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Nota di contenuto	Creating Culturally Considerate Schools-Front Cover; Creating Culturally Considerate Schools; Contents; Preface; Acknowledgments; About the Authors; PART I Culturally Considerate Schools; 1 Manner & Methods; What to Expect; Research; Narrative Text; Vignettes, Anecdotes, Classroom and Case Examples; Call to Action; 2 Model of Cultural Consideration and Equity Skill Building; 3 Practical Applications of the Model; Common Core State Standards; PART II Model Phases; 4 Self-Examination; Step One: Acknowledgment of Bias; Step Two: Assessment of Current Equity Skills; Resistance as Change Agent Cultural Considerations for Self-Examination5 Reflection; Step Three: Acceptance of Limitations; Cultural Considerations for Reflection; 6 Integration; Step Four: Cognitive Restructuring; Social Perspective Taking (SPT); Step Five: Expanding Knowledge Base; Racial Identity Development; Intersectionality; Learning Theories and Multiple Intelligences; Cultural Considerations for Integration; 7 Actualization; Step Six: Skill Building; Cultural Considerations for Actualization; 8

Equity & Social Justice; Step Seven: Culturally Considerate Practice; Personal Rights
Guidelines for Clear Communication Conflict Resolution and Problem Solving; Step Eight: Reparation; Cultural Considerations for Equity and Social Justice; PART III Educating Without Bias; 9 Portraits of Culturally Considerate Educators; 10 Landscape of a Culturally Considerate School; PART IV Appendices & Tools; Worksheets; Inward Bound; Sunrise Pages; Daily Intention; Food Plan; Movement; Affirmations; Twilight Pages; Gifts of Gratitude; Centering Before Bedtime; Connecting with Family and Friends; Education, Vocation, Avocation; Creation; Nurture Something; Recreation
Helping Others, Giving Back Spiritual Practice; Connecting with Nature; Personal Rights; Cultural Self-Awareness Matrix; Feelings/Emotions; Rules of Engagement; Guidelines for Clear Communication; Conflict Resolution; Problem Solving Steps; Resources; References; Index

Sommario/riassunto

This unique collaboration between a veteran educator and a psychotherapist shows that the educators who are most effective in teaching diverse student populations are the ones who can 'see students clearly and respond to their needs without hesitation or bias'. Framed around an original, eight-stage model of diversity development, this book provides readers with essential tools for building a sturdy foundation of mutual respect upon which schools without bias can be constructed.
