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we think and can give us super  
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Canaries Reflect On The Mine  
Canaries Reflect on the Mine is a must-

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read book that will undoubtedly prompt teachers and school administrators to rethink the conclusions they make as they interact with students. Challenging so-called educational reformers, Canaries calls for alternative considerations of disempowering structures and policies

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that assault human desires and disregard cherished values.

IAP || Book || Canaries Reflect on the Mine

In Canaries Reflect on the Mine:  
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Cameron invites the reader to see

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Schooling and early school leaving through the eyes of high school dropouts themselves. The transcendent desires revealed by this research to be known and valued, to learn with purpose and autonomy are spoken with poignant clarity by the young people who story these pages.

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Dropouts Stories Of

Canaries Reflect on the Mine:  
Dropouts' Stories of ...

Collectively, these young people's stories evoke a canary-in-the-mine metaphor, one where the canaries exit and the miners remain. They implore us to see the dropout crisis as a

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Symptom of the alienating and dehumanizing school practices advanced by No Child Left Behind and Race to the Top.

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Canaries Reflect on the Mine:

Dropouts' Stories of ...

In Canaries Reflect on the Mine:

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Dropouts' Stories of Schooling, Jeanne Cameron invites the reader to see schooling and early school leaving through the eyes of high school dropouts themselves. The transcendent desires revealed by this research - to be known and valued, to learn with purpose and autonomy -



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Cameron invites the reader to see schooling and early school leaving through the eyes of high school dropouts themselves. The transcendent desires revealed by this research - to be known and valued, to learn with purpose and autonomy - are spoken with poignant clarity by

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the young people who story these pages.

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Collectively, these young people's stories evoke a canary-in-the-mine metaphor, one where the canaries exit

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and the miners remain. They implore us to see the dropout crisis as a symptom of the alienating and dehumanizing school practices advanced by No Child Left Behind and Race to the Top.

Canaries Reflect on the Mine:

*Page 20/96*

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Dropouts' Stories of ... Of

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Dropouts Stories Of

Canaries Reflect on the Mine:  
Dropouts' Stories of Schooling. Guest  
Writer: Adam Sutton Accountability

has been a required buzz word when  
talking about school reform for 20  
years. It ties results to school  
spending. In particular, test scores



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and student achievement data are expected to rise with spending.

Canaries Reflect on the Mine:

Dropouts' Stories of ...

Canaries Reflect on the Mind By: Rene Lewis and Robyn Bender Ending

Result ...It's like the preppy kids don't

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like the punk kids and the skater kids  
hate the roller bladers, cause you can  
tell who's obviously a skater kid,  
who's a punk kid, who's a prep, who's  
a goth. They're all

Canaries Reflect on the Mind:

Hannah's by Rene Lewis

*Page 26/96*

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reasons. Reading this canaries reflect

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Dropouts Dropouts stories of  
schooling research for social justice  
personalpassionateparticipatory will  
allow you more than people admire. It  
will lead to know more than the  
people staring at you. Even now, there  
are many sources to learning, reading  
a collection still becomes the first

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Dropouts Stories Of  
unusual as a good way.

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Dropouts Stories Of Schooling ...

In 1906, canaries were used by a  
rescue team to enter a mine in the  
aftermath of an explosion (see below).

The canary was described as most

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Dropouts and in some instances they were produced as evidence during investigations of industrial accidents.

Canaries in the Coal Mine - The Gale Review

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ETFs are the canary in the bond coal mine | Financial Times

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Dropouts ' Stories of Schooling,  
Jeanne Cameron invites the reader to  
see schooling and early school leaving  
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spoken with poignant clarity by the young people who story these pages.

Canaries Reflect on the Mine eBook  
por Jeanne Cameron...

In modern politics, polls often serve as the canary in the mine - an early warning signal of danger or trends.

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But polls can also be used to wag the dog - diverting attention from something significant.

