

Boys And Junior Ualities Exploring Childrens Gender And Ual Relations In The Primary School

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Becky Hammon and other women in the NBA assistant coaching ranks are still waiting for their first head-coaching opportunities, highlighting limits to the league's gender diversity efforts ...

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This book takes an unrelenting look at the hidden worlds of young children's sexualities.

Bestselling author Sherman Alexie tells the story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation. Determined to take his future into his own hands, Junior leaves his troubled school on the rez to attend an all-white farm town high school where the only other Indian is the school mascot. Heartbreaking, funny, and beautifully written, *The Absolutely True Diary of a Part-Time Indian*, which is based on the author's own experiences, coupled with poignant drawings by Ellen Forney that reflect the character's art, chronicles the contemporary adolescence of one Native American boy as he attempts to break away from the life he was destined to live. With a forward by Markus Zusak, interviews with Sherman Alexie and Ellen Forney, and four-color interior art throughout, this edition is perfect for fans and collectors alike.

A graphically stunning, comprehensive introduction to the chemical elements that make up our universe for ages 8-14. This artful and accessible guide to the periodic table -- the ultimate reference tool for scientists worldwide -- names all 118 chemical elements and helps young readers understand the remarkable ways we have learned to use them. Graphically stunning layouts feature each element's letter symbol and atomic number, exploring its attributes, characteristics, uses, and interesting stories behind its discovery. Complete with a comprehensive introduction, conclusion, and glossary, this is the perfect introduction to chemistry for inquisitive minds. Wrapped in a double-sided jacket, with the illustrated periodic table printed on the underside, *Exploring the Elements* is jam-packed with 240 pages of information, including: A comprehensive introduction explaining what elements are and the design and purpose of the periodic table; Each of the 118 elements is visually presented with its respective letter symbol and atomic number, as well as a map of where it's located in the periodic table; Additional details showing where each element is found in the universe (from food on our plates to the center of a star), its unique properties, atomic diagram, secret chemistry, and working examples of how it's used or changing the world; Plus an index, glossary and suggested reading and additional references and Resources. Both a gift book and a practical book, *Exploring the Elements* is for teachers and librarians, parents and grandparents, the home bookshelf and classroom bookshelf, science enthusiasts and budding scientists of all ages.

Preschool teachers and early childhood professionals know that storybook reading is important, but they may not know how to maximize its benefits for later reading achievement. This indispensable guide presents research-based techniques for using reading aloud to intentionally and systematically build children's knowledge of print.

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Simple yet powerful strategies are provided for teaching preschoolers about book and print organization, print meaning, letters, and words, all while sharing engaging, commercially available books. Appendices include a detailed book list and 60 reproducibles that feature activities and prompts keyed to each text.

"Bullying in schools is a growing phenomenon and a major problem in many countries (Murray-Harvey, Slee, & Taki, 2010). It is an inter-relational problem influenced by the various contextual factors, arising from interactions between individuals, peer groups, school, family, and community (Espelage & Swearer, 2010). Bullying is widely studied from a socio-ecological perspective yet the complexity of bullying necessitates more than a single theory to understand the influence of the individual, interpersonal, systemic, and structural factors (Mishna, 2012). The conceptual perspective of an ecological systems framework can incorporate a number of theoretical models to explain the underlying mechanisms of factors associated with bullying within each context. The present research examined individual and classroom characteristics based on empirical assumptions in the literature. It tested an explicit classroom peer ecology model proposed by Rodkin and Gest (2011) which highlights teaching practices, peer ecology, and network-related teaching as proximal processes that influence bullying outcomes. The present study used a nested design (n= 38 classrooms; 687 Grade 7 and 8 students) and hierarchical linear modeling to assess different aspects of classroom teaching practices as predictors of bullying perpetration, victimization and social status outcomes. Student characteristics that included language and literacy skills, school connection, social status and social support were examined as individual level predictors. Observer, teacher, and student perceptions were used to assess the instructional and emotional aspects of the classroom environment. Significant variation existed between classrooms for bullying perpetration and victimization (accounting for approximately 7% and 4% of the variation, respectively). Only student perceptions of the classroom measured with subscales of the Student Classroom Environment Measure (SCEM; Midgley, Eccles, & Feldlaufer, 1991) predicted bullying perpetration and victimization. Social comparison in the classroom was associated with increased bullying perpetration outcomes. There was a positive relationship between competition and victimization outcomes suggesting that increased competition in the classroom influences victimization in the classroom. Teacher-student relationship was also a significant predictor of victimization indicating that better teacher-student relations were associated with decreased victimization. Gender and school connectedness were individual characteristics predicting bullying perpetration and victimization outcomes. Adolescent boys reported more bullying perpetration and victimization than girls. School connectedness was inversely related to bullying perpetration and victimization. Social status was only significant for bullying perpetration, revealing that a popular status among peers was related with increased bullying

