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Nota di contenuto	Intro -- Foreword -- Preface -- Acknowledgments -- Contents -- Chapter 1: Citizen Teachers: Why Teachers Should Organize -- Opening Vignette -- Introduction -- Teachers' Working Conditions -- Divestment from Public Education -- Community and Education Organizing in Chicago -- Education Organizing -- #RedforEd -- Conceptualizing Citizen Teachers -- What Is a Citizen Teacher? -- Citizen Professionals -- Situating Myself as a Citizen Teacher -- Organization of the Book -- References -- Chapter 2: Place-Making as Citizen Teachers: Analyzing Using Critical and Racialized Geographies -- Opening Vignette -- Introduction -- Place-Making in Schools and Communities -- Production of Space -- Critical and Racialized Geographies -- Racial and Spatial Reorganization and Public Schools -- Thinking Spatially -- COVID-19 -- Mass School Shootings -- Mapping the School Context -- Success for All --

Conclusion -- References -- Chapter 3: The Power of Teacher Organizing -- Opening Vignette -- Introduction -- Whiteness and White Spatial Imaginaries -- Border Crossings and Border Pedagogy -- Community Organizing Concept: Self-Interest -- Community Organizing Concept: Power -- Community Organizing Skill: Individual Meetings -- Context of Teacher Organizing -- Organizing for Mutual Accountability -- Conducting Individual Meetings -- Honoring Community Traditions and Spaces -- Power Mapping, Research, and Identifying Targets -- Lessons Learned -- Challenges -- Conclusion -- References -- Chapter 4: The Power of Parent Organizing -- Opening Vignette -- Introduction -- Education Organizing -- Black Spatial Imaginaries -- Distinguishing Between Parent Involvement and Parent Engagement -- Community Organizing Concept: Public Accountability -- Community Organizing Skill: Conducting House Meetings -- Bridging and Bonding Spaces -- Stories from Parent Organizing. Identifying Parent Leaders -- Parent-Teacher Organization (PTO) -- Math Curriculum -- Parent and Family Involvement Team -- Fry Bread Sale -- Lessons Learned -- Conclusion -- References -- Chapter 5: The Power of Student Organizing: Public Achievement -- Opening Vignette -- Introduction -- Public Achievement -- Community Organizing Concept: Public Work -- Community Organizing Concept: Everyday Politics -- Public Achievement in Action -- Context of Public Achievement Northern Arizona University (NAU) -- Engaging Public Achievement -- Walking Through an Example: Getting a Playground with Fourth Graders -- Lessons Learned -- Conclusion -- References -- Chapter 6: The Power of Teacher Education -- Opening Vignette -- Introduction -- Civic Engagement -- 1964 Mississippi Freedom Schools -- Community Organizing Concept: Free Spaces -- Student Involvement Days: Putting Freedom School Principles into Practice -- Aspiring Educators Union Chapter: Social Justice Unionism -- Union Stewardship -- Changing the Structure -- Transitioning Toward Social Justice Unionism -- Lessons Learned -- Conclusion -- References -- Chapter 7: Conclusion -- Opening Vignette -- Introduction -- Teacher Identities as Citizen Teachers -- Border Crossings and the Mobilizations of Broader Collective Interests -- Getting Started -- Conclusion -- References -- Index.
