ways of talking, acting, and valuing." By exploring their successes and challenges, the book reveals how children's lived experience influences who they come to be and how they come to know in relation to reading practices. The result is a powerful book that will guide readers to move closer to the intersection of "feeling" and "knowing" in their critical role as teachers.

Community-based Rehabilitation - World Health Organization 2010

Volume numbers determined from Scope of the guidelines, p. 12-13.

Teaching Literacy in the Visible Learning Classroom, Grades K-5 - Douglas Fisher 2017-01-20

Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction, guided instruction, peer-led and independent learning—every student deserves a great teacher, not by chance, but by design. In this companion to Visible Learning for Literacy, Fisher, Frey, and Hattie show you how to use learning intentions, success criteria, formative assessment and feedback to achieve profound instructional clarity. Chapter by chapter, this acclaimed author team helps put a range of learning strategies into practice, depending upon whether your K-5 students are ready for surface, deep, or transfer levels of understanding.

Health Literacy - Institute of Medicine 2004-06-29

To maintain their own health and the health of their families and communities, consumers rely heavily on the health information that is available to them. This information is at the core of the partnerships that patients and their families forge with today's complex modern health systems. This information may be provided in a variety of forms—ranging from a discussion between a patient and a health care provider to a health promotion advertisement, a consent form, or one of many other forms of health communication common in our society. Yet millions of Americans cannot understand or act upon this information. To address this problem, the field of health literacy brings together research and practice from diverse fields including education, health services, and social and cultural sciences, and the many organizations whose actions can improve or impede health literacy. Health Literacy: Prescription to End Confusion examines the body of knowledge that applies to the field of health literacy, and recommends actions to promote a health literate society. By examining the extent of limited health literacy and the ways to improve it, we can improve the health of individuals and populations.

School, Family, and Community Partnerships - Joyce L. Epstein 2018-07-19

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Economic Literacy - Frederick S. Weaver 2010-10-16

In its third edition, *Economic Literacy: Basic Economics with An Attitude*, explains the logic, language, and worldview of economic theory while maintaining the engaging and accessible style that has made earlier

editions so successful. While covering the fundamentals of the discipline, the author also includes a wide range of new material focusing on the structure, causes and results of the 'Great Recession'. From microeconomics and macroeconomics to the composition of international and domestic economies, *Economic Literacy* also makes the key distinction between economics as an academic discipline and the economy as a practical reality. By analyzing this crucial difference, the book encourages students to think critically about the distinctive viewpoint proposed by academic economics and its influence on politics and culture. Using this approach, readers will be enabled to understand both current affairs and professional economics literature, making this book uniquely beneficial for students both practically and theoretically. Never grim, often witty, and frequently insightful into our turbulent financial times, *Economic Literacy's* third edition is a must for students of economics everywhere.

Transforming the Workforce for Children Birth Through Age 8 - National Research Council 2015-07-23

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Miseducation - Diane Reay 2017-10-11

In this book Diane Reay, herself working-class-turned-Cambridge-professor, presents a 21st-century view of education and the working classes. Drawing on over 500 interviews, the book includes vivid stories from working-class children and young people. It looks at class identity, and the effects of wider economic and social class relationships on working-class educational experiences. The book reveals how we have ended up with an educational system that still educates the different social classes in fundamentally different ways and, vitally, what we can do to achieve a fairer system. Book jacket.

[Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction](#) - National Reading Panel (U.S.) 2000

Science Teaching Reconsidered - National Research Council 1997-03-12

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. *Science Teaching Reconsidered* provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why

don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

National Education Technology Plan - Arthur P. Hershaft 2011

Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to higher earning power for Americans and is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. The National Education Technology Plan 2010 calls for revolutionary transformation. Specifically, we must embrace innovation and technology which is at the core of virtually every aspect of our daily lives and work. This book explores the National Education Technology Plan which presents a model of learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure and productivity.

Democracy and Education - John Dewey 1916

John Dewey's *Democracy and Education* addresses the challenge of providing quality public education in a democratic society. In this classic work Dewey calls for the complete renewal of public education, arguing for the fusion of vocational and contemplative studies in education and for the necessity of universal education for the advancement of self and society. First published in 1916, *Democracy and Education* is regarded as the seminal work on public education by one of the most important scholars of the century.

