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Multicultural Social Work Practice Basic Books

In this ground-breaking collection of essays, the editors and authors develop the idea of Linguistic Citizenship. This notion highlights the importance of practices whereby vulnerable speakers themselves exercise control over their languages, and draws attention to the ways in which alternative voices can be inserted into processes and structures that otherwise alienate those they were designed to support. The chapters discuss issues of decoloniality and multilingualism in the global South, and together retheorize how to accommodate diversity in complexly multilingual/ multicultural societies. Offering a framework anchored in transformative notions of democratic and reflexive citizenship, it prompts readers to critically rethink how existing contemporary frameworks such as Linguistic Human Rights rest on disempowering forms of multilingualism that channel discourses of diversity into specific predetermined cultural and linguistic identities.

Why We Teach Teachers College Press

In this 10th Anniversary Edition of her popular text, Sonia Nieto reviews where we have been and where we should be going in our pursuit of creating multicultural learning communities in our schools. With a new Introductory Chapter and a new Epilogue, Nieto addresses some of the changes we have experienced during the past decade that help explain the current sociopolitical environment—our increasing diversity, the altering conditions in schools and in society, the influence of poverty on learning, and the impact of NCLB on classrooms and schools. This updated edition of The Light in Their Eyes: Focuses on the significant role of teachers in transforming students' lives. Considers recent theories, policies, and practices about the variability in student learning and culturally responsive pedagogy. Examines the importance of student and teacher voice in research and practice. Provides an update, in their own words, on former students whose journal entries were included in the first edition. “In search of a critical community, Sonia Nieto combines respect for what children bring to school with a desire to awaken each one and tap into their passion for learning. This classic work radiates with the sensitivity Sonia Nieto is known for in all her work.” —Maxine Greene, Professor Emerita, Teachers College, Columbia University Praise for the First Edition! "A spirited, provocative defense of multicultural education." —Choice "In this important and thought-provoking book, Sonia Nieto reaffirms her reputation as one of the leading theorists in multicultural education." —Rethinking Schools "Perhaps once every 5 years, one is fortunate enough to read a scholarly book that is as hard to put down as a good novel, yet is brimming with profound insights on virtually every page. Nieto has written such a book." —TESOL Quarterly "Offers a comprehensive and convincing argument for multicultural education." —Harvard Education Review "For educators in a multicultural program, and for veteran and novice teachers, Nieto’s book would be invaluable." —Childhood Education Sonia Nieto is Professor Emerita at theUniversity of Massachusetts, Amherst. She is the author of the bestselling books Why We Teach and What Keeps Teachers Going?

The Wiley International Handbook of History Teaching and Learning Pearson

The interwoven futures of humanity and our planet are under threat. Urgent action, taken together, is needed to change course and reimagine our futures.

Affirming Diversity Springer

Distinguished multiculturalist Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of a selection of her key writings with creative pedagogical features. Offering information, insights, and motivation to teach students of diverse cultural, racial, and linguistic backgrounds, examples are included throughout to illustrate real-life dilemmas about diversity that teachers face in their own classrooms; ideas about how language, culture, and teaching are linked; and ways to engage with these ideas through reflection and collaborative inquiry. Designed for upper-undergraduate and graduate-level students and professional development courses, each chapter includes critical questions, classroom activities, and community activities suggesting projects beyond the classroom context. Language, Culture, and Teaching • explores how language and culture are connected to teaching and learning in educational settings; • examines the sociocultural and sociopolitical contexts of language and culture to understand how these contexts may affect student learning and achievement; • analyzes the implications of linguistic and cultural diversity for classroom practices, school reform, and educational equity; • encourages practicing and preservice teachers to reflect critically on their classroom practices, as well as on larger institutional policies related to linguistic and cultural diversity based on the above understandings; and • motivates teachers to understand their ethical and political responsibilities to work, together with their students, colleagues, and families, for more socially just classrooms, schools, and society. Changes in the Third Edition: This edition includes new and updated chapters, section introductions, critical questions, classroom and community activities, and resources, bringing it up-to-date in terms of recent educational policy issues and demographic changes in the U.S. and beyond. The new chapters reflect Nieto’s current thinking about the profession and society, especially about changes in the teaching profession, both positive and negative, since the publication of the second edition of this text.

