Chapter 1 : Bridging the Chasms in Maternal Health » SPH | Boston University

Bridging the Chasm (Teacher's Edition): An Integrated Program of Vocabulary Building, Reading Fluency, & Writing Skills Teachers Guide Edition by Raymond Gosa (Author).

Every day brings reminders of that chasm in one form or another. The question is â€" what can we do about it? Whilst schools have a role to play in the wider process of social change, the timescale is too great to have an impact on an individual child during the time they are at school. This is just an attempt to sketch out where I think the solutions might be found; this is our direction of travel. Here is the most basic way to express it: Inclusion means having high expectations and high hopes for everyone. Create an inclusive community where everyone belongs, is known, nurtured and celebrated. Deliver a broad but strongly academic curriculum where teachers teach well in a disciplined environment with high expectations. Community, learning and leadership are the three pillars that need to underpin all that we do. There are also two important initial considerations that may seem counter-intuitive: Firstly, narrowing gaps in comparative data terms is a false premise. Secondly, possibly the most important priority is to make the school as successful as possible for the most advantaged students. The school needs to deliver for everyone and the students and parents with the greatest capacity to support, champion, lead and contribute are those with the greatest initial advantages. Some of the details: The belief that engagement is a product of learning not the other way around is vital. To misunderstand this is to create a soft and soggy bridge to nowhere. We need to work on a framework for teaching and learning to deliver the required rigour and provide the resources needed to allow all students to access academic learning in school and beyond. Investment in resources is a key area; advantaged students will acquire what they need â€" the most disadvantaged will rely on the school completely. We need to decide and communicate the specific elements of knowledge we want our students to acquire. If we want all students to have read specific books, to know some poems off by heart, to know the key people in national politics, be able to label a map of Europe or Africa, to list the English monarchs in sequence and know the names and symbols of the most common chemical elements â€" we need to say so. For the most disadvantaged students, it needs to be mapped out explicitly and delivered. In the same way, there are activities and enrichment opportunities that we know facilitate the personal development of young people. A strongly academic curriculum needs to regarded as part of this; not separate. Where students grow up in an environment where the boundaries are weak, unclear or inconsistent, we need to provide that for them. Impeccable behaviour as a goal for all students is a powerful lever. However, day to day, for many highly disadvantaged students, this is a challenge; it creates stress in and around the school. We also need to work with staff; they need to be given explicit support and care to empower them to challenge disruptive behaviours and those young people who can become angry and emotional. There is a subtle difference between being consistent and being rigid; so rigid that exclusion is inevitable. Our Behaviour Support Centre supports us in keeping that line as clear as possible for the majority of students. Our challenge is to go further to link the work of the BSC more closely to the wider curriculum so that re-intregation works even better. Beyond the school, as I describe here, the system is patchy and needs a strong community orientation for us to work with partners, playing our part in an inclusive system. The most disadvantaged students often struggle in both of these areas; they find reading more challenging than others and they are less confident with expressing their ideas in speech. Our reading strategy is currently focused on the very weakest readers; we need to go further to deliver a whole-school structure that delivers planned reading across the curriculum every day. Our rhetoric roadmap has now been produced; we have a plan of structured speech events for all students in all years across all subjects every half-term. This will ensure that the most disadvantaged students have regular opportunities to build their confidence with a range of speech modes. In terms of celebration, I think we place too much pressure on the large-scale events â€" assemblies and such â€" to deliver this. We also need this to be part of the culture of the classroom. Public events need to reflect the community and include diverse voices at the same time as modelling excellence and ambition; that needs to be managed carefully. In loco parentis needs to have real meaning. At HGS we have invested in this to a high level. We pride ourselves on knowing the students and in

devoting time to parental engagement. I think we need to look at recruiting more mentors; more people who work voluntarily? Our model is described here. We do run a nurture group in Year 7 but beyond that, everyone gets everything. We offer a Study Centre facility up to 5pm every day; the challenge is to get the most disadvantaged students to use it without regarding attendance as a detention! Very broadly, a key to building the bridge is to link everything that we do together. Sometimes our efforts are not sufficiently aligned: SEND, behaviour, curriculum, pastoral invention â€" we can all be doing things but they need to link up better. The online e-CAF referral forms are so long, it puts people off! But, once you get education and social care professionals working together, the wrap-around support for families is so much better. Do all these things add up to a bridge?

Chapter 2 : Crossing the Chasm - Wikipedia

Click to Preview Grade Levels: 6th - 12th, Adult Education, Homeschool Description This book contains some of the most powerful and effective gap-bridging units.

