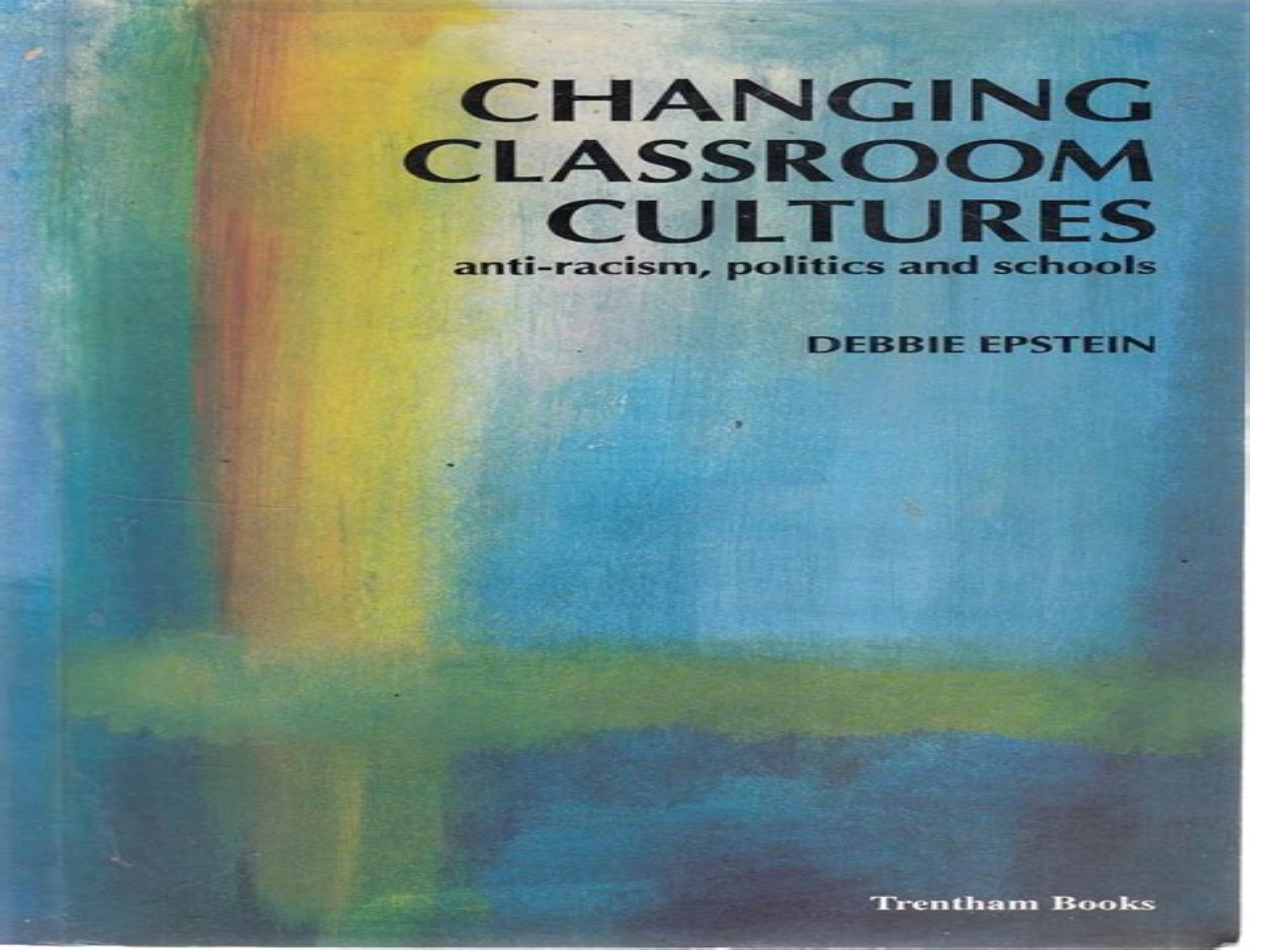




CHANGING CLASSROOM CULTURES

anti-racism, politics and schools

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Changing Classroom Cultures Antiracism Politics And Schools

**Melissa Benn, Clyde Chitty, Caroline
Benn**



Changing Classroom Cultures Antiracism Politics And Schools:

Changing Classroom Cultures Debbie Epstein, 1993 Developing strategies for effective anti racist education in predominantly white primary schools this book discusses the impact of both New Right and Labour Party new realist politics on the possibilities for anti racist anti sexist and anti heterosexual education in British schools **Racism** Albert J. Wheeler, 2000 Of all mankind's vices racism is one of the most pervasive and stubborn Success in overcoming racism has been achieved from time to time but victories have been limited thus far because mankind has focused on personal economic gain or power grabs ignoring generosity of the soul This bibliography brings together the literature providing access by subject groupings as well as author and subject indexes Contents Racial Attitudes Racism and Poverty Hate Groups Racial Justice Racism and Politics Race Discrimination Racial Identity Racism Around the World **Feedback For Learning** Susan Askew, 2004-11-23 Teachers may be surrounded by feedback and involved in it every day but the notion is poorly analysed and poorly used Feedback for Learning provides an important collection of contributions to the highly topical theme of feedback to support learning The book spans three major areas which affect all teachers young people's learning teachers learning organisational learning The authors critically examine the assumption that feedback necessarily has positive learning outcomes and describe models and practices which are more likely to result in effective learning at the individual group and organisational level **Removing the Margins** George Jerry Sefa Dei, 2000 Removing the Margins works to identify and challenge many of the cultural and systematic paradigms that perpetuate racism and other forms of oppression in mainstream schooling The authors pursue the ideal that education should not simply affirm the status quo but should produce knowledge for social action This philosophical and theoretical resource also moves beyond the study of educational failure to explore the new and creative ways schooling barriers have been confronted The focus is placed on the factors of representation family and community staff equity language integration and spirituality as fundamental to school reform Removing the Margins is the product of five years of research and writing in the search for best practices in inclusive education The authors address the philosophical and theoretical bases for inclusivity in this book while laying out the practical approach in the accompanying volume Inclusive Schooling A Teacher's Guide to Removing the Margins

Redesigning Pedagogy, 2006-01-01 This book brings together selected papers from a conference focusing on Redesigning Pedagogy organized by the Centre for Research in Pedagogy and Practice National Institute of Education Singapore The papers are organised around seven key themes Literacy Education Relations of Power Reflection Meaning Making Evaluation and Mathematics and Science There are two distinctive features in this title First is its international focus In addition to providing readers with an introduction to pedagogy in Singapore it contains discussions on the environments in Australia Canada Hong Kong South Africa and the United States A second focus is a strong commitment to transnational research Although influenced by the theoretical perspectives of Bourdieu Luke and others the authors are primarily focused

on classroom practices This title will be of interest to students researchers and practitioners who are interested in broad thematic and comparative issues With a number of chapters on Literacy Education Mathematics and Science it will also be of appeal to those more interested in content specific areas

PERCEPTIONS AND PRACTICES OF TEACHERS TO PROMOTE LEARNER AUTONOMY IN SCHOOL EDUCATION OF NEPAL Sarmila Pokhrel, PhD, 2020-12-26 To promote culture based learner autonomy in school education of Nepal is inevitable at present This study conveys a meaningful initiation of learner autonomy from the side of the professional teachers by exploring their perceptions and practices based on their living experiences with an aim to promote learner autonomy in school education of Nepal It depicts the clear picture of teachers schooling their learning culture learning interest and its reflection in the real classroom context It disseminates information regarding context based post method pedagogy and enables teachers to apply in the classroom scenario Also it can be a valuable souvenir to the readers as it incorporates the experiences of Nepalese teachers who belong to diverse caste cultures gender geography religion through the letter writing and poetic genres This study is based on interpretive inquiry that presents the picture of teachers perceptions on learner autonomy their practices and its promotion in the real classroom context of school education The scarcity of autonomy friendly facilities and learning environment hinders the concept of learning culture teach to learn and learn to teach Teaching by learning culture is a familiar schema in modern education system of Nepal It relays on the professionalism of the teachers to promote autonomy friendly environment in school Teachers self motivation teaching learning culture personal interest their dedication and professionalism are considered crucial components to promote learner autonomy in Nepalese cultural context This study facilitates the constructive practitioners who are dedicated to practice learner autonomy to their own cultural context and address learners needs It provides context based teaching pedagogy to the innovative teachers It requires the ability of the teachers to assimilate local cosmology with the global and apply learner friendly post method pedagogies to ensure learner autonomy With the insights of the classroom practitioners and their lived experiences it ventures the value of culture for autonomous learning

Digital Youth Subcultures Kate Hoskins, Carlo Genova, Nic Crowe, 2022-12-30 This book draws together both primary and secondary empirical research and existing literature to examine transgressive subcultural activities and engagement in digital social spaces DSS The book addresses four objectives 1 To understand how young peoples subcultures arise online and they are constructed and experienced in DSS 2 To understand how and why DSS matter to young people 3 To understand if any DSS controls exist in these online spaces and 4 To understand how identity locations such as social class gender and ethnicity and or their intersections shape young peoples engagement and behaviour s in DSS In addressing these objectives with a focus on European contributions the text provides a holistic understanding of the purpose of digital social spaces in shaping young peoples identities and self perceptions It will be of interest to postgraduate students secondary school teachers lecturers and scholars in education sociology youth studies and technology

