

Just Schools: A Whole School Approach To Restorative Justice

An in-depth look at academically selective public high schools in America What is the best education for exceptionally able and high-achieving youngsters? Can the United States strengthen its future intellectual leadership, economic vitality, and scientific prowess without sacrificing equal opportunity? There are no easy answers but, as Chester Finn and Jessica Hockett show, for more than 100,000 students each year, the solution is to enroll in an academically selective public high school. Exam Schools is the first-ever close-up look at this small, sometimes controversial, yet crucial segment of American public education. This groundbreaking book discusses how these schools work--and their critical role in nurturing the country's brightest students. The 165 schools identified by Finn and Hockett are located in thirty states, plus the District of Columbia. While some are world renowned, such as Boston Latin and Bronx Science, others are known only in their own communities. The authors survey the schools on issues ranging from admissions and student diversity to teacher selection. They probe sources of political support, curriculum, instructional styles, educational effectiveness, and institutional autonomy. Some of their findings are surprising: Los Angeles, for example, has no "exam schools" while New York City has dozens. Asian-American students are overrepresented—but so are African-American pupils. Culminating with in-depth profiles of eleven exam schools and thoughtful reflection on policy implications, Finn and Hockett ultimately consider whether the country would be better off with more such schools. At a time of keen attention to the faltering education system, Exam Schools sheds positive light on a group of schools that could well provide a transformative roadmap for many of America's children.

Just Schools examines the challenges and possibilities for building more equitable forms of collaboration among non-dominant families, communities, and schools. The text explores how equitable collaboration entails ongoing processes that begin with families and communities, transform power, build reciprocity and agency, and foster collective capacity through collective inquiry. These processes offer promising possibilities for improving student learning, transforming educational systems, and developing robust partnerships that build on the resources, expertise, and cultural practices of non-dominant families. Based on empirical research and inquiry-driven practice, this book describes core concepts and provides multiple examples of effective practices. "This is the most compelling work to date on school and community engagement. It will be required reading for all my future classes." —Muhammad Khalifa, University of Minnesota "Full of practical steps that educators and administrators can and must take to build strong collaborations with families." —Mark R. Warren, University of Massachusetts Boston "This important publication provides a way forward for educators, families, students and community members to co-create "Just Schools" by honoring, validating, and celebrating each other's knowledge, skills, power and resources." —Karen Mapp, Harvard Graduate School of Education Excellence Through Equity is an inspiring look at how real-world educators are creating schools where all students are able to thrive. In these schools, educators understand that equity is not about treating all children the same. They are deeply committed to ensuring that each student receives what he or she individually needs to develop their full potential and succeed. To help educators with what can at times be a difficult and challenging journey, Blankstein and Noguera frame the book with five guiding principles of Courageous Leadership: Getting to your core Making organizational meaning Ensuring constancy and consistency of purpose Facing the facts and your fears Building sustainable relationships. They further emphasize that the practices are grounded in three important areas of research that are too often disregarded: (1) child development, (2) neuroscience, and (3) environmental influences on child development and learning. You'll hear from Carol Corbett Ripps, Michael Fullan, Marcus J. Newsome, Paul Reville, Susan Szachowicz, and other bold practitioners and visionary thinkers who share compelling and actionable ideas, strategies, and experiences for closing the achievement gap in your classrooms and school. Ensuring that all students receive an education that cultivates their talents and potential is in all our common interest. As Andy Hargreaves on the book's cover says: "The opportunity for all Americans is to articulate and believe in an inspiring vision of educational change that is about what the next generation of America and Americans should become, not about a target or ranking that the nation should attain." From the Foreword by Archbishop Desmond Tutu: "Letting go of a system of winners and losers in favor of what is proposed in this book is a courageous leap forward that we all must take together. Let this bold, practical book be a guide; and may you travel into this new exciting vista, in which every child can succeed."

