

# I LOVE'S RETURN



PSYCHOANALYTIC ESSAYS  
on Childhood, Teaching, and Learning

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Edited by Gail M. Boldt and Paula M. Saklo

# Loves Return Psychoanalytic Essays On Childhood Teaching And Learning

**Felicity McArdle, Gail Boldt**



## **Loves Return Psychoanalytic Essays On Childhood Teaching And Learning:**

**Love's Return** Gail Masuchika Boldt, Paula M. Salvio, 2006 First Published in 2006 Routledge is an imprint of Taylor Francis an informa company *Love's Return* Gail M. Boldt, Paula M. Salvio, 2012-11-12 The idea that teachers love children is often taken for granted in education Rarely is the idea of love itself examined Bringing together the work of educators curriculum theorists and clinical psychoanalysts and drawing upon autobiographical and narrative case studies this groundbreaking collection examines the collision of love and learning including the ways in which such intersections are provoked repressed and denied Contributors turn to psychoanalysis to explore questions of love in all of its varying permutations ambivalence sexuality hatred desire projection and loss in order to demonstrate how the social ramifications of such work is critical to the ways teachers are currently being prepared for life in the classroom **Psychodynamic**

**Perspectives on Working with Children, Families, and Schools** Michael O'Loughlin, 2012-12-08 With the push toward accountability and test performance in schools there has been a decline in emphasis on creativity imagination and feelings in schools Psychodynamic Perspectives on Working with Children Families and Schools is designed for students and professionals who are interested in restoring such values to their work with children There is an absence of psychoanalytic ways of thinking in conventional professional discourses of schooling With a few notable exceptions the discourses of child development classroom management early childhood education special education school psychology and school counseling have constructed notions of children and schooling that are often behaviorist instrumental and symptom focused Curriculum too often focuses on acquisition of knowledge and behaviors discipline is conceptualized as compliance and symptoms such as anger school resistance etc are pathologized and reacted to out of context children s special needs are often conceptualized instrumentally and children with complex psychological symptoms are delimited depersonalized or simply removed Professionals who work with children psychodynamically draw on diverse frameworks including the work of Anna Freud the long tradition of the Tavistock Clinic in London e g Anne Alvarez Susan Reid Margaret Rustin Frances Tustin etc the writings of Klein Winnicott and their colleagues French analysts e g Piera Aulagnier Didier Anzieu Laurent Danon Boileau Fran oise Dolto Maud Mannoni and Catherine Mathelin and Italian infant child analyst Alessandro Piontelli This work is valuable but often inaccessible to school professionals because the writing is somewhat specialized and because there is no tradition of teaching such work in professional preparation in those fields This collection is theoretically grounded in that the authors share a commitment to valuing children s emotions and understand the usefulness of psychoanalytic approaches for enhancing children s lives It is laden with examples to invite into this discussion those students and professionals who value these ideas but for whom this book may be their first introduction to progressive educational ideals and psychodynamic ways of working with children Psychodynamic Perspectives on Working with Children Families and Schools provides an introductory volume to open the door to the possibility of introducing psychodynamic frameworks to education and human

