

Diversity And Education A Critical Multicultural Approach Multicultural Education Series

Recognizing the responsibility institutions have to prepare teachers for today's diverse classrooms, Vavrus shows us how to incorporate transformative multicultural education into teacher education curriculum, pedagogy, and evaluation. Placing race, racism, antiracism, and democracy at the center of his analyses and recommendation, this volume provides: - Concrete structural suggestions for including transformative multicultural education in higher education and K-12 in-service programs. -A multicultural critique of new NCATE accreditation standards for teacher education programs that offers reconceptualized assessment procedures. -The historical roots of transformative multicultural education that incorporates issues of white privilege and racialized color blindness, anti-racist pedagogy, racial identity among teachers, and critical race theory. - A discussion of globalization that emphasizes its contemporary economic effects on social and educational inequities.

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Case Studies on Diversity and Social Justice Education offers pre- and in-service educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. The accessibly written cases allow educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate- and longer-term decisions about how to create and sustain equitable learning environments for all students. This revised edition adds ten new cases to offer greater coverage of elementary education, as well as topics such as body-shaming, Black Lives Matter, and transgender oppression. Existing cases have been updated to reflect new societal contexts, and streamlined for ease-of-use. The book begins with a seven-point process for examining case studies. Largely lacking from existing case study collections, this framework guides readers through the process of identifying, examining, reflecting on, and taking concrete steps to resolve challenges related to diversity and equity in schools. The cases themselves present everyday examples of the ways in which racism, sexism, homophobia and heterosexism, class inequities, language bias, religious-based oppression, and other equity and diversity concerns affect students, teachers, families, and other members of our school communities. They involve classroom issues that are relevant to all grade levels and content areas, allowing significant flexibility in how and with whom they are used. Although organized topically, the intersections of these issues are stressed throughout the cases, reflecting the complexities of real-life scenarios. All cases conclude with a series of questions to guide discussion and a section of facilitator notes, called 'Points for Consideration.' This unique feature provides valuable insight for understanding the complexities of each case.

With the goal of building more inclusive working, learning, and living environments in higher education, this book seeks to reframe understandings of forms of everyday exclusion that affect members of nondominant groups on predominantly white college campuses. The book contextualizes the need for a more robust analysis of persistent patterns of campus inequality by addressing key trends that have reshaped the landscape for diversity, including rapid demographic change, reduced public spending on higher education, and a polarized political climate. Specifically, it offers a critique of contemporary analytical ideas such as micro-aggressions and implicit and unconscious bias and underscores the impact of consequential discriminatory events (or macro-aggressions) and racial and gender-based inequalities (macro-inequities) on members of nondominant groups. The authors draw extensively upon interview studies and qualitative research findings to illustrate the reproduction of social inequality through behavioral and process-based outcomes in the higher education environment. They

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identify a more powerful systemic framework and conceptual vocabulary that can be used for meaningful change. In addition, the book highlights coping and resistance strategies that have regularly enabled members of nondominant groups to address, deflect, and counteract everyday forms of exclusion. The book offers concrete approaches, concepts, and tools that will enable higher education leaders to identify, address, and counteract persistent structural and behavioral barriers to inclusion. As such, it shares a series of practical recommendations that will assist presidents, provosts, executive officers, boards of trustees, faculty, administrators, diversity officers, human resource leaders, diversity taskforces, and researchers as they seek to implement comprehensive strategies that result in sustained diversity change.

Education's Epistemology extends and further defends Harvey Siegel's "reasons conception" of critical thinking. It analyzes and emphasizes both the epistemic quality, and the dispositions and character traits that constitute the "critical spirit," that are central to a proper account of critical thinking; argues that that epistemic quality must be understood ultimately in terms of epistemic rationality; defends a conception of rationality that involves both rules and judgment; and argues that critical thinking has normative value over and above its instrumental tie to truth. Siegel also argues, contrary to currently popular multiculturalist thought, for both transcultural and universal philosophical ideals, including those of multiculturalism and of critical thinking themselves.

