

**International Handbook of Student Experience
in Elementary and Secondary School**

International Handbook of Student Experience in Elementary and Secondary School

Edited by

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Carol Leroy is an Associate Professor in the Department of Elementary Education and the Director of the Reading and Language Centre at the University of Alberta. As a teacher, she worked with children in cross-cultural settings in Kenya and Canadian aboriginal communities. Her research focuses on the literacy needs of children at-risk because of difficulties arising from their social circumstances. She has carried out research in several urban and rural schools serving children in both Alberta and Saskatchewan, and she has recently completed a project on a group mentorship program for youth in an urban area. Examples of her scholarly work include: School Culture and Program Support for Literacy-based Mentorship: A Study of a Volunteer Program in an Urban Elementary School, *International Journal of Learning*, 9, 265–275, with Ellis, and da Costa (2004); Teachers’ Perspectives on the Family Backgrounds of Children “At Risk,” *McGill Journal of Education*, 36(1), 45–60, with Symes (2001); and Revisiting Resistance: Girls’ Interaction and Literacy in an Inner-city Classroom, *Journal of Thought*, 34(1), 51–64 (1999).

Ben Levin is Deputy Minister of Education for the Province of Ontario, a position he holds on leave as a Canada Research Chair at the Ontario Institute for Studies in Education of the University of Toronto. His career includes extensive experience in government and in academia. He is author or co-author of four books—most recently, *Governing Education* (University of Toronto Press, 2005) and more than 100 articles. He was the advisor for Sharon Pekrul’s Masters degree.

Philip Lortie completed his M.A. in 2005 at Ontario Institute for Studies in Education of the University of Toronto. His thesis was an autoethnography titled, “Keeping it ‘Real’: Masculinity, Performance, and Drama.” Concurrent to his graduate work, Mr. Lortie taught Drama at OISE/UT in the Pre-Service Teacher Education program and assisted Dr. Gallagher in her research of drama within urban school settings. His previous publication is “How Does Knowin’ My Business Make You Any Safer”: Critical Pedagogy in Dangerous Times, *The Review of Education, Pedagogy, and Cultural Studies*, 27(2): 141–158, with K. Gallagher (2005). Prior to his work in education, Mr. Lortie co-created, directed, and acted in several professional and semi-professional theatrical productions, primarily in the U.S. He plans on returning to high school to teach full-time and to realize other creative, educational projects.

Mary H. Maguire is a former secondary school English teacher, and currently, she is a Professor in the Department of Integrated Studies in Education at McGill University. She teaches courses in Qualitative and Ethnographic Methods, Multilingual Literacies in Multicultural contexts and Foundations of Second Language Education. For the past two decades, she has been researching the application of sociocultural theory and integration of Vygotskian and Bakhtinian approaches in ethnographic studies of bilingual/multilingual children's cultural positioning and identity construction in home and school and heritage language contexts. Among her recent publications are: *What If You Talked to Me? I Could Be Interesting! Ethical Considerations in Engaging with Bilingual/Multilingual Child Participants in Human Inquiry*, *Forum Qualitative Social Research/Sozialforschung*, Vol. 6. No. 4. Art.4 <http://www.qualitative-research.net/fqqs-texte/1-05/05-1-4e.htm> pp 1-17 (2005); *The Chameleon Character of Multilingual Literacy Portraits: Re-Searching in "Heritage" Language Places and Spaces*, in Anderson, Kendrick, Rogers, and Smythe (Eds.), *Portraits of Literacy Across Families, Communities and Schools*, with Beer, Attarian, Baygin, Curdt-Christiansen, and Yoshida (Erlbaum, 2005); and *Identity and Agency in Primary Children's Cultural Worlds: Third Space*, in Cohen, McAlister, Ralstad, and MacSwan (Eds.), *Proceedings of The 4th International Symposium on Bilingualism* (Cascadilla Press, 2004).

