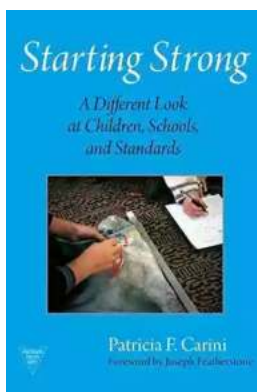


# A Different Look at Children School and Standards: Practitioner Inquiry Series

When it comes to children, schools, and standards, there is often a narrow perspective that focuses solely on academic achievement and standardized testing. However, there is a growing movement of educators who are taking a different approach and embracing the concept of practitioner inquiry.

Practitioner inquiry, also known as teacher research or action research, is a process where educators engage in systematic inquiry to examine and improve their teaching practices. It involves educators reflecting on their own experiences, questioning prevailing assumptions, and making insightful observations in order to develop a deeper understanding of their students and their own teaching methods.

By embracing practitioner inquiry, teachers shift their focus from simply meeting prescribed standards to truly understanding the unique needs of each individual child in their classroom. They recognize that standardized tests only provide a limited snapshot of a student's abilities and that there are many other important dimensions to consider.



## Starting Strong: A Different Look at Children, School, and Standards (Practitioner Inquiry Series) by Patricia F. Carini(Kindle Edition)

★★★★★ 5 out of 5

Language : English  
File size : 7749 KB  
Text-to-Speech : Enabled  
Screen Reader : Supported  
Enhanced typesetting : Enabled  
Word Wise : Enabled

Print length : 240 pages



One of the key aspects of practitioner inquiry is developing a rich and holistic understanding of children's learning. This goes beyond just looking at test scores and takes into account factors such as social-emotional development, creativity, problem-solving skills, and critical thinking abilities.

For example, instead of relying solely on standardized assessments to measure a child's reading ability, a teacher engaged in practitioner inquiry might also observe the child during independent reading time, engage in one-on-one conversations about their reading habits and preferences, and analyze their written reflections on the books they have read. This comprehensive approach allows for a more accurate and nuanced understanding of the child's reading abilities.

Practitioner inquiry also encourages teachers to critically examine the standards themselves. While standards provide a useful framework, they are not a one-size-fits-all solution. Different children have different learning styles, strengths, and interests, and it is important for educators to adapt their teaching practices accordingly.

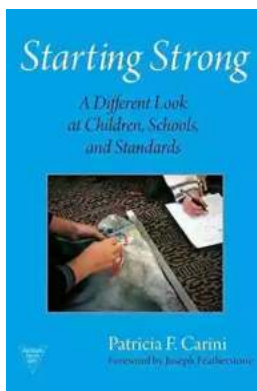
By engaging in practitioner inquiry, teachers gain a deeper understanding of their students' individual needs, which allows them to tailor their instruction in a way that supports and challenges each child. This approach fosters a more inclusive and student-centered learning environment where all children can thrive.

Furthermore, practitioner inquiry empowers teachers to have a more active role in shaping the educational system. By collecting and analyzing data about their own teaching practices, educators can advocate for positive changes in curriculum, assessment methods, and educational policies.

The Practitioner Inquiry Series aims to showcase the transformative power of practitioner inquiry in schools. Through a collection of case studies and reflections from educators around the world, this series sheds light on the incredible insights and improvements that can emerge from this approach.

From understanding the impact of socio-economic factors on student achievement to exploring innovative teaching methods that cater to diverse learners, the Practitioner Inquiry Series explores a wide range of topics that challenge traditional notions of education and standards.

Join us on this journey of discovery as we delve into the world of practitioner inquiry and explore the endless possibilities it presents for children, schools, and standards. Together, let's create a more holistic and student-centered education system that embraces the uniqueness of each child and promotes a lifelong love for learning.



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In an elegant affirmation of human capacity and creativity, Patricia Carini counters high-stakes testing, the pathologizing of children, and the unrelenting critique of the public schools with a persuasive account of how children, all children, actively make sense of the world and their experience through the making of works such as drawings, constructions, and writings. This engaging and vivid account of the day-to-day possibilities of learning and teaching, and ultimately the remaking of the schools, is indispensable reading for anyone called to teach or committed to a liberating education for all children.

“This is a beautifully written book. I am inspired with each page.”

—Vito Perrone, Harvard University

"In this precious book by one of our most powerful thinkers, Pat Carini takes us deep, deep into the lives of children, into classrooms and schools, into the human heart of education at its best.”

—William Ayers, University of Illinois at Chicago

“A thoughtful book that challenges us to embrace an expansive vision of education. Throughout this powerful collection of essays, Pat Carini reminds us to place the value of each individual at the center of all we do in schools.”

—Judy Buchanan, National Writing Project

“In this book, Carini draws on children’s and teachers’ stories, poetry, and philosophy as she attends to making visible for the reader the humanness of education.”

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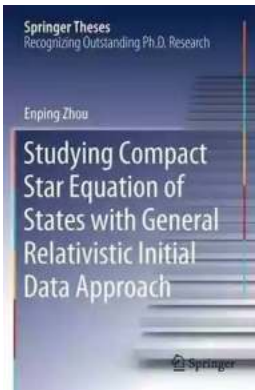
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