Diversity, Oppression, & Change Oxford University Press

Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field---James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles Checklist"—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings described in the book.

Rethinking Multicultural Education Routledge

This book analyzes equity and diversity in schools and teacher education. Within this broad and necessary context, the book raises some critical issues not previously explored in many multicultural and urban education texts.

Culturally Responsive Teaching New Harbinger Publications

Aimed at introducing pedagogical content knowledge and practices through a critical multicultural lens... This text invites readers to problematize their personal knowledge and biases through a series of self-reflective activities. It also engages readers through the integration of case studies, voices from the field, and theoretical foundations through practical applications. -- Provided by publisher.

A Critical Pedagogy of Resistance Teachers College Press

Transgender and gender nonconforming (TNGC) clients have complex mental health concerns, and are more likely than ever to seek out treatment. This comprehensive resource outlines the latest research and recommendations to provide you with the requisite knowledge, skills, and awareness to treat TNGC clients with competent and affirming care. As you know, TNGC clients have different needs based on who they are in relation to the world. Written by three psychologists who specialize in working with the TGNC population, this important book draws on the perspective that there is no one-size-fits-all approach for working with TNGC clients. It offers interventions tailored to developmental stages and situational factors—for example, cultural intersections such as race, class, and religion. This book provides up-to-date information on language, etiquette, and appropriate communication and conduct in treating TGNC clients, and discusses the history, cultural context, and ethical and legal issues that can arise in working with gender-diverse individuals in a clinical setting. You ’ ll also find information about informed consent approaches that call for a shift in the role of the mental health provider in the position of assessment and referral for the purposes of gender-affirming medical care (such as hormones, surgery, and other procedures). As changes in recent transgender health care and insurance coverage have provided increased access for a broader range of consumers, it is essential to understand transgender and gender nonconforming clients ’ different needs. This book provides practical exercises and skills you can use to help TNGC clients thrive.

Intersections of Peace and Language Studies John Wiley & Sons

In Memoriam for Julia Gardner.

Culturally Relevant Arts Education for Social Justice SAGE Publications

"Cultural Diversity and Education" is designed to help pre-service and in-service educators clarify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices. Provides teachers and administrators with a succinct, yet comprehensive, overview of multicultural education and what it means for classroom teaching. Strong emphasis on curriculum and reform. "For pre-service and in-service school teachers."

Deculturalization and the Struggle for Equality Springer

This is an up-to-the-moment, engaging, multicultural introduction to education and teaching and the challenges and opportunities they present. Together, the four authors bring a rich blend of theory and practical application to this groundbreaking text. Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program. Martin Lipton is an education writer and consultant and has taught in public schools for 31 years. Lauren Anderson and Jamy Stillman are former public school teachers, now working as teacher educators. This unique, comprehensive foundational text considers the values and politics that pervade the U.S. education system, explains the roots of conventional thinking about schooling and teaching, asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity, and presents powerful examples of real teachers working for equity and justice. Taking the position that a hopeful, democratic future depends on ensuring that all students learn, the text pays particular attention to inequalities associated with race, social class, language, gender, and other social categories and explores teachers role in addressing them. The text provides a research-based and practical treatment of essential topics, and it

situates those topics in relation to democratic values; issues of diversity; and cognitive, sociocultural, and constructivist perspectives on learning. The text shows how knowledge of education foundations and history can help teachers understand the organization of today s schools, the content of contemporary curriculum, and the methods of modern teaching. It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools, vouchers, standards, testing, and bilingual education, to name just a few. Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice. Thus, the authors address head-on tensions between principles of democratic schooling and competition for always-scarce high-quality opportunities. Woven through the text are the voices of a diverse group of teachers, who share their analyses and personal anecdotes concerning what teaching to change the world means and involves. Click Here for Book Website Pedagogical Features: Digging Deeper sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text. Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories, culturally diverse pedagogy, and authentic assessment.New to this Edition: " Puerto Rican Students in U.s. Schools Pearson College Division