Perspectives on Diversity, Equity, and Social Justice in Educational Leadership provides educational leaders with practical steps for implementing multicultural education into schools. This is the revised and updated edition of an original study which showed that local authorities, working collaboratively with their schools and clusters, can dramatically reduce exclusions and make permanent exclusions unnecessary. Through research in three low-excluding local authorities and five-high excluding local authorities, it shows how this is done. The new chapters are written in response to current directives. The challenges and barriers are recognized but the way forward remains clear. The book fills the ground between school and national government, pointing to the responsibilities and powers that a supportive, challenging and conciliatory local authority has in respect of the education of all children, under whatever government administration. Carl Parsons sets out an agenda for action which is about enlisting full support from local authority counselors and officers, building a shared commitment with schools, broadening what schools are able to offer, developing managed moves as a conciliatory and non punitive response, generating more alternative provision and developing multiagency working, with greater involvement of the voluntary sector. This is a book for everyone involved in managing the education of behaviorally challenging children and young people. It is of particular relevance to those working at the level of strategy and operation in local authority Children's Services departments and to managers in schools. Other services which receive school rejects will find the debates about appropriate provision helpful to their work."

This volume by philosophers, sociologists, and historians on issues of race and racism examines central educational questions, contributing to ongoing discussions amongst educational theorists, philosophers, and practitioners. Critical Race Theory and the Critical Philosophy of Race are now well established within North American academia – yet they are only recently beginning to make inroads in UK academia. The wide-ranging discussions in this collection explore conceptual, ethical, political, and epistemological aspects of race and racism in the context of discussions of pedagogy, curriculum, and education policy, across a range of educational settings. The questions and issues addressed include: • why and how issues of race play out differently in different national and social contexts; • the impact of the legacies of empire and colonialism on philosophy and education; • the disciplinary boundaries and practices of academic philosophy; • the philosophical canon; • racial identities and their role in

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educational processes; • diversity and difference in educational practices and curricula; • whiteness and institutional racism; and • the pedagogical issues raised by teaching young children about race and racism. This book was originally published as a special issue of *Ethics and Education*.

This peer-reviewed academic yearbook stems from the inaugural meeting of the newly formed UNESCO UNITWIN network on Arts Education Research for Cultural Diversity and Sustainable Development, held at the National Institute of Education, Singapore in April 2017. It presents international scholarly perspectives on issues related to arts education and cultural diversity in terms of: i) national and international policies; ii) terms, concepts and vocabularies; iii) current and ongoing research; and iv) best practices. The UNESCO UNITWIN is an arts education research think tank that gathers and leverages original research and critical commentaries on the arts and sustainable development from UNITWIN member states and beyond (Australia, Canada, Colombia, Germany, Hong Kong, Kenya, Korea, Israel, New Zealand, Singapore, Taiwan, the Netherlands and the United States of America).

This book explores and expands upon linkages between multicultural education and critical pedagogy, drawing on the shared goal of challenging oppressive social relationships.

This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U.S., global movements, and changes in the world political order that have long-lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning. The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives, theoretical approaches, and research methodologies for educational inquiry responsive to diversity. Driven by changes in classroom diversity this book offers educators, researchers and policy makers a language for articulating complex differences in educational reform, policy and practice.

In his new book, Michael Vavrus helps readers better understand why issues of diversity and difference are so highly contested in the United States and across the globe. Vavrus incorporates specific education examples throughout the text to examine six contested areas: race and ethnicity; socioeconomic class and culture; multicultural and ethnic studies; language; religion; and sexuality and gender. In each of these areas, the author explores how contrasting worldviews found in social conservatism, liberal multiculturalism, and critical multiculturalism influence our understandings about difference and diversity and the education policies we develop as a result. *Diversity and Education* is designed to help educators move beyond the “how can they believe that?” knee-jerk reaction toward a more informed, strategic understanding of belief systems and political affiliations. **Book Features:** Brings a contemporary, 21st-century perspective to differing political orientations toward diversity and education. Examines outcomes of diversity debates on children of color, the poor, immigrants, women, and sexual and religious minorities. Uses critical pedagogy with a historical and political economy lens to explain current diversity issues in education. Critiques the diversity stance of new national teacher education standards from the Council for Accreditation of Educator Preparation. “Diversity and Education can not only help us have conversations about racism, institutionalized oppression, and cultural fear, it can also

