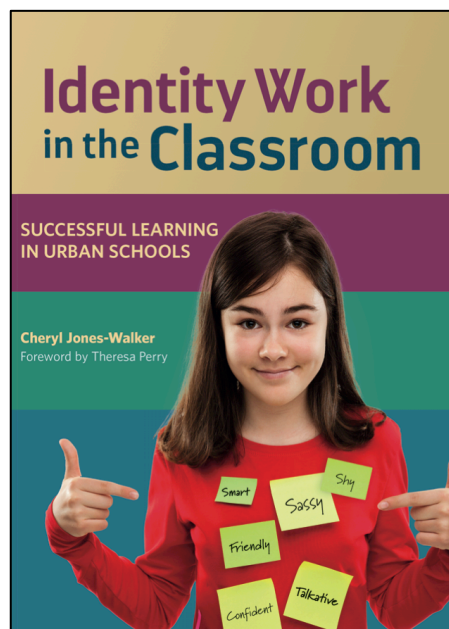


Identity Work in the Classroom: Successful Learning in Urban Schools

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Summary

Identity Work in the Classroom demonstrates how identity-making is integral to the teaching and learning process. Responding to school reform efforts that focus on top-down reform measures, this book proposes “identity work” as an alternative approach.

Cheryl Jones-Walker argues that efforts to improve urban schools should recognise the importance of relational change that focuses on deepening personal interactions between students and teachers, teachers and other teachers, and schools and parents.

The book illuminates the importance of allowing teachers the freedom to make pedagogical adjustments based on their knowledge of students’ needs, backgrounds and interests.

Identity Work in the Classroom reframes our understanding of urban schools and raises questions about the goals of local and federal reform and what is at stake for educational systems.

Other Resources

- *Identity Safe Classrooms: Places to Belong and Learn* (CO2038)
- *Leading Educational Change: Global Issues, Challenges, and Lessons on Whole-System Reform* (TCP4162)
- *Finnish Lessons 2.0: What Can the World Learn From Educational Change in Finland? Second Edition* (TCP6210)