Teaching Readers in Post-Truth America - Ellen C. Carillo 2018-08-27

Teaching Readers in Post-Truth America shows how postsecondary teachers can engage with the phenomenon of "post-truth." Drawing on research from the fields of educational and cognitive psychology, human development, philosophy, and education, Ellen C. Carillo demonstrates that teaching critical reading is a strategic and targeted response to the current climate. Readers in this post-truth culture are under unprecedented pressure to interpret an overwhelming quantity of texts in many forms, including speeches, news articles, position papers, and social media posts. In response, Carillo describes pedagogical interventions designed to help students become more metacognitive about their own reading and, in turn, better equipped to respond to texts in a post-truth culture. *Teaching Readers in Post-Truth America* is an invaluable source of support for writing instructors striving to prepare their students to resist post-truth rhetoric and participate in an information-rich, divisive democratic society.

Atomic Habits - James Clear 2018-10-16

The #1 New York Times bestseller. Over 4 million copies sold! Tiny Changes, Remarkable Results No matter your goals, *Atomic Habits* offers a proven framework for improving--every day. James Clear, one of the world's leading experts on habit formation, reveals practical strategies that will teach you exactly how to form good habits, break bad ones, and master the tiny behaviors that lead to remarkable results. If you're having trouble changing your habits, the problem isn't you. The problem is your system. Bad habits repeat themselves again and again not because you don't want to change, but because you have the wrong system for change. You do not rise to the level of your goals. You fall to the level of your systems. Here, you'll get a proven system that can take you to new heights. Clear is known for his ability to distill complex topics into simple behaviors that can be easily applied to daily life and work. Here, he draws on the most proven ideas from biology, psychology, and neuroscience to create an easy-to-understand guide for making good habits inevitable and bad habits impossible. Along the way, readers will be inspired and entertained with true stories from Olympic gold medalists, award-winning artists, business leaders, life-saving physicians, and star comedians who have used the science of small habits to master their craft and vault to the top of their field. Learn how to: make time for new habits (even when life gets crazy); overcome a lack of motivation and willpower; design your environment to make success easier; get back on track when you fall off course; ...and much more. *Atomic Habits* will reshape the way you think about progress and success, and give you the tools and strategies you need to transform your habits--whether you are a team looking to win a championship, an organization hoping to redefine an industry, or simply an individual who wishes to quit smoking, lose weight, reduce stress, or achieve any other goal.

How People Learn - National Research Council 2000-08-11

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and

insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do--with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Classroom Assessment and the National Science Education Standards - National Research Council 2001-08-12

The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed. How do we know what they know? This accompanying volume to the Standards focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading--and how it fits into the larger, comprehensive assessment system.

Literacy as Social Exchange - Maureen M. Hourigan 1994-01-01

Literacy as Social Exchange examines the intersection of culture and literacy education. In particular, it explores the roles that class, race, ethnicity, and gender play in students' learning to negotiate the conventions of academic discourse. It argues that recent literacy scholarship has tended to isolate class, gender, and culture as discrete, marginalizing factors, but such isolation may unintentionally silence voices from non-Western, non-mainstream cultures. Writing program administrators and writing teachers who are interested in constructing programs that address the needs of all students in increasingly multicultural classrooms, will need to examine how cultural factors influence the way students learn to read, write, and think critically. The author points out that some of the most influential scholars writing about the plight of underprivileged writers teach at some of the most exclusive institutions in the nation. These "basic writers" are not nearly so disadvantaged as many of the student writers most writing teachers encounter every day. The author explores enrollment trends in higher education that indicate conclusively that writing classrooms will soon be filled with students from non-Western, non-mainstream cultures. Because these students' rhetorical and literacy traditions will be unlike both those of their teachers and of the "basic writers" upon which so much literacy scholarship focuses, educators and literacy scholars need to increasingly conceptualize literacy in its larger political, social, and economic contexts.

Unequal Childhoods - Annette Lareau 2003-09-11

Publisher Description

Literacy is Liberation - Kimberly N. Parker 2022

"*Literacy Is Liberation* offers a concrete structure for culturally relevant teaching that builds a more inclusive and equitable classroom environment and fosters high literacy achievement"--

[Reading in the mobile era](#) - West, Mark 2014-04-28

Millions of people do not read for one reason: they do not have access to text. But mobile phones and cellular networks are transforming a scarce resource into an abundant one. Drawing on the analysis of over 4,000 surveys collected in seven developing countries and corresponding qualitative interviews, this report paints a detailed picture of who reads books and stories on mobile devices and why. The findings illuminate, for the first time, the habits, beliefs and profiles of mobile readers in developing countries. This information points to strategies to expand mobile reading and, by extension, the educational and socio-economic benefits associated with increased reading. Mobile technology can advance literacy and learning in underserved communities around the world. This report shows how.