25 Canary Quotes - Inspirational  
Quotes at BrainyQuote

If society were a mine, refugees would be the canaries in it. Their condition

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reveals whether the currents of public air are pure or toxic. By that standard the present currents in Australia are noxious. They mark a change from the first generous response to the Coronavirus to the meaner reconstruction of the economy. By Andrew Hamilton

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Refugees are the canaries in the mine  
All outbound international travel from  
England will be banned, except for a  
small number of circumstances, as  
part of the new rules revealed last  
night by Prime Minister Boris  
Johnson.

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see schooling and early school leaving  
through the eyes of high school

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Dropouts themselves. The

transcendent desires revealed by this research – to be known and valued, to learn with purpose and autonomy – are spoken with poignant clarity by the young people who story these pages. This study offers a compelling and timely critique of the dominant,

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neoliberal discourse on schooling and early school leaving. It challenges conventional wisdom about dropouts, and shows how the experiences and needs of those who leave school early and those who persist to graduation are more similar than different.

Collectively, these young people ' s

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Stories evoke a canary-in-the-mine metaphor, one where the canaries exit and the miners remain. They implore us to see the dropout crisis as a symptom of the alienating and dehumanizing school practices advanced by No Child Left Behind and Race to the Top. More importantly,



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they offer a vision for schooling that lovingly embraces and extends all students' experiences, enriches their biographies, and celebrates and supports each of their talents and purposes with equal passion. Pre-service and in-service teachers, educational researchers and policy

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makers, administrators, and advocates for equitable and democratic schooling have much to learn from this book. Qualitative researchers will find a powerful model for working collaboratively with youth to represent their experiences and to craft solutions to the challenges they

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face. Students of sociology will discover a compelling illustration of C. Wright Mills' sociological imagination and his charge to "take it big" by drawing connections between individual biographies and the social and historical structures that frame lived experience. For

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Professional social scientists, it embodies Mills' challenge to embrace the moral sensibilities required to understand and improve the human condition.

The SAGE Guide to Curriculum in Education integrates, summarizes, and

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explains, in highly accessible form, foundational knowledge and information about the field of curriculum with brief, simply written overviews for people outside of or new to the field of education. This Guide supports study, research, and instruction, with content that permits

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Quick access to basic information, accompanied by references to more in-depth presentations in other published sources. This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia. It addresses the ties between and controversies over public

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debate, policy making, university scholarship, and school practice. While tracing complex traditions, trajectories, and evolutions of curriculum scholarship, the Guide illuminates how curriculum ideas, issues, perspectives, and possibilities can be translated into public debate,

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School practice, policy making, and life of the general public focusing on the aims of education for a better human condition. 55 topical chapters are organized into four parts: Subject Matter as Curriculum, Teachers as Curriculum, Students as Curriculum, and Milieu as Curriculum based upon



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the conceptualization of curriculum  
commonplaces by Joseph J. Schwab:  
subject matter, teachers, learners, and  
milieu. The Guide highlights and  
explicates how the four  
commonplaces are interdependent  
and interconnected in the decision-  
making processes that involve local

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and state school boards and government agencies, educational institutions, and curriculum stakeholders at all levels that address the central curriculum questions:

What is worthwhile? What is worth knowing, needing, experiencing, doing, being, becoming, overcoming,

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sharing, contributing, wondering, and imagining? The Guide benefits undergraduate and graduate students, curriculum professors, teachers, teacher educators, parents, educational leaders, policy makers, media writers, public intellectuals, and other educational workers. Key

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Features: Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic; what are the pressing issues and contemporary concerns about the topic; what historical, social, political, economic, geographical, cultural, linguistic,

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ecological, etc. contexts surrounding the topic area; how the topic, relevant practical and policy ramifications, and contextual embodiment can be understood by theoretical perspectives; and how forms of inquiry and modes of representation or expression in the topic area are

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crucial to develop understanding for and make impact on practice, policy, context, and theory. Further readings and resources are provided for readers to explore topics in more details.

