

Chapter 1 : Rethinking Home: Climate Change in New York and Samoa | AMNH

A high school teacher explores how the dynamics of a classroom can change when a student leaves and what the effects can be on that student, the other students, and the teacher. Departments Ed Alert.

This venerable social justice organization has a Mexico-U. Border Program and publishes an assortment of resources. AFSC also maintains a film and video library. Amnesty International USA [www. AI](http://www.ami.org) seeks to promote the human rights included in the Universal Declaration of Human Rights, focusing especially on prisoners of conscience, ending the death penalty, and combating torture. Campaign for Labor Rights [www. CLR](http://www.cflr.org) offers an invaluable e-mail listserv of alerts on sweatshop and solidarity issues. Their website includes past updates, links, resources, leaflets, and the like. The site also features a document library on the Nike campaign, Disney in Haiti, Guess jeans, child labor issues, Mexico, Central America, farm worker issues, as well as youth and campus activism. Catholic Worker Movement [www. CW](http://www.catholicworker.org). The Catholic Worker Movement is "grounded in a firm belief in the God-given dignity of every human person. Its journal is *The Catholic Worker*. The Center is the main national organization opposing the increasing commercialization of public schools. It helps communities organize against Channel One, cola contracts and other infiltration of public space by private interests. The Center publishes the newsletter, *Not for Sale!* Clean Clothes Campaign [www. CCC](http://www.ccc.org). A coalition of European groups aiming to improve working conditions in the global garment industry. Publishes a newsletter and various reports. Valuable information on sweatshops, consumer boycotts, and strategies to use "consumer and investor power for social change. The Council of Canadians [www. CC](http://www.councilofcanadians.ca). This independent organization provides analyses on key issues from a critical and progressive standpoint. Box 377017 ; San Francisco, CA Indispensable resources and news about globalization and justice struggles around the world. A similarly valuable but unrelated site is Corporate Watch, in Great Britain, [www. CW](http://www.corporatewatch.org). Cultural Survival sponsors basic research on indigenous peoples, particularly examining the effects of "development. The website includes an education archive with curriculum resources offered, including Rainforest Peoples and Places grades 5-12, The Chiapas Maya grades 5-12 and the Rights of Indigenous Nations. The David Suzuki Foundation [www. DSF](http://www.dsf.ca). The foundation is especially active in the area of climate change, focusing on the "urgent need for practical strategies to reduce global warming caused by human activities. The Edmonds Institute focuses on biosafety and enacting legally-binding international regulation of modern biotechnologies, as well as on intellectual property rights and just policies for the maintenance and protection of biodiversity, including policies that foster recognition and sustenance of agricultural biodiversity. FAIR is a national media watch group that has offered well-documented criticism of media bias and censorship since 1997. FAIR publishes the excellent, classroom-friendly *Extra!* A vital source to get students thinking critically about media coverage of world events. Its website features excellent, classroom-ready factsheets about globalization issues, especially about the consequences of the Third World debt crisis. Focus on the Global South [www. FOGSO](http://www.fogso.org). See their "publications" section. Through its publications and activism, it continues to offer leadership to the struggle for reforming the global food system from the bottom up. The catalog is online at their website. Free The Children [www. FTC](http://www.ftc.org). Free The Children was started by Canadian young people after hearing the heroic story of Iqbal Masih, the Pakistani child who was sold into slavery and then escaped to fight against it. Its goals are to free children from poverty, exploitation and abuse; and to give children a voice, leadership training, and opportunities to take action on issues which affect them from a local to an international level. Friends of the Earth [www. FOE](http://www.foe.org). NW, Washington, DC ; tel: 202-546-4900 Friends of the Earth is a national environmental organization dedicated to preserving the health and diversity of the planet. Founded in 1969, Global Exchange is an organization dedicated to promoting environmental, political, and social justice around the world. Their expansive website gives a flavor for the diversity of activities they have initiated, which include "people to people" projects, such as "reality tours" to Third World countries, managing "fair trade" stores, and publishing resources on global justice issues. Global Exchange is one of the key global justice organizations. Greenpeace began in 1971 when activists went to "bear witness" to nuclear weapons testing planned for Amchitka island, off Alaska. Today Greenpeace is one of the leading organizations using