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offer an intervention that can move readers towards a deeper critical consciousness about diversity and multicultural education in their own lives.” —From the Foreword by Wayne Au, associate professor at the University of Washington, Bothell, and an editor for *Rethinking Schools* “Few education scholars have offered as potent and cogent a political and economic analysis of multicultural education and diversity as Professor Michael Vavrus has in his new book. His critique of neoliberalism via critical pedagogy and his advocacy of social justice education are timely and praiseworthy.” —Ramin Farahmandpur, professor, Graduate School of Education, Portland State University “Diversity and Education is a must-read for anyone concerned about why so many policies claiming to ‘help’ diverse students fail, and what alternatives exist. Vavrus clearly believes in the power of teachers who are well-educated critical thinkers. In this lucid and compelling text, he skillfully applies a highly useful framework to unpack historical and contemporary debates about core concepts underlying multiple struggles for education and rights.” —Christine Sleeter, professor emerita, California State University, Monterey Bay

Critical Pedagogy, Race, and Media investigates how popular media offers the potential to radicalise what and how we teach for inclusivity. Bringing together established scholars in the areas of race and pedagogy, this collection offers a unique approach to critical pedagogy by analysing current and historical iterations of race onscreen. The book forms theoretical and methodological bridges between the disciplinary fields of pedagogy, equality studies, and screen studies to explore how we might engage in and critique screen culture for teaching about race. It employs Critical Race Theory and paradigmatic frameworks to address some of the social crises in Higher Education classrooms, forging new understandings of how notions of race are buttressed by popular media. The chapters draw on popular media as a tool to explore the social, economic, and cultural dimensions of racial injustice and are grouped by Black studies, migration studies, Indigenous studies, Latinx studies, and Asian studies. Each chapter addresses diversity and the necessity for teaching to include visual media which is reflective of a myriad of students' experiences. Offering opportunities for using popular media to teach for inclusion in Higher Education, this critical and timely book will be highly relevant for academics, scholars, and students across interdisciplinary fields such as pedagogy, human geography, sociology, cultural studies, media studies, and equality studies.

Studying Diversity in Teacher Education is a collaborative effort by experts seeking to elucidate one of the most important issues facing education today. The contributors address historically persistent issues such as understanding how to teach diversity, while also providing research and case studies on how the issues are being resolved. Concluding the volume with an agenda for future research, *Studying Diversity in Teacher Education* is a necessary resource for all educators.

In higher education institutions across the world, rapid changes are occurring as the socio-economic composition of these universities is shifting. The participation of females, ethnic minority groups, and low-income students has increased exponentially, leading to major changes in student activities, curriculum, and overall campus culture. Significant research is a necessity for understanding the need of broader educational access and promoting a newly empowered diverse population of students in today's universities. *Accessibility and Diversity in the 21st Century University* is a pivotal

reference source that provides vital research on the provision of higher educational access to a more diverse population with a specific focus on the growing population of women in the university, key intersections with race and sexual preference, and the experiences of low-income students, mid-career and reentry students, and special needs populations. While highlighting topics such as adult learning, race-based achievement gaps, and women's studies, this publication is ideally designed for educators, higher education faculty, deans, provosts, chancellors, policymakers, sociologists, anthropologists, researchers, scholars, and students seeking current research on modern advancements of diversity in higher education systems. Addressing underlying issues in science education and teacher training, which contribute to continued underrepresentation of racial and ethnic minority students in STEM and STEAM subjects and careers, this timely volume illustrates how a critical postmodern science pedagogy (CPSP) can be used effectively to raise awareness of diversity issues amongst preservice teachers. Using a case study design consisting of class observations, interviews, content analysis, questionnaires, and instructional interventions in preservice teacher training, the volume bridges science and multicultural education and investigates how curricular development and teacher preparation can be used to ensure that science education itself promotes diversity within STEM, and throughout education. Chapters also examine the intersections of science education and science literacy for both students and teachers and, in doing so, promote the importance of positive and accurate representation of diversity within science and research discourse. The book attempts to raise awareness regarding the need for meaningful curricular reform that creates real opportunities to address historical and scientific misinformation, while increasing diversity and inclusion in schools and society. This important text will be of interest to postgraduate students, researchers, scholars, and preservice teachers in the fields of science and mathematics education, STEM, multicultural education, teacher education, urban education, and the sociology of education.