"Failing schools. Underprivileged schools. Just plain bad schools." That's how Eve L. Ewing opens Ghosts in the Schoolyard: describing Chicago Public Schools from the outside. The way politicians and pundits and parents of kids who attend other schools talk about them, with a mix of pity and contempt. But Ewing knows Chicago Public Schools from the inside: as a student, then a teacher, and now a scholar who studies them. And that perspective has shown her that public schools are not buildings full of failures—they're an integral part of their neighborhoods, at the heart of their communities, storehouses of history and memory that bring people together. Never was that role more apparent than in 2013 when Mayor Rahm Emanuel announced an unprecedented wave of school closings. Pitched simultaneously as a solution to a budget problem, a response to declining enrollments, and a chance to purge bad schools that were dragging down the whole system, the plan was met with a roar of protest from parents, students, and teachers. But if these schools were so bad, why did people care so much about keeping them open, to the point that some would even go on a hunger strike? Ewing's answer begins with a story of systemic racism, inequality, bad faith, and distrust that stretches deep into Chicago history. Rooting her exploration in the historic African American neighborhood of Bronzeville, Ewing reveals that this issue is about much more than just schools. Black communities see the closing of their schools--schools that are certainly less than perfect but that are theirs--as one more in a long line of racist policies. The fight to keep them open is yet another front in the ongoing struggle of black people in America to build successful lives and achieve true self-determination.

An introduction to leadership draws on a program developed for an elementary school to show how to apply the principles of "The 7 Habits of Highly Effective People" to help everyone, including young children, identify and use their individual talents.

For all grade levels, this second edition of Schools Where Everyone Belongs is packed with practical guidelines and proven strategies for implementing a whole-school approach for reducing bullying. The author draws on theory and research, as well as over two decades of experience as a school counselor and consultant to provide educators with his creative ideas and successful techniques. Interventions to help aggressive youth internalize rules and develop conscience are paired with methods for helping targets of bullying. Chapters cover a wide range of topics, including myths about bullying, acknowledging positive behavior, effective discipline, working with parents, relational aggression, empowering bystanders, and preventing disability harassment. New materials have been added in response to concerns of parents, educators, and students: An entire chapter on preventing harassment of students with disabilities A new set of guidelines for helping students take responsibility for their behavior A troubleshooting guide for developing and implementing school discipline systems

In American Schools, Sam Chaltain interweaves the leading ideas from the education, business, and scientific communities to outline a framework for leadership that helps educators and organizational leaders create the optimal conditions for transformational change.

This book synthesizes the thoughts and feelings of hundreds of thousands of students and stakeholders and offers a vision for schools where everyone's voice matters.

[Sustainability for Our Children, Our Communities, and Our Planet](#)

[Possibilities and Pitfalls of High School Reform](#)

[Developing Habits of Mind in Secondary Schools](#)

[Exam Schools](#)

[Restorative Justice Approaches to Working with Children in Public Care](#)

[Engines of Privilege](#)

[Pursuing Equality in Societies of Difference](#)

[Just Schools \(1979\)](#)

[Making schools better three notes at a time](#)

[Inside Full-Service Community Schools](#)

[Building Equitable Collaborations with Families and Communities](#)

[Using an Inclusive Approach to Reduce School Exclusion](#)

[A Whole School Approach to Restorative Justice](#)

[Schools Within Schools](#)

Describes some of the different and unusual school settings around the world, from an environmentally sustainable school in India to schools within caves in China and schools for the nomadic tribes of Siberia.

Much more than a response to harm, restorative justice nurtures relational, interconnected school cultures. The wisdom embedded within its principles and practices is being welcomed at a time when exclusionary discipline and zero tolerance policies are recognized as perpetuating student apathy, disproportionality, and the school-to-prison pipeline. Relying on the wisdom of early proponents of restorative justice, the daily experiences of educators, and the authors’ extensive experience as classroom teachers and researchers, this Little Book guides the growth of restorative justice in education (RJE) into the future. Incorporating activities, stories, and examples throughout the book, three major interconnected and equally important aspects of restorative justice in education are explained and applied: creating just and equitable learning environments; building and maintaining healthy relationships; healing harm and transforming conflict. The Little Book of Restorative Justice in Education is a reference that practitioners can turn to repeatedly for clarity and consistency as they implement restorative justice in educational settings.

How effective is whole-school high school reform, such as the Schools-Within-Schools (SWS) model? What benefits does it have for students and in which areas does it fall short? This book seeks to answer these questions through the compelling stories of five public high schools that have embraced the SWS method. In order to fully understand the effectiveness of such a system, Valerie Lee and Douglas Ready have delved into every aspect of the reform in these settings, including participants’ reactions, curriculum structures, governance and leadership, and the allocation of students to the schools. The result is a thoughtful look at the SWS model that considers the benefits and problems of implementation, along with issues of equity and access. Provides the first comprehensive, systematic report on the Schools-Within-Schools reform. Offers suggestions for how this popular high school reform can be implemented to work for all students, not just the most academically able or socially advantaged. Follows five schools for several years to determine the long-term results of the reform.

