

Closing The Gap Wordpress

In *From Able to Remarkable: Help your students become expert learners*, Robert Massey provides a pathway to help teachers guide their students through the gauntlets of the gifted, the underpasses of underachievement and the roadblocks to remarkable on their learning journeys. What makes remarkable students remarkable? Attributes such as resilience, curiosity and intelligence may come to mind and we might also add others, such as intuition and tenacity. But what has helped make them what they are? Were they born this way, or did their 'remarkabilities' emerge during their schooling? Such questions may make teachers feel uneasy, prompting them to reflect on the sometimes limiting scope of what is often labelled as 'gifted and talented provision' in their school. Robert Massey argues, however, that these remarkabilities are there, latent and dormant, in many more students than we might at first acknowledge. In *From Able to Remarkable* Robert shares a rich variety of practical, cross-curricular strategies designed to help teachers unearth and nurture these capabilities and signpost a route to the top for every learner. Informed by educational research and evidence from the field of cognitive science, the book talks teachers through a wide range of effective teaching and learning techniques all of which are appropriate for use with all pupils and not only with top sets or high attainers. Robert also shares ideas on how teachers can improve their students' abilities to receive, respond to and then deliver feedback on both their own work and that of others. To complement the feedback process, he presents practical methods to help teachers make questioning, self-review and greater student ownership of their questioning within lessons a staple of day-to-day classroom interaction. Venturing beyond the classroom, the book also explores approaches to whole-school provision for high-attaining students and offers some robust stretch and challenge to educational leaders in considering what widespread excellence in education might look like. Suitable for teachers and gifted and talented coordinators in both primary and secondary schools.

This book is open access under a CC BY 4.0 license. This book brings together contributions by researchers, scholars, policy-makers, practitioners, professionals and citizens who have an interest in or experience of Indigenous pathways and transitions into higher education.

University is not for everyone, but a university should be for everyone. To a certain extent, the choice not to participate in higher education should be respected given that there are other avenues and reasons to participate in education and employment that are culturally, socially and/or economically important for society. Those who choose to pursue higher education should do so knowing that there are multiple pathways into higher education and, once there, appropriate support is provided for a successful transition. The book outlines the issues of social inclusion and equity in higher education, and the contributions draw on real-world experiences to reflect the different approaches and strategies currently being adopted.

Focusing on research, program design, program evaluation, policy initiatives and experiential narrative accounts, the book critically discusses issues concerning widening participation.

When we talk about sex—whether great, good, bad, or unlawful—we often turn to consent as both our erotic and moral savior. We ask questions like, What counts as sexual consent? How do we teach consent to impressionable youth, potential predators, and victims? How can we make consent sexy? What if these are all the wrong questions? What if our preoccupation with consent is hindering a safer and better sexual culture? By foregrounding sex on the social margins (bestial, necrophilic, cannibalistic, and other atypical practices), *Screw Consent* shows how a sexual politics focused on consent can often obscure, rather than clarify, what is wrong about wrongful sex. Joseph J. Fischel argues that the consent paradigm, while necessary for effective sexual assault law, diminishes and perverts our ideas about desire, pleasure, and injury. In addition to the criticisms against consent leveled by feminist theorists of earlier generations, Fischel elevates three more: consent is insufficient, inapposite, and riddled with

scope contradictions for regulating and imagining sex. Fischel proposes instead that sexual justice turns more productively on concepts of sexual autonomy and access. Clever, witty, and adeptly researched, *Screw Consent* promises to change how we understand consent, sexuality, and law in the United States today.

Adult social care was the first major social policy domain in England to be transferred from the state to the market. There is now a forty-year period to look back at to consider the thinking behind the strategy, the impacts on commissioners and providers of care, on the care workforce and on those who use care and support services. In this book, Bob Hudson meticulously charts these shifts. He challenges the dominant market paradigm, explores alternative models for a post-Covid-19 future and locates the debate within the wider literature on political thinking and policy change.

A behind-the-scenes look at the firm behind WordPress.com and the unique work culture that contributes to its phenomenal success 50 million websites, or twenty percent of the entire web, use WordPress software. The force behind WordPress.com is a convention-defying company called Automattic, Inc., whose 120 employees work from anywhere in the world they wish, barely use email, and launch improvements to their products dozens of times a day. With a fraction of the resources of Google, Amazon, or Facebook, they have a similar impact on the future of the Internet. How is this possible? What's different about how they work, and what can other companies learn from their methods? To find out, former Microsoft veteran Scott Berkun worked as a manager at WordPress.com, leading a team of young programmers developing new ideas. *The Year Without Pants* shares the secrets of WordPress.com's phenomenal success from the inside. Berkun's story reveals insights on creativity, productivity, and leadership from the kind of workplace that might be in everyone's future. Offers a fast-paced and entertaining insider's account of how an amazing, powerful organization achieves impressive results Includes vital lessons about work culture and managing creativity Written by author and popular blogger Scott Berkun (scottberkun.com) *The Year Without Pants* shares what every organization can learn from the world-changing ideas for the future of work at the heart of Automattic's success.

This volume examines the role of neoliberalism and its impact on education in South Asia. It contends that education is in a state of crisis across the world. This is reflected not only in the way the state has withdrawn to pave way for private capital but also in the manner in which knowledge and ways of understanding the world are being challenged by manipulation and adverse influences. A process of 'factoryisation' is underway as disciplining of human minds and redefinition of the purpose of human existence are being geared to fall in line with the needs of private capital. The book brings together incisive contributions from India, Sri Lanka, Pakistan and Nepal to explore newer possibilities to deal with the educational crisis, and looks at a range of critical themes in education: pedagogy, teacher–learner relationship, teacher education, the state of the university, and policy. Rich in content, critical and insightful, this book will be a valuable addition for scholars and researchers of education and education policy, sociology, public policy and South Asian Studies.