service professors and school professionals and professionals working with children      **The Uses of Psychoanalysis in Working with Children's Emotional Lives** Michael O'Loughlin,2013-03-14 For school professionals seeking to work in emotionally focused ways with children this book offers a wide range of essays illustrating how psychodynamic ideas can be used to validate children respect the contexts of their families and communities and create non authoritari      **Immigrant Children in Transcultural Spaces** Marjorie Faulstich Orellana,2015-10-14 Grounded in both theory and practice with implications for both this book is about children s perspectives on the borders that society erects and their actual symbolic ideational and metaphorical movement across those borders Based on extensive ethnographic data on children of immigrants mostly from Mexico Central America and the Philippines as they interact with undergraduate students from diverse linguistic cultural and racial ethnic backgrounds in the context of an urban play based after school program it probes how children navigate a multilingual space that involves playing with language and literacy in a variety of forms Immigrant Children in Transcultural Spaces speaks to critical social issues and debates about education immigration multilingualism and multiculturalism in an historical moment in which borders are being built up torn down debated and recreated in both real and symbolic terms raises questions about the values that drive educational practice and decision making and suggests alternatives to the status quo At its heart it is a book about how love can serve as a driving force to connect people with each other across all kinds of borders and to motivate children to engage powerfully with learning and life      Silent Moments in Education Colette A. Granger,2011-01-01 Silent Moments in Education combines autoethnography with psychoanalytic theory and critical discourse analysis in a unique consideration of the relations teachers and learners forge with knowledge with ideas and with one another      *Curriculum Studies Handbook - The Next Moment* Erik Malewski,2009-09-10 What comes after the reconceptualization of curriculum studies What is the contribution of the next wave of curriculum scholars Comprehensive and on the cutting edge this Handbook speaks to these questions and extends the conversation on present and future directions in curriculum studies through the work of twenty four newer scholars who explore each in their own unique ways the present moment in curriculum studies To contextualize the work of this up and coming generation each chapter is paired with a shorter response by a well known scholar in the field provoking an intra inter generational exchange that illuminates both historical trajectories and upcoming moments From theorizing at the crossroads of feminist thought and post colonialism to new perspectives that include critical race currere queer southern studies Black feminist cultural analysis post structural policy studies spiritual ecology and East West international philosophies present and future directions in the U S American field are revealed      Consent in the Childhood Classroom Clio Stearns,2022-02-21 Consent in the Childhood Classroom challenges typical premises of social and emotional learning self regulation and putative misbehavior by centering the theme of consent in the experiences of young children and their teachers Early childhood and elementary teachers often face disruptions and acts of dissent from young students without a helpful conceptual framework for understanding how

these expressions may stem from social injustices developmental nuances and problematic assumptions about the nature of children's agency By posing complex yet relatable questions about the presumptions of authority positivity and routines in learning environments and drawing on classroom anecdotes along with interviews with children and teachers this book offers an accessible approach to cultivating expansive relationships in the classroom a vision for a richer and more mutual education and a clearer understanding of what school means from the perspective of the child *Young Children, Pedagogy and the Arts* Felicity McArdle, Gail Boldt, 2013-09-02 *Young Children Pedagogy and the Arts* is an innovative text that describes practices and research that cross all five strands of the arts visual drama music dance and media and illuminates ways of understanding children and their arts practices that go beyond the common traditions The book Offers practical and rich illustrations of teachers and children's work based on international research that integrates theory with practice Brings a critical lens to arts education Includes summaries reflective questions and recommended further readings with every chapter *Young Children Pedagogy and the Arts* provides a more nuanced understanding of the arts through an exploration of specific instances in which committed teachers and researchers are discovering what contemporary multimodal tools offer to young children Chapters contain examples of doing the arts in the early years new ways of teaching and how to use emerging technologies to develop multiliteracies equity agency social and cultural capital and enhance the learning and engagement of marginalized children Oral History, Education, and Justice Kristina R. Llewellyn, Nicholas Ng-A-Fook, 2019-09-12 This book addresses oral history as a form of education for redress and reconciliation It provides scholarship that troubles both the possibilities and limitations of oral history in relation to the pedagogical and curricular redress of historical harms Contributing authors compel the reader to question what oral history calls them to do as citizens activists teachers or historians in moving towards just relations Highlighting the link between justice and public education through oral history chapters explore how oral histories question pedagogical and curricular harms and how they shed light on what is excluded or made invisible in public education The authors speak to oral history as a hopeful and important pedagogy for addressing difficult knowledge exploring significant questions such as how do community based oral history projects affect historical memory of the public What do we learn from oral history in government systems of justice versus in the political struggles of non governmental organizations What is the burden of collective remembering and how does oral history implicate people in the past How are oral histories about difficult knowledge represented in curriculum from digital storytelling and literature to environmental and treaty education This book presents oral history as a form of education that can facilitate redress and reconciliation in the face of challenges and bring about an awareness of historical knowledge to support action that addresses legacies of harm Furthering the field on oral history and education this work will appeal to academics researchers and postgraduate students in the fields of social justice education oral history Indigenous education curriculum studies history of education and social studies education *Melanie Klein and Beyond* Harry Karnac, 2018-05-01 This book is a

bibliography of Melanie Klein's writings together with other books, articles, and papers dealing with her life, ideas, and work. It is of immense potential use for clinicians, students, and researchers.