nonviolent direct action to expose global environmental problems and to promote solutions that are essential to what the organization hopes will be a "green and peaceful future. Both websites feature extensive background materials on these issues, action alerts, ways to get involved, and numerous links to other organizations. The Independent Media Center www. The Center acts as a clearinghouse of information and provides up-to-the-minute reports, photos, audio, and video footage of global social justice struggles through its website. The Indigenous Peoples Council on Biocolonialism www. Box , Wadsworth, Nevada ; tel: The IPCB is organized to assist indigenous peoples in the protection of their genetic resources, indigenous knowledge, and cultural and human rights from the negative effects of biotechnology. A non-partisan national grassroots organization whose purpose is to stop life-threatening abuses by transnational corporations. Through the Tobacco Industry Campaign, INFACT is pressuring Philip Morris to stop addicting new young customers around the world, and to stop interfering in public policy on issues of tobacco and health. Articles posted on their website, like "The Marlboro Man Goes Overseas," could be used with students. Institute for Agriculture and Trade Policy www. The Institute for Agriculture and Trade Policy promotes resilient family farms, rural communities and ecosystems around the world through research and education, and advocacy. Their website includes background readings, articles, and forums on vital issues of agriculture and trade. Box , San Francisco, CA ; tel.: Institute for Policy Studies www. An important think tank on global issues from a social justice perspective. IPS has programs on Peace and Security, the Global Economy, and Paths for the 21st Century, supplemented by several projects that address specific issues. It aims to empower teachers and young people K to work together online at low cost through a global telecommunications network. International Rivers Network www. IRN is an important network that works to support communities around the world struggling to protect rivers and watersheds. They see this work as part of a movement for "environmental integrity, social justice and human rights. Interfaith Center on Corporate Responsibility www. A coalition of Protestant, Roman Catholic and Jewish institutional investors that organizes corporate campaigns to press companies to be socially and environmentally responsible. Publishes the newsletter, The Corporate Examiner. Interhemispheric Resource Center www. Box , Silver City, NM ; tel.: Publishes annual Cross-Border Links Directories which lists and annotates fair-trade networks, labor, and environmental groups. Publishes the newsletter, Borderlines. International Forum on Globalization www. Begun as an alliance of over 60 scholars, activists and writers, the IFG has sponsored important conferences to evaluate the social and environmental impact of globalization. They have published numerous booklets. International Labor Organization www. The organization maintains a searchable website on labor issues of all kinds, such as child labor, and includes useful articles, links, and reports. International Labor Rights Fund www. The International Society for Ecology and Culture www. ISEC promotes locally based alternatives to the global consumer culture. ISEC produced the extraordinarily useful video Ancient Futures, about the negative effects of the arrival of "development" in the Himalayan region of Ladakh. Jobs With Justice www. Extensive information on current campaigns at their website. Jubilee USA Network www. Capitol Street, Washington DC Jubilee USA Network is a coalition of faith-based and activist organizations who denounce the debt owed by impoverished nations to the IMF and the World Bank as illegitimate and pledge to oppose the "debt domination" by wealthy nations. A fine source for action ideas, links and additional resources on the effects of the Third World debt crisis and resistance to it. Also valuable is Jubilee UK, on the web at www. Its website includes articles, links and ways for people to get involved in the global movement for economic justice. Their website includes excellent resources and links on maquiladora health and safety issues. Maquila Solidarity Network www. The Maquila Solidarity Network is a Canadian network promoting solidarity with groups in Mexico, Central America, and Asia organizing in maquiladora factories and export processing zones to improve conditions and win a living wage. Their website includes hard-to-find resources on maquilas by country or company, and many articles on sweatshop issues. Box , Rhinebeck, NY ; tel.: A network of teacher, parent, and community activists who organize around social justice issues in schools and communities. Biannual conferences feature workshops on teaching strategies for social justice, among other issues.

Chapter 2 : Rethinking Politics in the Classroom | The Nation

At the United Nations Climate Change Conference in Cancun, Mexico, in November, island nations like Tuvalu and Nauru pleaded with delegates to create binding greenhouse gas emission reductions, and described how climate-induced rising oceans are literally drowning their lands.