Women in the Academy are raising issues of pay parity, equal representation on committees, increased leadership positions, stories of resilience, and mentorship espousing changes at all levels including teaching, research, and administration. These strategies demand interrogation, and larger questions are being asked about the place of women empowerment worldviews in the dominant intellectual traditions of the Academy. Further, the trend to make changes requires an exploration of new transformational approaches that draw on critical theory to resist discrimination, sexism, and racism and support resistance and sustainable empowerment strategies. *Critical Reflections and Politics on Advancing Women in the Academy* is a critical scholarly publication that seeks to make the Academy responsive and inclusive for women advancement and sustainable empowerment strategies by broadening the

understanding of why women in the Academy are overlooked in leadership positions, why there is a pay parity deficit, and what is being done to change the situation. Featuring a wide range of topics such as mentorship, curriculum design, and equality, this book is ideal for policymakers, academicians, deans, provosts, chancellors, administrators, researchers, and students.

Our pupils' success will be defined by their ability to read fluently and skilfully. But despite universal acceptance of reading's vital importance, the reading gap in our classroom remains, and it is linked to an array of factors, such as parental wealth, education and book ownership, as well as classroom practice. To close this gap, we need to ensure that every teacher has the knowledge and skill to teach reading with confidence. In *Closing the Reading Gap*, Alex Quigley explores the intriguing history and science of reading, synthesising the debates and presenting a wealth of usable evidence about how children develop most efficiently as successful readers. Offering practical strategies for teachers at every phase of their teaching career, as well as tackling issues such as dyslexia and the role of technology, the book helps teachers to be an expert in how pupils 'learn to read' as well as how they 'read to learn' and explores how reading is vital for unlocking a challenging academic curriculum for every student. With a focus on nurturing pupils' will and skill to read for pleasure and purpose, this essential volume provides practical solutions to help all teachers create a rich reading culture that will enable every student to thrive in school and far beyond the school gates.

In the past few years, the way we think about assessment has undergone a revolution. From the re-organisation of qualifications and examinations at national level (including removing National Curriculum levels at secondary school) to the increasing focus on active research to develop feedback strategies with a measurable impact, assessment has never been so much at the forefront of educational thought. While previously assessment was bound to the curriculum, now there is a demand for schools to develop assessment systems that are merely driven by it. Despite raising serious questions and challenges, these dramatic changes provide a reason for teachers to evaluate their practice. Simultaneously, the nature of CPD has been reinvigorated in the 'digital age', with teachers galvanised by online resources, Twitter and educational blogs. The result? Teachers can take their development into their own hands, and re-professionalise teaching! Bringing together these two movements, this book provides an opportunity for teachers to grasp what formative assessment means, how it complements the curriculum when used effectively, how to employ it in their classroom and school, and how they can improve their assessment systems and practice within the classroom. Divided into two parts, *train yourself and teach others*, this book will dispel concerns, and help teachers and school leaders to embrace and excel in all areas of formative assessment!

Nursing homes are where some of the most vulnerable live and work. In too many homes, the conditions of work make it difficult to make care as good as it can be. For the last eight years an international team from Germany, Sweden, Norway, the UK, the US and Canada have been searching for promising practices that treat residents, families and staff with dignity and respect in ways that can also bring joy. While we did find ideas worth sharing, we also saw a disturbing trend toward privatization. Privatization is the process of moving away not only from public delivery and public payment for health services but also from a commitment to shared responsibility, democratic decision-making, and the idea that the public sector operates according to a logic of service to all. This book documents moves toward privatization in the six countries and their consequences for families, staff, residents, and, eventually, us all. None of the countries has escaped pressure from powerful forces in and outside government

pushing for privatization in all its forms. However, the wide variations in the extent and nature of privatization indicate privatization is not inevitable and our research shows there are alternatives.

Interrogates the rise of national philosophies and their impact on cosmopolitanism and nationalism.

This OECD report focuses on how best to close gender gaps under four broad headings: 1) Gender equality, social norms and public policies; and gender equality in 2) education; 3) employment and 4) entrepreneurship.

WordPress is much more than a blogging platform. If you have basic PHP, HTML, CSS, and JavaScript experience you can use WordPress to develop fast, scalable, secure, and highly customized web apps, mobile apps, web services, and multisite networks of websites. Along with core WordPress functions and database schema, you'll learn how to build custom plugins, themes, and services for just about any kind of web or mobile application. In this updated second edition, Brian Messenlehner and Jason Coleman cover new features and functionality added to WordPress up to version 5.4. All code examples in the book are available on GitHub. Compare WordPress with traditional app development frameworks Use themes for views and plugins for backend functionality Get suggestions for choosing or building WordPress plugins Register custom post types (CPTs) and taxonomies Manage user accounts and roles, and access user data Build asynchronous behaviors with jQuery Use WordPress to develop mobile apps for iOS and Android Integrate PHP libraries, external APIs, and web service plugins Collect payments through ecommerce and membership plugins Learn how to speed up and scale your WordPress app Extend the WordPress REST API and create custom endpoints Learn about WordPress Gutenberg blocks development

