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Changing Schools Through the Arts: How to Build on the Power of an Idea

Remer, Jane

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Changing Schools Through The Arts

Wai-chung Ho



Changing Schools Through The Arts:

Changing Schools Through the Arts Jane Remer, 1982 *Changing Schools Through the Arts* Jane Remer, 1990

Theatre, Performance and Change Stephani Etheridge Woodson, Tamara Underiner, 2017-12-01 This book works to make change strange from and for the field of theatre and performance studies Growing from the idea that change is an under interrogated category that over determines theatre and performance as an artistic social educational and material practice the scholars and practitioners gathered here including specialists in theatre history and literature educational theatre youth arts arts policy socially invested theatre and activist performance take up the question of change in thirty five short essays For anyone who has wondered about the relationships between theatre performance and change itself this book is an essential conversation starter *Creating and Sustaining Arts-Based School Reform* George W. Noblit, H. Dickson

Corbett, Bruce L. Wilson, Monica B. McKinney, 2009-01-13 This comprehensive longitudinal analysis of arts in education initiatives based on the A School Program discusses the political fiscal and curricular implications inherent in taking the arts seriously and offers a model for implementation and evaluation that can be widely adapted in other schools and school districts The New Handbook of Research on Music Teaching and Learning Richard Colwell, Carol Richardson, 2002-04-18

Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars **Transforming City Schools Through Art** Karen Hutzler, Flavia M.C. Bastos, Kim Cosier, 2012-01-01 This anthology places art at the center of meaningful urban education reform Providing a fresh perspective on urban education the contributors describe a positive asset based community development model designed to

tap into the teaching learning potential already available in urban cities Rather than focusing on a lack of resources this innovative approach shows teachers how to use the cultural resources at hand to engage students in the processes of critical imaginative investigation Featuring personal narratives that reflect the authors vast experience and passion for teaching art this resource Offers a new vision for urban schools that reflects current directions of urban renewal and transformation Highlights successful models of visual art education for the K 12 classroom Describes meaningful socially concerned teaching practices Includes unit plans a glossary of terms and online resources Contributors include Olivia Gude James Haywood R

Changing Schools for Changing Times Kerry J. Kennedy,2005 This book a statement of genuine concern on the state of the school curriculum in Hong Kong by a veteran educator forms a comprehensive account of current curriculum development implementation and interpretation Kennedy invites the reader to critically examine how local and global issues influence the way the Hong Kong curriculum has been constructed Against this theoretical background he maintains a clear practical focus on present policies of the educational authority and suggests a new curriculum in various fields This book sheds light on recent pressure for curriculum change and reform in Hong Kong offering fresh insights to those concerned with the state of education in both Hong Kong and cities around the world *Changing Schools in an Era of Globalization* John Chi-Kin Lee,Brian J. Caldwell,2012-04-27 Much has been written about globalization and the challenge of preparing young people for the new world of work and life in times of complexity and continuous change However few works have examined how globalization has and will continue to shape education in the East This volume discusses education within the context of globalization and examines what is occurring in schools and systems of education in the People s Republic of China Hong Kong Chinese Taipei Singapore and Australia Closer examination of recent developments and current trends reveal the same turbulence and a range of common issues in areas such as assessment curriculum leadership management of change pedagogy policy professional capacity and technology This volume demonstrates the commonalities and differences and offers tremendous insight into the way things are done in places where student achievement is high but there is also a sense of urgency in continuing an agenda of change *Inspiring School Change* Christine Hall,Pat Thomson,2017-04-28 Recognising performance and accountability pressures on schools Inspiring School Change shows how a commitment to the arts in education can meet core school agendas of pupil and parent engagement attainment improved teaching and inclusion Schools are under pressure to develop their students creativity and to improve their cultural education This book fills a gap by marshalling the arguments and evidence for a form of education in through and with the arts that moves beyond individual projects to become central to teaching learning and school reform When the arts are taken seriously schools become different and better places Using research evidence to promote greater awareness of the capacity of the arts to promote educational change this text captures four key themes that run through all of the chapters Inspiration sharing experiences and the way they happened documenting inspiring pedagogy by understanding the reason it was done the

