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for children.*

*In Teachers as
Cultural Workers,*

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Letters To Those
Who Dare Teach
about the lessons
learned from a
lifetime of
experience as an
educator and social
theorist. Freire's
words challenge all
who teach to reflect
critically on the
meaning of the act
of teaching as well

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*as the meaning of
learning. He shows
Letters To Those
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why a teacher's
With New
success depends on
Commentary By
a permanent Joe
commitment to
learning and
training, as part of
an ongoing
appraisal of
classroom practice.
By opening
themselves to*

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Commentary By
Peter M. ...
a continual
reconstruction of
their own paths of
curiosity, opening
the doors to habits
of learning that will
benefit everyone in

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the classroom. In
Letters To Those
essays new to this
Who Dare Teach
edition, well-known
With New
and respected
Commentary By
McLaren, Joe
McLaren, Joe
Kincheloe, and
Shirley Steinberg
add their reflections
on the relevance of
Freire's work to the
study and practice
of education across

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the globe.

*From an elementary
school principal and
popular YouTube
personality,*

*inspiration and Joe
humor for educators
to tackle the*

*challenges they face
day-in and day-out*

*Gerry Brooks is an
elementary school
principal turned*

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YouTube celebrity
Letters To Those
who entertains K-12
Who Dare Teach
teachers,
With Neow
administrators, and
Commentary By
parents across the
Pat McHenry Joe
country. He tells
jokes with the kind
of mocking humor
1996
that gets a laugh,
Paperback
yet can be safely
shared in school.
After all, even great
schools have bad

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days -- when lesson plans fall through, disgruntled parents complain, kids throw temper tantrums because they have to use the same spoon for their applesauce and mashed potatoes, and of course, dealing with... The Horror! The

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*Horror!...dreaded
assessments.
Ranging from
practical topics like
social media use in
the classroom and
parent-teacher
conferences to more
lighthearted
sections such as
"Pickup and Dropoff:
An Exercise in
Humanity" and*

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*"School Supplies:
Letters To Those
Yes, We Really
Who Dare Teach
Need All That Stuff,"
Go See the
Principal offers
By
comic relief, ren Joe
inspiration, and
advice to those who
need it the most.
Paulo Freire is
regarded by many
as the most
significant*

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With Nery
Freire's own
intimate
retrospection of his
life and work. These
reflections,
dedicated to his
niece Cristina,
provide a backdrop
for a deeper

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*understanding of
how his experiences
are linked to his
philosophical and
pedagogical work.*
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Who Dare Teach
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Commentary By
A Critical Encounter
Teaching To
Transgress
Frederico 2006
Your Handbook for
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Action
Pedagogy of the
Heart
Speaking Our Truth

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*Letters from Cuba
Reading the Word
Who Dare Teach
and the World
Pedagogy in Process*
presents a first-hand
account of the most
comprehensive By
attempt yet to put into
practice Paulo
Freire's theory of
education within a
real societal setting.
When Guinea Bissau

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*on the West African
Letters To Those
coast declared
Who Dare Teach
independence in 1973
With Neq
the rate of illiteracy in
Commentary By
its adult population
Peter M. Lopez
was ninety percent.
Kinshasa By
The new government
faced the enormous
Freire Paulo 2006
task of educating its
Paperback
citizens. With Freire
as collaborator and
advisor the
government launched*

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*a huge grass-roots
literacy campaign and
this book is Freire's
memoir of that
campaign. Those
familiar with Freire's
work will identify his
ongoing insistence on
the unity between
theory and practice,
mental and manual
work, and past and
present experience.*

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Letters To Those
Who Dare Teach
With New
Commentary By
Paulo Freire
Who Dare Teach
With New
Commentary By
Paulo Freire
Paperback

This is essential reading for anyone interested Freire's revolutionary ideas on education and the transformative power they hold when applied to society and the classroom. This edition includes a substantive introduction by Michael Apple who is

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*Professor Emeritus of
Letters To Those
Curriculum and
Who Dare Teach
Instruction and
With New
Educational Policy
Commentary By
Studies at the
University of
Wisconsin-Madison,
USA.*