Ready to fight back? Sign up for Take Action Now and get three actions in your inbox every week. You can read our Privacy Policy here. Thank you for signing up. For more from The Nation, check out our latest issue. Support Progressive Journalism The Nation is reader supported: Travel With The Nation Be the first to hear about Nation Travels destinations, and explore the world with kindred spirits. Sign up for our Wine Club today. Did you know you can support The Nation by drinking wine? Will it help bring about a better society or a better world? Those used to be the political questions, even if they invited no easy answers. We must learn once again to pose them. The book is a call to arms for my generation: This, my dad argued, would be catastrophic. My generation must be capable of looking at society through the lens of ethics and morality rather than efficiency and productivity. The question, then, is how to engineer this change before we, too, become engulfed by an obsession with wealth. During a session devoted to the future of social democracy, the best answer to that question came from Ronald Dworkin, a professor of law and philosophy at NYU. He began by warning us of the same threats that my dad spoke out against. If that state makes you act in a certain way, makes you spend your money in a certain way, makes you subscribe to a certain programâ€”even if it benefits you and your communityâ€”your liberty is being infringed upon. Citizenship entails both rights and obligations, and those obligations to the state do not infringe upon our libertyâ€”in fact, they help ensure it. We all too often think of money as the key to a better life. The more we make, and the more we can keep, the better our lives will be. This too is wrong. And yet we have become convinced that it is. Making money and living life well have become virtually inseparable in the public eye. We need to abandon this belief, Dworkin argued. The misconception of liberty expands and festers in right-wing American politics; more and more people appear to subscribe to its faulty premise. The direct link between money and happiness, money and the good life, also continues to strengthen with very little visible opposition; indeed, I can see it very clearly in the elite New York City private school I attend. The media, sometimes tacitly and other times openly, encourage these ways of thinking. Dworkin offered a solution to these threats. He proposed a mandatory course on contemporary political issues in every secondary school. But the course would not be a current events or civics class. It would examine the political debates of the day from an ethical standpoint. Dworkin acknowledged that it would be difficult to implement such a course, and that the temptation would be great to slip back into the fashionable discourse the class is designed to combat. But, he said, if we had the right people constructing the course and choosing the readings, the task would be possible. I am 16, the age at which Dworkin proposed the course be aimed. So why not put that sort of thinking into a course? Students will then focus on it and will gradually realize that ethical and moral questions, not questions of money and production, are the true political questions. Ideally, the course would help students build an immunity to simplistic political debate and the evasion of difficult moral questions. I agree with him as did everyone in that conference room, and as do most reading this magazine. But as Dworkin acknowledged, the course cannot be billed that wayâ€”a more diplomatic approach is required. The ideas of liberals and conservatives, Democrats and Republicans, should be equally represented and scrutinized. My dad wrote *Ill Fares the Land* as a call to arms. Dworkin has given us a way to answer that call. The two of them have offered us the tools we need to achieve a better society based on equality and right; it is our responsibility to take up their offer. To submit a correction for our consideration, [click here](#). For Reprints and Permissions, [click here](#).

Chapter 3 : NPR Choice page

Under our now (amended) Constitutional scheme (after the 18th Constitutional Amendment), each Province has the power to review the curricula being taught in public schools within its territorial jurisdiction, and prescribe the subject-matter for classroom study.

Ask them who ended slavery. I taught high school U. The only problem is that Lincoln was not an abolitionist. I believe I have no lawful right to do so, and I have no inclination to do so. His aim throughout his presidency was to keep the Union together, a task fraught with contradictions, as large swaths of the country embraced both the Union and slavery—for example, Missouri, Delaware, Maryland, and Kentucky. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union. Interestingly, despite the fact that the proclamation is mentioned in virtually every textbook, it is never printed in its entirety. No doubt, the Emancipation Proclamation was a huge deal, and it was cheered by abolitionists and even those who remained enslaved. While early in the conflict Lincoln was offering verbal cake and ice cream to slaveowners, the enslaved were doing everything they could to turn a war for national unity into a war to end slavery, impressing Union generals with their courage, skill, and knowledge—ultimately forcing Lincoln to reverse his early policy of returning those fleeing slavery and, in time, leading the president to embrace their entry into the war as soldiers. The actions of the formerly enslaved even turned some white Union soldiers into abolitionists. This resistance to slavery, along with its effects on Union soldiers, is captured in this testimony from General Daniel E. These services rendered by these men are known to the soldiers, and contribute, I presume, largely to the sympathy they feel for them. There was one case in the 5th regiment where a man named Cox claimed some slaves. He was very badly treated by the soldiers. He came there with an order from the division headquarters for two or three slaves. He pointed out who they were and undertook to take them away; but the soldiers pounced upon him and beat him severely. Things happen—good or bad—because those in power make them happen. What this misses is, through our compliance or resistance, the actions of ordinary people. And when it comes to momentous social changes, like the abolition of slavery, one will always find social movements and the oppressed themselves at the center. But none of them credits a single individual. And all of them include evidence of how, in myriad ways, the people themselves make history.

