

# THE GOOD PRESCHOOL TEACHER

Six Teachers Reflect  
On Their Lives

**WILLIAM AYERS**

Foreword by Vivian Gussin Paley

# Good Preschool Teacher Six Teachers Reflect On Their Lives

**Colleen M. Conway**



## **Good Preschool Teacher Six Teachers Reflect On Their Lives:**

*The Good Preschool Teacher* William Ayers,1989 This important book is the result of an in depth inquiry into the lives and work of six outstanding preschool teachers Through a creative original combination of interviews letters vignettes interpretive analysis and reflections the author describes and links together the events people and experiences that have made these women the excellent teachers they are Ayers method of using autobiographical reflection to understand teaching practice will be excellent for use in pre service teacher education classes and inservice teacher renewal efforts Well written and highly readable this book is essential for early childhood practitioners both women and men at all levels and within all types of services and will appeal to researchers and parents as well If teachers are to continue to grow they must at some point begin to study themselves From the Foreword by Vivian Gussin Paley     Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism Patricia Ruggiano Schmidt,Althier Lazar,2015-10-01 The 2nd Edition of *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism* honors the genius of Dr Peter Mosenthal His contributions to the field of literacy were unprecedented Many described him as a superb researcher who never lost sight of the purpose of education He made us laugh as he led us in a nursery rhyme song during his National Reading Conference LRA Presidential Address and made us think as he explained the significance of educational implications in all research articles He also mentored and taught graduate students in gentle and carefully attentive ways showing his respect and appreciation for the work of each individual in the field He was a remarkable person The second edition of this book includes many experienced and new scholars from around the world Qualitative and quantitative research methodologies are scattered throughout and the practical and theoretical are well represented New Literacies and Global Perspectives are added sections in this volume In this era of the Common Core *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism* presents a rational educational balance for literacy development across the curriculum     *The Whole Language Kindergarten* Shirley C. Raines,Robert J. Canady,1990 Teachers interested in transforming their traditional kindergartens into child centred Whole Language classrooms now have a model for change     **High-Risk Children In Schools** Robert Pianta,Daniel Walsh,2014-06-03 *High Risk Children in Schools* offers a way for psychologists and educators to see and talk about the growing population of at risk children those likely to fail at formal schooling while helping to redefine the relationship between schools and families Using systems theory and developmental psychology the authors present a new framework for the study and education of children who are at risk This framework the Contextual Systems Model creates a dialogue between the child and schooling through which meaning goals and experiences are shared and accepted     Rethinking Welfare Iain Ferguson,Michael Lavalette,Gerry Mooney,2002-07-09 I would encourage undergraduates students to read it for it does summarise well a classical Marxist analysis of social policy and welfare Social Policy The anti capitalist movement is increasingly challenging the global hegemony of neo liberalism The arguments against the neo liberal agenda are clearly

articulated in *Rethinking Welfare* The authors highlight the growing inequalities and decimation of state welfare and use Marxist approaches to contemporary social policy to provide a defence of the welfare state Divided into three main sections the first part of this volume looks at the growth of inequality and social and environmental degradation Part Two centres on the authors argument for the relevance of core Marxist concepts in aiding our understanding of social policy This section includes Marxist approaches to a range of welfare issues and their implications for studying welfare regimes and practices Issues covered include Class and class struggle Oppression Alienation and the family The last part of the book explores the question of globalization and the consequences of international neo liberalism on indebted countries as well as the neo liberal agenda of the Conservative and New Labour governments in Britain The authors conclude with the prospect of an alternative welfare future which may form part of the challenge against global neo liberalism

**Valuing Quality in Early Childhood**

**Services** Peter Moss, Alan Pence, 1994-10-28 Not only does this book offer a great deal of insight into evaluating early childhood services it also provides a focal point for those interested in establishing goals objectives and evaluation criteria for their own early childhood programmes Early Years Quality has become a priority issue for all concerned with early childhood care and education services Starting from the premise that quality is a relative and dynamic concept based on values and beliefs *Valuing Quality in Early Childhood Services* examines how the definitions of quality are established and who is involved in their establishment The book advocates that the process should involve a range of stakeholder groups including children parents staff care providers researchers employers and the community A key issue that emerges is the need for new and creative approaches to the development of an inclusionary process in the definitions and attainment of quality care

*Journeys in Narrative Inquiry* D Jean Clandinin, 2019-09-20 Organized around a metaphor of an academic journey D Jean Clandinin offers published tracings of an unfolding journey over 40 years that at its outset appeared to focus only on questions of epistemology However the book illuminates how that apparent beginning focus shape shifted to questions of methodology ethics ontology and subsequently political concerns Clandinin shows that even at the outset her research wonders were grounded in relational understandings of experience understandings that were simultaneously ontological methodological epistemological and ethical Jean s work is collaborative an engagement alongside others and within the contexts in which they and she lived and worked including those who were participants in the research She continues to acknowledge that narrative inquiry changes people s ways of being in the world and those changes have ethical significance While what she and her colleagues now call relational ethics has always been central recently her sense of ethics has become more explicitly political She shows the development of ideas over time beginning as she entered doctoral work and continuing through 2019 and onward Jean s work centered on relational understandings of experience highlights ethical dimensions and has come to define narrative understandings for generations of researchers This book will be an invaluable resource for researchers and graduate students and professional researchers in both educational and healthcare settings

