
Bilingual Education Policy

Munene Mwaniki, M. Beatriz Arias, and Terrence G. Wiley

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Abstract

The chapter is a critical appraisal of bilingual education policy scholarship and practice against a backdrop of contestations that characterize determination and execution of bilingual education goals and the spread of the idea of linguistic human rights in education – and discourses attendant and consequent to these processes. A dominant and recurrent motif in bilingual education policy discourses is the assumed analogous relationship between language and the nation-state and the sometimes integrative, sometimes disruptive role of education in this relationship. Resultant bilingual education types have, in practice, manifested themselves in a range of programs. Invariably, these programs fall

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Bilingual Education Policy An International Perspective Fastback

**Josefina Villamil Tinajero, María Luisa
González, Florence Dick**

Bilingual Education Policy An International Perspective Fastback:

Bilingual Education Policy Edward R. Beauchamp, 1985 Bilingualism and bilingual education in the U S S R the People s Republic of China and Canada are discussed as a context for examining American attitudes toward and the establishment of bilingual education programs Russian and minority languages in the Soviet Union are examined including the early development of Soviet language policy language policy under Stalin and language policy from Krushchev to the present An exploration of Chinese language policy looks at the situation of Chinese national minorities language policy in Communist China and education in the context of the Four Modernizations Discussion of Canadian language policy focuses on the history of language in that country the quiet revolution in Quebec and the pedagogical dimensions of bilingual education Against this background the following conclusions are stated 1 the United States attempts at bilingual education have been motivated more by political imperatives than educational reasons 2 bilingual education is not a new concept but one that has a long history and 3 we can learn a great deal about what succeeds and what does not by looking at these and other countries experiences MSE

Resources in Education, 1986

International Perspectives on Bilingual Education John E. Petrovic, 2009-12-04 This book defends linguistic pluralism and explores language policies in education It provides an international comparative understanding of language policy its relation to educational practice and current debates Divided into sections on policy practice and controversy it s valuable for policy makers scholars and graduate students Teachers for Tomorrow Mary Reid Klinedinst, Katherine Green, 1992 Each summer since 1990 a select group of Pennsylvania high school students has taken part in the Pennsylvania Governor s School for Teaching PGST held at Millersville University The school is dedicated solely to the profession of teaching and brings together sophomores and juniors who have expressed an interest in teaching as a career This volume describes the first two years of PGST its goals program and achievements The following topics are covered 1 evolution of the PGST including its rationale and funding information 2 student recruitment and selection 3 structure and staffing of the program resident life counselors support staff special presenters and the cooperative model of staff development 4 program highlights including reflective journals teaching in the school within a school multicultural experiences learning theories teacher learner pairs action research a model school project and leadership projects and 5 program evaluation by everyone involved in PGST 64 students 22 staff 16 Advisory Council members 79 parents and 30 mentor teachers in the students home districts LL

Restructuring Teacher Education Alan R. Tom, 1991 This booklet focuses on reform of the professional portion of initial teacher preparation Following an introduction entitled Professional Education Under Attack the booklet is organized into three sections The first section evaluates the validity of four common criticisms of professional education of teachers including those made by proponents of the academic reform model These criticisms include claims that education courses are vapid segmented impractical and directionless The second section presents three reform proposals the academic model the research on teaching model

associated with the knowledge base movement of the 1980s and John Goodlad's collaborative model. The discussion of the models includes the extent to which these three proposals address the four common criticisms of professional study. The third section speculates about the kind of structural reform in teacher education that seems desirable and feasible in light of the characteristics and underlying assumptions of the three reform models. Whether a collaborative approach can bring together the forces that are currently divided is problematic but it is concluded such a development may well be the best opportunity to retain and renew professional education for teachers. Contains 46 references. LL Using Microcomputers with Gifted Students Margaret Perry, 1989

Restructuring Education Through Technology Theodore Wayne Frick, 1991 This paper examines the role of technology in restructuring education by analyzing how it influences seven important relationships in the educative process: 1 teacher-student relationships, 2 student-content relationships, 3 teacher-content relationships, 4 student-context relationships, 5 teacher-context relationships, 6 content-context relationships, and 7 educational system-environment relationships. After a brief historical overview of the uses of technology in education, the paper discusses the nature of systems in education and examines the process of restructuring through systems change in the seven pairs of relationships as they exist today and as they might change in a restructured educational system. How educational technology can empower teachers and students is then discussed with emphasis on how electronic technology is transforming the way information is communicated and processed. A brief discussion of the role of the teacher in evaluating the worth of content, i.e., selecting the best of culture for sharing with students, concludes the report. ALF

