

Daily Journal Entries

May 18th by Jonathan Sarfin

Our first full day in Shanghai was very cool. We had a delicious breakfast with dumplings and congee, tofu and fried dough and then we went off to our first seminar at Shanghai University. I didn't know exactly what to expect, what the format would be or how formal the conversation was, but we were all very pleased and a little surprised to be engaged in a casual but lively conversation with our 10 counterparts from Shanghai U. It took us a little while to get acclimated, but all of us were very curious and had many questions to ask, not necessarily about politics or economics (although those did come up) but mostly about our lives in general, about our schooling and our thoughts about university. Some of our group was amazed that it only costs 6000 kuai per year to go to such a well-renowned university. On the other hand, Eric and Lynn (two of the Shanghai U students) were similarly shocked that tuition is so expensive in the United States. They expressed this sentiment again at lunch, which I really quite enjoyed. All 20 of us had lunch together, intermingling at tables with our food before us and getting to know each other. The lunch, even more casual than the seminar (for we were not separated by a long table as at the seminar) was probably my favorite part. Unfortunately we had to depart sooner than I would have liked, but it made me happy that we could exchange contact information like email addresses and even WeChat or WhatsApp numbers, and I look forward to staying in contact with my new friends.

We spent the afternoon at the free trade zone in Shanghai, which was also very interesting. The Chinese government, as I understand it, is conducting an experiment of sorts by letting businesses trade without any restriction or much oversight, which seems like quite a departure from what one might expect from China. We saw three "exhibitions" from different countries: Italy, Australia, and Russia, as well as the Factory to Consumer (F2C) wine zone. The exhibitions, which showcased all sorts of different products one could buy from each country, were very artfully constructed and displayed: Russia's sold matryoshka dolls, Australia's sold kangaroo skin rugs, and Italy's had some very expensive clothes from the fashion houses in Milan. The F2C was also very aesthetically pleasing in its construction and full of wine from hundreds of countries. We had a very informative tour and saw lots of very expensive wine (too expensive for me!) but what I thought was most interesting was the idea behind the F2C: it is to combat fraud and counterfeit or inferior wine, which is apparently a problem here. It was a little odd to me that one could not inherently trust the source from which one buys one's products, but I think it is better that the government is attempting to solve the problem rather than ignore it.

In the evening we took the metro into the heart of the city and went to Jing'an temple, which was so beautiful in the cool night air, surrounded by flashing lights and skyscrapers. We spent several hours strolling in the area and watching the people go by, which was so pleasant, and going into stores with brands we recognized and brands we

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Brendan G. Carr



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Understanding the Transnational Lives and Literacies of Immigrant Children Jungmin Kwon, 2022 This book provides targeted suggestions that educators can use to ensure successful teaching and learning with today's growing population of transnational multilingual students. The text offers insights based on the author's observations, interactions, and interviews with second-generation immigrant children, their families, and their teachers in the United States and South Korea. These collected stories give educators a better understanding of how elementary school children engage in language literacy and learning in and across spaces and countries, the forms of unique linguistic and cultural knowledge immigrant children build, expand, and mobilize as they move across contexts, the ways in which immigrant children position themselves and represent their identities, and how educators and researchers can honor these children's identities and unique talents. Featuring children's narratives, drawings, writings, maps, and photographs, this resource is a must-read for educators and researchers seeking to create more inclusive learning spaces and literacy practices. Book Features: Examples of students' literacy practices with insights for more effective teaching; Practical lessons gleaned from children engaging with language and literacy in flexible and dynamic ways in their everyday lives; Targeted suggestions to help educators better understand and utilize children's unique linguistic abilities and cultural understandings; Discussion questions and examples that challenge deficit perspectives of immigrant children and reposition them as multilingual and transnational experts; Implications for educators and researchers seeking ways to amplify young immigrant children's voices and leverage their knowledge.