factors and the people involved in making it work School change the need for schools to better prepare young people for the lives they will live in the twenty first century to engage young people more effectively and so educate them better and the recognition that in an unequal society schools can contribute to making things fairer Creative arts demonstrates through international research how the arts can facilitate whole school learning meet core agendas such as attainment inclusion and promote lifelong learning Transforming education marshals the arguments and evidence for a form of education in through and with the arts that moves beyond individual projects to become central to teaching learning and school reform Tackling the hot topics of parent and pupil engagement standards and accountability in a fresh way Inspiring School Change offers those engaged in the research and practice of improving teaching and learning with insight into the educational value and possibilities of arts based teaching and an arts rich curriculum *Revitalizing Arts Education Through Community-Wide Coordination* Susan J. Bodilly, Catherine H. Augustine, 2008-07-14 Initiatives to coordinate schools cultural institutions community based organizations foundations and or government agencies to promote access to arts education in and outside of schools have recently developed This study looks at the collaboration efforts of six urban communities how they started and evolved the kinds of organizations involved conditions that helped and that hindered coordination and strategies used

Dance in a World of Change Sherry B. Shapiro, 2008 With contributors from many fields and diverse cultural backgrounds this book expands on the discourse and curriculum of dance in ways that connect it to the critical political moral and aesthetic dimensions of society for example examining choreography and issues of the self *Organizing for School Change* Karen Seashore Louis, 2013-01-11 Improving education is a key priority for governments around the world While many suggestions on how best to achieve this are currently under debate years of academic research have already revealed more about how to encourage change than is sometimes assumed This volume brings together for the first time some of the most significant work of Karen Seashore Louis one of the foremost thinkers and researchers in the field Organizing for School Change presents a unique variety of research based results from studies conducted over the past twenty five years What emerges is not an idealistic plan but a realistic picture of what needs to be done if schools are to be made better Drawing on a wide and comprehensive list of sources the ideas brought together in this collection will prove invaluable and insightful reading stimulating both newcomers and veterans of the field to consider educational research in new ways

Co-creating in Schools Through Art and Science Petru Sandu, Valentina Tudisca, Adriana Valente, 2021-06-03 This book represents an applied up to date work on RRI developments and their potential positive impact on societies The societal challenges of the 21st century require the ability to integrate the knowledge and expertise of different societal actors using more innovative efficient and open approaches Educational methodologies are in perpetual development in their attempt to provide tentative answers to three ever changing digital age challenges the challenge of speed the challenge of form at and the challenge of persistency The current book aims to address these issues by presenting relevant case studies in the field of

art science and giving value to territory that by the means of projects and initiatives using RRI consistent methodologies have succeeded in their attempt to preserve and valorise cultural heritage by using digital storytelling or crowdreaming methodology develop educational strategies grounded on RRI and Open Schooling principles contribute to new ways of thinking in the school environment by using RRI and promote gender equality and stimulate critical reflections on women's role in science by the means of storytelling and RRI concepts

The Changing Role of Schools in Asian Societies John Chi-Kin Lee, 2007-12-05 Walk into a classroom in Tokyo New York London or Rotterdam and the similarities in structure activity purpose and style will outweigh differences in language dress and ethnic characteristics Learning is regulated and rationed teaching is a process or one way transmission of knowledge students need to be docile and conformist assessment needs to sift and sort the bright from the not so bright and rewards will be given to those who successfully negotiate this regime But are these the kinds of places that can meet the needs of the net generation The Changing Role of Schools in Asian Societies is concerned with the debate about the nature of modern schooling in Asia Traditionally schools are historical constructions reflecting the social economic and political needs of the societies that invest in them As Asia faces the challenges posed by the knowledge economy its schools have taken on a new and quite different importance This informative book outlines the broad policy contexts in which these transformations are taking place and the practical strategies that are needed to meet this objective The authors argue that the future of Asian societies depends on a transformation that requires a fundamental restructuring of schools as we know them while maintaining their long held cultural values This valuable insight provides an overview of educational issues in Asian societies establishes a broad theoretical framework in which these issues can be understood contextualizes issues by providing country case studies acknowledges the important role of culture influencing educational priorities It should be of interest to all those working in education policy and comparative education