Everywhere I go as a consultant â€" businesses, schools, city government, even the FBI â€" I hear the same concerns. Who has that kind of time? We might be able to give you an hour. To begin to answer that question, we need to stand back and look at the Big Picture. The Big Picture is an entire planet in a process of transformation driven by a revolution in information technologies. This revolution is not just changing this thing or that thing about us or our work. It is transforming work itself. It is transforming US. If you had suggested five years earlier that the army, the church, and the aristocracy would all come down together, you would have been shot. Yet when the change came, it came everywhere at once. Suddenly, unpredictably, the earth moved and everything on it was rearranged. As the Iron Curtain collapsed when a single timely push sent everything crashing down, the catalyst was almost irrelevant. We are living during that kind of earthquake. And the aftershocks continue. The structure of all of our organizations and institutions is changing from the inside out. Growth in the quantity of information is no longer incremental. The way we were taught to think about change is itself changing. We are truly building the bridge even as we use it to cross the chasm. Information is doubling every three years. A new Mercedes has more computing power than Apollo A digital watch has more computing power than existed in the world prior to The culture left in the work place after a massive layoff has often been shocked out of a sense of mutual responsibility. A worker at a telecommunications company told me the effects of a massive restructuring at her company. You learn how a system works by being part of it. Hierarchies with layers of middle management were appropriate structures for delivering services and products during stable times. Today computer networks are undermining and transforming hierarchical structures. Power and authority are exercised differently in networks or webs than in hierarchies. The first time we connect to the Internet, for example, we experience ourselves as located at the center of a web. As we surf the WWW, we discover that everyone else is also at the center of the web. Everyone is at the center â€¦ but no one is displaced. If we learned how to act in a hierarchy, however, we learned to exercise power by dominating and controlling. The internalized structure of our organizations defines how we believe we ought to act. A hierarchy is represented schematically as a set of boxes connected by vertical or horizontal lines. Such a structure implies that there is room in each box for only one person. To win, that is, to occupy a box, another must lose. In a web or network, power is exercised cooperatively, through contribution and participation. Or in a different way. The single global economy that is evolving is a web of relationships in which everyone is linked. Pull or push one strand of the web and the entire web responds. Spam the Internet and see what happens to your e-mail box. We must learn how to participate in and contribute to that World Wide Web in order to survive. Unfortunately, when we feel overwhelmed by change, we go into survival mode. So the revolution in information systems, because it is changing everything at once, increases our tendency to be rigid and fearful and to feel isolated. One response is to turn toward those institutions â€" banks, insurance companies, even religious organizations â€" that seem to promise stability and continuity. But those institutions too are part of the single system that is being transformed from within. They too are changing in fundamental ways. Counting on those institutions to provide safety and security from the outside is like eating the menu instead of the meal. The symbol does not deliver the reality we need. The only antidote to rigidity, fear, and isolation is to create structures of mutuality, feedback, and accountability from the inside out. Nothing else gives us a secure platform on which to stand â€" a bridge with which to cross the abyss. All three â€" mutuality, feedback, and accountability â€" must be present. It is the responsibility of leaders to assist organizations in building the necessary structures but it is the responsibility of each one of us to build them into our own lives in order to be resilient, elastic, and responsive to a changing world. More and more energy went into checking out rumors or maneuvering politically â€" until the management used e-mail and electronic bulletin boards to make the conversation public and available to everyone. The leaders accepted responsibility for keeping the bank accountable to its vision and values, while everyone participated in

providing feedback both inside and outside the system. This in turn generated the mutuality that renewed their sense of security. Andrew Grove is the president of Intel, the giant chip-maker. Grove offered to help the man identify the jobs likely to emerge in another year. He offered to assist him in getting the training he needed to be ready when new jobs came on line. There is no promise of lifetime employment, no paternalistic reassurance of what cannot be provided. The employer created a context of mutuality by having an open honest conversation, provided feedback in a timely and appropriate way, and held the employee accountable for doing what he needed to do to ensure his own well-being. None of us can do that alone. We need a group listening and searching with multiple antennae to capture enough information to act. Then we need to communicate within the group to turn that information into knowledge. Knowledge, not information, is the capital valued everywhere today. The data that floods us like water in that fire hose must be filtered and integrated, i. Leaders who know how to tap that collective knowledge can then turn it into wisdom. The wise leader â€" like the wise parent or the wise teacher â€" steers his or her course by the torchlight of doubt and fear. The creation of structures of mutuality, feedback, and accountability transforms doubt and fear into wisdom. Distributed computer networks are both a cause of information overload and a cure. The means to diminish the anxieties generated by technology are provided by the same technology. Anxiety caused by the consequences of the invention of the printing press was addressed by books. People upset by the emergence of writing wrote about their concerns. Every transformation of technology distances us initially from one another but simultaneously provides the means for connecting with one another on deeper levels than ever before. So we need to learn new behaviors to live in a new world. That is much more difficult than understanding why new behaviors are necessary. She turned the task over to one and hid behind her desk. So one day she asked her three brightest children to teach her how to do it. She had the courage to form an alliance with her students â€" hardly a traditional route for teachers to take. Once again, building a structure for mutuality, feedback, and accountability provided what was needed. Managers, teachers â€" even parents â€" must form unorthodox alliances and learn from those they used to teach. The wisdom of experience is still valuable and relevant, but in a different way. The command-and-control behaviors learned in a hierarchical structure do not make for good coaches. Good coaches know how to be present but not controlling, available but not directive. Like the best computer assisted learning, good coaches provide information not at the convenience of the curriculum but when learners are most teachable. Individuals and organizations intending to survive into the 21st century must build in an openness to heresy. The creativity, fresh insight, and wisdom we need will always come as a surprise from the boundaries of our lives. But that it emerges and can be captured and put to use will not be a surprise to those who learn to live at the center of the Web.

Chapter 3 : Part 2: Bridging the Disadvantage Chasm. | teacherhead

As a dad to a year-old daughter and 7-year-old son, I'm deeply grateful to my children's teachers. As a teacher of 25 wonderful 2nd graders, I'm deeply grateful to my students' parents.

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Chapter 5 : Bridging the Chasm - Teacher's Edition | Ray Gosa Books

Raymond Gosa is the author of Bridging the Chasm (Teacher's Edition) (avg rating, 0 ratings, 0 reviews, published), 42 Days to Reading Fluency P.

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Chapter 9 : Raymond Gosa (Author of Bridging the Chasm (Teacher's Edition))

The latest education technology tools, reviewed by teachers in the community. Research Best practice research about how technology is used in leading schools and districts.