As neoliberal market policies become increasingly pervasive beyond economics, the concept of diversity has expanded from corporations to universities and colleges. By focusing on how neoliberal diversity operates at one small liberal arts college, author Bonnie Urciuoli explores the relationship between higher education and corporate practices, how liberal arts colleges recruit diverse students, and how those students' lives are institutionally organized. Far from being synonymous with race or other forms of social difference, she finds, diversity is an institutional construct frequently contrasting with the reality of students' lives within these educational spaces. *Critical Pedagogy, Race, and Media* investigates how popular media offers the potential to radicalise what and how we teach for inclusivity. Bringing together established scholars in the areas of race and pedagogy, this collection offers a unique approach to critical pedagogy by analysing current and historical iterations of race onscreen. The book forms theoretical and methodological bridges between the disciplinary fields of pedagogy, equality studies, and screen studies to explore how we might engage in and critique screen culture for teaching about race. It employs Critical Race Theory and paradigmatic frameworks to address some of the social crises in Higher Education classrooms, forging new understandings of how notions of race are buttressed by popular media. The chapters draw on popular media as a tool to explore the social,

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economic, and cultural dimensions of racial injustice and are grouped by Black studies, migration studies, Indigenous studies, Latinx studies, and Asian studies. Each chapter addresses diversity and the necessity for teaching to include visual media which is reflective of a myriad of students' experiences. Offering opportunities for using popular media to teach for inclusion in Higher Education, this critical and timely book will be highly relevant for academics, scholars, and students across interdisciplinary fields such as pedagogy, human geography, sociology, cultural studies, media studies, and equality studies.

This Open University Reader critically examines educational issues of equity, diversity and social justice and how they are socially, culturally, economically rooted in educational practice across diverse educational settings. It highlights research, practice and pedagogies that challenge and transform educational experiences to support equity, social justice and inclusivity. The 25 chapters offer a broad range of methodologies and international perspectives on the effects of diversity on pedagogy, policy, management and curriculum. The critical perspectives and the examples explored offer a wealth of insights for those interested in the pursuit through education of equality, social justice and social inclusion for disadvantaged groups. Transforming Practice is essential reading for students seeking to address equity and diversity issues in all educational sectors, and for professionals with responsibility for enhancing educational achievement. Professionals working in related areas of policy and practice, including health, social welfare, training and employment will find it invaluable. Published in association with The Open University.

This book opens up ways to engage critically with what counts as innovatory practice in lifelong learning today, locating its discussion of innovations in lifelong learning within an international and comparative framework. Innovations in Lifelong Learning engages first hand with issues and concerns from around the globe, offering an international perspective on current trends through its range of contributions from across the UK, Australia, New Zealand and the US. The broad focus allows for diverse information on the nature of these changes to come together under an assortment of empirical, theoretical and methodological approaches. The book takes three key elements of lifelong learning: learning communities participation and non-participation work-based learning and learning through work. It links these with themes on diversity, social justice and economic and global development so as to negotiate and re-negotiate the constant importance of innovation with employers, learners and educational institutions. All those working in the broad arena of lifelong learning will benefit from this comprehensive examination of current debates in the field, including policy-makers, researchers, teachers, lecturers, educational managers and employers engaged with work-based learning.

With 695 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education, Four-Volume Set, in both print and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels.

Disability Studies and the Inclusive Classroom is a core textbook that integrates knowledge and practice from the fields of disability studies and special education. The second edition has been fully revised and updated throughout to include stronger connections between race, class, sexual orientation, gender, and disability to

emphasize intersecting identities and experiences; stronger emphasis on curriculum and teaching rather than on attitudes toward disability; and updates to current events, cultural references, resources, research literature, laws, and policies.

The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the state of research for students and professionals. American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live, work, and lead. With continually evolving information on diversity policies, practices, and programs, it is important to have one place where students, scholars, teachers, and policymakers can examine and explore research, policy, and practice issues and find answers to important questions about how diversity in U.S. education—enriched with theories, research and practices in other nations—are explained and communicated, and how they affect institutional change at both the K-12 and postsecondary levels. With about 700 signed entries with cross-references and recommended readings, the *Encyclopedia of Diversity in Education* (4 volumes, in both print and electronic formats) will present research and statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the *Encyclopedia* will focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this *Encyclopedia* will cover the full spectrum of diversity issues, including race, class, gender, religion, language, exceptionality, and the global dimensions of diversity as they relate to education. This four-volume reference work will be the definitive reference for diversity issues in education in the United States and the world.