Routledge International Companion to Education Miriam

Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium **Teacher Leadership** Kokila Roy Katyal, Colin William Evers, 2014-03-14 In recent years teacher leadership has undergone one major revolution and is in the process of undergoing another The first came about as schools turned out to be far too complex for the responsibility of formulating and achieving their goals to be vested entirely in principals and head teachers As a consequence the rise of distributed leadership as an alternative model for understanding schools and their functioning is now commonplace The second major revolution affecting teacher leadership is the rise of the Internet and ICT and the way these give rise to greater and more flexible opportunities for students to become autonomous learners Autonomous student learning now occurs in significant new ways and under parameters that are far more expansive than school based learning An effective model of teacher leadership thus needs to capture these changes in order to reflect the new realities of student learning and student engagement with their schools **Developing the Global Teacher** Miriam Steiner, 1996 The outcome of a collaboration between teacher educators and development agencies this book draws on a wide range of experience and perspectives from individuals and organizations working for justice in national and international contexts **Education and Development: Innovations in delivering primary education** James Lynch, Celia Modgil, Sohan Modgil, 1997-01-01 This volume of the series that debates the need for universal primary education is concerned with the good behaviour of would be educational innovators in developing countries The text looks at the need for a code of practice and relating that to issues of economic realism human rights sensitivity ecological responsibility and educational effectiveness **A Tribute to Caroline Benn** Melissa Benn, Clyde Chitty, Caroline Benn, 2005-10-17 Contains seventeen contributions from academics politicians and others who knew Caroline Benn addressing issues related to the comprehensive school movement of which Benn was a leader **Resources in Education**, 1998 **Politics, Education and Citizenship** Mal Leicester, Sohan Modgil, 2005-08-10 Volume VI is concerned with political education and citizenship Papers from several countries lend an international perspective to currently significant concerns and developments including democracy and democratic education human rights national identity and education for citizenship **Working through Whiteness** Cynthia Levine-Rasky, 2012-02-01 What is whiteness What is gained by claiming it as a critical perspective in anti racism work How do whiteness studies both redeem and assert the white subject Working through Whiteness explores these questions through essays by Canadian American British and Australian scholars reflecting the broad array of academic inquiry into whiteness in the areas of law ethics education feminism politics psychology sociology criminology and social geography Rarely has knowledge of whiteness as the practice of social domination been drawn from this far and wide By embracing the leading edge in critical theory this book is a crucial addition to the growing literature on whiteness **Class Matters** Pat Mahony, Christine Zmroczek, 2005-08-19 This text focuses on the theory of class as it relates to women It debates questions such as how do women define themselves in

terms of social class and why is definition important or not what part does education play in our understanding of class and how does class affect relationships

Gender and Social Psychology Vivien Burr, 2002-09-11 Explaining theory and research in an accessible but thorough manner Gender and Social Psychology critically evaluates the contribution that psychology has made to the study of gender examining key issues such as family roles and parenting inequalities in education jobs and pay and the effects of media representation of the sexes

Issues in Holocaust Education Geoffrey Short, Carole Ann Reed, 2017-07-05 This original contribution to understanding the nature of Holocaust education in schools tackles an issue that has gained significant interest over the past decade and is of increasing relevance due to a growing intolerance across Europe and elsewhere The authors examine a range of issues including the need for Holocaust education the factors that facilitate or inhibit its evolution and the indifferent response of the antiracist movement to the attempted annihilation of European Jewry The empirical content sheds light on the attitudes and practices of teachers and on the prospects of drawing on the Holocaust to further the goal of participatory democracy The themes and illustrative research are discussed in the context of developments in two locations the United Kingdom and Canada and the findings will be germane to an international audience The volume will prove invaluable to academics and policy makers concerned with social policy sociology education and history as well as to teachers of the Holocaust

The RoutledgeFalmer Reader in Multicultural Education David Gillborn, Gloria Ladson-Billings, 2004 Bringing together scholarship from both sides of the Atlantic this book focuses on the questions that shape the field of multicultural education offering the reader an opportunity to achieve a real grasp of the subject

Critical Pedagogy and Race Zeus Leonardo, 2009-02-09 Critical Pedagogy and Race argues that a rigorous engagement with race is a priority for educators concerned with equality in schools and in society A landmark collection arguing that engaging with race at both conceptual and practical levels is a priority for educators Builds a stronger engagement of race based analysis in the field of critical pedagogy Brings together a melange of theories on race such as Afro centric Latino based and postcolonial perspectives Includes historical studies and social justice ideas on activism in education Questions popular concepts such as white privilege color blind perspectives and race neutral pedagogies

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