Restructuring Early Childhood Education Michael F. Kelley, Elaine Surbeck, 1991 The first of six national educational goals proclaimed by President Bush to be accomplished by the year 2000 is that all children will start school ready to learn. This booklet examines this goal in terms of what it will take to ensure that all children develop the capacities or readiness to be successful in school. In the introduction it is asserted that for children and families to succeed in the lifelong process of learning, early childhood experiences both in and out of the home must be as personalized as possible. The first chapter looks at the early childhood years and the concept of school readiness. The second chapter explains why restructuring rather than reform of early childhood education is needed. A framework for providing comprehensive intervention services is discussed in the third chapter. The fourth chapter profiles programs in Missouri, Minnesota, and California that seek to broaden the role of schools in early childhood education. The fifth chapter examines curriculum issues intrinsic to a restructuring of early childhood education. The sixth chapter deals with appropriate methods for child assessment. In a concluding section it is argued that services for children and families be coordinated and that early childhood education be restructured to become personalized and family-centered. HTH

Restructuring an Urban High School Donn Weinholtz, 1991 This booklet challenges assumptions about the hopelessness of educational reform in urban high schools by presenting the stories of 1 Theodore Sizer's Coalition of Essential Schools and 2 Metro High School in Cedar Rapids, Iowa, a school that participates in the

Coalition Following an introduction the Coalition of Essential Schools program is described including a listing of nine common principles for the Coalition of Essential Schools and data on attendance academic performance discipline and the pursuit of higher education the success of Coalition schools is indicated Another section describes the experiences the students the school climate and the faculty of Metro High School which joined the Coalition in 1985 A section on the school administrators describes what was originally supervision by three lead teachers and the current on site principal who functions much as a lead teacher A section on academics describes a curriculum that has focused on basic skills and practical electives with an increasing emphasis on accelerated academic coursework in recent years Also described are Metro High School s vocademics program which helps students explore career choices and a report of data indicating positive outcomes at this school A concluding section offers reflections on the Metro High School experience and final thoughts Fourteen references are included JB **Education Libraries** ,1986 *Restructuring Through School Redesign* Jerry Villars,1991

Initiating Restructuring at the School Site Robert J. McCarthy,1991 **Restructuring Personnel Selection** Frederick C. Wendel,Ronald Joekel,1991 *Community Colleges in the 1990s* Glen Gabert,1991 Designed to provide an overview of the dramatic changes affecting community college education this booklet presents a history of the movement which established community colleges examines issues of particular importance in the 1990 s and offers predictions concerning community colleges in the 21st century Following an introduction and brief history the booklet profiles today s community colleges reviewing the mission of two year institutions and describing the characteristics which distinguish them from four year schools Then student enrollments for the 1990 s are discussed in terms of the factors contributing to projected enrollment increases This section provides vignettes profiling 13 hypothetical students and the circumstances surrounding their enrollment and highlights the demographic characteristics of the community college students of 1990 The next three sections look at curriculum and instruction staffing and finance respectively each concluding with a series of relevant questions currently facing community colleges The final section provides a series of predictions concerning the status of community colleges in the year 2000 foretelling that the student body will include more minorities and persons over the age of 55 that the majority of faculty will have been hired in the 1990 s subsequent to massive retirements and that the academic agendas of fewer community colleges will be dictated by four year institutions PAA **Developing an Effective Teacher Mentor Program** Melvin P. Heller,Nancy W. Sindelar,1991 School districts considering a mentoring program need to consider four things 1 the reasons for a teacher mentor program 2 how to start such a program 3 administrative support needed for a successful program and 4 pitfalls to avoid The reasons for having a mentor program are that it benefits the new teacher the mentor and the school The new teacher s opportunities to exchange views with an experienced teacher is a distinct benefit to him her The mentor benefits also however because of the opportunity to share views experiences and strategies The improved teaching that usually results is an asset to the school Starting a program involves six stages