Wayne Martino is an Associate Professor in the Faculty of Education at the University of Western Ontario. Previously, he taught in the School of Education at Murdoch University, Perth, Western Australia. His research has involved interviewing and surveying adolescent boys and girls in Australian schools. He co-directed a major research project for the Australian government entitled, "Addressing the Educational Needs of Boys" (2000-2001) and was one of the chief investigators for a study funded by the Australia Research Council entitled, "Productive Pedagogies, Productive Schools and Gender Reform" (2003-2004). His research has been published in the following books with Maria Pallotta-Chiarolli: *So What's a Boy: Addressing Issues of Masculinity and Schooling* (Open University Press) and *Being Normal is the Only Way to Be: Adolescent Girls' and Boys' Perspectives on Gender and School* (Allen & Unwin). His latest book with Chris Kendall is entitled, *Gendered Outcasts and Sexual Outlaws* (Haworth Press).

Jerry McClelland is an Associate Professor in the Department of Curriculum and Instruction at the University of Minnesota in the United States. She teaches courses in research methodologies; parent education; and family, youth, and community education. Her research is guided by questions about

the meaning of lived experience. She has researched parents' experiences with schools, which resulted in the following journal publications: *Knowing and Being Known: Parents' Experiences with Rural Schools*; *Standing Up for a Son at School: Experiences of a Mexican Immigrant Mother* (with Chen Chen); and *Sending Children to Kindergarten: A Phenomenological Study of Mothers' Experience*. A second area of research focuses on coercion in learning. Manuscripts are in progress on students' experience of coercion in relationships with their teachers (with Jane Plihal and Karin Dahlberg) and divorcing parents' experience being mandated by the courts to attend parent education (with Jane Plihal). A related project is in progress on middle school students' experience with school rules.

Milbrey McLaughlin is the David Jacks Professor of Education and Public Policy at Stanford University. Professor McLaughlin is Co-Director of the Center for Research on the Context of Teaching, an interdisciplinary research center engaged in analyses of how teaching and learning are shaped by teachers' organizational, institutional, and social-cultural contexts. McLaughlin also is Executive Director of the John W. Gardner Center for Youth and Their Communities, a partnership between Stanford University and Bay Area communities to build new practices, knowledge, and capacity for youth development and learning both in communities and at Stanford. She is the author or co-author of books, articles, and chapters on education policy issues, contexts for teaching and learning, productive environments for youth, and community-based organizations. Her books include: *School Districts and Instructional Renewal*, with Amy Hightower, Michael Knapp, and Julie Marsh (Teachers College Press, 2002); *Communities of Practice and the Work of High School Teaching*, with Joan Talbert (University of Chicago Press, 2001); *Community Counts: How Youth Organizations Matter for Youth Development* (Public Education Fund Network, 2000); *Teacher Learning: New Policies, New Practices*, with Ida Oberman (Teachers College Press, 1996); *Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth*, with Merita A. Irby and Juliet Langman (Jossey-Bass, 1994; 2001); *Identity and Inner-City Youth: Beyond Ethnicity and Gender*, with Shirley Brice Heath (Teachers College Press, 1993); *Teaching For Understanding: Challenges for Policy and Practice*, with David K. Cohen and Joan E. Talbert (Jossey-Bass, 1993); and *Teachers' Work*, with Judith Warren Little (Teachers College Press, 1993).

Dana L. Mitra is an Assistant Professor in the department of Education Policy Studies at the Pennsylvania State University. Her research interests include youth-adult partnerships, student voice, school-community collaboration,

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Bill Nicholl is a Lecturer at The Faculty of Education, University of Cambridge. His subject specialization is Design and Technology at the secondary level (11–19). He is currently Principal Investigator of a three-year research project on aspects of creativity in Design and Technology. One line of enquiry focuses on pupils’ perspectives on creativity and motivation to learn and considers how the research data can inform classroom practice. Before lecturing at Cambridge, Bill taught for nine years in two inner London state comprehensive schools. He has recently co-authored a book, *Re-building Engagement through the Arts: Responding to Disaffected Students*, (Pearson Publishing, 2005). Earlier this year Bill presented at a Department for Education and Skills Conference in a session entitled, *Personalised Learning, Student Voice, Student Engagement*.