Contested Issues in Troubled Times provides student affairs educators with frameworks to constructively think about and navigate the contentious climate they are increasingly encountering on campus. The 54 contributors address the book's overarching question: How do we create an equitable climate conducive to learning in a dynamic environment fraught with complexity and a socio-political context characterized by escalating intolerance, incivility, and overt discrimination? Rather than attempting to offer readers definitive solutions, this book illustrates the possibilities and promise of acknowledging multiple approaches to addressing contentious issues, articulating a persuasive argument anchored in professional judgment, listening attentively to others for points of connection as well as divergence, and drawing upon new ways of thinking to foster safe and inclusive campuses. Among the issues this volume addresses are such topics as sexual violence; historically underrepresented racial and ethnic groups; transgender and undocumented students; the professional skills, knowledge and/or dispositions needed to thrive and facilitate systemic change in contemporary higher education organizations; the implications of maintaining personal and professional identities via social media; and self-care. In this

companion volume to *Contested Issues in Student Affairs* (whose issues remain as relevant today as they were upon publication in 2011), a new set of contributors explore new questions which foreground issues of equity, safety, and civility – themes which dominate today’s higher education headlines and campus conversations. The book concludes with calls to action, encouraging student affairs educators to exhibit the moral courage needed to critically examine routine practices that (un)knowingly perpetuate inequity and enact the foundational values and principles upon which the student affairs profession was founded. This thesis approaches the phenomenon of open source software (OSS) from a managerial and organisational point of view. In a slightly narrower sense, this thesis studies commercialisation aspects around community-driven open source. The term ‘community-driven’ signifies open source projects that are managed, steered, and controlled by communities of volunteers, as opposed to those that are managed, steered, and controlled by single corporate sponsors. By adopting a business ecology perspective, this thesis places emphasis on the larger context within which the commercialisation of OSS is embedded (e.g., global and collaborative production regimes, ideological foundations, market characteristics, and diffuse boundary conditions). Because many business benefits arise as a consequence of the activities taking place in the communities and ecosystems around open source projects, a business ecology perspective may be a useful analytical guide for understanding the opportunities, challenges, and risks that firms face in commercializing OSS. There are two overarching themes guiding this thesis. The first theme concerns the challenges that firms face in commercialising community-driven open source. There is a tendency in the literature on business ecosystems and open source to emphasise the benefits, opportunities, and positive aspects of behaviour, at the expense of the challenges that firms face. However, business ecosystems are not only spaces of opportunity, they may also pose a variety of challenges that firms need to overcome in order to be successful. To help rectify this imbalance in the literature, the first theme particularly focuses on the challenges that firms face in commercialising community-driven open source. The underlying ambition is to facilitate a more balanced and holistic understanding of the collaborative and competitive dynamics in ecosystems around open source projects. The other theme concerns the complex intertwining of community engagement and profit-oriented venturing. As is acknowledged in the literature, the subject of firm-community interaction has become increasingly important because the survival, success, and sustainability of peer production communities has become of strategic relevance to many organisations. However, while many strategic benefits may arise as a consequence of firm-community interaction, there is a lack of research studying how the value-creating logics of firm–community interaction are embedded within the bigger picture in which they occur. Bearing this bigger picture in mind, this thesis explores the intertwining of volunteer community engagement and profit-oriented venturing by focusing on four aspects

that are theorised in the literature: reinforcement, complementarity, synergy, and reciprocity. This thesis is designed as a qualitative exploratory single-case study. The empirical case is Joomla, a popular open source content management system. In a nutshell, the Joomla case in this thesis comprises the interactions in the Joomla community and the commercial activities around the Joomla platform (e.g., web development, consulting, marketing, customisation, extensions). In order to achieve greater analytical depth, the business ecology perspective is complemented with ideas and propositions from other theoretical areas, such as stakeholder theory, community governance, organizational identity, motivation theory, pricing, and bundling. The findings show that the common challenges in commercialising community-driven open source revolve around nine distinct factors that roughly cluster into three domains: the ecosystem, the community, and the firm. In short, the domain of the ecosystem comprises the global operating environment, the pace of change, and the cannibalisation of ideas. The domain of the community comprises the platform policy, platform image, and the voluntary nature of the open source project. And finally, the domain of the firm comprises the blurring boundaries between private and professional lives, the difficulty of estimating costs, and firm dependencies. Based on these insights, a framework for analysing community-based value creation in business ecosystems is proposed. This framework integrates collective innovation, community engagement, and value capture into a unified model of value creation in contexts of firm–community interaction. Furthermore, the findings reveal demonstrable effects of reinforcement, complementarity, synergy, and reciprocity in the intertwining of volunteer community engagement and profit-oriented venturing. By showing that this intertwining can be strong in empirical cases where commercial activities are often implicitly assumed to be absent, this thesis provides a more nuanced understanding of firm involvement in the realm of open source. Based on the empirical and analytical insights, a number of further theoretical implications are discussed, such as the role of intersubjective trust in relation to the uncertainties that commercial actors face, an alternative way of classifying community types, the metaphor of superorganisms in the context of open source, issues pertaining to the well-being of community participants, and issues in relation to the transitioning of open source developers from a community-based to an entrepreneurial self-identity when commercialising an open source solution. Furthermore, this thesis builds on six sub-studies that make individual contributions of their own. In a broad sense, this thesis contributes to the literature streams on the commercialisation of OSS, the business value and strategic aspects of open source, the interrelationships between community forms of organising and entrepreneurial activities, and the nascent research on ecology perspectives on peer-production communities. A variety of opportunities for future research are highlighted. Denna avhandling undersöker fenomenet öppen källkod, 'open source', ur ett lednings och styrningsperspektiv. Mer konkret studeras aspekter på kommersialisering av ett