A Classified Catalogue of School, College ... and General Educational Works in Use in the United Kingdom and Its Dependencies in 1876, Etc Catalogues, 1876 **Stability and Change in Science Education -- Meeting Basic Learning Needs**, 2018-11-26 In this book, the editors consider the resistance to change among teachers and learners despite all the evidence that science participation brings benefits for both individuals and nations. Beginning with biology, *Stability and Change in Science Education: Meeting Basic Learning Needs* explores this balance in teaching and learning science. The authors reflect upon this equilibrium as they each present their work and its contribution. The book provides a wide range of examples using the change-stability lens. Authors from the Netherlands, Israel, Spain, Canada, and the USA discuss how they observe and consider both homeostasis and novelty in theory, projects, and other work. The book contains examples from science educators in schools and in other science-rich settings. Contributors are Lucy Avraamidou, Ayelet Baram, Tsabari Michelle Crowl, Marilynne Eichinger, Lars Guenther, Maria Heras, Phyllis Katz, Joy Kubarek, Lucy R. McClain, Patricia Patrick, Wolff Michael, Roth Isabel Ruiz, Mallen Lara, Smetana Hani, Swirski Heather, Toomey Zimmerman, and Bart Van de Laar. Journal of Education, 1883

Money and Schools R. Craig Wood, David C. Thompson, Faith E. Crampton, 2019-05-24 For both aspiring and experienced education leaders in school budgeting, finance, and resource management courses, *Money and Schools* explains and demonstrates the relationship between money and equality of educational opportunity in a way that is clear, precise, and

engaging Grounded in research and best practices this book provides a broad overview of school finance budgeting and resource allocation an understanding of the underlying economic social legal and political principles that drive how schools are funded as well as a detailed examination of day to day funding operations Rich pedagogical features include chapter opening challenges chapter drivers point counterpoint discussions case studies and recommended resources This accessible and engaging book offers strong connections to real world experiences and detailed information on pre K 12 funding history concepts and current operations New to this edition Coverage of environmental sustainability and other emerging trends in this unprecedented uncertainty of schools economic and social environment Updates to references and overall funding changes since the previous edition Revised end of chapter activities and additional resources that are aligned with the key concepts and content of each chapter Updated supplemental downloads including editable PowerPoints

Money and Schools Faith Crampton,R. Craig Wood,David C. Thompson,2015-05-22 For both aspiring and experienced education leaders in school budgeting finance and resource management courses Money and Schools explains and demonstrates the relationship between money and equality of educational opportunity Grounded in research and best practices this book provides a broad overview of school finance budgeting and resource allocation as well as a detailed examination of day to day funding operations This accessible and engaging book offers strong connections to real world experiences and detailed information on pre K 12 funding history concepts and current operations New to this edition Cutting edge research on the relationship of money and student learning outcomes alterations to state aid distribution formulas new federal education initiatives and a changing landscape in school finance litigation New concepts that have gained traction since the last edition of the book including school choice and privatization Common Core State Standards value added teacher evaluation and growth of online options at the K 12 level Updated end of chapter activities and additional resources that are aligned with the key concepts and content of each chapter Online instructor resources

Accounting Procedure for School System Fred Engelhardt,Fred Von Borghersrode,1927 The system of financial accounting described in this volume is designed to furnish the officers in school systems particularly in the smaller communities with a treatise on this subject which will enable them to develop accounting procedures to meet all needs

California. Court of Appeal (1st Appellate District). Records and Briefs California (State)., **Trauma-Informed Practices for the Classroom and Beyond** Laura B. Waller,William N. Bender,2024-06-13 Find the right strategies and tools to support students who experience trauma Studies show that 46 75% of children experience trauma often resulting in challenging behavior depression and anxiety as well as long term physical and mental health issues Today s educators counselors and clinicians need the right strategies to help Written by experts with years of experience working with children and teens exposed to adverse childhood experiences ACEs Trauma Informed Practices for the Classroom and Beyond describes the most effective tools available and walks you through how to implement them with compassion and fidelity Inside you ll find Detailed and easy to implement interventions that alleviate the effects of

trauma including mindfulness journaling restorative justice and more Trauma informed practices to use with all students regardless of their age or the duration or frequency of their trauma exposure Ways educators can prepare their classrooms and schools to support students who experience ACEs This how to guide and its companion website with discussion points recommended videos and additional resources equips you with evidence based techniques and instructions to support children and teens with ACEs and enhances your practice to better serve the students who need our help most **The Sunday School Journal** ,1882 **The Church School Journal** ,1882 **Sessional Papers** Ontario. Legislative Assembly,1905 **Journal of Health, Physical Education, Recreation** ,1948 **The Journal of Health and Physical Education** ,1948 The American School Board Journal ,1909 *The Inquisitive Writer* Richard Hanson,2005 *Bulletin of the Board of Education* Massachusetts. Department of Education,1912 *The Journal of Education* ,1919 **Milton's Areopagitica: ... with notes for the use of schools.** By T. G. Osborn John Milton,1873 **Beginnings in Bookkeeping for Commercial Schools ...** J. Hunter,1901

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