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Altri autori (Persone)	DaSilva IddingsAna Christina
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Nota di contenuto	1. Introduction / Anna Christina Iddings -- 2. Why are critical perspectives and ecological approaches needed in early childhood teacher education? : toward a trans/contextual cultural-ecological approach / Marian Souto-Manning -- 3. Using a design-based research approach : educating early childhood teachers to understand, engage, and teach the culturally and linguistically diverse child / Donna Jurich, Ana Christina DaSilva Iddings, and Renee Tipton Clift -- 4. Engaging teacher educators' commitment to the principles of CREATE over time / Sheri Robbins, Kimberly S. Reinhardt, and Renee Tipton Clift -- 5. Prospective teachers' interactions with families : understanding home contexts / Norma Gonzalez and Rebecca Zapien -- 6. Teacher candidates connecting to community resources and children's literacies / Iliana Reyes. [et al.] -- 7. Thinking with teacher candidates : the transformative power of story in teacher education / Maria V. Acevedo. [et al.] -- 8. Understanding children's funds of knowledge through observations of play / Haeny S. Yoon -- 9. Stories that travel : preservice teachers using photography to understand children's funds

of knowledge in literacy learning / Eliza Desiree Butler. [et al.] -- 10.
Making race and racism visible : respecting and valuing the voices of
educators of color in teacher preparation programs / Kelli Gray -- 11.
Learning to teach for equity, access, and inclusion : directions for
program design and research in early childhood teacher education /
Deborah Wells Rowe.

Sommario/riassunto

Through a critical-ecological lens, this book examines how to prepare preservice teachers to be resourceful and responsive practitioners in addressing the intellectual needs of children often labeled as "culturally and linguistically diverse." It explores a comprehensive re-design of a teacher education program grounded in research on the complex factors that affect the teaching and learning of linguistically and culturally diverse children. Re-Designing Teacher Education for Culturally and Linguistically Diverse Students challenges hegemonic cultural and linguistic norms, quantitative and static views of "resources," the impact of U.S. education policy, and the limited attention to the agency, identities, and strategic actions of diverse students and their families.