**Revisiting a Progressive Pedagogy** Nancy Nager, Edna K. Shapiro, 2000-02-24 Revisiting a Progressive Pedagogy reviews the history of the developmental interactive approach a formulation rooted in developmental psychology and educational practice progressively informing educational thinking since the early twentieth century This conceptualization is identified with but not restricted to Bank Street College of Education Examining the origins and evolution of the approach the contributors assess its continued heuristic and practical value for classroom practice and teacher education in light of new ideas in social science and education and indicate new directions The book describes and analyzes key assumptions and assesses the compatibility of new theoretical approaches focuses on historical precedents and current adaptations in classroom practice and examines teacher education giving close attention to the personal and professional development of teachers Contributors include Edna K Shapiro Nancy Nager Margery B Franklin Laura M W Martin Linda Levine Salvatore Vascellaro Lucy Sprague Mitchell Edith Gwathmey Ann Marie Mott Nina Jaffe Carol Lippman Eva G Haberman Frank Pignatelli Helen Freidus Jonathan Silin and Eileen Wasow EBOOK: Doing Early Childhood Research Glenda Mac Naughton, Sharne Rolfe, Iram Siraj-Blatchford, 2010-06-16 It is rare for any research methodology book to cover so much ground and contain so many different kinds of resources between two covers Journal of Education for Teaching As a guide for new and inexperienced researchers it is second to none British Journal of Educational Studies Doing Early Childhood Research demystifies the research process An international team of experienced researchers shows how to select methods which are appropriate for working with young children in early childhood settings or at home They provide a thorough introduction to the most common research methods used in the early childhood context Reflecting the multidisciplinary nature of much early childhood research they cover a wide range of conventional and newer methods including observation small surveys interviews with adults and children action research ethnography and quasi experimental approaches They explain clearly how to set up research projects which are theoretically grounded well designed rigorously analysed feasible and ethically based Each chapter is illustrated with examples Widely used by early childhood researchers in many countries this second edition of Doing Early Childhood Research has been fully revised It includes new chapters on beginning research mixed methods research interviewing children and working with Indigenous children and also new case study chapters It is essential reading for novice initial career and experienced researchers Contributors Maria Assun o Folque Sue Atkinson Lopez Mindy Blaise Liane Brow Margaret Coady Audrey D Souza Juma Anne Edwards Sue Emmett Susan Grieshaber Linda Harrison Alan Hayes Patrick Hughes Glenda Mac Naughton Karen Martin Sharne A Rolfe Iram Siraj Blatchford John Siraj Blatchford Louise Taylor Teresa Vasconcelos Doing Early Childhood Research Mac Naughton, Glenda, Rolfe, Sharne, Siraj-Blatchford, Iram, 2010-07-01 This book demystifies the research process and shows how to select methods which are appropriate for working with young children in early childhood settings or at home *The Oxford Handbook of Qualitative Research in American Music Education* Colleen M. Conway, 2014-04-01 Qualitative research has become

increasingly popular in music education over the last decade yet there is no source that explains the terms approaches and issues associated with this approach In The Oxford Handbook of Qualitative Research in American Music Education editor Colleen Conway and the contributing music educators provide that clarification as well as models of qualitative studies within various music education disciplines The handbook outlines the history of qualitative research in American music education and explores the contemporary use of qualitative approaches in examining issues related to music teaching and learning It includes 32 chapters that address a range of topics from ways of approaching qualitative research and ways of collecting and analyzing data to the various music teaching and learning contexts that have been studied using qualitative approaches The final section of the book tackles permission to conduct research teaching qualitative research publishing qualitative research and provides direction for the future An ambitious and much needed volume this handbook will stand as a key resource for drawing meaning from the experiences of students and teachers in music classrooms and communities both in America and in other countries

*Dangerous Counterstories in The Corporate Academy* Brad J. Porfilio, Emily A. Daniels, 2013-03-01

Although the social reality is stark for progressive scholars who engage in scholarly activities or are committed to guiding their students to develop a social just praxis in the circles of higher education some scholars have found fissures amid the alienating often hostile academic world to learn grow and create transformative communities Up to this date however their stories have not been captured Therefore the purpose of this volume is to highlight alternative narratives generated by transformative scholars who have maintained their oppositional identity to the structures that oppress the vast majority of citizens By bringing together these narratives we focus on those who have joined with likeminded colleagues to teach engage in activism and conduct emancipatory forms of research learning to negotiate and survive academic and corporate realities in spite of restrictive climates Not only are these stories vital for helping students academics and the wider community understand how commercialized forces are impacting the professional lives of critical scholars in the academy they have the power to help current and future critical pedagogues define and redefine themselves in a social world which is continually promoting a narrow and intellectually stifling agenda for the role of education and turning the public against the very idea of a critical education McLaren 2006 As stated by Bruner 1986 stories give a map of possible roles and possible worlds in which action thought and self definition are possible or desirable p 2 cited in Collins Cooper 2005 These possibilities for definition and redefinition are what we seek to present explore and understand

