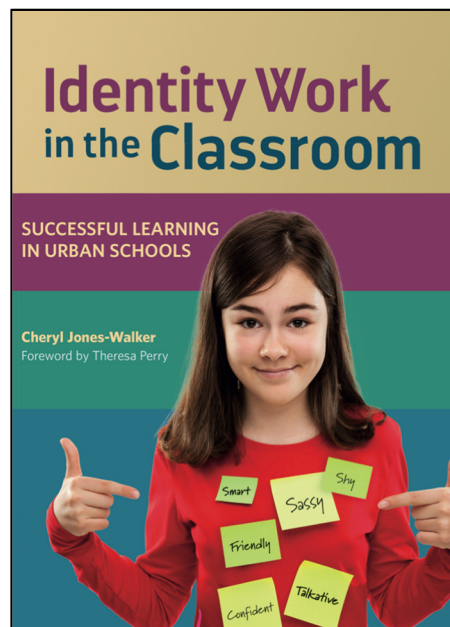


Identity Work in the Classroom: Successful Learning in Urban Schools

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Editor's Review

This book is the findings of a research project completed in America. It is a case study of two teachers and the ways they develop identity work within their classroom settings. The author defines identity work as the classroom interactions that impact on the dynamics and the learning of the students.

Much of the book relates to this study and how identity work can have an impact on learning due to student and teacher backgrounds. The author makes links to the U.S. mandates regarding testing regimes and the education system and expectations of states and regions to follow the Core Curriculum. The author feels that these guidelines can impact on genuine relationship building in classrooms because of the resting and curriculum expectations.

The author is suggesting, from her research findings, that high interest curriculum content and structure is important for student learning in urban schools. The books explains how the two teachers in the study did this in a middle school setting. The social issues that were highlighted related to race, class and gender. It has a strong focus on American culture.

The book stands alone and, in my opinion, would interest a number of people who may be interested in this study in relation to a comparison with an Australian urban school. It does not refer to any specific curriculum statements and is all related to the American teachers who were part of the case study.