This narrative ethnography adopts an

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aesthetic lens to relay the various lived experiences of a non-traditional, Midwestern public high school during its final year in its original building.

Extending upon previous research of high school dropouts, I examine how this one particular high school incorporated a self-paced curriculum

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with a focus on “family” to address the unique learning needs of students at risk of not graduating. By employing elements of grounded theory, narrative inquiry, and autoethnography, I share the stories of Walcut High School ’ s (a pseudonym) roughly sixty students as



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they struggle to navigate their respective roles in a dominant cultural narrative to which they 've never felt like they belonged. Through the extensive and organic voices of the primary participants—as well as my observations of my own participation in the school culture over the course

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of a year—this project serves to offer insights not only into the school experiences of marginalized adolescents, but also into Walgut ’ s myriad successes and failures. In particular, this piece highlights the vitality of unconditionally caring or “ hospitable ” teachers (Derrida,

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2000), while ultimately questioning the presumed utility of a high school diploma. The story concludes not by lauding the alternative mine created for Walgut's canaries, but by questioning the purpose and stability of all scholastic minds. As American schools continue making strides to

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accommodate and support the complex and oftentimes contradictory needs of their students, what it means to succeed as a teacher in (and prepare teachers for) these diversified, inclusive learning spaces is growing increasingly complicated. Indeed, given the shifting paradigm of

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American public education, teacher preparation programs must continue to adapt their practices and philosophies in order to equip their teacher candidates with the skills needed not only to thrive but also find purpose and meaning in schools similar to this project ' s Walgut.

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While this book doesn't claim to offer any answers to the myriad questions concerning the future of public schools, it does endeavor to offer a springboard from which all education stakeholders can continue engaging in healthy and productive discussions of how best to prepare

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students (and teachers) for  
autonomous, democratic, curious,  
creative, and compassionate  
citizenship both in and apart from  
their academic communities. To this  
end, rather than write from a  
detached, traditionally academic  
vantage, I have sought in these pages

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to compose from a personal (albeit limited), passionate (albeit subjective) and participatory (albeit someone marginalized) perspective. In my pursuit of social justice for the characters of Walcut High School, I begin first by exposing my own privileged role in perpetuating



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injustice. Only through recognizing and naming our own demons can we ever begin to exorcize the System writ large. Thus, in this book 's lack, there is possibility; in its futility, hope.

This is a collection of essays written during the course of a career in public

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education spanning over forty years.

The essays reflect the author's optimism and frustrations with the business of schools and the

impractical way schools hire, fire, and retain teachers and administrators.

The author suggests new ways to examine practices and procedures in

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the public schools in the United States, from core curricula to discipline, even suggesting a utopian school district. Filled with anecdotes and thought-provoking questions, the author describes the life of a public school employee in a variety of positions within a centrally isolated

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Upstate New York public school system. A must-read for anyone considering a profession within the public schools, for new school board members, or for parents who want to know the dirty little secrets that exist in a public school system typical of any public school system in the

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United States. Barbara D. Katz-Brown,  
MS, CCC-SP, SDA

Teachers, Teaching, and Media:

Original Essays about Educators in

Popular Culture is notable for its  
scope of previously underexamined  
genres and for the range of topical

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perspectives written in an accessible style but anchored in serious scholarship.

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned

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Society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and

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Dropouts, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD



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addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.

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In Beyond Retention: Cultivating Spaces of Equity, Fairness, and Justice for Women of Color in U.S. Higher

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Education, Brenda Marina and Sabrina N. Ross address the continued underrepresentation of women faculty of color at predominantly White colleges and universities through a creative convergence of scholarship focused on intellectual activism and structural change. Inspired by the

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African American oral tradition of call and response, this text illuminates the calls, or personal narratives of women faculty of color who identify racialized, gendered, sexualized, and class-based challenges associated with work in predominantly White institutions. Accounts of social justice-

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oriented strategies, policies, and practices that support women faculty of color and reflections by women of color who are senior faculty members serve as literal and metaphorical responses. The convergence of calls for social justice and equity-minded responses and reflections in this text