**Disrupting Early Childhood Education Research** Will Parnell, Jeanne Marie Iorio, 2015-12-22 Recent and increasing efforts to standardize young children's academic performance have shifted the emphases of education toward normative practices and away from qualitative, substantive intentions. Connection to human experience, compassion for societal ailments, and the joys of learning are straining under the pressure of quantitative research, competition, and test scores exemplified by federal funding competitions and policymaking. *Disrupting Early Childhood Education Research* critically interrogates the traditional foundations of early childhood research practices to disrupt the status quo through imaginative, cutting-edge research in diverse U.S. and international contexts. Its chapters are driven by empirical data derived from unique research projects and a variety of contemporary methodologies that include phenomenological studies, auto-ethnographic writings, action-oriented studies, arts-based methodologies, and other innovative approaches. By giving voice to marginalized social science researchers who are active in learning, school, and early education sectors, this volume explores the meanings of actionable and everyday approaches based on the experiences of young children, their families, and educators.

**The Swing of the Pendulum** Diane Caracciolo, Courtney Lee Weida, 2017-11-13 Current educational policies, particularly in the United States, have swung so far in the direction of overtly politicized and decontextualized testing that we are losing opportunities to support the imaginative and expressive capacities of a generation of children and adolescents with implications for our individual and collective health. Enter arts education and the healing arts as urgently needed remedies for this imbalance to swing the pendulum of educational practices back to a place of balance and wholeness. Informed by an arts-based sensibility, this book explores how imaginative, creative, and artistic experiences can heal and why we urgently need them at the heart of our educational discourses and practices. These chapters invite teachers, teacher educators, and therapeutic professionals to reclaim imaginative, arts-based experiences as central to the human conditions that they serve. The narratives and case studies included here are of interest for any arts-based qualitative research course as an example of narrative inquiry and in arts and general education programs for their pedagogical implications. As Blake invited us to find the world in a grain of sand and showed us how poetry could materialize this, so too these storytellers discover and shape their personal meanings in ceramic pots, paintings, poems, drama, and poetry. While the stories told here are deeply ingrained interior journeys, all reflect ways of observing and embracing the world of others, of becoming wise, becoming self, and becoming skilled practitioners of meaning-making. By naming and framing, they suggest that clarity becomes possible and personal freedom achieved.

Judith M. Burton, Teachers College, Columbia University  
Foreword: This anthology offers a substantial number of narratives that represent seeking wholeness, sustenance, and renewal. In many cases, the authors provide a tribute to those who have impacted their lives in profound ways. This is an important contribution to both art education and literary education in the world of scholarly research.