The Joy of the Gospel - Pope Francis 2014-10-07

The perfect gift! A specially priced, beautifully designed hardcover edition of *The Joy of the Gospel* with a foreword by Robert Barron and an afterword by James Martin, SJ. "The joy of the gospel fills the hearts and lives of all who encounter Jesus... In this Exhortation I wish to encourage the Christian faithful to embark upon a new chapter of evangelization marked by this joy, while pointing out new paths for the Church's journey in years to come." - Pope Francis This special edition of Pope Francis's popular message of hope explores themes that are important for believers in the 21st century. Examining the many obstacles to faith and what can be done to overcome those hurdles, he emphasizes the importance of service to God and all his creation. Advocating for "the homeless, the addicted, refugees, indigenous peoples, the elderly who are increasingly isolated and abandoned," the Holy Father shows us how to respond to poverty and current economic challenges that affect us locally and globally. Ultimately, Pope Francis demonstrates how to develop a more personal relationship with Jesus Christ, "to recognize the traces of God's Spirit in events great and small." Profound in its insight, yet warm and accessible in its tone, *The Joy of the Gospel* is a call to action to live a life motivated by divine love and, in turn, to experience heaven on earth. Includes a foreword by Robert Barron, author of *Catholicism: A Journey to the Heart of the Faith* and James Martin, SJ, author of *Jesus: A Pilgrimage*

Teacher Education with an Attitude - Patrick J. Finn 2012-03-27

Explores collaborative, democratic ways of preparing teachers to educate urban, working-class students.

Comprehension Instruction - Gerald G. Duffy 1984

[Issues and trends in education for sustainable development](#) - Leicht, Alexander 2018-02-19

Education for Sustainable Development (ESD) is globally acknowledged as a powerful driver of change, empowering learners to make decisions and take actions needed to build a just and economically viable society respectful of both the environment and cultural diversity.

[Reaching and Teaching Students in Poverty](#) - Paul C. Gorski 2017-12-29

This influential book describes the knowledge and skills teachers and school administrators need to recognize and combat bias and inequity that undermine educational engagement for students experiencing poverty. Featuring important revisions based on newly available research and lessons from the author's professional development work, this Second Edition includes: a new chapter outlining the dangers of "grit" and deficit perspectives as responses to educational disparities; three updated chapters of research-informed, on-the-ground strategies for teaching and leading with equity literacy; and expanded lists of resources and readings to support transformative equity work in high-poverty and mixed-class schools. Written with an engaging, conversational style that makes complex concepts accessible, this book will help readers learn how to recognize and respond to even the subtlest inequities in their classrooms, schools, and districts.

Educating the Student Body - Committee on Physical Activity and Physical Education in the School Environment 2013-11-13

Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and

substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. *Educating the Student Body* makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

Literacy with an Attitude - Patrick J. Finn 1999-08-26

A passionate plea for teachers, parents, and community organizers to give working-class children the same type of empowering education and powerful literacy skills that the children of upper- and middle-class people receive. Strategies for reaching and teaching these children are presented.

[Literacy with an Attitude, Second Edition](#) - Patrick J. Finn 2010-03-25

A comprehensive update of the classic study that delivers both a passionate plea and strategies for teachers, parents, and community organizers to give working-class children the same type of empowering education and powerful literacy skills that the children of upper- and middle-class people receive.

Deep Reading - Patrick Sullivan 2017

Fratelli Tutti - Pope Francis 2020-11-05

[Other People's Children](#) - Lisa D. Delpit 2006

An updated edition of the award-winning analysis of the role of race in the classroom features a new author introduction and framing essays by Herbert Kohl and Charles Payne, in an account that shares ideas about how teachers can function as "cultural transmitters" in contemporary schools and communicate more effectively to overcome race-related academic challenges. Original.

The Uses of Literacy - Richard Hoggart 2011-03-18

The Uses of Literacy was first published in 1957 and in paperback, by Penguin, in 1958. Fifty years on its importance endures, it remains a work of great cultural analysis. The distinguished historian, Peter Hennessy, points out *The Uses of Literacy* became an instant classic in the late 1950s and he suspects that is because 'readers felt in their bones that he (Hoggart) was capturing the oldest working class in the world as it was passing through a valve into a mass-consumption society (which it could never abandon once acquired even if it wished to) at the price of losing much of what Hoggart called "its moral capital"'. Hoggart asks fundamental questions about mass literacy and popular culture which are as pertinent today as then. Richard Hoggart, born in 1918, is a British academic and public figure, whose career has covered the fields of sociology, English literature and cultural studies, with a special concern for British popular culture. He has been Professor of English and the founder of the Centre for Contemporary Cultural Studies at Birmingham University, Assistant Director-General of UNESCO and Warden of Goldsmiths. He retired from formal academic life in 1984.

Learning to be - Edgar Faure 1972-01-01