A groundswell of interest has led to significant advances in understanding and using Culturally Responsive Arts Education to promote social justice and education. This landmark volume provides a theoretical orientation to these endeavors. Examining a range of efforts across different forms of art, various educational settings, and diverse contexts, it foregrounds the assets of imagination, creativity, resilience, critique and cultural knowledge, working against prevailing understandings of marginalized groups as having deficits of knowledge, skills, or culture. Emphasizing the arts as a way to make something possible, it explores and illustrates the elements of social justice arts education as "a way out of no way" imposed by dominance and ideology. A set of powerful demonstrations shows how this work looks in action. Introductions to the book as a whole and to each section focus on how to use the chapters pedagogically. The conclusion pulls back the chapters into theoretical and pedagogical context and suggests what needs done to be done practically, empirically, and theoretically, for the field to continue to develop. Reimagining our futures together The New Press

The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

Teaching to Change the World Prentice Hall

This new and expanded edition collects the best articles dealing with race and culture in the classroom that have appeared in Rethinking Schools magazine. With more than 100 pages of new materials, Rethinking Multicultural Education demonstrates a powerful vision of anti-racist, social justice education. Practical, rich in story, and analytically sharp! Book Review 1: “ If you are an educator, student, activist, or parent striving for educational equality and liberation, Rethinking Multicultural Education: Teaching for Racial and Cultural Justice will empower and inspire you to make a positive change in your community. ” -- Curtis Acosta, Former teacher, Tucson Mexican American Studies Program; Founder, Acosta Latino Learning Partnership Book Review 2: “ Rethinking Multicultural Education is both thoughtful and timely. As the nation and our schools become more complex on every dimension – race, ethnicity, class, gender, ability, sexuality, immigrant status – teachers need theory and practice to help guide and inform their curriculum and their pedagogy. This is the resource teachers at every level have been looking for. ” -- Gloria Ladson-Billings, Professor & Dept. Chair, Kellner Family Chair in Urban Education, University of Wisconsin-Madison and author of Dreamkeepers: Successful Teachers of African American Children Book Review 3: “ Rethinking Multicultural Education is an essential text as we name the schools we deserve, and struggle to bring them to life in classrooms across the land. ” -- William Ayers, teacher, activist, award-winning education writer, and Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago (retired)

Affirming Diversity Through Democratic Conversations John Wiley & Sons

Readings in Language Studies, Volume 7: Intersections of Peace and Language Studies features international contributions that represent state-of-the-field reviews, multi-disciplinary perspectives, theory-driven syntheses of current scholarship, reports of new empirical research, reflections on pedagogical practices, and critical discussions of major topics centered on the intersection of language studies and peace. Consistent with the mission of ISLS, the collection of 13 chapters in this volume seeks to “ bridge these arbitrary disciplinary territories and provide a forum for both theoretical and empirical research, from existing and emergent research methodologies, for exploring the relationships among language, power, discourses, and social practices. ” Language and peace are in themselves incredibly complex concepts. They are simultaneously interpersonal in their function and effect as well as intimately personal in their experience. From everyday communication to the pragmatics of world diplomacy, from embracing a foreign culture to embarking upon a journey of self-awareness, language and peace are inseparably intertwined. To reveal their myriad interconnections, in local and global contexts, is a limitless task; nevertheless, we attempt to bring you a few glimpses from far corners of the world. It is also a linguistic and postcolonial mission of this society and the book series to publish the voices of non-native speakers of English. Decolonizing the academic enterprise is part of our commitment to diversity.

Affirming Diversity Routledge

Liberal theories have long insisted that cultural diversity in democratic societies can be accommodated through classical liberal tools, in particular through individual rights, and they have often rejected the claims of cultural minorities for group rights as illiberal. Group Rights as Human Rights argues that such a rejection is misguided. Based on a thorough analysis of the concept of group rights, it proposes to overcome the dominant dichotomy between "individual" human rights and "collective" group rights by recognizing that group rights also serve individual interests. It also challenges the claim that group rights, so understood, conflict with the liberal principle of neutrality; on the contrary, these rights help realize the neutrality ideal as they counter cultural biases that exist in Western states. Group rights deserve to be classified as human rights because they respond to fundamental, and morally important, human interests. Reading the theories of Will Kymlicka and Charles Taylor as complementary rather than opposed, Group Rights as Human Rights sees group rights as anchored both in the value of cultural belonging for the development of individual autonomy and in each person ’ s need for a recognition of her identity. This double foundation has important consequences for the scope of group rights: it highlights their potential not only in dealing with national minorities but also with immigrant groups; and it allows to determine how far such rights should also benefit illiberal groups. Participation, not intervention, should here be the guiding principle if group rights are to realize the liberal promise.