community-drivet open source projekt (OSS, open source software). Uttrycket 'community-drivet' hänvisar till open source projekt som drivs och styrs av volontärgrupper, till skillnad från open source projekt som drivs och styrs av enskilda företag. Genom att tillämpa ett affärsekologiperspektiv fokuserar denna avhandling på det vidare sammanhang som karaktäriserar kommersialisering av OSS, såsom globala och kollaborativa produktionssystem, värderingarna öppenhet och samarbete, marknadsstrukturer, och diffusa organisationsgränser. Aktiviteterna i open source communityn och dess kringliggande ekosystem kan bidra till många fördelar för företag, och därför kan ett affärsekologiperspektiv vara en användbar analytisk lins för att förstå de möjligheter, utmaningar och risker som företag står inför när de kommersialiserar OSS. Två övergripande teman lyfts fram i denna avhandling. Det första temat handlar om de utmaningar som företag står inför när de kommersialiserar community-driven OSS. Det finns i litteraturen om affärsekologier och open source en tendens att betona fördelar, möjligheter och positiva aspekter på beteende på bekostnad av att undersöka utmaningar som företag står inför. Affärsekologier innebär dock inte enbart möjligheter för företag, utan kan också orsaka en rad utmaningar som företag behöver hantera för att lyckas. Med utgångspunkt i denna obalans i litteraturen fokuserar det första temat på de utmaningar med kommersialisering av community-driven OSS. Detta görs för att bidra till en mer balanserad och holistisk förståelse av den på samma gång kollaborativa och konkurrerande dynamiken i affärsekologin runt ett open source projekt. Det andra temat handlar om sammanflätningen (intertwining) mellan community-deltagande och vinstdrivande verksamhet. Såsom det framgår i litteraturen har frågan om samverkan mellan företag och communities blivit allt viktigare, eftersom communityernas överlevnad, framgång och hållbarhet har blivit strategiskt viktiga för många organisationer. Även om många strategiska fördelar kan uppstå som en följd av samverkan mellan företag och communities saknas forskning om hur värdeskapande uppstår i en vidare kontext. Med ett bredare perspektiv i åtanke undersöker denna avhandling sammanflätningen av frivilligt community-deltagande och en vinstdrivande verksamhet genom att fokusera på fyra aspekter av sammanflätning som förekommer i litteraturen: förstärkning, komplementaritet, synergi, och ömsesidighet. Denna avhandling är utformad som en kvalitativ utforskande fallstudie. Det empiriska fallet är Joomla, ett innehållshanteringssystem som bygger på open source. Inom ramen för avhandlingen undersöks fallet i termer av samspel inom Joomla-communityn och de kommersiella aktiviteterna som sker runt Joomla-plattformen (t.ex., webbutveckling, rådgivning, marknadsföring, anpassningar, och extensions). För att uppnå ett analytiskt djup kompletteras affärsekologiperspektivet med idéer och förslag från andra teoretiska områden, såsom intressentmodellen, community-styrning, företagsidentitet, motivationsteori, prissättning, och buntning. Resultaten visar att utmaningarna med kommersialisering av community-driven OSS kretsar kring nio olika faktorer som kan grupperas i tre

områden: ekosystemet, communityn, och företaget. Ekosystemsfaktorerna innefattar den globala verksamma miljön, förändringshastigheten och kannibalisering av idéer. Community-faktorerna innefattar plattformspolicy, plattformsimage, och att deltagandet i open source projektet sker på frivillig basis. Slutligen innefattar företagsfaktorerna suddiga gränser mellan privatliv och arbetsliv, svårigheten att uppskatta kostnader samt beroendeförhållanden mellan företag. Baserat på dessa insikter föreslås en modell för att analysera communitybaserad värdeskapande i affärsekologier. Modellen integrerar kollektiv innovation, community-deltagande, och value capture i en holistisk modell för community-baserad värdeskapande i kontexten samverkan mellan företag och communities. Vidare beskrivs effekterna av sammanflätningen av frivilligt community-deltagande och vinstdrivande verksamhet i termer av förstärkning, komplementaritet, synergi, och ömsesidighet. Genom att visa att sammanflätningen av frivilligt community-deltagande och vinstdrivande verksamhet kan vara stark i fall där det ofta antas implicit att kommersiella aktiviteter inte förekommer ger denna avhandling en mer nyanserad förståelse av företags roll i kontexten open source. Baserat på empiriska och analytiska insikter diskuterar denna avhandling ett antal teoretiska konsekvenser, såsom rollen som intersubjektiv tillit spelar i förhållande till den ovisshet som kommersiella aktörer står inför, ett alternativt sätt att klassificera community-typer, metaforen superorganismer i kontexten open source, community-deltagares välbefinnande, samt hur open source utvecklare hanterar övergången från en community-baserad självidentitet till en entreprenöriell självidentitet vid kommersialisering av OSS. Dessutom ger de sex delstudier som avhandlingen bygger på egna bidrag som presenteras i respektive delstudie. I stora drag bidrar denna avhandling till litteraturen om kommersialisering av OSS, affärsmässiga och strategiska aspekter på open source, samspelet mellan community-driven entreprenörsverksamhet samt den framväxande forskning som använder ett affärsekologiperspektiv för att studera kollegial produktion baserad på allmännyttan. En mängd olika möjligheter för framtida forskning lyfts fram.

This book presents chapters exploring the most recent developments in the role of technology in proving. The full range of topics related to this theme are explored, including computer proving, digital collaboration among mathematicians, mathematics teaching in schools and universities, and the use of the internet as a site of proof learning. Proving is sometimes thought to be the aspect of mathematical activity most resistant to the influence of technological change. While computational methods are well known to have a huge importance in applied mathematics, there is a perception that mathematicians seeking to derive new mathematical results are unaffected by the digital era. The reality is quite different. Digital technologies have transformed how mathematicians work together, how proof is taught in schools and universities, and even the nature of proof itself. Checking billions of cases in extremely large but finite sets, impossible a few decades ago, has now become a standard method of proof.