Sonia Nieto is Professor of Language, Literacy, and Culture at the University of Massachusetts, Amherst. She has researched and written widely concerning multicultural education, Latino education, and the education of students of linguistically and culturally diverse backgrounds. Her books include *Affirming Diversity: The Sociopolitical Context of Multicultural Education*; *The Light in Their Eyes: Creating Multicultural Learning Communities*; an edited volume, *Puerto Rican Students in U.S. Schools*; and her latest book, *What Keeps Teachers Going in Spite of Everything?* She serves on various national advisory boards that focus on educational equity and social justice, and she has received many awards for her community service, advocacy, and scholarly activities.

Bathseba Opini is a doctoral student in the Department of Sociology and Equity Studies and the Collaborative Program Women’s Studies, Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Her research interests are in the areas of Education, Gender, Disability, Feminist Studies, Race, Ethnicity and Social Inequality. Before coming to OISE/UT, Bathseba worked as a high school and also as an elementary school teacher.

In 2004/2005, she was a teaching assistant at the Institute for Women's Studies and Gender Studies (New College University of Toronto) and was nominated for the University of Toronto Teaching Assistants' Excellence Award. She has also worked as a teacher education program assistant in the Teacher Education Program at OISE/UT. Her forthcoming publications include: *Rethinking Gender-neutral Approaches in Post-secondary Institution Accessibility Plans*, *International Journal of Inclusive Education* (2006) and *The Transformative and Uncolonizing Journey: An Inward/Outward Connection*, co-edited with Edmund O'Sullivan and Njoki Wane (Palgrave Macmillan, in press).

Jerusha Osberg is a doctoral student at Stanford University's School of Education, concentrating in the Administration and Policy Analysis track. She is also a research assistant at the John W. Gardner Center for Youth and Their Communities, where she studies youth empowerment and civic engagement. Her research interests include student engagement in learning, self-directed learning, and youth voice in school reform. Before coming to Stanford, Jerusha was a high school teacher, coach, and college counselor. In 2004, Jerusha served as the evaluator for the SOS—Stressed-Out Students Conference.

Dr. Maria Pallotta-Chiarolli is a Senior Lecturer in the School of Health and Social Development at Deakin University, Melbourne, Australia. She is also an External Faculty member of Saybrook Graduate and Research Centre, San Francisco, and the Honorary Lifelong Patron of PFLAG Victoria. She was a teacher for over a decade in a boys' Catholic school in Adelaide as well as the Gender and Equity Officer for the Catholic Education Office in South Australia. Some of her publications include: *Someone You Know* (about a friend with AIDS); *Girls Talk: Young Women Speak Their Hearts and Minds*; *Tapestry* (about 5 generations in one Italian family); *Boys' Stuff: Talking About What Matters*; *So What's A Boy? Issues of Masculinity and Schooling*; "*Being Normal is the Only Thing To Be*": *Adolescent Perspectives on Gender and School* (the last three with Wayne Martino); *When Our Children Come Out: How to Support Gay, Lesbian, Bisexual and Transgendered Young People*.

Yasser Arafat Payne received his Ph.D. in Social-Personality Psychology at the Graduate Center-City University of New York. Specifically interested in understanding notions of resiliency particularly within and amongst street life oriented Black men, Dr. Payne has been awarded a post doctoral fellowship by NIDA to pursue these same research endeavors in Rikers Island. Recent publications include: *Black Men and Street Life as a Site of Resiliency: A Counter Story for Black Scholars*, *International Journal of Critical Psychology* (2001);

Echoes of Brown: Youth Documenting and Performing the Legacy of Brown V. Board of Education (Teacher College Press, 2004); 'Dear Zora: A Letter to Zora Neale Hurston 50 Years After Brown, *Teachers College Record*'; as well as a dissertation grounded in participatory action research model entitled, *The Street Life Project—How Street Life Oriented U. S. Born African Men Demonstrate Notions of Resiliency in the Face of Inadequate Economic and Educational Opportunity*.

Janette Pelletier is an Associate Professor in the Department of Human Development and Applied Psychology and the Institute of Child Study at the Ontario Institute for Studies in Education of the University of Toronto. Her research projects include longitudinal studies of parent involvement in early education, family literacy, and the cognitive aspects of young children's early writing development among L1 and L2 learners. Selected recent publications include: Design, Implementation and Outcomes of a School Readiness Program for Diverse Families, *The School Community Journal*, 15 (1), 89–116, with Carl Corter (2005); Action, Consciousness and Theory of Mind: Children's Ability to Coordinate Story Characters' Actions and Thoughts, *Early Education and Development*, 15 (1), 5–22, with Janet Astington (2004); and Understanding Young Children's Theories about Print to Enhance Writing in the Early School Years, in S. Peterson (Ed.), *Untangling Some Knots in Teaching Writing*, with Lasenby (International Reading Association, 2003).