Multicultural Education Rethinking Schools

This is the new edition of the award-winning guide to social justice education. Based on the authors ’ extensive experience in a range of settings in the United States and Canada, the book addresses the most common stumbling blocks to understanding social justice. This comprehensive resource includes new features such as a chapter on intersectionality and classism; discussion of contemporary activism (Black Lives Matter, Occupy, and Idle No More); material on White Settler societies and colonialism; pedagogical supports related to “ common social patterns ” and “ vocabulary to practice using ” ; and extensive updates throughout. Accessible to students from high school through graduate school, Is Everyone Really Equal? is a detailed and engaging textbook and professional development resource presenting the key concepts in social justice education. The text includes many user-friendly features, examples, and vignettes to not just define but illustrate the concepts. “ Sensoy and DiAngelo masterfully unpack complex concepts in a highly readable and engaging fashion for readers ranging from preservice through experienced classroom teachers. The authors treat readers as intelligent thinkers who are capable of deep reflection and ethical action. I love their comprehensive development of a critical social justice framework, and their blend of conversation, clarity, and research. I heartily recommend this book! ” —Christine Sleeter, professor emerita, California State University Monterey Bay

What Keeps Teachers Going? Springer Science & Business Media

How modern philosophers use and perpetuate myths about prehistoryThe state of nature, the origin of property, the origin of government, the primordial nature of inequality and war why do political philosophers talk so much about the Stone Age? And are they talking about a Stone Age that really happened, or is it just a convenient thought experiment to illustrate their points?Karl Widerquist and Grant S. McCall take a philosophical look at the origin of civilisation, examining political theories to show how claims about prehistory are used. Drawing on the best available evidence from archaeology and anthropology, they show that much of what we think we know about human origins comes from philosophers imagination, not scientific investigation.Key FeaturesShows how modern political theories employ ambiguous factual claims about prehistoryBrings archaeological and anthropological evidence to bear on those claimsTells the story of human origins in a way that reveals many commonly held misconceptions

The Multilingual Citizen Springer Science & Business Media

Which acts by educators are "racist" and which are "antiracist"? How can an educator constructively discuss complex issues of race with students and colleagues? In Everyday Antiracism, leading educators deal with the most challenging questions about race in school, offering invaluable and effective advice. Contributors including Beverly Daniel Tatum, Sonia Nieto, and Pedro Noguera describe concrete ways to analyze classroom interactions that may or may not be "racial," deal with racial inequality and "diversity," and teach to high standards across racial lines. Topics range from using racial incidents as teachable moments and responding to the "n-word" to valuing students' home worlds, dealing daily with achievement gaps, and helping parents fight ethnic and racial misconceptions about their children. Questions following each essay prompt readers to examine and discuss everyday issues of race and opportunity in their own classrooms and schools. For educators and parents determined to move beyond frustrations about race, Everyday Antiracism is an essential tool.

Language, Culture, and Teaching John Wiley & Sons

A thorough exploration of diversity and social justice within the field of social work Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice, 2nd Edition has been aligned with the Council on Social Work Education's 2015 Educational Policy and Standards and incorporates the National Association of Social Workers Standards of Cultural Competence. New chapters focus on theoretical perspectives of critical race theory, microaggressions and changing societal attitudes, and evidence-based practice on research-supported approaches for understanding the influence of cultural differences on the social work practice. The second edition includes an expanded discussion of religion and spirituality and addresses emerging issues affecting diverse populations, such as women in the military. Additionally, Implications for Multicultural Social Work Practice' at the end of each chapter assist you in applying the information you have learned. Multicultural Social Work Practice, 2nd Edition provides access to important guidance regarding culturally sensitive social work practice, including the sociopolitical and social justice aspects of effective work in this field. This thoroughly revised edition incorporates new content and pedagogical features, including: Theoretical frameworks for multicultural social work practice Microaggressions in social work practice Evidence-based multicultural social work practice New chapter overviews, learning objectives, and reflection questions Multicultural Social Work Practice, 2nd Edition is an integral guide for students and aspiring social workers who want to engage in diversity and difference.