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Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-of-a-kind resource written for educational leaders, teachers, and administrators. Responding to the need for globally connected classrooms and innovative leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time.

Progressive Education, derived mainly from Anglo-American culture, has been the primary frame of reference for student-centered classroom change in developing countries for over 50 years. Yet in many

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developing countries, strong evidence shows that progressivism has not replaced teacher-centered formalistic classroom practice. Classroom Change in Developing Countries: From Progressive Cage to Formalistic Frame presents a robust case for why formalism should be the primary frame of reference for upgrading classroom teaching in developing countries. Theoretically rich yet grounded in practice, the book draws on case studies from Africa, China and Papua New Guinea to show how culturally intuitive formalistic teaching styles can induce positive classroom change. Synthesising research and evaluation literature on classroom change in developing countries, Guthrie examines some of the methodological flaws in the literature. The book considers the progressive cage, and looks at Confucian influences on teaching in China, progressive reform failures in both Sub-Saharan Africa and Papua New Guinea, as well as offering a critical take on some failings in comparative education. It examines the formalistic frame, addresses methodological issues in culturally grounded research and offers a model of teaching styles for basic classroom research. The book concludes by returning the focus back to teachers and considers the so-called teacher resistance to change. The book will be an essential purchase for academics and research students engaged in the fields of classroom teaching, teacher education and curriculum and will also be of interest to academics, aid officials, and decision-makers in

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developing countries.

International Human Rights offers an accessible, problem-based pedagogy that gets students to consider the issues from a political, as well as legal, perspective. Balancing practical considerations and underlying theory, this outstanding author team delivers historical perspective and contemporary coverage of human rights efforts around the globe. Thoroughly updated, the Fifth Edition explains the impact of the 2006–2007 reform of the United Nations' human rights system, including creation of a new UN Human Rights Council and the impact of the 2007 declaration on the rights of indigenous peoples.

International Human Rights: Problems of Law, Policy, and Practice, features : broad coverage of recent developments in substantive areas of human rights , including developments in the United Nations and regional systems, as well as in the jurisprudence of national courts comparative analysis of the theory and practice of humanitarian intervention in Kosovo, Rwanda, Darfur, and elsewhere review of influential factors in the history of human rights law, policy, and practice the impact of human rights issues on the U.S.–China relationship New in the Fifth Edition: analysis of the 2006–2007 reform of the UN human rights machinery, including the new UN Human Rights Council an evaluation of the goals and weaknesses of the UN's

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responsibility to protect; doctrine, in the context of calls for intervention in Darfur and elsewhere in-depth discussion of post-9/11 detention of suspected terrorists and related U.S. practice substantive examination of a number of contemporary issues, including religions rights in Europe and indigenous rights in the Americas new human rights developments in Africa, Asia, and the Arab World

The author explores the changing nature of Japanese security policy and the impact of those changes on the U.S.-Japan security alliance. He begins his analysis by acquainting the reader with an insider's view of the conflicted Japanese conceptions of security policy and the various ideational and structural restraints on expanding the role of the military. Next, he explores the events of the past decade that have caused huge shifts in security policy and posture and predicts the future vectors of those changes within Japan. Finally, the author overlays the likely Japanese security future on the alliance and concludes that changes in the basic relationship between the United States and Japan must occur if the alliance is to retain its centrality 20 years from now.

In *The Global Education Guidebook: Humanizing K-12 Classrooms Worldwide Through Equitable Partnerships*, author Jennifer D. Klein

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asserts that teachers must give students access to meaningful partnerships with other classrooms around the world. Doing so cultivates the equitable thinking that students need to be empathic, solution-oriented global citizens. PreK-12 teachers and administrators need to foster partnerships that endorse humanity and eschew exoticizing people from other cultures. Klein takes readers through the key strategies for forming globally connected, student-driven educational relationships that benefit students and communities on both sides of the partnership. By purposefully choosing a partner, deciding on a design, employing the right technologies, and being mindful of potential pitfalls, educators around the globe can build communities that prepare all students to thrive in the 21st century.

Contemporary societies are marked by new global trends—economic, cultural, technological, and environmental shifts that are part of a rapid and uneven wave of globalization. The growing global interdependence that characterizes our time calls for a generation of individuals who can engage in effective global problem solving and participate simultaneously in local, national, and global civic life. Put simply, preparing our students to participate fully in today's and tomorrow's world demands that we nurture their global competence. This document introduces a definition of global competence developed by the



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Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO–EdSteps) and the Asia Society Partnership for Global Learning (see page (iv) for task force participants). The definition builds on seminal work within the states and a broad range of organizations working to advance global knowledge and critical thinking skills. A process of careful articulation and vetting yielded the definition of global competence here proposed: Global competence is the capacity and disposition to understand and act on issues of global significance. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions. This publication of CCSSO and the Asia Society Partnership for Global Learning puts forward a new definition for global competence and explores how to infuse the capacities of global competence into the classroom and into policy.

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"A companion to *Becoming a Globally Competent Teacher*, this book helps school leaders become champions of and drive professional growth toward global competence, which is the set of knowledge, skills, mindsets, and values students and teachers need to thrive in a diverse, globalized society"--

For undergraduate or graduate courses that include planning, conducting, and evaluating research. A do-it-yourself, understand-it-yourself manual designed to help students understand the fundamental structure of research and the methodical process that leads to valid, reliable results. Written in uncommonly engaging and elegant prose, this text guides the reader, step-by-step, from the selection of a problem, through the process of conducting authentic research, to the preparation of a completed report, with practical suggestions based on a solid theoretical framework and sound pedagogy. Suitable as the core text in any introductory research course or even for self-instruction, this text will show students two things: 1) that quality research demands planning and design; and, 2) how their own research projects can be executed effectively and professionally.

Discover how educators can cultivate globally literate learners while becoming globally connected themselves. The authors explore ways to

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bring global issues into the classroom and personalize them using new digital tools. Find strategies for implementing global-awareness studies into the traditional school curriculum, as well as creating new types of 21st century learning environments.

After a twenty-five-year career spent fighting for women's rights around the globe at the expense of time with her family, Karen Sherman looked around and realized she didn't really know her children and felt little connection to her husband. With her world-work, marriage, family-crashing down, she made the rash decision to move to Rwanda with her three sons, an experiment she dubbed "our year of living dangerously." While her boys attended the international school, she worked to better the lives of women survivors of war. But as the survivors—Josephine, Ange, Grace, Euphraise, Debora, Yvette, and Teresa—shared their stories of grit and determination, building lives and raising families despite the brutal challenges of war, genocide, and inequality, Karen began to see how her work was connected to the abuse in her own past, and how it was preventing her from becoming the woman she wanted to be. The struggles of these survivors, she realized, were the struggles of women everywhere, regardless of place or circumstance: striving to balance work and family, fighting for real options and choices, trying to make their voices heard. The

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strength of these women helped Karen find her own way through conflict zones and battles with corrupt politicians. In the end, the journey brings her home to her family and to a renewed commitment to fighting for women around the world to live free from violence and abuse, in peace and with dignity.

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