Sharon Pekrul is a principal in the Winnipeg School Division, Winnipeg, Manitoba. She was for five years Executive Director of the Manitoba School Improvement Program (MSIP), during which time she led the program's move to become fully financially independent. She has authored a number of papers on the MSIP experience.

Jane Plihal is an Associate Professor in the Department of Curriculum and Instruction, College of Education and Human Development, University of Minnesota. Her current research interests focus on the experiences of parents, students, and teachers. She has manuscripts in process on students' experience of coercion in learning situations (with Jerry McClelland and Karin Dahlberg) and on divorcing parents' experience of being court ordered to take parent education classes (with Jerry McClelland).

Denise Clark Pope is a Lecturer at Stanford University School of Education. She specializes in curriculum studies, qualitative research methods, and pedagogy that promotes student engagement and understanding. Currently, she

directs the SOS—Stressed-Out Students project, an effort to work with local schools to counter the causes of adolescent academic stress. Before teaching at Stanford, Dr. Pope taught English language and literature to high school students and college undergraduates. Her book, *“Doing School”: How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students* (Yale University Press, 2001) was awarded the 2001 Notable Book in Education by the American School Board Journal.

Elisabeth Richards has taught courses in the areas of school policy, the sociology of education, teachers’ work, and English as a second language at the Ontario Institute for Studies in Education of the University of Toronto, the University of Waterloo, The University of Western Ontario and Seoul National University. Her areas of research interest include multicultural literacy, first and second language acquisition, marginality, inclusive education, and biculturalism. In 2001, she along with her co-writers Johanna Wyn and Sandra Acker won the Canadian Association of Foundations in Education (CAFE) Award for their article entitled, Making a Difference: Women in Management in Australian and Canadian Faculties of Education, *Gender and Education*, Volume 12 (4): 435–447. Other recent publications include an in-press chapter (with Sandra Acker) entitled, Collegiality and Gender in Elementary School Teachers’ Workplace Cultures: A Tale of Two Projects, in *Women and Teaching: Global Perspectives on the Feminization of a Profession* (edited by R. Cortina and S. Roman Gago) and a paper with Sze entitled, Inclusive Education: A Marginal Teaching Situation?, in the Conference Proceedings for the Session for Special Needs and Studies in Inclusive Education, Hong Kong Institute for Studies in Education, Hong Kong, Dec 8–10, 2005.

Carol Rodgers is an Assistant Professor of education at the University at Albany, State University of New York. Her research interests include the history of progressive teacher education, the roles of observation and description in a teacher’s learning to be present, and John Dewey. Her publications include: Attending to Student voice: The Impact of Descriptive Feedback on Learning and Teaching, *Curriculum Inquiry* (in press); Presence in Teaching. *Teachers and Teaching: Theory and Practice*, (in press); and Seeing Student Learning: Teacher Change and the Role of Reflection, *Harvard Educational Review* (2002).

Beth C. Rubin is Assistant Professor of Education at the Graduate School of Education at Rutgers, the State University of New Jersey. A former high school teacher, her research focuses on understanding the intersection of classroom

life, students' daily experiences in school, and larger structures of inequality. In her recent work she brings a sociocultural perspective to the study of detracking in the classrooms of diverse schools, of local notions of ability across school settings and their import for student learning, and of students' constructions of civic identity in varied contexts. She was awarded a Spencer/National Academy of Education postdoctoral fellowship for her ethnographic study of detracking at three public high schools. Her book, *Critical Voices in School Reform: Students Living through Change* (2003, Routledge Falmer), with Elena Silva, presents ten studies of school reform that put students' perspectives at the center of inquiry.