Chapter 4 : Rethinking Schools Online

As we start this school year, I ask you to join me in rethinking special education in our country. While we all have a stake in the success of children with disabilities, no one has more of a stake in their success than they do.

Stuck in the urgency of a hour news cycle, based primarily on the sensationalism of partisan bickering, we often tend to lose sight of the important national and policy issues. Incessant discussions about issues such as ransacking of Punjab Assembly and resulting token press-conferences have detracted us debating issues such as public education. Govt committed to facilitate business community: Education, it is argued, will create better governance, stronger institutional democracy, better electoral choices, increased economic activity, decrease in the unemployment rate, greater tolerance, and therefore lesser extremism. Yet, for some inexplicable reason, there is no national dialogue of any meaningful nature about reform of the education sector. And this much change. In that spirit, it must be asked: Qatar considering offers to host World Cup teams abroad: Are our curriculums conducive to higher learning? Will our children grow up to imbibe the ideals of a perfect society? Will our project of public education open their minds to pluralistic thought? To tolerance and equality? Will they grow up to further the frontier of thought? Will they be citadels of intellect, and bastions of moral courage? The short answer, at least presently, is: The problem, in this regard, exists at two distinct levels. First, the curriculum of public educational institutions across Pakistan disseminates an intolerant, narrow-minded and biased even bigoted idea of history, politics, religion and even sciences. The first of these two issues “ curriculum review ” is legal in nature, and thus easier to resolve. Under our now amended Constitutional scheme after the 18th Constitutional Amendment , each Province has the power to review the curricula being taught in public schools within its territorial jurisdiction, and prescribe the subject-matter for classroom study. In exercise of this power, the Province of Punjab, for example, had earlier passed a Punjab Curriculum Authority Act, , for review and selection of textbook manuscripts and the Punjab Textbook Board Ordinance, for printing of the textbooks. In , however, these two statutory authorities were merged into one, through the Punjab Curriculum and Textbook Board Act, And since the curriculum as well as the development of textbooks is governed through this legal instrument, the process of review and overhauling is simply a question of political will. In this regard, to guard against an ideology of bias and bigotry amidst our students, a clear break from the past is needed; an embracing of a curriculum that promotes pluralism, does not vilify other religions or nationalities, does not portray the militants as heroes, does not idolise dictator generals as saviors, does not preach hatred against people of other nationalities and races, and instead encourages the questioning of the age-old ideals of societal restraints. Institutions of public education, all across Pakistan, seem to be pursuing a policy of chilling political speech and participation of students in our national discourse. Student petitions to hold vigils, to organise rallies, to endorse causes, and support movements is discouraged on public school campuses. The administration and faculty of even the most liberal educational institutions are afraid to scratch controversial issues. Teaching comparative religions is forbidden. Saadat Hasan Manto and D. And questioning the policies of an entrenched status quo is heresy. Over the past few months, especially after the shooting in Stoneman Douglas High School, students across the United States have taken to streets to protest against a government that is weak on gun laws. And these protests have been meaningful enough for the government to consider legislative measures for curbing the gun-lobby. When was the last time something like that happened in Pakistan? Fish oil cuts heart attack risk, vitamin D lowers odds of cancer death Under the chilling pretext of taboo issues, our educational institutions have lost sight of the fact that the endeavour of education necessarily entails a conscious effort to engage with and participate in the on-going national discourse; that student bodies, all through world history, have been the engine of social progress and political development. And that without such participation by students in our socio-political debate, we will be producing a generation of doctors, engineers and lawyers, all of whom are disconnected with the pulse of modernism, and inert as to the growing and grave trends in our society. This impotence of moral and social conscience, will also spell the death of political evolution and institutional progress, without which no country or generation can ever hope to achieve its fullest potential. For the longest time, we have

