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| 1. Record Nr.           | UNINA9910337758603321  |
| Titolo                  | Critical Schooling : Transformative Theory and Practice // edited by Francisco J. Villegas, Janelle Brady  |
| Pubbl/distr/stampa      | Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2019  |
| ISBN                    | 9783030007164<br>3030007162  |
| Edizione                | [1st ed. 2019.]  |
| Descrizione fisica      | 1 online resource (343 pages)  |
| Disciplina              | 370.971  |
| Soggetti                | Educational sociology<br>Schools<br>Education and state<br>Sociology of Education<br>School and Schooling<br>Educational Policy and Politics   |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Nota di contenuto       | Foreword, George Dei -- Chapter 1. Continuing Important Conversations: An Introduction to this Volume, Francisco J. Villegas and Janelle Brady -- Chapter 2. "I'm Just a Friend Now": Community Policing in Toronto Schools, Gita Rao Madan -- Chapter 3. Restorative Justice: Moving From Punitive Sanctions to Proactive Interactions, Michelle H.A. Bailey -- Chapter 4. Canada's Legacy of Colonialism: Implications in Education, Jaqueline Benn-John -- Chapter 5. Resistance is Our Ancestral Knowledge: Incorporating Roots of Resistance into the Education of Adolescent Afro-Caribbean Girls in the Greater Toronto Area (GTA), Kimberley Moore and Celine D. Gibbons-Taylor -- Chapter 6. Disrupting Princesses: A Pedagogical Moment in Dismantling Colonial Norms and Representations of Beauty Through An Anti-Colonial Framework, Janelle Brady, and Zuhra Abawi -- Chapter 7. The First Three Years of Laen: From Unity-Seeking to Equity-Seeking, Catalina Calero, and Derik Chica -- Chapter 8. Active Communities and Practices of Resistance: Brief History of the Use of Schools as Border |

Zones in Toronto, Francisco J. Villegas -- Chapter 9. Be a Good Citizen or Else! Neoliberal Citizenship and the Grade Six 2013 Revised Ontario Social Studies Curriculum, Ardavan Eizadirad -- Chapter 10. "What Else Can I Do?": A Guide for Academics Who (Want To) Support Palestine, Sabrine Azraq -- Chapter 11. Bridging Borders: Teaching a Bridging Course with Precarious Status Students Transitioning to the University, Paloma E. Villegas -- Chapter 12. Self-Study of an Indigenous Settler in Ontario Schooling: An Exploration of Living Theory, Umar Umangay -- Chapter 13. Living Biocultures: A Framework for Building Sustainable Community Wellbeing, Resilience, and Innovation, Yessica D. Rostan -- Postscript, Carl E. James.

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#### Sommario/riassunto

This edited volume brings to the foreground the inequities of contemporary schooling in Canada. The editors and authors perform a critical examination of the Canadian schooling space, highlighting the agency and action of marginalized communities and their efforts to address injustice within contexts of schooling. Grounded in the unique perspective of each author, this book provides a venue for transformative practice to create inclusive and socially just contexts for diverse populations, specifically as experienced by peoples who inhabit the intersections of various modes of oppression.

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