Distributed proving, by teams of mathematicians working independently on sections of a problem, has become very much easier as digital communication facilitates the sharing and comparison of results. Proof assistants and dynamic proof environments have influenced the verification or refutation of conjectures, and ultimately how and why proof is taught in schools. And techniques from computer science for checking the validity of programs are being used to verify mathematical proofs. Chapters in this book include not only research reports and case studies, but also theoretical essays, reviews of the state of the art in selected areas, and historical studies. The authors are experts in the field.

This book describes the access to justice crisis facing low- and middle-income Americans and the current reforms to address it.

Since the late 1990s, there has been a crucial and substantial transformation in China's television system involving institutional, structural and regulatory changes. Unravelling the implications of these changes is vital for understanding the politics of Chinese media policy-making and regulation, and thus a comprehensive study of this history has never been more essential. This book studies the transformation of the policy and regulation of the Chinese television sector within a national political and economic context from 1996 to the present day. Taking a historical and sociological approach, it engages in the theoretical debates over the nature of the transformation of media in the authoritarian Chinese state; the implications of the ruling party's political legitimacy and China's central-local conflicts upon television policy-making and market structure; and the nature of the media modernisation process in a developing country. Its case studies include broadcasting systems in Shanghai and Guangdong, which demonstrate that varied policies and development strategies have been adopted by television stations, reflecting different local circumstances and needs. Arguing that rather than being a homogenous entity, China has demonstrated substantial local diversity and complex interactions between local, national and global media, this book will be of interest to students and scholars of Chinese media, politics and policy, and international communications.

This edited collection focuses on the ethics, politics and practices of responsiveness in the context of racism, inequality, difference and controversy. The politics of difference has long been concerned with speech, voice and representation. By focusing on the practices and politics of responsiveness—listening, reading and witnessing—the volume identifies vital new possibilities for ethics and social justice. Chapters focus on the conditions of possibility, or listening as ethical praxis; unsettling or disrupting colonial relationships; and ways of listening that highlight non-Western traditions and move beyond the liberal frame. Ethical responsiveness shifts some of the responsibility for negotiating difference and more just futures from subordinated speakers, and on to the relatively more privileged and powerful.

The Language Gap provides an accessible review of the language gap research, illuminating what we know and what we do not know about the language

development of youth from working and lower socioeconomic classes. Written to offer a balanced look at existing literature, this text analyzes how language gap research is portrayed in the media and how debatable research findings have been portrayed as common sense facts. This text additionally analyzes how language gap research has impacted educational policies, and will be the first book-length overview addressing this area of rapidly growing interest.

Lesson planning is a requirement of every teacher. Whether you are planning your day-to-day lessons or a formal observation, planning is a skill that can be refined and improved to ensure your workload is manageable and your lessons exceptional. Aimed at committed and reflective teachers who want to develop their practice, this book introduces *Tweaks for Teachers*: small changes that make a big difference! It encourages you to review your current lesson planning practice and develop lessons that enable students to make outstanding learning gains. The book focuses on making practical, small changes that, over time, can make a real difference to the quality of learning and teaching in the classroom. Organised around real lesson snippets and full lesson plans covering every secondary subject, the book focuses on the key areas you need to plan for every lesson: assessment for learning, questioning, stretch and challenge and commitment to learning, as well as covering the importance of developing a good marking practice. Real examples of successful lessons are provided as well as a commentary of missed opportunities and practical 'tweaks' that could be made to improve students' learning and to develop outstanding teaching. This format means that the book is not only useful to those teachers wanting to develop their practice, but it is also a really useful training tool for those with responsibility for training new teachers or devolving a school's CPD provision. *Lesson Planning Tweaks for Teachers* takes a highly original approach to improving your lesson planning. Mel and Debbie's down to earth and accessible style will help every secondary teacher, whatever your level of experience, to make the planning process more meaningful and manageable, and one that leads to outstanding progress over time. Follow them on Twitter today for daily tips: @TeacherTweaks

This volume is an orchestrated critique of the notion that individuals from lower socioeconomic status communities have inferior language skills as compared to middle- and upper-class groups. The idea of this so-called "language gap" stems in large part from Hart and Risley's (1995) publication *Meaningful Differences in the Everyday Experience of Young American Children*. Hart and Risley proposed that by age 3, children from more economically affluent households were exposed to approximately 30 million more words than children from low-income backgrounds. They also claimed that this gap in exposure to words negatively impacts cognitive development and eventual academic achievement. The contributing authors in this book contest the original concept of a "language-gap" as well as the recent swell of academic research and public programs that it has produced. The chapters interrogate the linguistic, academic, cultural, and social implications of the "language-gap" by providing critical accounts grounded in the

scholarly disciplines of sociolinguistics, anthropology, and education. This book was originally published as a special issue of the International Multilingual Research Journal.

"Famed director M. Night Shyamalan tells how his passion for education reform led him to the five indispensable keys to educational success in America's high-performing schools in impoverished neighborhoods"--

Social medicine, starting two centuries ago, has shown that social conditions affect health and illness more than biology does, and social change affects the outcomes of health and illness more than health services do. Understanding and exposing sickness-generating structures in society helps us change them. This first introductory textbook in social medicine provides a critical introduction to this increasingly important field. The authors draw on examples worldwide to show how principles based on solidarity and mutual aid have enabled people to participate collaboratively to construct health-promoting social conditions. The book offers vital information and analysis to enhance our understanding regarding the promotion of health through social and individual means; the micro-politics of medical encounters; the social determination of illness; the influences of racism, class, gender, and ethnicity on health; health and empire; and health praxis, reform, and sociomedical activism. The book offers compelling ways to understand and to change the social dimensions of health and health care.