been told “ by politicians, social-workers, and intellectuals “ that education is the silver bullet against militancy, intolerance and extremism. That with education, we will be able to overcome the menacing problems that confront our nation today, and will graduate to a life in the promised sunlit uplands of democracy. But if Al-Qaeda members were arrested from the graduate schools of Punjab University and NUST, if political science students from Karachi University were suspects in ethnic target killings, and a group of graduate students ganged up to lynch Mashal Khan in Abdul Wali Khan University, then we must concede that our educational curriculum and institutions are failing in eradicating the evils of our society. The silver bullet, in the circumstances, is just a myth. And those of us who still have faith in the future of this country, are simply deluding ourselves as to the promise of an educated society. To stem the rot, and cure an already cancerous malady, our educational curriculum and culture must change. The primary obligation to effect this change rests with the PTI government; however, other thinking members of the academia and the society at large cannot shirk away from the responsibility!

Chapter 5 : Rethinking Our Nation's Public School Calendar | WBEZ

Given a recent dire report on climate change from the IPCC, Laura Bliss underscores the point that those who have the ability to do so should make changes to how they get around, and pronto.

Rethinking the Purpose of School Tony Wagner Systemic reflection, not reflexive reaction, is fundamental to long-term improvement. Schools and districts must first ask the right questions. We have had little real incentive to rethink the purposes of education since the Industrial Revolution, when schools had to be redesigned to prepare a largely immigrant labor force for new forms of work and citizenship. Now, in another era of rapid economic and social transformation, the business world finds that it must adapt to new technologies, changing markets, and global competition. This new revolution in the workplace, in turn, suggests fundamental reforms for education. In fact, many school critics are proclaiming that business has all the answers for schools. Education for new forms of work is a necessary but insufficient reason for undertaking systemic change. Profound and ongoing changes in the workplace, in the requirements for global citizenship, in the nature of knowledge, and above all, in the needs and concerns of our students—all of these must be taken into account. Corporate Models and Education Recently, superintendents and community leaders have turned to the ideas of Deming, Senge, and others in their search for a methodology for systemic change. Then—as now in schools—a variety of new theories were quickly imported: Quality Circles from Japan, the team alternative to the assembly line from Volvo in Sweden. Efforts to apply corporate models to educational change risk failure, in my experience, when the differences between businesses and schools are not clearly understood. The task of creating consensus on the need for and the goals of change—as well as new incentives for risk taking—are much more complicated in schools. Because corporations can see the problems and relatively quickly measure the effects of change efforts through a variety of quantitative measures—improved quality, profit, and market share—there is rarely disagreement about goals. Likewise, better numbers become obvious incentives. In communities, however, there is little agreement about the goals of school reform or how improvements might best be measured. My interviews with parents, business leaders, educators, and students in a variety of communities reveal strikingly different views. For a lot of parents, the problem is getting test scores up and their kids into good colleges and solid careers. For many educators, the problem is simply getting kids to have more respect for learning and authority and to do some homework. Rarely are students asked what they think the problems are in their schools. Unlike steel, however, students must be motivated to improve. Business models as applied to schools lack a methodology for creating consensus about the goals for meaningful reform. And all too often, these new ideas and practices are imposed from above, with little—if any—discussion among the people most affected: The Right Questions The real challenge in developing a methodology for school reform is not as abstract or mystical as the corporate change literature makes it seem. The problem is—first and foremost—an educational one: What should the goals of school improvement efforts be? While the search for answers and the struggle to implement them is indeed difficult and time-consuming, the real methodology for system change begins and ends with ongoing, authentic conversations about the important questions. My work as a consultant for school improvement over the past four years points to five essential questions: What is our vision and what are our core values for a better school? What are our priorities and strategies for change? What structures do we need to reach our goals? What new skills and resources will we need? What Are Our Strengths and Weaknesses? Too often that assessment begins and ends with a look at numbers—test scores and dropout rates, and perhaps a parent survey. Rarely, if ever, are teachers and students polled. Numbers are also misleading. Just as a growing number of businesses and political parties have done, so must schools begin to use qualitative research to understand what and how people think. Even more important, focus groups led by skilled moderators can introduce new ways of viewing a problem and determine whether or not different groups can then see change in a new light. This latter application is critical for the school change process. As communities begin to discuss how schools need to change, they must first consider the ways in which our society has changed over the past quarter century. Focus groups can explore how various people see the problems in schools and also