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perpetration outcomes. This research also examined the impact of classroom environment on social status outcomes exploring how different classroom indices predicted the likelihood of rejected and popular status. The findings of this study support several links of Rodkin and Gest's (2011) conceptual model of the classroom peer ecology. Specifically this research provides evidence for teaching practices associated with bullying perpetration and victimization. Teaching practices also had an influence on the classroom peer ecology (i.e. social status). Social status as a dimension of the peer ecology was related to bullying perpetration outcomes. Implications of this research can guide future intervention and prevention programs tailored for Grades 7 and 8 junior high schools that focus on enhancing classroom environment and promoting social competence and positive social adjustment to help alleviate bullying." --

The book presents a modern, psychoanalytically-informed chronological view of how the mind develops from infancy through young adulthood. It is a comprehensive work which integrates analytic theories and concepts with a contemporary systems model of development and draws on scholarly research from neighboring fields.

Brian has always felt invisible at school, but when a new student, Justin, arrives, everything changes.

To learn more about learning – what it is and how it works – it is necessary to look inside education. Inside Education takes the reader on a journey of four ‘live’ education projects: the first all-Irish speaking, mixed-gendered, multi-faith primary school in the Republic of Ireland ideally suited to exploring learning identity; an alternative post-primary school for those who leave (or are left behind by) the formal education system also based in the Republic of Ireland and ideally suited to exploring personal learning; an early college school that enables students to simultaneously sit their high-school diploma and college exams based in Queens, New York and ideally suited to exploring learning success; and an adult education training centre that works with ‘landless’ movement members based in Brazil and ideally suited to exploring learning power. Using a critical ethnography approach, each research narrative naturally unfolds/enfolds to tell a more complete learning story. All those interested in education are primed readers. By (re-)viewing their own learning outlook, they may begin to advance deeper critical ideas and debates in education. They may come to (re-)represent education, reminding public consciousness of its human stories, as well as its curious, intricate and powerful qualities. And they may (re-)discover ‘other’ roads to raise a scholar. Teachers, educational researchers, parents and guardians will be particularly interested readers. ‘Inside Education is a thought-provoking, challenging and revealing

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journey inside the world of education and learning. Its exploration of school and classroom practices in a range of different settings provides important insights into how we learn – a central aspect of our education system which remains overlooked and understudied. In doing so, it lays down a challenge to policy-makers and educators everywhere to think differently about the way we learn and, ultimately, help students fulfil their real potential.' -Carl O'Brien, Chief Reporter for The Irish Times 'Inside Education is a stunning example of passionate scholarship that nonetheless refuses a redemptionist stance. The ethnography captures people and contexts and draws the reader into the four sites of learning in fluent and lyrical prose. This is facilitated by the extensive use of research notes deploying historical, comparative, literary, artistic and scholarly sources.'" -Denis O'Sullivan, Emeritus Professor of Education, University College Cork, Ireland

Presents a collection of stories that explores the heartbreak and radiance of love as it is shaped by passion, betrayal, and the echoes of intimacy.

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