Students, teachers, practitioners, activists, policy makers, and people concerned about health and health care will value this book, which goes beyond the usual approaches of texts in public health, medical sociology, health economics, and health policy.

This collection explores the complex dynamics of corporate land deals from a broad agrarian political economy perspective, with a special focus on the implications for property and labour regimes, labour processes and structures of accumulation. This involves looking at ways in which existing patterns of rural social differentiation – in terms of class, gender, ethnicity and generation – are being shaped by changes in land use and property relations, as well as by the re-organization of production and exchange as rural communities and resources are incorporated into global commodity chains. It goes further than the descriptive 'what' and 'who' questions, in order to understand the 'how' and 'why' of these patterns. It is empirically solid and theoretically sophisticated, making it a robust and boundary-changing work. Contributors come from various scholarly disciplines. Covering nearly all regions of the world, the collection will be of interest to researchers from various disciplines, policymakers and activists. This book was originally published as a Special Issue of the Journal of Peasant Studies.

Over the past twenty years, educational policy has been characterized by top-down, market-focused policies combined with a push toward privatization and school choice. The new Every Student Succeeds Act continues along this path, though with decision-making authority now shifted toward the states. These

market-based reforms have often been touted as the most promising response to the challenges of poverty and educational disenfranchisement. But has this approach been successful? Has learning improved? Have historically low-scoring schools “turned around” or have the reforms had little effect? Have these narrow conceptions of schooling harmed the civic and social purposes of education in a democracy? This book presents the evidence. Drawing on the work of the nation’s most prominent researchers, the book explores the major elements of these reforms, as well as the social, political, and educational contexts in which they take place. It examines the evidence supporting the most common school improvement strategies: school choice; reconstitutions, or massive personnel changes; and school closures. From there, it presents the research findings cutting across these strategies by addressing the evidence on test score trends, teacher evaluation, “miracle” schools, the Common Core State Standards, school choice, the newly emerging school improvement industry, and re-segregation, among others. The weight of the evidence indisputably shows little success and no promise for these reforms. Thus, the authors counsel strongly against continuing these failed policies. The book concludes with a review of more promising avenues for educational reform, including the necessity of broader societal investments for combatting poverty and adverse social conditions. While schools cannot single-handedly overcome societal inequalities, important work can take place within the public school system, with evidence-based interventions such as early childhood education, detracking, adequate funding and full-service community schools—all intended to renew our nation’s commitment to democracy and equal educational opportunity.

In 2013, a little known mathematician in his late 50s stunned the mathematical community with a breakthrough on an age-old problem about prime numbers. Since then, there has been further dramatic progress on the problem, thanks to the efforts of a large-scale online collaborative effort of a type that would have been unthinkable in mathematics a couple of decades ago, and the insight and creativity of a young mathematician at the start of his career. Prime numbers have intrigued, inspired and infuriated mathematicians for millennia. Every school student studies prime numbers and can appreciate their beauty, and yet mathematicians' difficulty with answering some seemingly simple questions about them reveals the depth and subtlety of prime numbers. Vicky Neale charts the recent progress towards proving the famous Twin Primes Conjecture, and the very different ways in which the breakthroughs have been made: a solo mathematician working in isolation and obscurity, and a large collaboration that is more public than any previous collaborative effort in mathematics and that reveals much about how mathematicians go about their work. Interleaved with this story are highlights from a significantly older tale, going back two thousand years and more, of mathematicians' efforts to comprehend the beauty and unlock the mysteries of the prime numbers.

Illicit financial flows constitute a global phenomenon of massive but uncertain scale, which

erodes government revenues and drives corruption in countries rich and poor. In 2015, the countries of the world committed to a target to reduce illicit flows, as part of the UN Sustainable Development Goals. But five years later, there is still no agreement on how that target should be monitored or how it will be achieved. Illicit financial flows occur through many different channels, whether they involve laundering the proceeds of crime or shifting profits of multinational companies. These deliberately hidden cross-border movements of assets and income streams depend on a set of common tools including opaque company accounts, legal vehicles for anonymous ownership, and the secrecy jurisdictions that provide these series. The overall effect is to reduce the revenue available to states and to weaken the quality of governance - leading to less money to support human development, and a lower likelihood of funds being well spent. *Estimating Illicit Financial Flows: A Critical Guide to the Data, Methodologies, and Findings* is authored by two of the economists most closely involved in the process to develop UN indicators of illicit financial flows. In it, they offer a critical survey of the existing data and methodologies, identifying the most promising avenues for future improvement and setting out their own proposals. They cover a range of corrupt practices aimed at obtaining immunity or impunity from criminal law, from market regulation, and from taxation.

Games, Simulations and Playful Learning in Business Education takes a fresh, insightful look at original and innovative ways of incorporating games, simulations and play to enhance the quality of higher education learning and assessment across business and law disciplines. Chapters cover wide-ranging business areas such as marketing, accounting and strategy and include practical advice, tips and thoughts on how to strengthen existing learning techniques to include a fun element.