establishing a rationale setting criteria for the selection of mentors defining roles inviting the mentors training the mentors and evaluating the program To be successful the program must have administrative support from the board of education the superintendent the central office staff the teacher union and the principal As with any new program anticipating problems can help to avoid them Some pitfalls are overdependence on the part of the protege ego problems on the part of the mentor and the evaluation dilemma arising from the mentor s dual role of confidant and evaluator Mentorship programs promote professionalism by providing continuous staff development during the first year of teaching AMH *Raising Career Aspirations of Hispanic Girls* Josefina Villamil Tinajero, María Luisa González, Florence Dick, 1991 This pamphlet examines the conditions that put female Hispanic Americans at risk of not completing their education and not aspiring to careers and describes a program that takes advantage of the important role played by the mother in Hispanic culture The following factors make female Hispanic Americans the most at risk of all students 1 low grades and disciplinary problems 2 lack of role models 3 disproportionate levels of referrals to special education classes 4 low teacher expectations 5 lack of adequate vocational and career counseling 6 stereotypical portrayals in the curriculum 7 weak educational support at home and 8 mothers with low educational attainment and low educational expectations for their daughters The Mother Daughter Program is a collaborative program involving the University of Texas the YWCA and three El Paso Texas school districts The program targets Hispanic American female students in grade 6 and their mothers from low income families in which no member has graduated from college Mothers are a central focus of the program because their expectations involvement and role modeling have a lasting impact on their daughters educational development Participants engage in a variety of activities on local college campuses and in community service programs Hispanic American college women who serve as role models are a vital component of the program Mothers and daughters participating in the program report increased career awareness self confidence and educational aspirations A list of 20 references is appended FMW *Students and the Law* Lawrence F. Rossow, Janice A. Hininger, 1991 Many of the court decisions in the 1960s and 1970s regarding student civil rights were decided in favor of students By the 1980s the courts began to give administrators more authority This change of judicial thinking means that school authorities must be reschooled concerning the rights of students This booklet should help administrators understand the limits of their authority in matters of freedom of speech student publications search and seizure drug testing student initiated religious activities special education student discipline expulsions and suspensions EJS Japanese and U.S. Education Compared Edward R. Beauchamp, 1992 This document presents a comparative analysis of education in Japan and the United States The report explores differences between U S and Japanese culture While the United States may be characterized by its diversity Japanese culture is distinctive in the extent of its uniformity Japan moreover has a highly centralized educational system U S education is extremely decentralized Education is compulsory in both countries until age 16 in most U S states and until 15 in Japan While many students in the United States work or participate in other

activities Japan tends to view schooling as a student's job Japanese students face a longer school year and a more rigorous government controlled curriculum than do their U S counterparts In Japan teaching is a more highly respected and rewarded field than it is in the United States There are major attitudinal differences concerning schooling in the two countries The United States tends to emphasize students abilities while the Japanese place greater emphasis on persistence and personal responsibility From the Japanese system the United States can learn 1 the true value of taking education seriously 2 the need to raise academic standards and 3 the ability to spend wisely on education Contains 15 references LBG

Street Gangs and the Schools Kevin W. Riley,1991 Schools cannot approach the problem of street gangs with the same strategies as law enforcement agencies but rather must create a nurturing environment for all students where success in school and life becomes the only attractive option for gang members Street gangs represent the racial cultural and economic diversity of American society Gangs are similar to other organizations in that they have a name claim territory have a continuous membership and distinguish themselves from other groups However to qualify as a gang the organization must be involved in criminal activity Gang involvement can range from simple admiration or identification with someone who is in a gang to classification by a law enforcement agency as a documented full participant The following factors contribute to gang involvement 1 power 2 pride 3 prestige 4 peer pressure 5 adventure 6 self preservation 7 money and 8 limited life options Schools must avoid the unproductive approach of attempting to identify and discipline gang members based on stereotyped behaviors A positive educational approach to preventing gang involvement should include the following components 1 staff development 2 values education 3 school climate 4 cultural inclusion and 5 community involvement A list of 24 references is appended FMW

Effective Programs for At-risk Adolescents John W. Dougherty,1990 Students considered at risk are defined as students who lack a sense of identity personal connectedness and personal power Another characteristic of at risk students is the role parents play or fail to play in the at risk behavior A case is made for all students being at risk at some point in their lives Four programs were designed and implemented to help at risk and marginal students at one junior high school The four programs include the OK Club the Quest for Success Skills Program the I CANN Individualized Course Alternative Now or Never and the Student Assistance Council The OK Club is designed to build self esteem and to provide after school support and requires a strong parental component The Quest for Success Skills Program is a transition program which prepares at risk sixth graders for junior high school The I CANN Program provides counseling development of self esteem and a hands on curriculum It also has a strong parental component The Student Assistance Council involves a staff team that assesses the needs of at risk students and recommends actions to address those needs A successful program must begin with an attitude of caring This caring attitude must be reflected by the total school staff toward every student and his or her family ABL

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