*The concept of "funds
of knowledge" is
based on a simple
premise: people are
competent and have*

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*knowledge, and their
life experiences have
given them that
knowledge. The claim
in this book is that
first-hand research
experiences with
families allow one to
document this
competence and
knowledge, and that
such engagement
provides many*

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*possibilities for
positive pedagogical
actions. Drawing from
both Vygotskian and
neo-sociocultural
perspectives in
designing a
methodology that
views the everyday
practices of language
and action as
constructing
knowledge, the funds*

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of knowledge
Letters To Those
approach facilitates a
Who Dare Teach
systematic and
With New
powerful way to
Commentary By
represent communities
Peter McLaren Joe
in terms of the
Resources They Possess
and how to harness
Freire Paulo 2006
them for classroom
Paperback
teaching. This book
accomplishes three
objectives: It gives
readers the basic

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*methodology and
techniques followed in
the contributors' funds
of knowledge
research; it extends
the boundaries of
what these
researchers have
done; and it explores
the applications to
classroom practice
that can result from
teachers knowing the*

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Cultural Workers
*communities in which
they work. In a time
when national
educational
discourses focus on
system reform and
wholesale replicability
across school sites,
this book offers a
counter-perspective
stating that instruction
must be linked to
students' lives, and*

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*that details of effective
Letters To Those
pedagogy should be
Who Dare Teach
linked to local
With New
histories and
Commentary By
community contexts.*
This approach should
not be confused with
parent participation
programs, although
that is often a
fortuitous
consequence of the
work described. It is

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Who Dare Teach
With Noew
Comments By
Peter Melvin Joe
Iki Huh
Paperback
2006

*also not an attempt to
teach parents "how to
do school" although
that could certainly be
an outcome if the
parents so desired.
Instead, the funds of
knowledge approach
attempts to
accomplish something
that may be even more
challenging: to alter
the perceptions of*

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working-class or poor
Letters To Those
communities by
Who Dare Teach
viewing their
With New
households primarily
Commentary By
in terms of their
Peter McLaren Joe
strengths and
Kinshella By
resources, their
Funds of Knowledge
defining pedagogical
Paperback
characteristics. Funds
of Knowledge:
Theorizing Practices
in Households,
Communities, and

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Classrooms is a
critically important
volume for all
teachers and teachers-
to-be, and for
researchers and
graduate students of
language, culture, and
education.

Pedagogy of the Heart
represents some of the
last writings by Paulo
Freire. In this work,

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*perhaps more so than
any other, Freire
presents a coherent
set of principles for
education and politics.
For those who have
read Freire's other
works the book
includes new
discussions of familiar
subjects including
community,
neoliberalism, faith,*

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*hope, the oppressed,
and exile. For those
Letters To Those
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coming to Freire for
With New
the first time, the book
Commentary By
will open up new ways
Peter McLaren Joe
of looking at the
interrelations of
Freire Paulo 2006
education and
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political struggle.*

*Freire reveals himself
as a radical reformer
whose lifelong
commitment to the*

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*vulnerable, the
illiterate and the
marginalised has had
a profound impact on
society and education
today. The text
includes substantive
notes by Ana Maria
Araújo Freire, a
foreword by Martin
Carnoy, a preface by
Ladislau Dowbor, as
well as a substantive*

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new introduction by
Antonia Darder, who
holds the Leavey
Presidential Endowed
Chair in Ethics and
Moral Leadership in
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Education at Loyola
Marymount
University, USA.
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Donaldo Macedo and
Alexandre Oliveira.

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With New
Commentary By
Peter McLaren Joe
Kinshiro By
Peter Paulo 2006
Paperback

*Teachers make a
difference. The
success of any plan
for improving
educational outcomes
depends on the
teachers who carry it
out and thus on the
abilities of those
attracted to the field
and their preparation.
Yet there are many
questions about how*

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*teachers are being
prepared and how
they ought to be
prepared. Yet, teacher
preparation is often
treated as an
afterthought in
discussions of
improving the public
education system.*
*Preparing Teachers
addresses the issue of
teacher preparation*

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*with specific attention
to reading,
mathematics, and
science. The book
evaluates the
characteristics of the
candidates who enter
teacher preparation
programs, the sorts of
instruction and
experiences teacher
candidates receive in
preparation*