present data that will clarify the need for change. It is far easier to develop consensus for educational change among different groups when they are presented with a common framework for viewing the issues. What are some elements of such a framework? First, we must understand how rapid technological, economic, and social changes have radically altered the skills needed for productive work, active citizenship, application of knowledge, and development of good habits for personal growth and health. Then, we must consider how students have changed. Raised in a consumer- and work-obsessed society with less connection to caring adults, many young people seem emotionally needy, hungry for instant gratification, and addicted to passive forms of entertainment. Compared to previous generations, they are less hopeful about the future and less motivated by traditional incentives for learning—respect for authority and belief that hard work will get you where you want to go. The goal is to create a public mandate for change that is sustainable. I recently conducted a series of two-hour focused discussions in a community where there were some surprising findings—as well as significant rewards—for the courageous team of high school teachers and administrators who sponsored them. One finding was that community members and parents did not blame teachers for the problems in schools; rather, they saw teachers as caring people and felt that our society as a whole should assume responsibility for improving education. Second, after reflecting on the challenges of preparing students for the 21st century, community members were more prepared to support profound curriculum changes than teachers had assumed—including a greater focus on competencies, rather than coverage; more interdisciplinary and team teaching; and the development of alternative forms of assessment. Focus group work with students revealed that they, too, want to take more responsibility for their learning. Finally, the focus group process contributed to an increased sense of trust and respect for educators in the community. Everyone appreciated the invitation to become more involved—and the opportunity to have a voice. All these findings formed a foundation for answering the second essential question of systemic change. Communities need to agree on an inspiring vision to drive the change process. Through holding Town Meetings for Learning and then creating working task forces around specific skill and subject areas, communities can begin the hard work of coming to agreement on goals for change. Developing a vision means finding new answers to age old questions: What does it mean to be an educated person today? What should students know and be able to do in order to graduate from high school? How do we best prepare our students for the future? But if a mission statement is to be a true road map for change, it must be both broadly understood and translated into explicit criteria for assessing results. It is quite a different process for an entire community to define skills in terms of specific outcomes—such as the ability of students to analyze opposing editorials on an important issue and then write one of their own, for example. Creating a vision of a better school must include definitions of real outcomes and discussion of how they can best be assessed. Core values are an essential aspect of a vision for a better school. Improving the quality of life and relationships in individual schools may be as important as redefining the goals in the change process. In other words, change involves the heart as well as the head. While a vision statement clarifies the desired outcomes of change, core values define how we treat one another—and what kind of people we aspire to be—in the process. Together, they become the collective mission of the school community and the basis for designing and evaluating the change process. In one school where a successful systemic change effort had been in place for several years, I facilitated a series of focus groups with faculty, students, and then parents. We began with questions like: What behaviors are of greatest concern to you here at school? What behaviors would you like to see more of? Within three months, the school community agreed on the following values as their guiding principles: For the first time, students voiced a concern long felt and silently suffered by individual teachers—that students showed little respect for one another or for adults. They also asked teachers to gossip less about students and to plan more community-building activities. A greater sense of respect and community soon evolved, which, in turn, prompted students and teachers to take greater intellectual risks. What Are Our Priorities? The next step in the process of systemic change is to develop clear priorities and a timeline for change. School board members and community leaders must make clear their long-term commitment to a carefully thought-out strategy. Experience in corporations suggests that systemic change takes five or more years. Like many CEOs, superintendents are under tremendous pressure to produce short-term results. Lacking a long-term contract and

subject to the shifting sands of local politics, many well-meaning superintendents committed to systemic change feel they must undertake everything all at once in every school—an outcome-based diploma, interdisciplinary teams, a theme curriculum, heterogeneous grouping, advisory groups. As a result, even the best, most supportive teachers feel frustrated in their efforts, while the skeptics become even more resistant. All-at-once change efforts too often leave parents and students confused and demoralized, as well. Deep-seated resistance to change can, thus, quickly coalesce. Too little time and consideration are given to the new skills everyone—teachers, students, and parents—needs to become effective participants in the process. Different communities will evolve different priorities for change, depending on their most urgent needs. The results are often dramatic in terms of improved student motivation and performance. With proper training and support for teachers, teacher-student advisor groups and shared governance structures can quickly contribute to enhanced student-teacher relationships and a greater sense of community. Whatever the initial priorities for systemic change, there should be no more than three to five objectives, and they should be broadly understood and supported through focused staff development. Further, priorities must be periodically assessed and modified, as necessary, by a representative school improvement committee. Once this autonomous unit had perfected the new methods, staff members then taught them to others throughout the company. This same process, is the essence of the strategy Debbie Meier is using to replicate her successful Central Park East model in six other New York high schools. Let each district agree on a few clear priorities for these schools or programs within schools, staff them with teachers interested in trying new ideas, open them to representative cross sections of families who choose to be in the program, agree on ways in which their work can be periodically assessed—and get out of the way! One of the most important ways in which state governments and the U. What Structures Do We Need? Superintendents and school boards often implement systemic change by imposing administrative, organizational, or structural reforms. Creating schools of choice, combining schools, eliminating department heads, restructuring the roles of central office staff, or implementing site-based management are some of the more common examples.