Schools That Change Lew Smith, 2008 Schools That Change integrates equal parts passion and intellect A well crafted contribution to the literature on successful reform and a sophisticated and nuanced book that should be read with care From the Foreword by Michael Fullan Schools have shown themselves to be gifted and talented at resisting and subverting change Lew Smith hands us the keys to the storehouse of insights about how schools can change really change Roland Barth Founder The Principals Center Harvard University Author Lessons Learned Learn from schools that have made meaningful positive and lasting changes With an in depth look at eight schools across the nation winners of the National School Change Awards this illuminating resource shows how schools can transform themselves from low performing into exemplary national status Qualitative research specific examples and portraiture offer an inside view of the day to day dynamics of change in schools This insightful book examines questions such as Why are some schools able to change while other schools cannot Why are people challenged by change What is the best way to measure change What professional characteristics must principals develop to bring about significant and sustainable change Learn how your school can realize substantive change

that supports a culture of learning teacher development and enhanced student achievement **Beyond Resistance! Youth Activism and Community Change** Pedro Noguera, Julio Cammarota, Shawn Ginwright, 2013-05-13 The failure of current policy to address important quality of life issues for urban youth remains a substantial barrier to civic participation educational equity and healthy adulthood This volume brings together the work of leading urban youth scholars to highlight the detrimental impact of zero tolerance policies on young people's educational experience and well being Inspired by the conviction that urban youth have the right to more equitable educational and social resources and political representation Beyond Resistance offers new insights into how to increase the effectiveness of youth development and education programs and how to create responsive youth policies at the local state and federal level

Changing Schools Terry Wrigley, Pat Thomson, Robert Lingard, 2011-08-09 Changing Schools places educational and social aims at the centre of a discussion of educational change It draws on fourteen case studies to explore school change which is oriented towards social justice and democracy In an age of global mobility economic polarization and unprecedented environmental and cultural challenges the education of all children and young people to higher levels has become a key issue of international policy Educational reform in such a context requires a serious rethinking and reworking of school and classroom practices Social justice is integral to the challenge of raising standards since this requires removing the ongoing influence of poverty on school success This thoughtful book presents new thinking and practice for bringing about school change drawn from diverse contexts around the world It distils and compares the experiences and theories in action of engaged teachers school principals and academics It seeks to challenge the dominance that human capital theories of school improvement currently hold on policy making The authors draw on contemporary innovations in practice and theory and also long standing traditions of alternative thinking and practice Linking together and articulating other ways of conceiving of and implementing school change the collection bases its findings on values of equality and global citizenship It shows how schools can work to make different languages knowledge narratives and truths integral to the mainstream curriculum everyday pedagogy assessment and general culture of the school Changing Schools is directed at all who are concerned with progressive school change and the promotion of democratic citizenship and social justice It will prove an invaluable source of inspiration for all involved in schools including teachers head teachers policy makers and those currently studying for school leadership positions

School Music Education and Social Change in Mainland China, Hong Kong and Taiwan Wai-chung Ho, 2011 This book compares from a historical and sociopolitical perspective the respective systems and contents of music education in mainland China Hong Kong and Taiwan in response to globalization localization and Sinification with particular reference to Shanghai Hong Kong and Taipei

Liberal Arts Education in a Changing Society You Guo Jiang, 2014-12-16 In Liberal Arts Education in a Changing Society A New Perspective on Chinese Higher Education You Guo Jiang S J provides a unique focus on the re emergence of liberal arts education in China This is the first book that explores in depth the development of liberal arts

education in China Through the extensive use of first hand materials relating to the liberal arts and current viewpoints of Chinese scholars and higher education leaders Jiang concludes that China must implement a good liberal arts education program to form responsible global citizens *The Routledge International Handbook of Creative Learning* Julian Sefton-Green,Pat Thomson,Ken Jones,Liora Bresler,2011-07-15 The concept of creative learning extends far beyond Arts based learning or the development of individual creativity It covers a range of processes and initiatives throughout the world that share common values systems and practices aimed at making learning more creative This applies at individual classroom or whole school level always with the aim of fully realising young people s potential Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists Containing a mixture of newly commissioned chapters reprints and updated versions of previous publications this book brings together major theorists and current research Comprising of key readings in creative education it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education as well as research academics and policy specialists Sections include a general introduction to the field of creative learning arts learning traditions with sub sections on discrete art forms such as drama and visual art accounts of practice from artist teacher partnerships whole school change and reforms curriculum change assessment evaluative case studies of impact and effect global studies of policy change around creative learning

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