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Provide intellectual foundations for the development of higher education spaces where women faculty of color can thrive. Beyond Retention is a critical geographic project intended to identify and mitigate structures of oppression that act as barriers to the full incorporation of women of color

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in predominantly White academic contexts. This text will be of interest to scholars interested in curriculum topics of race, gender, sexuality, and place. The text offers strategies for coping and success for women of color in doctoral programs, faculty positions, and mid-level

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administration positions within the academy; as such, Beyond Retention will be a valuable addition to the reading libraries of each of these groups. Men and women with interests in the experiences of educators of color within predominantly White contexts will

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also gain valuable insights from this book, as will individuals interested in various areas of women studies, multicultural education, and diversity. Beyond Retention also provides accounts of practices and policies that have been successful in supporting the needs of women faculty of color;



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Knowledge gained from this text will be useful for higher education administrators seeking to improve the campus climate for faculty of color.

Additionally, human resource directors, equal opportunity specialists and diversity trainers will find this text helpful when considering

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strategies for managing diversity.

Although the social reality is stark for progressive scholars who engage in scholarly activities or are committed to guiding their students to develop a social-just praxis in the circles of higher education, some scholars have

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found fissures amid the alienating, often hostile academic world to learn, grow, and create transformative communities. Up to this date, however, their stories have not been captured. Therefore, the purpose of this volume is to highlight alternative narratives generated by

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transformative scholars who have maintained their oppositional identity to the structures that oppress the vast majority of citizens. By bringing together these narratives, we focus on those who have joined with likeminded colleagues to teach, engage in activism, and conduct

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emancipatory forms of research, learning to negotiate and survive academic and corporate realities in spite of restrictive climates. Not only are these stories vital for helping students, academics, and the wider community understand how commercialized forces are impacting

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the professional lives of critical scholars in the academy, they have the power to help current and future critical pedagogues define (and redefine) themselves in a social world which is continually “ promoting a narrow and intellectually stifling agenda for the role of education and

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turning the public against the very idea of a critical education ” (McLaren, 2006). As stated by Bruner (1986) stories give “ a map of possible roles and possible worlds in which action, thought, and self-definition are possible (or desirable) ” (p. 2, cited in Collins & Cooper, 2005).

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These possibilities for definition and redefinition are what we seek to present, explore and understand.

In *The Poverty of Work*, Van Arsdale offers ethnographic and historical accounts of employment agency labor. Employing sixty million temporary



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workers globally and growing, the case is made for rethinking the function of employment agencies and their impact on economic inequality.

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In Queer Multicultural Social Justice Education: Curriculum (and Identity) Development Through Performance, I

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take a pragmatic approach sharing my intimate journey, my stories, and myself with you—the reader—as I actively perform and model the development of queer explorations (i.e., lessons) and curriculum. I begin this journey with three accessible histories of multicultural education,

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queer perspectives, and  
autoethnography, respectively. These  
easy-to-navigate stories provide you  
with important background  
knowledge, highlighting the evolution  
of, commonalities between, and need  
for each discipline, along with their  
connection to identity and identity

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awareness as a form of social justice practice and advancement. Next, I share and perform the nine explorations developed for this project, collectively titled Queer Explorations of Identity Awareness. Modeling for you in practical terms how to queer curriculum and its

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development, I openly examine my raw performances, discuss my personal and analytical reflections, and embrace my own personal experiences and revelations that occurred throughout this project. Finally, I close with a creative, reflective, and story-like analysis of

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the process that includes a call to action from you to share your stories as a way of knowing yourself—and others—as a form of social justice education and advancement. This book is intended for all formal and informal educators interested in performing and developing queer

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Multicultural social justice curriculum and practices. Inspired by Ayers (2006), I invite you on this “voyage” with “hope and urgency” (p. 83). It is time we share our stories as a form of curriculum, activism, and coming together.

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