Laurel H. Campbell, Purdue

University      **Narrating Transformative Learning in Education** M. Gardner, U. Kelly, 2008-02-04 This collection highlights the experiences of an international group of educators as they explore the art of teaching the philosophy of learning and the tensions of working across socially constructed borders      *Provoking Curriculum Encounters Across Educational Experience* Teresa Strong-Wilson, Christian Ehret, David Lewkowich, Sandra Chang-Kredl, 2019-08-15 This book collects recent and creative theorizing emerging in the fields of curriculum studies and curriculum theory through an emphasis on provoking encounters Drawn from a return to foundational texts the emphasis on an encountering curriculum highlights the often overlooked pre conceptual aspects of the educational experience these aspects include the physical emotional and spiritual dimensions of teaching and learning The book highlights that immediate components of one's encounters with education across formal and informal settings comprise a large part of the teaching and learning processes Chapters offer both close readings of specific work from the curriculum theory archive as well as engagements with cutting edge conceptual issues across disciplinary lines with contributions from leading and emerging scholars across the field of curriculum studies This book will be of great interest to researchers academics and post graduate students in the fields of curriculum studies and curriculum theory      [Somaesthetics and Sport](#), 2022-04-04 Somaesthetics and Sport brings together a diverse set of explorations into the embodied experience of watching and playing sport Sport can at once be a source of sensual beauty and pleasure and also of pain and anguish spectators can both celebrate and glorify athletes but also expect certain forms of behaviour and intentionally or otherwise police the movements of their bodies sport and physical exercise can improve our health and increase the self awareness of our abilities and limitations but they also help us to shape our sense of what it means to live a good life      **The Education of a Psychiatrist** Sheila Harms, 2025-09-01 Rethinks the status of bodies in a field that is meant to heal the mind and how institutions can shape the drama of psychiatric education The Education of a Psychiatrist offers a fresh engagement with the challenges of learning a profession and building a practice in hospital settings often resistant to care With astute analysis of works by both clinicians and critics of the field such as Oliver Sacks and Michel Foucault Sheila Harms reflects on the role of myths of endurance in education and the more promising possibilities of an ethical turn toward personal transformation precisely as an educator Working across the humanities and medical education and drawing on her own experiences in Canada and Uganda Harms shows why relations of concern vulnerability and dependency must become urgent grounds for psychiatric practice      **The Need for Revision** David P. Owen, Jr., 2012-01-01 Can we have more teacher intellectuals in our classrooms This book demonstrates that we can But many things have to change before intellectual standards appear again in public schools David Owen attempts to show but not in outline form how we can revise our schools Can we escape the rut in which public education finds itself dominated by the inane tests the stifling reduction of school to job training and the insane transformation of a life affirming odyssey of the mind to cliché's information gathering and slogans We can reclaim the beauty of an education if we join David and revise our

classrooms Education is uncertain risky wonderously adventurous yet schooling has become stale No tediously dreadful  
There is a need to revise Reject standardized tests Repeal pay for performance Eject No Child Left Behind before no child  
has a thoughtful mind left It is time to revise and David s book explains why Are we still interested in the mind soul and  
substance of the individual Does it matter who we are and become or just what we do If these questions still matter dwell  
carefully with David s ideas and transform yourself your students school community state nation and world It is time to revise  
them all John A Weaver Georgia Southern University      **Anne Sexton** Paula M. Salvio,2012-02-01 Winner of the 2008  
Critics Choice Award presented by the American Educational Studies Association A Pulitzer Prize winning poet who  
confessed the unrelenting anguish of addiction and depression Anne Sexton 1928 1974 was also a dedicated teacher In this  
book Paula M Salvio opens up Sexton s classroom uncovering a teacher who willfully demonstrated that the personal could  
also be plural Looking at how Sexton framed and used the personal in teaching and learning Salvio considers the extent to  
which our histories both personal and social exert their influence on teaching In doing so she situates the teaching life of  
Anne Sexton at the center of some of the key problems and questions in feminist teaching navigating the appropriate  
distance between teacher and student the relationship between writer and poetic subject and the relationship between  
emotional life and knowledge Examining Sexton s pedagogy with its weird abundance of tactics and strategies Salvio argues  
that Sexton s use of the autobiographical I is as much a literary identity as a literal identity one that can speak with great  
force to educators who recognize its vital role in the humanities classroom      *The Figure of the Teacher in Comics* David  
Lewkowich,2024-10-12 This book explores the distinctive narrative and representational gestures used to portray the  
personal and professional lives of teachers in comics While serving as a reference for conceptualizing teachers in literary and  
popular culture this book also turns to comics as a means to better understand and interpret lived emotional experiences of  
teaching Lewkowich discusses the cultural history of teachers in North American comics and provides a series of thematic  
studies on the split and secret identities of teachers teacher s deaths by murder and the teacher s relationship to the thought  
bubble He also outlines the psychic and social consequences of reading and making comics with preservice teachers



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