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| Nota di bibliografia | Includes bibliographical references at the end of each chapters. |
| Nota di contenuto | Acknowledgements -- Introduction: Building Democratic Education in Diverse Contexts -- Part I: Developing a Pedagogy for Diversity -- Incorporating Peace-Building Citizenship Dialogue in Classroom Curricula: Contrasting Cases of Canadian Teacher Development -- Education for Democratic Citizenship and Social Inclusion in a Post-Socialist Democracy -- Embedding Indigenous Knowledges: An Australian Case Study of Urban and Remote Teaching Practicum -- Addressing Educational Needs of Bedouin in Israel and First Nations People in Canada -- The National Strategy to Strengthen Rural Education in China: A Case Study of the Tuition Free Teachers' Education Program for Rural Schools -- Part II: Acknowledging Issues of Gender and Race in Democratic Education -- The Pursuit of Democracy: Women's Activism, Education and Gender Equity in Egypt and Tunisia -- Race and Racial Justice in Ontario Education: Neoliberalism and Strategies of Racial Invisibility -- Allowing Girls into Our Schools Does Not Mean That We Have to Include Them -- Part III: How the Arts Can Contribute to Building Democracy in Education on Diversity -- Across Spaces and Places: Exploring the Use of the Arts, Cultural Praxis and Media for Democratic Participation -- The Pursuit of Cosmopolitanism: Using Art in Intercultural Education -- List of Contributors. |
| Sommario/riassunto | This book weaves together voices of faculty, residents, mentors, administrators, community organizers, and students who have lived together in a third space urban teacher residency program in Newark as |

they reinvent math and science teaching and teacher education through the lens of inquiry. Each chapter includes narratives from multiple perspectives as well as tools we have used within the program to support and build change, providing readers with both real cases of how an urban teacher residency can impact school systems, and concrete tools and examples to help the reader understand and replicate aspects of the process. Capturing both the successes but also the tensions and challenges, we offer a kaleidoscopic view of the rich, complex, and multi-layered ways in which multiple stakeholders work together to make enduring educational change in urban schools. Our third space NMUTR has been a fragile utopian enterprise, one that has relied on a shared commitment of all involved, and a deep sense of hope that working collaboratively has the potential, even if not perfect, to make a difference.