Featuring content-specific strategies, assignments, and classroom activities, this book provides strategies to help pre- and in-service teachers develop the dispositions and knowledge they need to teach all students well. Focusing on the importance of creating a classroom community in which necessarily difficult dialogues are inspired and supported, the authors present content-area chapters on language arts, social studies, mathematics, science, ESOL, foreign language, and teaching exceptional students in the inclusive environment. Each content-area chapter includes a vignette illustrating a difficult conversation dealing with diversity and presents research-based, classroom-ready exercises, effective pedagogic strategies, and action-oriented interventions—many of which the authors created and used in their own classrooms. The book concludes with an appendix of instructional and curricular resources. This practical volume provides teacher educators and professional development personnel with a framework for: Inspiring challenging and productive discussions about diversity in education. Using content-specific, research-based strategies for discussing diversity issues in deep and complex ways. Understanding how teacher candidates develop as culturally competent educators. Addressing conflicts that might arise when talking about diversity and self-awareness. Contributors: Vonzell Agosto, Sylvia Celedón-Pattichis, Kathryn B. Chval, Deirdre Cobb-Roberts, Bárbara C. Cruz, Cheryl Ellerbrock, Elaine V. Howes, Zorka Karanxha, Deoksoon Kim, Miyoun Lim, Patricia Alvarez McHatton, Adam Schwartz, Roseanne K. Vallice, Anete Vásquez, Eugenia Vomvoridi-Ivanovic, and Eric Williams

“The stories in Talking Diversity are both instructive and inviting, affirming and empowering. They encourage and entice other teacher educators to join in promoting diversity in action as well as ideology, and they provide some reasonable and viable windows of opportunity for how these participations can occur successfully. In this sense, the style of this volume is as enriching, enlightening, and insightful as diversity is itself. It is a conversation of necessity and significance, and certainly one worth joining!”
—From the Foreword by Geneva Gay, professor of education, University of Washington–Seattle

There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races, cultures, and languages in modern classrooms. Establishing sound pedagogy is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners. To that end, there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens. The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting-edge research book that examines cross-cultural perspectives, challenges, and opportunities pertaining to advancing diversity and social justice in higher education. Furthermore, the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross-cultural knowledge through appropriate diversity education models as well as effective social justice practices. Highlighting a range of topics such as cultural taxation, intercultural engagement, and teacher preparation, this book is essential for teachers, faculty, academicians, researchers, administrators, policymakers, and students.

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.

Diversity has been a focus of higher education policy, law, and scholarship for decades, continually expanding to include not only race, ethnicity and gender, but also socioeconomic status, sexual and political orientation, and more. However, existing collections still tend to focus on a narrow definition of diversity in education, or in relation to singular topics like access to higher education, financial aid, and affirmative action. By contrast, *Diversity in American Higher Education* captures in one volume the wide range of critical issues that comprise the current discourse on diversity on the college campus in its broadest sense. This edited collection explores: legal perspectives on diversity and affirmative action higher education's relationship to the deeper roots of K-12 equity and access policy, politics, and practice's effects on students, faculty, and staff. Bringing together the leading experts on diversity in higher education scholarship, *Diversity in American Higher Education* redefines the agenda for diversity as we know it today.

Education is a necessary foundation for improving one's livelihood in today's society. However, traditional learning has often excluded or presented a challenge to students with visual, physical, or cognitive disabilities and can create learning gaps between students of various cultures. It is vital that learning opportunities are tailored to meet individual needs, regardless of individual disabilities, gender, race, or economic status in order to create more inclusive educational practices. *Accessibility and Diversity in Education: Breakthroughs in Research and Practice* examines emerging methods and trends for creating accessible and inclusive educational environments and examines the latest teaching strategies and methods for promoting learning for all students. It also addresses equal opportunity and diversity requirements in schools. Highlighting a range of topics such as open educational resources, student diversity, and inclusion barriers, this publication is an ideal reference source for educators, principals, administrators, provosts, deans, curriculum developers, instructional designers, school boards, higher education faculty, academicians, students, and researchers.