Clear and accessible, Using an Inclusive Approach to Reduce School Exclusion supports an inclusive approach to teaching and learning to help schools find ways to reduce exclusion and plan alternative approaches to managing the pathways of learners at risk. Offering a summary of the contemporary context of DfE and school policy in England, this book considers: Statistics and perspectives from Ofsted The literature of exclusion and recent research into effective provision for learners with SEN The key factors underlying school exclusion Case studies and practical approaches alongside theory and research The impact of exclusion on learners at risk Written by experienced practitioners, Using an Inclusive Approach to Reduce School Exclusion encourages a proactive approach to reducing exclusion through relatable scenarios and case studies. An essential toolkit to support the development of inclusive practice and reduce exclusion, this book is an invaluable resource for SENCOs, middle and senior leaders. This book will focus specifically on developing pedagogical skills and consider what these skills are, how they develop, how they impact on learning and how they differ for different ages and subjects

Hurricane Andrew struck South Florida early on Monday morning, August 24, 1992. Widely described as the worst natural disaster in modern U.S. history, the storm left 38 people dead in South Florida, 80,000 homes destroyed, and damage estimates of at least \$20 billion. The area devastated by the hurricane was approximately three times the size of Manhattan. Almost 250,000 people were left homeless by Andrew—roughly the population of the entire city of Las Vegas, Nevada. Garbage generated by the storm in a single night was equal to the projected landfill for Dade County for the next thirty years.

Action research, explored in this book, is a seven-step process for improving teaching and learning in classrooms at all levels. Through practical examples, research tools, and easy-to-follow "implementation strategies," Richard Sagor guides readers through the process from start to finish. Learn how to uncover and use the data that already exist in your classrooms and schools to answer significant questions about your individual or collective concerns and interests. Sagor covers each step in the action research process in detail: selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, and taking informed action. Drawing from the experience of individual teachers, faculties, and school districts, Sagor describes how action research can enhance teachers' professional standing and efficacy while helping them succeed in settings characterized by increasingly diverse student populations and an emphasis on standards-based reform. The book also demonstrates how administrators and policymakers can use action research to bolster efforts related to accreditation, teacher supervision, and job-embedded staff development. Part how-to guide, part inspirational treatise, Guiding School Improvement with Action Research provides advice, information, and encouragement to anyone interested in reinventing schools as learning communities and restructuring teaching as the true profession it was meant to be.

The Invisible is the story of a young girl called Isabel and her family. They don't have much, but they have what they need to get by. Until one day, there isn't enough money to pay their rent and bills and they have to leave their home full of happy memories and move to the other side of the city. It is the story of a girl who goes on to make one of the hardest things anyone can ever make...a difference. And it is the story of those who are overlooked in our society - who are made to feel invisible - and why everyone has a place here. We all belong.

[Five Principles of Courageous Leadership to Guide Achievement for Every Student](#)

[Teaching Responsibility: Creating Caring Climates](#)

[A School Like Mine](#)

[Circle in the Square: Building Community and Repairing Harm in School](#)

[What Happens when Teachers Call the Shots](#)

[Excellence Through Equity](#)

[The Little Book of Restorative Justice in Education](#)

[Ghosts in the Schoolyard](#)

[A Core Resource for Improvement](#)

[The Power of Voice in Schools](#)

[Educating the Student Body](#)

[Hurricane Andrew, the Public Schools, and the Rebuilding of Community](#)

[American Schools](#)

It's the first day of school at Frederick Douglass Elementary and everyone's just a little bit nervous, especially the school itself. What will the children do once they come? Will they like the school? Will they be nice to him? The school has a rough start, but as the day goes on, he soon recovers when he sees that he's not the only one going through first-day jitters.