Jean Rudduck is a Professor of Education, University of Cambridge. Her major research interests are in the areas of student voice and students' perspectives on teaching, learning, and schooling, the complexities of institutional change, and teachers' professional development. Her recent publications include: *How to Improve Your School: Giving Pupils a Voice*, with Flutter (Continuum Press 2004); *Consulting Pupils: What's in it for Schools?*, with Flutter (Routledge-Falmer, 2004); and Student Perspectives and Teacher Practices: The Transformative Potential, *McGill Journal of Education*, 38, 2, 274–288, with Demetriou and Pedder (2003).

Carolyn M. Shields is Professor and Head of the Department of Educational Organization and Leadership at the University of Illinois Urbana-Champaign. She holds a PhD in Educational Administration from the University of Saskatchewan, Canada. Prior to taking a university position, Dr. Shields worked in numerous cultural settings in the K-12 school system, across Canada. She has recently served on several ministerial advisory boards and completed terms as president of the Canadian Association for Studies in Educational Administration and as a board member for the Commonwealth Council for Educational Administration and Management. Her research and teaching interests relate to leadership for academic excellence and social justice in diverse settings. She has published five books and over 90 articles in addition to having made hundreds of presentations to academic and practitioner groups.

Jeffrey Shultz is a Professor of Education and Associate Dean for Internationalization at Arcadia University. He has been interested in students' perspectives of schooling and learning for most of his professional career and has worked with middle school students in both Philadelphia and Greenwich, England. His last two edited volumes, *In Our Own Words: Students Perspectives on School*,

co-edited with Alison Cook-Sather (Rowman & Littlefield, 2001), and *Challenges of Multicultural Education: Teaching and Taking Diversity Courses*, co-edited with Norah Peters-Davis (Paradigm Publishers, 2005), include writing by middle school, high school, and college students. His current work focuses on undergraduate general education curriculum.

John Smyth has recently been appointed as Research Professor of Education, School of Education, University of Ballarat, Australia. At the time of writing this chapter he held the Roy F. & Joann Cole Mitte Endowed Chair in School Improvement, Texas State University-San Marcos. He also is also Emeritus Professor, Flinders University of South Australia and holds positions as Senior Research Scholar, Wilf Malcolm Institute of Educational Research, University of Waikato, New Zealand, and Adjunct Professor, School of Education, Charles Darwin University, Australia. He previously held the Foundation Chair of Teacher Education and was Associate Dean of Research, School of Education, Flinders University, and was Director of the Flinders Institute for the Study of Teaching for 13 years. He is author/editor of 15 books the latest (with McInerney) is entitled *Teachers in the Middle: Reclaiming the Wasteland of the Adolescent Years of Schooling* (2007, Peter Lang Publishing) —a report of how some schools keep young people engaged in schooling. He recently completed the largest study of its kind undertaken in Australia that accessed the voices of students around early school leaving in a reported entitled '*Dropping Out*' *Drifting Off, Being Excluded: Becoming Somebody Without School*. (2004, Peter Lang Publishing) (with Hattam and others). He is currently involved in two major research projects funded by the Australian Research Council: one is investigating the conditions that support and sustain students in disadvantaged high schools towards completing their schooling, and the second is exploring school and community forms of capacity building that assists school reform in schools working in challenging circumstances. His research interests include: policy ethnographies of schooling, issues of social justice, and policy sociology of students' lives and teachers' work.

Dennis Thiessen is a Professor and the Chair in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. He is also the Editor-in-Chief of *Curriculum Inquiry*. His research interests are in the areas of student lives and careers, teacher development, school improvement, and educational change. His publications include the following books/monographs: *Getting into the Habit of Change in Ohio Schools: The Cross-case Study of Twelve Transforming Learning Communities*, with Stephen Anderson (Ohio Department of Education, 1999); *Agents*,

Provocateurs: Reform-minded Leaders for Schools of Education, co-edited with Howey and Zimpher (American Association of Colleges of Teacher Education, 1998); *Children and their Curriculum: The Perspectives of Primary and Elementary School Children*, co-edited with Pollard and Filer (Falmer, 1997); and *Making a Difference about Difference: The Lives and Careers of Racial Minority Immigrant Teachers* co-edited with Bascia and Goodson (Garamond Press, 1996).