*Teaching New Literacies in Grades K-3* Barbara Moss, Diane Lapp, 2009-11-30

Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for

promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included      **Ways of Assessing Children and Curriculum** Celia Genishi,2015-10-16

**Critical Perspectives on Early Childhood Education** Lois Weis,Philip G. Altbach,Gail P. Kelly,Hugh G.

Petrie,1991-09-10 This book explores key policy issues related to early childhood education Through the contributions of various professionals in the field the editors provide a vision practical and possible of early childhood education in the 1990s Part I delves into the complex world both personal and professional of the classroom teacher The essays in Part II look at issues of the school community including the roles of class race gender and exceptionality Finally Part III examines the relationship between schools and the community at large and how complex issues find their way into social and economic policies that often stifle rather than support the democratic vision of American schools Taken as a whole the volume presents a stimulating discussion of the current state of early childhood education policy and practice      *Teaching Personal and*

*Social Responsibility Through Physical Activity* Donald R. Hellison,2011 This edition presents practical field tested ideas for teaching personal and social responsibility TPSR through physical activity in schools and other settings Includes guidance in teaching affective and social moral goals an in depth look into teaching character development and values and a method for helping students develop personal and social responsibility      *Education Research in the Public Interest* Gloria Ladson-Billings,William F. Tate,2014-04-15 Acclaimed African American scholar and teacher educator Gloria Ladson Billings examines the field of teacher education through the accomplishments and contributions of well known African American teacher educators Lisa Delpit Carl Grant Jacqueline Jordan Irvine Geneva Gay Cherry McGee Banks William Tate and Joyce King Using in depth interviews and storytelling Ladson Billings depicts deeply personal portraits of these scholars experiences to confront race and racism not only theoretically but within their everyday professional lives in the Big House of the academy Ladson Billings gives these portraits even greater resonance and meaning by pairing these teacher educators with historical figures such as Harriet Tubman Nat Turner and Charlotte Forten whose contributions to the struggle for social justice are a wellspring of hope and courage to all educators and a tribute to African Americans whose political scientific and spiritual efforts made life better for us all This compelling book is important reading for all educators who want to transform teacher education for the better The American Association of Colleges for Teacher Education is enthused and excited about Ladson Billings s dynamic and provoking scholarship Its focus on outstanding African American teacher educators is a major contribution to teacher education literature This cutting edge research is likely to prompt some of the best of unconventional teacher education thought David G Imig President and CEO American Association of Colleges for Teacher Education In this moving and original book Gloria Ladson Billings offers complex insights about the politics of scholarship the experiences of scholars of color in universities and the larger enterprise of teaching and teacher education for social justice Marilyn Cochran Smith Lynch School of Education Boston College and President of the American

Educational Research Association AERA for 2004 05      **Raising African-American Males** Theresa L. Harris, George H. Taylor, 2012-03-01 Raising African American Males is comprised of strategies and interventions that can assist and improve African American males achievement in all areas of academics as well as in their everyday lives Theresa Harris and George Taylor provide pedagogical strategies that employ various instructional tools for teachers parents African American youth and administrators In addition this book can be a guide to improve the educational outlook for African American males and to provide the necessary resources used for training of parents teachers and students The No Child Left Behind Act of 2001 and the Maryland Redesign of Teacher Education provides for the belief in the efficacy of all students Many social inadequacies and injustices have resulted in social problems including the lack of resources for African American males to succeed

**Multiple Worlds of Child Writers** Anne Haas Dyson, 1989 Based on a two year study of first graders at a magnet school in the San Francisco Bay Area Multiple Worlds of Child Writers Friends Learning to Write provides an important missing link in the study of emergent literacy the peer group and the classroom contexts that surround it Using four richly detailed case studies the author portrays the process through which Margaret the teacher and her children form a community one supported by and supporting of the children s growth as writers Dyson offers new perspectives by displaying the quality of life in the classroom through children s talk drawings and writing The theoretical framework presented here for understanding children s growth moves what is usually considered background to the foreground for study Most works on children s writing stress that children must disembed or decontextualize their written texts from dependency on other symbolic media and other people Dyson however shows that to develop as writers children s text must become progressively more embedded in the social affective and intellectual parts of their lives The book also emphasizes the nature of the classroom rather than the home as a distinctive context for early literacy growth Moreover the classroom is an urban one that includes children from diverse social and ethnic backgrounds The classroom and children whose lives fill this book challenge current thinking about such critical issues as the developmental links between writing and other symbol systems sequence and variability in early writing growth the relationship between form and function in young children s writing and the development of literary language This book is a must for early childhood educators reading and language arts specialists and scholars researchers in the field of literacy      **Moral Classrooms, Moral Children** Rheta DeVries, Betty Zan, 1994 This work addresses the question of how to establish an interpersonal classroom atmosphere that fosters children s intellectual social moral emotional and personality development

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