Chapter 6 : Rethinking the education paradigm

Schools continue to be among our safest institutions for children, and violence and crime has declined in schools during the last decade. But a substantial subset of middle- and high schools still has unacceptable levels of violence, and bullying is far too common.

We have a book on healing. Most sexual assaults, especially in high schools, are by people that you know, people that you see every day. The school brought in Shafia Zaloom for a week of sexuality education, much of it focusing on consent, how to know if someone is agreeing, or not agreeing, to intimacy. Consent is what makes sex legal. It protects the fundamentals of human decency, which, of course, is essential. Zaloom, a San Francisco-based educator who teaches around the country, puts it in language anyone can understand. How many of you like french fries? Put your hands up high, fries lovers. OK, she says, what if you sit down at a lunch table with your french fries and friends just start grabbing them? How many of you are actually OK with that? In general, the people who respect you enough to ask are the people that you want to share with. Now, how does this actually relate to sexuality? Not to minimize the topic of consent with fries, but what belongs to you? They get to choose how they touch and get touched, because their bodies belong to them. Zaloom uses movie clips to help teens figure out what consent should look and sound like. How did you know? He asked what she wanted to do beforehand. Asked what she wanted to do beforehand. How do you want to be, right? These can be tough subjects to talk about, but students like Logan McDermott-Mostowy are thankful for the discussion. Sex education is required in just over half the states and Washington, D. What that includes varies widely. So, the standards are comprehensive, in that they include things like anatomy and physiology, pregnancy and reproduction, healthy relationships. Just 38 percent of high schoolers and 14 percent of middle school students nationwide are getting this education, everything from information on sexually transmitted diseases and contraception to decision-making skills. That is especially true when it comes to young men. This is an issue that disproportionately affects women, but men are disproportionately the perpetrators. Men have to be involved in the conversation Lisa Stark: Jacob Gaba and Alex Thompson are working to make that happen. At lunch meetings twice a month, the discussion focuses on male culture and how guys can help fight sexual harassment and assault. I think an easy just tap on the shoulder, and, like, you good, that you hear like a thumbs up. And what if you see another guy behaving badly? What would you guys do to intervene in that situation? I just sort of got his attention and pulled him to the side and started talking to him about something else. Have you have gotten any pushback from any of the male students here, like, oh, come on, give me a break? Sometimes, someone will say, like, oh, what you guys are doing is so soft. Like, why is it such a big deal that guys want to be masculine? Schools are often where attitudes about how men and women behave get learned and reinforced. I want to encourage you, when it comes to your relationship practice, that there be respect, empathy and dignity. I think that, the more we know, the more we know and the less confusion there is and gray areas there are, the easier it will be to navigate these situations when we face them later in life in college and beyond. Situations brought into the open with the MeToo movement, and that some hope can be prevented with education like this. A sense of self-worth, absolutely. Listen to this Segment.

Chapter 7 : Our Books â€” Rethinking Schools

Rethinking Schoolsâ€”in conjunction with the Zinn Education Project, which we coordinate with Teaching for Changeâ€”plans a major push this year to undermine Columbus Day and to build support for Indigenous Peoples Day.

Chapter 8 : Systemic Change: Rethinking the Purpose of School - Educational Leadership

Rethinking Schools @RethinkSchools Nonprofit magazine & book publisher dedicated to sustaining & strengthening public education through social justice teaching and education activism.

Chapter 9 : Some schools are rethinking sex ed with lessons on consent | PBS NewsHour

Biography. Michele Gay is a mother, former teacher, and now one of the founders of Safe and Sound Schools: A Sandy Hook Initiative. After losing her daughter, Josephine Grace, on December 14, , she chose to take action as an advocate for improved school security and safety in our nation's schools.