How to Help Your School Thrive Without Breaking the Bank will help you improve your school without investing in externally developed, expensive, and time-consuming reform programs or initiatives. It's packed with replicable strategies and practical tools that educators in any school can incorporate to transform the culture and improve student achievement and professional practice. You'll learn how to * Hone your own leadership and grow new leaders among your staff; * Develop a vision and a mission for your school; * Promote excellence among both staff and students; * Make the most of your time and facilitate effective meetings; and * Mine and use data with purpose. For most schools, times are tough and money is tight—but school leaders must still focus on how to steadily improve student achievement. Academic performance will improve in the long term only if your school has a healthy culture marked by integrity, a strong work ethic, collaboration, and reflective risk taking. Strengthening those foundational elements will help you sustain positive change in your school, even in difficult economic times. The good news is that you already have the resources you need to help your school thrive. This book will help you to maximize them.

"Diane Tavenner, founder of Summit Public Schools, offers a blueprint for a better way to educate our children, based on the revolutionary lessons, insights, and methodology she and her faculty developed over 15 years at their famously successful charter schools in California and Washington, which she is now introducing to public school systems across the country that Summit is partnering with to transform education and better prepare our children to lead fulfilled and successful lives. Diane Tavenner founded the first Summit charter school in 2003, developing and perfecting a personalized, project-based curriculum that puts students in charge of their own learning. The school developed a learning plan for every student. They engaged the students by appealing to them with interdisciplinary, real-world projects, rather than passively learning and memorizing in a classroom environment. They created mentorship groups, where students would talk through their goals and help each other solve problems, as well as meet one-on-one with their mentor, weekly. By internalizing a sense of purpose, self-direction, self-sufficiency, and collaboration, students learn the cognitive and life skills needed to navigate the next phases of their lives. Virtually 100% of Summit's original 400 students went on to attend four year colleges"--

Restorative justice is an innovative approach to addressing conflict and bullying, as well as disruptive, challenging and criminal behaviour. A restorative approach in a care setting shifts the emphasis from managing and responding to anti-social behaviour to the building, nurturing and repairing of relationships, and encourages the young person to accept responsibility and put things right. In this photocopyable resource, Belinda Hopkins identifies the practical benefits of employing the restorative approach. In extreme cases, this can mean dealing with serious incidents effectively without recourse to the police and the criminal justice system. For day-to-day interactions the approach builds on the principles of social pedagogy and 'restorative parenting', and offers a fresh look at encouraging self-regulation through the promotion of pro-social behaviour and greater involvement of the young people themselves in making choices that address everyone's needs. Just Care is essential reading for residential care managers and staff, social workers, youth offending team managers and those with responsibility for foster care training and development. Restorative approaches are about more than just repairing relationships when things go wrong, they are also about making and maintaining relationships and they inform a style of teaching just as much as they do an approach to problem solving and conflict resolution. By giving everyone a voice, considering everyone's thoughts, feelings and needs and believing in people's ability to find solutions to their own problems by working together, young people will develop the language and skills they need to properly engage with their peers. The Restorative Classroom invites classroom teachers and teaching assistants to reflect on themselves, on their role, their purpose and their intention in the classroom and on their current style of engagement with their students. It combines a focus on the making, maintaining and repairing of relationships in the classroom with the development of social responsibility and a mutually supportive learning community in that classroom.

Take educational outcomes way beyond facts and information with these tools for teaching students how to think and behave intelligently when they encounter problems and challenges. Karen Boyes, New Zealand author.

Examining the experiences of teachers who are already trusted to call the shots, this book answers: What would teachers do if they had the autonomy not just to make classroom decisions, but to collectively—with their colleagues—make the decisions influencing whole school success? Decisions such as school curriculum, how to allocate the school budget, and who to hire.

Can community-building begin in a classroom? The authors of this book believe that by applying restorative justice at school, we can build a healthier and more just society. With practical applications and models. Can an overworked teacher possibly turn an unruly incident with students into an "opportunity for learning, growth, and community-building"? If restorative justice has been able to salvage lives within the world of criminal behavior, why shouldn't its principles be applied in school classrooms and cafeterias? And if our children learn restorative practices early and daily, won't we be building a healthier, more just society? Two educators answer yes, yes, and yes in this new addition to The Little Books of Justice and Peacebuilding series. Amstutz and Mullet offer applications and models. "Discipline that restores is a process to make things as right as possible." This Little Book shows how to get there.

