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American Journal of Respiratory and Critical Care
Medicine

Bounded Justice and the Limits of Health Equity -
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Bounded Justice and the Limits of Health Equity
Sneijder, Petra and te Molder, Hedwig F.M. 2005.
Moral logic and logical morality: Attributions of
responsibility and blame in online discourse on
veganism. Discourse ...

Conversation and Cognition

Augustana College, in Illinois, is starting a B.S. in
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Education Masters Project: The Forked Road: Power,
Politics, and Pedagogy in the ... One of my ...

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award-winning Texas-based author Dr. Luis Rosado, this test prep is relevant, up-to-date, and practical. This is focused prep custom-built for the TExES Core Subjects exam EC-6, with the right blend of review and practice content. The book contains five targeted subject reviews that align with each Core Subjects subtest. To help set your study path and boost your confidence, we provide an online diagnostic test plus two full-length practice exams (one in the book and one online at the REA Study Center). Spanning more than 600 questions, the tests cover every domain and competency. In addition, computerized testing at the REA Study Center comes with automatic timing and scoring, as well as diagnostic feedback on every

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question to help you zero in on the topics that give you trouble now, so you can succeed on test day. REA's TExES Subjects EC-6 (291) is a must-have for anyone who wants to teach early childhood and elementary school.

Rethinking the concepts of citizenship and community in relation to young children, this groundbreaking text examines the ways in which indigenous understandings and practices applied in early childhood settings in Australia and New Zealand encourage young children to demonstrate their care and concern for others and so, in turn, perceive themselves as part of a larger community. Young Children ' s Community Building in

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Action acknowledges global variations in the meanings of early childhood education, of citizenship and community building, and challenges widespread invisibility and disregard of Indigenous communities. Through close observation and examination of early years settings in Australia and New Zealand, chapters demonstrate how practices guided by Aboriginal and Māori values support and nurture children's personal and social development as individuals, and as citizens in a wider community. Exploring what young children's citizenship learning and action looks like in practice, and how this may vary within and across communities, the book provides a powerful account of effective pedagogical approaches which have been long excluded

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from mainstream dialogues. Written for researchers and students of early childhood education and care, this book provides insight into what citizenship can be for young children, and how Indigenous cultural values shape ways of knowing, being, doing and relating.

Understanding the Te Whāriki Approach is a much-needed source of information for those wishing to extend and consolidate their understanding of the Te Whāriki approach, introducing the reader to an innovative bicultural curriculum developed for early childhood services in New Zealand. It will enable the reader to analyse the essential elements of this approach to early childhood and its relationship to

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quality early years practice. Providing students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the United Kingdom, the book explores all areas of the curriculum, emphasising: strong curriculum connections to families and the wider community; a view of teaching and learning that focuses on responsive and reciprocal relationships with people, places and things; a view of curriculum content as cross-disciplinary and multi-modal; the aspirations for children to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to

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society; a bicultural framework in which indigenous voices have a central place. Written to support the work of all those in the field of early years education and childcare, this is a vital text for students, early years and childcare practitioners, teachers, early years professionals, children ' s centre professionals, lecturers, advisory teachers, head teachers and setting managers.

The book you can trust to guide you through your teaching career, as the expert authors share tried and tested techniques in both primary and secondary settings. For this new edition Andrew Pollard has worked with the same core author team to bring you

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expert guidance from top practitioners, in the form of a text that is both cohesive and that continues to evolve to meet the needs of today's teachers. It is designed for trainees whether in universities or schools (such as School Direct, SCITT). Reflective Teaching in Schools uniquely provides two levels of support: - practical, evidence-based guidance on key classroom issues – including relationships, behaviour, curriculum planning, teaching strategies and assessment - evidence-informed 'principles' and 'concepts' to help you continue developing your skills. New to this edition: - 10 Lesson Study cases illustrate the impact this approach can have on classroom teaching, whether in a city Primary School or rural Secondary Academy - 10 Toolkit

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Evidence summaries based on the Sutton Trust-EEF Teaching and Learning Toolkit cover topics like collaborative learning - New Reflective Activities and guidance on Key Readings at the end of each chapter - Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support. It now includes a new chapter on mentoring, a glossary to help decipher the difference between IEP and LAP, and much more.

Leadership in Early Childhood is a practical resource for early childhood practitioners who want to understand how to create successful childcare and

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early education settings. Leadership in the early years has moved on in the way it is organised, and this fourth edition has been fully revised and updated to reflect the changes affecting leaders in early childhood. This rapid change in the field over the past few years includes moves to professionalise the workforce generally, and this edition recognizes the implications of these developments and revisits some of the concepts and messages. Praised for its excellent overview of early years leadership, accessible writing style and clear links between theory and practice, the fourth edition also includes: Thorough discussion of the leader ' s role in moving towards leading/best practice. Reconceptualised coverage of team building to consider

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working collaboratively as a team at service level, multi disciplinary teams and integrated service provision through multi agency working. A chapter which considers the essential characteristics of leadership in terms of personal qualities, skills and timing related to effective leadership.

Today ' s classrooms present a variety of challenges for teachers, many of which result from unanticipated, unpredictable events, from minor to serious. This collection of teacher narratives highlights several of these challenges with subsequent reflections and commentaries that invite conversations about aspects of teaching that often remain unacknowledged in

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educator preparation programs but that can have deleterious effects on the implementation of the pedagogical content knowledge that is promoted in these programs. Thinking Like a Teacher: Preparing New Teachers for Today ' s Classrooms aims to address this gap in educator preparation programs through sharing and affirming teachers ' voices as sources of pedagogical knowledge. Engagement with the narratives included in this collection will help teacher candidates perceive and think about teaching in new ways as they make the transition from instructional consumers to instructional leaders while simultaneously forging a new professional identity.

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