Building belonging provides all the tools school leaders need to help unlock rapid school improvement by introducing *The Emotional Wellbeing School Improvement Framework*. Building on a robust evidence base it ensures everyone has a clear understanding of their collective destination by drawing on the views of all stakeholders to help ensure your organisation can prioritise objectives to best meet the needs of your young people. This is a practical, comprehensive guide to moving from unconscious to conscious competence in driving school improvement while protecting the emotional wellbeing of children and staff in a way that's proven to make a difference. Beginning with the genesis of the Framework this book gives readers a step-by-step guide to how to make it work in their own specific setting. The framework helps build capacity and the flexibility to support elsewhere as the direction of travel remains constant and everyone is clear about what they need to do, even if senior leaders move on. It also support succession planning as aspiring leaders know the systems and can step up much more smoothly. Crucially the framework does not dictate how to do things. It strives for aligned autonomy, meaning that leaders are free to draw on their contextual wisdom to inform their leadership actions and approaches while addressing the framework objectives. In *Obstetrics for Schools: A guide to eliminating failure and ensuring the safe delivery of all learners*, Rachel Macfarlane presents a powerful manifesto for school leaders and teachers on how they can bridge the advantage gap and deliver positive outcomes for all pupils. In most parts of the world, the death of a baby in childbirth is now a rare tragedy rather than a common occurrence - and it would be considered shocking for medical staff to accept a significant infant fatality rate. It's also inconceivable that a hospital would have a successful delivery target much below 100%. How could anything else be acceptable in this day and age? Yet there is an expectation, and acceptance, of 'baked in' educational failure for around a third of 16-year-olds in UK schools each year. Such outcomes need addressing, and this book does just that. In *Obstetrics for Schools*, Rachel Macfarlane draws on her experience as a head teacher and system leader to share a multitude of practical strategies for overcoming potential barriers to success, presenting case studies and examples of effective practice from schools across the

country. The book illustrates an up-to-date and research-informed picture of the current state of the education system and offers sage guidance on how schools can do more for each and every student. In doing so, Rachel provides a range of fresh approaches to school provision which have been proven to have an impact in a variety of challenging contexts. Each chapter focuses on a key potential barrier to success and offers school leaders and practitioners a range of strategies to help dismantle them. The book also provides guidance on strategic planning, as well as a variety of ideas and inspiration for staff training. Suitable for school leaders and teachers in all phases, from early years to sixth form, and in both mainstream and special education.

There is little doubt that the Common Core State Standards (CCSS) are a controversial entity. They are provocative for the way in which they have been developed, for the ways they are being implemented and evaluated, for their content, and for their failure to explicitly consider the needs, interests, and histories of diverse populations. While the CCSS continue to be problematized by critics around the country—including the editors of this volume—it is evident our nation is moving toward (some would argue we have arrived at) a national set of standards and/or a national curriculum. This text will be an important volume for multiple audiences, in large part because it will bring together critical perspectives on the CCSS and the notion of national standards/curricula. It will simultaneously provide a social justice orientation as a way to interpret the CCSS and respond to their limits, while presenting practical examples of social justice-oriented, CCSS-focused curricula that empower diverse learners and their teachers. *Social Justice, the Common Core, and Closing the Instructional Gap* will consist of chapters by classroom teachers and university scholars who portray honest, engaging, first-person accounts of their successes and challenges connecting a social justice pedagogical orientation to the Common Core State Standards. These authors candidly and passionately share the challenges of navigating between a social justice curriculum and high stakes standards- and test-driven environments. They highlight their accomplishments that include effectively supporting students to consider social injustices and devise plans to work toward a more equitable world.

Whether you're a budding blogger or seasoned web designer, WordPress is a brilliant tool for creating websites—once you know how to tap into its impressive features. The latest edition of this jargon-free *Missing Manual* shows you how to use WordPress's themes, widgets, and plug-ins to build just about any kind of site. The important stuff you need to know: Set up WordPress. Configure WordPress on your web host or get it running on your home computer. Create your site. Get hands-on instructions for building all types of websites, from blogs to business sites with ecommerce features. Jazz it up. Add picture galleries, slideshows, video clips, music players, and podcasts. Add features. Select from thousands of plug-ins to enhance your site's capabilities, from contact forms to a basic shopping cart. Build a truly unique site. Customize a WordPress theme to create a site that looks exactly the way you want. Attract an audience. Use SEO, site statistics, and social sharing to reach more people. Stay safe. Use backup and staging tools to protect your content and avoid catastrophe.

Martha Boyne, Emily Clements and Ben Wright's *Thrive: In your first three years in teaching equips trainee secondary school teachers with the know-how to lay the foundations for a successful career in teaching, long after the challenging first few years are over.* Martha, Emily and Ben are thriving teachers. In *Thrive* they share their personal experiences and demonstrate how you too can thrive during the tricky training year, the daunting NQT year and the crucial RQT year. Using their collective insights, and plenty of evidence-informed strategies and advice, they detail how you can get to grips with the classroom basics – from behaviour management and lesson planning to differentiation and providing for SEND – and effectively continue your professional development. This book is not just a survival manual to help teachers get through their first three years in teaching. Nor is it an academic text that has been

written by authors who have only a distant memory of what it takes to stand in front of a class of teenagers for the first time. Thrive is something very different. It gives both the aspiring and the newly qualified the support and guidance to become a thriving teacher, and has been co-authored by three recently qualified teachers who in this book invest their passion and practical knowledge to inspire and inform others who want to pursue enjoyable and rewarding careers in teaching. Thrive is divided into three parts – specifically detailing what can be expected in the training year, NQT year and RQT year respectively – with the authors' commentary threaded throughout to demonstrate how the ideas discussed can be successfully put into practice. Their accounts are also complemented by expert advice from two people who are at the very top of their profession, Lianne Allison and Dr Simon Thompson, who provide wider perspectives drawn from a wealth of teaching experience. Forty of the book's forty-six chapters begin with a checklist outlining what a developing teacher is expected to do, and each chapter ends with a to-do list that can be used as a quick reference point to structure the strategies implemented. These to-do lists are also followed by lists of suggested further reading so that readers can delve deeper into topics and fields of research that they find particularly interesting or relevant. Furthermore, the book offers helpful counsel on choosing the best training route as well as an in-depth analysis of the change in priorities for busy teachers as they progress: encouraging constant reflection, outlining potential pathways and emphasising the importance of evidence-based practice and how new teachers can, and should, incorporate this into their teaching. Rooted in practical strategies and innovative ideas, Thrive is the essential guide for trainee secondary school teachers and teacher trainers.