[Incredible and Unusual Schools Around the World](#)
[Trust in Schools](#)
[Taking Physical Activity and Physical Education to School](#)
[People and Places Transforming Education and Communities](#)
[The Little Book of Restorative Discipline for Schools](#)
[Restorative Approaches to Conflict in Schools](#)
[Practical Strategies for Reducing Bullying](#)
[Inside America's Most Selective Public High Schools](#)
[ASCD](#)
[Britain's Private School Problem](#)
[Leadership for Green Schools](#)
[Successes and Struggles with Restorative Justice in Schools](#)
[School's First Day of School](#)
[Fostering Responsibility, Healing, and Hope in Schools](#)

Leadership for Green Schools provides aspiring and practicing leaders with the tools they need to facilitate the design, leadership, and management of greener, more sustainable schools. Framed by theory and research, this text draws from the fields of sustainability science, built learning environment, and educational leadership to explain what green schools look like, what role school buildings play in advancing sustainable organizational and instructional practices, and why school leaders are "greening" their leadership. Sustainability can often seem like an unreachable, utopian set of goals, but this important resource uses illustrative examples of successful schools and leaders to show how establishing and managing green schools aligns with the work they are already doing to restore engaged learning within their schools and communities. Leadership for Green Schools is a unique and important resource to help leaders reduce the environmental impact of school buildings and immerse students in purposeful, meaningful learning for a sustainable, just future. Special Features: Examples from award-winning schools and leaders—best-practices and illustrative examples throughout make whole school sustainability come to life and show how green leadership is a real possibility for the reader. Aligned with Professional Standards for Educational Leadership—provides the tools necessary for leaders to advance sustainability goals while at the same time fulfilling the core purposes of their job. End-of-chapter discussion questions—valuable pedagogical tools invite personal reflection and conversation.

Culturally Responsive School Leadership focuses on how school leaders can effectively serve minoritized students—those who have been historically marginalized in school and society. The book demonstrates how leaders can engage students, parents, teachers, and communities in ways that positively impact learning by honoring indigenous heritages and local cultural practices. Muhammad Khalifa explores three basic premises. First, that a full-fledged and nuanced understanding of “cultural responsiveness” is essential to successful school leadership. Second, that cultural responsiveness will not flourish and succeed in schools without sustained efforts by school leaders to define and promote it. Finally, that culturally responsive school leadership comprises a number of crucial leadership behaviors, which include critical self-reflection; the development of culturally responsive teachers; the promotion of inclusive, anti-oppressive school environments; and engagement with students’ indigenous community contexts. Based on an ethnography of a school principal who exemplifies the practices and behaviors of culturally responsive school leadership, the book provides educators with pedagogy and strategies for immediate implementation.

Before it was over, they fired him from the little schoolhouse at which he had taught devotedly for ten years. And they fired his wife and two of his sisters and a niece. And they threatened him with bodily harm. And they sued him on trumped-up charges and convicted him in a kangaroo court and left him with a judgment that denied him credit from any bank. And they burned his house to the ground while the fire department stood around watching the flames consume the night. And they stoned the church at which he pastored. And fired shotguns at him out of the dark. But he was not Job, and so he fired back and called the police, who did not come and kept not coming. Then he fled, driving north at eighty-five miles an hour over country roads, until he was across the state line. Soon after, they burned his church to the ground and charged him, for having shot back that night, with felonious assault with a deadly weapon, and so he became an official fugitive from justice. In time, the governor of his state announced they would not pursue this minister who had caused all the trouble, and said of him: Good riddance.

Ferrara, Jacobson, and their colleagues illuminate how community schools become a comprehensive, place-based strategy that both supports high-quality teaching and learning and addresses out-of-school barriers to success.

Introduces children from around the world and discusses where they live, how they play, and what their schools are like.

Drawing on recent international developments in criminal justice, Restorative Approaches to Conflict in Schools highlights the long-term ineffectiveness of punitive models of discipline in education contexts and examines an alternative approach, underpinned by the principles of restorative justice. This approach provides an opportunity for adults and young people to engage with a range of processes such as group conferencing and peer mediation, whereby: conflict and harm are confronted and repaired; a future rather than past orientation is developed; relationships are built upon the values and attitudes of respect, inclusion and equality; pupils learn inter-personal and problem solving skills as well as social responsibility; staff develop skills and confidence in working restoratively; the risk of future/repeat problems is minimised; and a positive school ethos is developed. These approaches have proven to be highly effective in criminal justice systems around the world, and are beginning to be applied more widely in educational contexts. This edited volume draws together for the first time contributions from an interdisciplinary field of international experts and practitioners on the subject, and offers both critique and guidance in order that the implementation of restorative approaches in schools may be undertaken thoughtfully and sustainably. This exciting new text will be a key reference book for locating contemporary, international and inter-disciplinary debate in the field.