Explores a variety of approaches to multicultural education in America, focusing on historical developments, case studies, and arguments for and against the approaches discussed.

"Polished, clear, insightful, and meaningful.... This volume amounts to nothing less than a complete rethinking of what progressive education can be at its best and how education can be reconceptualized as one of the central practices of a genuinely democratic and sustainable society.... It is the kind of book that has the potential to be transformative." Stephen Preskill, University of New Mexico "The editors and contributors are pioneers in the field of educational theory, policy, and philosophy.... They are opening new areas of inquiry and educational reform in ways that promise to make this book in very short time into a classic.... The practical applications and experiments included reveal the richness of grassroots initiatives already underway to bring educational theory and policy down to earth. While spanning the richest and deepest intellectual ideas and concepts, the stories told are the types that practitioners and teachers will be able to relate to in their daily undertakings." Madhu Suri Prakash, The Pennsylvania State University This volume – a landmark contribution to the burgeoning theory and practice of place-based education – enriches the field in three

ways: First, it frames place-based pedagogy not just as an alternative teaching methodology or novel approach to environmental education but as part of a broader social movement known as the "New localism", which aims toward reclaiming the significance of the local in the global age. Second, it links the development of ecological awareness and stewardship to concerns about equity and cultural diversity. Third, it presents examples of place-based education in action. The relationship between the new localism and place-based education is clarified and the process of making connections between learners and their wider communities is demonstrated. The book is organized around three themes: Reclaiming Broader Meanings of Education; Models for Place-Based Learning; and Global Visions of the Local in Higher Education This is a powerfully relevant volume for researchers, teacher educators, and students across the fields of curriculum theory, educational foundations, critical pedagogy, multicultural education, and environmental education.

Doing Diversity Differently in a Culturally Complex World explores the challenges facing multicultural education in the 21st century. The starting point is that the ideas fashioned in 1970s 'multiculturalism' are no longer adequate for the culturally complex world in which we now live. Much of what is provided in the name of multicultural education comes from a naïve perspective that avoids difficult questions around social relations, cultural flows and communal identities in today's globalised world. Megan Watkins and Greg Noble begin by exploring the understandings of multiculturalism that exist amongst teachers, parents and students. They demonstrate that ideas around identity and culture don't match the complexities of the social contexts of schooling in migrant-based nations such as Australia, the UK, the USA, Canada and New Zealand. Doing Diversity Differently in a Culturally Complex World draws on a comprehensive research project involving a large-scale survey of Australian teachers; interviews with teachers, parents and students and practitioner-led action research in 14 schools in Australia. The research involved primary and secondary schools from a range of contexts spanning urban and rural settings, high and low socio-economic status and high and low levels of cultural diversity. The book examines how schools address the problems around the diversity they face, considering how the strengths and limitations of each school's context reflects wider logics of traditional multiculturalism. In contrast, the authors argue for a transformative multiculturalism involving a more critically reflexive approach to understanding the processes, relations and identities of the contemporary world.

In addition to many other issues that touch higher education around the world, diversity and equity in higher education is fast becoming a major opportunity and challenge to institutions, countries and regions. The increasing centrality of diversity is fueled in part by changing demographics, immigration, social movements, calls for remedies to historic grievances, and the relationship between identity and access to power. This book will provide an opportunity to look at efforts at institutional change with respect to diversity in several countries where issues of diversity are moving beyond simply access for diverse populations to efforts at institutional transformation. Its purpose is to provide a comparative perspective with the hope that we will be able to see patterns across these contexts from which we might learn. Amongst other subjects it will address: The historic and contemporary context for diversity Established and emerging salient identities How diversity is framed at a national and institutional level The

prevailing strategies and policies for engaging diversity, again at the national and institutional level. The role of special purpose institutions. This critical book is essential for higher education scholars and practitioners with backgrounds in higher education. Over the past 40 years, Jim Cummins has proposed a number of highly influential theoretical concepts, including the threshold and interdependence hypotheses and the distinction between conversational fluency and academic language proficiency. In this book, he provides a personal account of how these ideas developed and he examines the credibility of critiques they have generated, using the criteria of empirical adequacy, logical coherence, and consequential validity. These criteria of theoretical legitimacy are also applied to the evaluation of two different versions of translanguaging theory – Unitary Translanguaging Theory and Crosslinguistic Translanguaging Theory – in a way that significantly clarifies this controversial concept.