Informed by a wealth of available research, between 1997 and 2010, the UK Labour government introduced a raft of policies to reduce health inequalities. Despite this, by most measures, the UK's health inequalities have continued to widen. This failure has prompted calls for new approaches to health inequalities research and some consensus that public health researchers ought to be more actively involved in 'public health advocacy'. Yet there is currently no agreement as to what these new research agendas should be and despite multiple commentaries reflecting on recent UK efforts to reduce health inequalities, there has so far been little attempt to map future directions for research or to examine what more egalitarian policies means in practical terms. Health Inequalities: Critical Perspectives addresses these concerns. It takes stock of the UK's experiences of health inequalities research and policy to date, reflecting on the lessons that have been learnt from these experiences, both within the UK and internationally. The book identifies emergent research and policy topics, exploring the perspectives of actors working in a range of professional settings on these agendas. Finally, the book considers potential ways of improving the links between health inequalities research, policy and practice, including via advocacy. With contributions from established, international health inequalities experts and newer, up-and-coming researchers in the field, as well as individuals working on health inequalities in policy, practice and civil society settings, Health Inequalities: Critical Perspectives is a 'must buy' for researchers, postgraduate students, policymakers, practitioners, and research funders.

This essential text helps student teachers, classroom teachers at all stages in their careers, school mentors and teacher educators develop their effectiveness by analysing and improving their practice in the light of a deeper understanding of the professional Teachers' Standards. Each aspect of the Standards is dealt with in a chapter of its own, where the central topic is presented as both complex and contested in a way that invites readers to formulate their own interpretations. The approach accentuates the importance of reflection as a key professional attribute and readers are encouraged to reflect on their own experiences and on their responses to case studies and quotations as a means of helping them to develop their understandings. This new edition takes account of the current educational context, with an emphasis on evidence-based practice, and includes extension tasks to address M level

demands, fully revised and updated chapters on SEND and assessment, and a completely new final chapter highlighting CPD and appraisal for serving teachers.

Including comprehensive coverage of health disparities commonly encountered in pediatric and adult pulmonary, critical care, and sleep medicine, *Achieving Respiratory Health Equality in the United States* provides a definitive reference on this prominent issue. Expert authors explore questions such as: * What is the evidence that respiratory health disparities exist? * What do we know about the causes of the disparities? * What are the clinical implications? * What can be done to address the particular disparities and thus achieve health equality? Recognizing the magnitude of this problem, the American Thoracic Society (ATS) Executive Committee created a Health Equality Sub-Committee, with an initial mandate of defining respiratory health disparities and respiratory health equality in the United States. This book will follow the format of a workshop on respiratory health equality held before the 2015 ATS International Meeting and led by editor Juan Carlos Celedón. Written by the workshop presenters, this book focuses closely on major risk factors for health, specific respiratory diseases for which health disparities are known to occur, and potential approaches to eliminate such disparities. *Achieving Respiratory Health Equality in the United States* is a timely resource for researchers, clinicians, and public health practitioners in respiratory medicine. *Closing the Gender Gap Act Now* Act Now OECD Publishing

Combating mental health stigma and discrimination has moved from a radical idea in the 1990s to mainstream policy today. However, there are huge questions about how to do it effectively, and the journey to get equal life chances is still a long one. As part of the Foundations of Mental Health Practice series, this book explores these important questions and considers the solutions. It pulls together ground-breaking examples and the latest research evidence to argue for a compelling new theory and agenda for social change to promote equality and citizenship. Accessibly written, it demonstrates how mental health practitioners of all disciplines can stand alongside individuals with lived experience and their organisations to challenge discrimination and participate in all aspects of the community. It also addresses the role of families, friends and those with a policy, campaigning or legal interest. Completely up to date, it draws on new research and interviews, as well as the author's 30 years of experience working in the field. With chapter summaries, further reading and reflective exercises, this book offers support for research and practice, making it an essential and important read for any student or practitioner in the field who advocates equality, and for people with lived experience, families, friends and campaigners.

Contemporary Art and Digital Culture analyses the impact of the internet and digital technologies upon art today. Art over the last fifteen years has been deeply inflected by the rise of the internet as a mass cultural and socio-political medium, while also responding to urgent economic and political events, from the financial crisis of 2008 to the ongoing conflicts in the Middle East. This book looks at how contemporary art addresses digitality, circulation, privacy, and globalisation, and suggests how feminism and gender binaries have been shifted by new mediations of identity. It situates current artistic practice both in canonical art history and in technological predecessors such as cybernetics and net.art, and takes stock of how the art-world infrastructure has reacted to the internet's promises of democratisation. An invaluable resource for undergraduate and postgraduate students of contemporary art – especially those studying history of art and art practice and theory – as well as those working in film, media, curation, or art education. Melissa Gronlund is a writer and lecturer on contemporary art, specialising in the moving image. From 2007–2015, she was co-editor of the journal *Afterall*, and her writing has appeared there and in *Artforum*, *e-flux journal*, *frieze*, the *New Yorker.com*, and many other places.

Aimed at college administrators and Title IX coordinators who are responsible for leading campuses that are safe for everyone, *Ending Sexual Violence in College* enables those who

work or live on a college campus to take an active role in making the campus safer.

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