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*programs, and the
extent that the
required instruction
and experiences are
consistent with
converging scientific
evidence. Preparing
Teachers also
identifies a need for a
data collection model
to provide valid and
reliable information
about the content*

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Kincheloe By
Peter Pado 2006
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knowledge,
pedagogical
competence, and
effectiveness of
graduates from the
various kinds of
teacher preparation
programs. Federal
and state policy
makers need reliable,
outcomes-based
information to make
sound decisions, and

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*teacher educators
need to know how best
to contribute to the
development of
effective teachers.*
Clearer understanding
of the content and
character of effective
teacher preparation is
critical to improving it
and to ensuring that
the same critiques and
questions are not

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*being repeated 10
years from now.*
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Learners, Contexts,
and Cultures
School, Family, and
Community
Partnerships
The New Education
Pedagogy of the
Oppressed
Rethinking*

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state and federal
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statutes, constitutions,
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and court decisions.

The authors offer Joe
friendly translations of
friendly translations of
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everyday English,
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empowering educators
to take the law
constructively into
their own hands and

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Teaching Practicum,
and Classroom
Management, where
knowledge of core
legal concepts is

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important. Make the
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Who Dare Teach
With New
question/answer
format, [this] book
provides a general
overview of how the
legal system applies to
the practice of
education, considering
many questions one
might not think to
ask." --Meghan M.

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"There is an excellent
balance of legal
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citations in contrast
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with specific examples
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that almost every
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in their experience as
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a classroom teacher."

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There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000,

How People Learn:

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Edition was published
and its influence has
been wide and deep.
The report
summarized insights
on the nature of
learning in school-
aged children;
described principles
for the design of

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effective learning
environments; and
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provided examples of
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how that could be
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classroom. Since then,
Ruth McInerney
researchers have
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continued to
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investigate the nature
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of learning and have
generated new
findings related to the
neurological processes

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involved in learning,
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individual and cultural
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variability related to
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technologies. In Joe
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addition to expanding
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understanding of the
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mechanisms of
learning and how the
brain adapts
throughout the

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lifespan, there have
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been important
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update incorporating
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insights gained from
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this research over the
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past decade. The book
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expands on the
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the 2000 report and
takes an in-depth look
at the constellation of
influences that affect
individual learning.
How People Learn II
will become an

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indispensable resource
Letters To Those
to understand learning
Who Dare Teach
throughout the
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lifespan for educators
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of students and adults.
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2002. Routledge is an
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company.

Praise for How
Learning Works "How
Learning Works is the

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perfect title for this
excellent book.

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Drawing upon new
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to improve their
students' learning."

—Barbara Gross
Davis, assistant vice
chancellor for
educational
development,

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Although I have been
teaching for almost
thirty years, as I read
this book I found
myself resonating with
many of its ideas, and

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T. Paulus, professor of
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Hennepin
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previously been
inaccessible to those of
us who are not
learning scientists.
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essence of learning

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concrete examples of
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the daily challenges of
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tactical strategies for
faculty to consider is a
welcome work. I will
recommen
to all my colleagues."

—Catherine M.

Casserly, senior
partner, The Carnegie
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seven basic learning
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principles in this book,
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you will find advice
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that is grounded in
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learning theory, based
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on research evidence,
relevant to college
teaching, and easy to
understand. The
authors have extensive

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knowledge and
experience in applying
the science of learning
to college teaching,
and they graciously
share it with you in
this organized and
readable book."

—From the Foreword
by Richard E. Mayer,
professor of
psychology, University
of California, Santa

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Barbara; coauthor, e-
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and author,
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Paulo Freire
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This book
presents teaching
as evolution,
teaching as
autobiography,
teaching as love,
and asks the

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question: What
keeps teachers
going in spite of
everything?

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and community
engagement to
promote equity
and increase
student success!

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families, and

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collaborate and
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experts, this
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between
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culture on what
people see and
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examines these
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how we teach it,
and how we
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teaching to
illustrate how
approaches based
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know result in in-
depth learning.

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knowledge calls
into question
concepts and

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