This book represents the contributions of prominent researchers, teacher educators, policy makers, teachers, and parents on current and emerging issues facing the field of special education, and their critical thinking on how to ensure that students with disabilities receive free appropriate education in the least restrictive environment. The authors present divergent perspectives on the issues and concerns, including: (a) the emergence of more constructivistic instruction approaches that focus increasingly on higher order thinking; (b) new organization structures for administering schools; (c) standards-based reform and the use of high stakes testing for evaluating students; (d) the changing population and the increasingly diverse demographics of the students served in the public schools; (e) the onset of the information age and the increasingly visible role of technology in the schools and the workplace; (f) concerns about student discipline and violence in schools; (g) the continuing shortage of qualified and certified special education teachers, and (h) trends in higher education focused on the reform of teacher education such as changing standards for knowledge and skills, preparing teachers for changing roles as mentors, and changes in the teacher education process that may have precipitated or influenced issues in the field. For special education providers such as parents and teachers and for anyone interested in the field of special education.

In the Eyes of the Beholder: Critical Issues for Diversity in Gifted Education offers the most extensive look available at how gifted education can rise to encourage a more diverse student population and become enriched by the diversity of those children. This book looks specifically at diversity in gifted education as it relates to race, gender, and socioeconomic status. Topics include: the identification of giftedness among an increasingly diverse population of students, specific service modification to address diversity, improved counseling and guidance, and specific curriculum and pedagogical methods for supporting the success of every gifted child. The book features distinctively different points of view from Donna Ford, Howard Gardner, Linda Gottfredson, Robert Sternberg, Joseph Renzulli, Joyce VanTassel-Baska, and many other important authors and scholars whose main work for many years has been with a wide variety of gifted and talented students. Perhaps diversity discussions can now rest on a broader, more fundamental basis than the usual rhetoric. Educators and gifted child specialists will come away from reading this book with a somewhat greater sensitivity to the needs of these special populations.

Decades of investigations into diversity in the workplace have created mixed answers

about what kinds of effects it has on employees and teams, and whether or not it can be managed effectively to generate positive outcomes for organizations. In contrast to mainstream work from management and psychology, critical views on workplace diversity have emerged that seek to grasp more fully the messy social and political realities of workplace diversity as they operate in context. *Critical Perspectives on Diversity in Organizations* therefore seeks to review, integrate and build upon emerging critical perspectives on workplace diversity to help give a fuller understanding of how employee differences affect workplace interactions, relationships, employment, inequality, culture, and society. Critical perspectives help to fill in and openly recognize many of the more far-reaching issues that pure management and psychology approaches can leave out – issues of power, inequality, politics, history, culture, and lived experiences. If organizations do not try to take these issues into account and critically reflect on them, then diversity management is likely to remain a relatively blunt instrument or worse, a hollow piece of rhetoric. This book will be of interest to international graduate students and researchers working on topics associated with equality, diversity and inclusion in organizations, as well as various organizational practitioners and activists engaged with these issues.

Rapidly changing global demographics demand visionary, collaborative, and culturally appropriate leadership practices on university campuses. In the face of widening gaps in academic achievement and socio-economic roadblocks, *Culturally Responsive Leadership in Higher Education* offers a new vision of leadership, where diversity is transformed from challenge into opportunity. This book offers a range of perspectives from culturally, racially, linguistically, ability, and gender-diverse contributors who demonstrate that effective leadership springs from those who engage, link theory to practice, and promote access, equity, and educational improvement for underserved students. Each chapter explores a critical higher educational leadership issue with feasible strategies and solutions. In this exciting book, theory and research-based chapters unpack culturally responsive leadership, revealing how higher education leaders in the U.S. and international contexts can improve their practice for social equity and educational change.

China has been ethnically, linguistically, and religiously diverse. This volume recasts the pedagogical and policy challenges of minority education in China in the light of the state's efforts to balance unity and diversity. It brings together leading experts including both critical voices writing from outside China and those working inside China's educational system. The essays explore different aspects of ethnic minority education in China: the challenges associated with bilingual and trilingual education in Xinjiang and Tibet; Han Chinese reactions to preferential minority education; the ro.

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