
Alstom Circuit Breaker Manual Ccr4 5

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Communicating Social Justice in Teacher Education Routledge

Evolving out of ethnographic fieldwork, this text examines how ideas of social justice are articulated and communicated by pre-service teachers and graduate teaching assistants in the US. By positing the concept of "help" as a central tenet of social justice within teacher education, this volume offers a unique performative analysis of how the concept is communicatively constituted in teacher education and training. Using a social justice framework, the book examines the ways in which new teachers contend with their identities as educators, and demonstrates how these communicative performances influence pre-service and new teachers' perceptions of their role, as well as their responsibility to engage with social justice and critical approaches in the classroom. This text will benefit researchers, academics, and educators in higher education with an interest in teacher education, critical communication studies, and the sociology of education more broadly. Those specifically interested in teacher training, mentoring, and social justice in the classroom will also benefit from this book.

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