Discipline Over Punishment is an exploration of the transformative potential of restorative discipline practices in schools, ranging from the micro-level of one-on-one interactions with students to the macro-level of re-routing the school-to-prison pipeline and improving life outcomes for young people. Gardner, who continues to teach high school in Oakland, CA, has spent nearly 20 years innovating, struggling, and succeeding to implement various restorative justice practices in classrooms and schools around the Bay Area. Using classrooms and schools where he has taught and students, families and educators with whom he has worked, Gardner examines how restorative justice, as a set of beliefs and practices can be a force for justice and equity in our classrooms, schools, and beyond.

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

[Off to Class](#)

[Community Schools](#)

[Interdisciplinary perspectives on whole school approaches to managing relationships](#)

[The Invisible](#)

[Trusting Teachers with School Success](#)

[Guiding School Improvement with Action Research](#)

[The Art of Creating a Democratic Learning Community](#)

[The Leader in Me](#)

[A Practitioner's Handbook](#)

[Racism and School Closings on Chicago's South Side](#)

[Culturally Responsive School Leadership](#)

[Developing Teaching Skills In The Primary School](#)

[My School Improvement Doodle Book](#)

[Listening, Learning, and Leading Together](#)

A step-by-step educator's guide to integrating health, community services, and academic achievement in schools. Inside Full-Service Community Schools combines the on-site knowledge of school principal Sue Maguire, who has created a model full-service community school, with the deep experience and understanding of research-advocate Joy Dryfoos, who has tracked the development of these school transformation models across the country. The result is a highly practical, real-world guide with a unique local-national perspective. Topics include: Getting started Providing a range of services Staffing: what works and what doesn't Collaborating with the government and private sector Involving parents Overcoming barriers Funding Sustaining the school In this groundbreaking work, experts Dryfoos and Maguire share both personal and comparative models, examining the full spectrum of community schools in urban, suburban, and rural settings. The book is ideal for reformers, administrators, and anyone interested in the future of education in America.

Educators and policymakers who share the goal of equal opportunity in schools often hold differing notions of what entails a just school in multicultural America. Some emphasize the importance of integration and uniform treatment for all, while others point to the benefits of honoring cultural diversity in ways that make minority students feel at home. In Just Schools, noted legal scholars, educators, and social scientists examine schools with widely divergent methods of fostering equality in order to explore the possibilities and limits of equal education today. The contributors to Just Schools combine empirical research with rich ethnographic accounts to paint a vivid picture of the quest for justice in classrooms around the nation. Legal scholar Martha Minow considers the impact of school choice reforms on equal educational opportunities. Psychologist Hazel Rose Markus examines culturally sensitive programs where students exhibit superior performance on standardized tests and feel safer and more interested in school than those in color-blind programs. Anthropologist Heather Lindkvist reports on how Somali Muslims in Lewiston, Maine, invoked the American ideal of inclusiveness in winning dress-code exemptions and accommodations for Islamic rituals in the local public school. Political scientist Austin Sarat looks at a school system in which everyone endorses multiculturalism but holds conflicting views on the extent to which culturally sensitive practices should enter into the academic curriculum. Anthropologist Barnaby Riedel investigates how a private Muslim school in Chicago aspires to universalist ideals, and education scholar James Banks argues that schools have a responsibility to prepare students for citizenship in a multicultural society. Anthropologist John Bowen offers a nuanced interpretation of educational commitments in France and the headscarf controversy in French schools. Anthropologist Richard Shweder concludes the volume by connecting debates about diversity in schools with a broader conflict between national assimilation and cultural autonomy. As America's schools strive to accommodate new students from around the world, Just Schools provides a provocative and insightful look at the different ways we define and promote justice in schools and in society at large.