Pat Thomson is Professor of Education and Director of Research at The University of Nottingham and an Adjunct Professor at the University of South Australia. Her research interests are broad, but they are held together by a commitment to social justice and curiosity about questions of power, place, identity, voice, and agency. A former school principal and system policymaker in South Australia, she retains a research interest in the work of school principals and in policies that make a positive difference for children and young people who have historically missed out on the benefits of education. Her current research includes a primary school ethnography examining inclusive pedagogies and the creative arts; critical interrogations of ‘pupil voice’; ongoing work with a high school student research team; and a study of the provisions made for students permanently excluded from school. Recent publications include *Schooling the Rustbelt Kids: Making the Difference in Changing Times* (Allen and Unwin, 2002); *Towards a Public Curriculum*, edited with Alan Reid (Postpressed, 2003), ‘My Special Little House’: Reforming the Risky Geographies of Middle School Girls at Clifftop College, in Gwynedd Lloyd (Ed.), *Problem Girls: Understanding and Supporting Troubled and Troublesome Young Women*, with Virginia McQuade and Kerry Rochford (RoutledgeFalmer, 2005) and *Helping Doctoral Students Write: Pedagogies for Supervision* with Barbara Kamler (Routledge, 2006).

Theresa A. Thorkildsen is Professor of Education and Psychology at the University of Illinois at Chicago (UIC). She studies students’ motivation and social development by paying particular attention to moral engagement in school. To do this well, Terri has also become an expert in methods of measurement and research design. She is the co-author of *Motivation and the Struggle to Learn: Responding to Fractured Experience* (Allyn & Bacon, 2002) and author of *Fundamentals of Measurement in Applied Research* (Allyn & Bacon, 2005). She is also co-editor of *Reasons for Learning: Expanding the Conversation on Student-Teacher Collaboration* (Teachers College Press, 1995) and *Nurturing Morality* (Kluwer Academic, 2004). Terri’s skill at interdisciplinary research led to her to become associate editor for *Child Development* and an editorial board

member for *Educational Psychologist*, *Journal of Educational Psychology*, *Journal of Research on Adolescence*, and *PsychCRITIQUES—APA Review of Books*. She is also a fellow of the American Psychological Association and has been honored for her teaching at UIC.

María Elena Torre is a doctoral candidate in Social Personality Psychology at The Graduate Center of the City University of New York. Her research focuses on youth activism, urban education, and youth and community engagement in participatory action research. She is a co-author of *Echoes of Brown: Youth Documenting and Performing the Legacy of Brown v. Board of Education* and *Changing Minds: The Impact of College on a Maximum Security Prison*, and she has been published in *Letters to the Next President: What We Can Do About the Real Crisis in Public Education* (Teachers College Press, 2004), *All About the Girl* (Routledge, 2004), *Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design* (American Psychological Association, 2003), and in journals such as *Teachers College Record*, the *Journal of Social Issues*, *Feminism and Psychology*, the *International Journal of Critical Psychology*. She has served as a consultant for New York City and State governments, community groups and colleges interested in establishing college-in-prison programs in facilities such as San Quentin and Sing-Sing, and is currently on the faculty of the Education Studies department at Eugene Lang College.

Max van Manen is a Professor in the Faculty of Education at the University of Alberta, Canada. His research interests include the phenomenology of writing online, the epistemology of professional practice, qualitative human science methods, the pedagogical task of teaching, the importance of recognition in teaching and learning, the primacy of the pedagogical relation, the phenomenology of the body in illness and health, and various aspects of hermeneutic phenomenological inquiry and writing. Max van Manen teaches graduate courses in qualitative research methods, pedagogy, and curriculum studies. Books include: *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*; *The Tact of Teaching: The Meaning of Pedagogical Thoughtfulness*; *The Tone of Teaching: The Language of Pedagogy*; *Writing in the Dark: Phenomenological Studies in Interpretive Inquiry*; and co-authored with Bas Levering *Childhood's Secrets: Intimacy, Privacy, and the Self Reconsidered*. The childhood's secrets project involved collecting, from 14–16 year old Canadian students, several hundred written accounts of memories of an early secrecy experience. The study shows how ordinary (rather than pathological) childhood secrets play a critical role in the development of self-identity,