If a picture is worth a thousand words, imagine the power of three pictures at a time. Which is exactly what former graphic designer turned teacher and leadership team member Ben Keeling has done. As thought provoking as it is simple, this book combines an expert knowledge of schools and learning, an enviable talent for graphic design and a keen sense of irony. First spotted by Independent Thinking founder Ian Gilbert following a Twitter exchange that stretched between Chile, the UK and Indonesia, this ground-breaking book uses three simple 'doodles' per page, each on a separate sticky note, to highlight key issues. Simple yet contagious, this book re-writes the rules when it comes to the literature of school improvement and should be on the desk of every school leader and teacher.

"Reveals a sensible way to rebuild public education and close the achievement gap for all students. Indeed, this is already happening in a most unlikely place: Union City, New Jersey, a poor, crowded Latino community just across the Hudson from Manhattan. Kirp explores the game-changing reasons behind Union City's successful schools, including quality early education, a word-soaked curriculum, and hands-on help for teachers. Improbable scholars offers a playbook for reform that will dramatically change our approach to reviving public education"--

Annotation. "Restorative justice is a dynamic and innovative way of dealing with conflict in schools, promoting understanding and healing over assigning blame or dispensing punishment. It can improve the quality of school life not only through conflict resolution, but"

A rigorous, compelling and balanced examination of the British public school system and the inequalities it entrenches. Private schools are institutions that children who are already privileged attend and have those privileges further entrenched, almost certainly for life, through a high-quality, richly-resourced education. The Engines of Privilege contends that in a society that mouths the virtues of equality of opportunity, of fairness and of social cohesion, the continuation of this educational apartheid amounts to an act of national self-harm that does all of us serious damage. Intrinsic to any vision of the future of Britain has to be the nature of our educational system. Yet the quality of conversation on the issue of private education remains surprisingly sterile, patchy and highly subjective.

Accessible, evidence-based and inclusive, Engines of Privilege aims to kick-start a long overdue national debate. Clear, vigorous prose is combined with forensic analysis to compelling effect, illuminating the painful contrast between the importance of private schools in British society and the near-absence of serious, policy-making debate, above all on the left.

Most Americans agree on the necessity of education reform, but there is little consensus about how this goal might be achieved. The rhetoric of standards and vouchers has occupied center stage, polarizing public opinion and affording little room for reflection on the intangible conditions that make for good schools. Trust in Schools engages this debate with a compelling examination of the importance of social relationships in the successful implementation of school reform. Over the course of three years, Bryk and Schneider, together

with a diverse team of other researchers and school practitioners, studied reform in twelve Chicago elementary schools. Each school was undergoing extensive reorganization in response to the Chicago School Reform Act of 1988, which called for greater involvement of parents and local community leaders in their neighborhood schools. Drawing on years longitudinal survey and achievement data, as well as in-depth interviews with principals, teachers, parents, and local community leaders, the authors develop a thorough account of how effective social relationships—which they term relational trust—can serve as a prime resource for school improvement. Using case studies of the network of relationships that make up the school community, Bryk and Schneider examine how the myriad social exchanges that make up daily life in a school community generate, or fail to generate, a successful educational environment. The personal dynamics among teachers, students, and their parents, for example, influence whether students regularly attend school and sustain their efforts in the difficult task of learning. In schools characterized by high relational trust, educators were more likely to experiment with new practices and work together with parents to advance improvements. As a result, these schools were also more likely to demonstrate marked gains in student learning. In contrast, schools with weak trust relations saw virtually no improvement in their reading or mathematics scores. Trust in Schools demonstrates convincingly that the quality of social relationships operating in and around schools is central to their functioning, and strongly predicts positive student outcomes. This book offer insights into how trust can be built and sustained in school communities, and identifies some features of public school systems that can impede such development. Bryk and Schneider show how a broad base of trust across a school community can provide a critical resource as education professional and parents embark on major school reforms. A Volume in the American Sociological Association's Rose Series in Sociology

[Using Restorative Approaches to Foster Effective Learning](#)

[A Unique Celebration of Schools Around the World](#)

[The Rebirth of a Great American School System and a Strategy for America's Schools](#)

[How Schools Around the World Are Inspiring Greatness, One Child at a Time](#)

[Discipline Over Punishment](#)

[Prepared](#)

[What Kids Need for a Fulfilled Life](#)

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[Just Schools](#)

[How to Help Your School Thrive Without Breaking the Bank](#)

[Improbable Scholars](#)

[The Restorative Classroom](#)

[Schools where Everyone Belongs](#)