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Nota di contenuto	Introduction -- Part I: Laying the Foundation and Shifting Frames in Teacher Education -- Chapter 1. A Deep Dive: Reconceptualizing Social Justice in Teacher Education -- Chapter 2. From Stories to Systems: Examining Trauma Informed Educational Practices through the Lens of Systemic Racism -- Chapter 3. Engaging in Advocacy and Praxis: A Faculty Collaborative for Equity -- Part II: Disrupting Teaching and Learning for Emancipatory Practices -- Chapter 4. Envisioning Spaces of Practice and Praxis: Where Does Anti-racist Pedagogy fit in Teacher Education? -- Chapter 5. On 'ceding space': Pushing Back on Idealized

Whiteness to Foster Freedom for Students of Color -- Chapter 6. Beyond Teaching Racial Content: Anti-racist Pedagogy as Implementing Antiracist Practices -- Part III. Curricula Revitalization for Preparing Today's Pre-Service Teachers -- Chapter 7. More Than Knowledge and Skills: Fostering Dispositions for Urban Teaching and Learning -- Chapter 8. Out-Cast(e)ing Teacher Education: Contouring an Anti-racist Framework of Urban Teacher Preparation -- Chapter 9. A New Paradigm for Preparing Teachers of Black Males -- Part IV: Anchoring Field Experience/Clinical Practice: Leveraging School-Family-Community Connections -- Chapter 10. Growing in Understanding of Ourselves and Each Other: Preparing Teachers for Anti-racist Classrooms -- Chapter 11. The Teachers Our Students Need: Developing Culturally Responsive Anti-racist Activists -- Chapter 12. The Role of Anti-Racist Pedagogy and Practices for Clinical Interns in Professional Development Schools -- Chapter 13. Clinical Experience in Urban Schools: Working Toward Anti-racist Teacher Preparation -- Chapter 14. Conclusion. .

Sommario/riassunto

"The breadth and depth of the critical social justice teaching topics covered in this co-edited volume challenge us to reimagine and enact teacher education for anti-racist pedagogy in this historical moment. The teacher educators and researchers contributing to this volume provide us with the skills, knowledge, and dispositions from their array of theoretical, conceptual, and methodological anti-racist pedagogy and critical social science research designs urgently necessary to disrupt white supremacist hegemony for transformative paradigmatic praxis and change in social justice teacher education." —David I. Hernández-Saca, Associate Professor, University of Northern Iowa, USA

"This edited book is an excellent contribution to teacher educators who center equity, diversity, and inclusion at the core of what they do. The four sections of the book frame compelling and disrupting chapters which point to how teacher education can be re-conceptualized to dismantle the educational systems that have traditionally marginalized and oppressed equity-deserving groups." —Steve Sider, Associate Dean, Professor, and Director, Centre for Leading Research in Education, Wilfrid Laurier University, Canada

This edited volume explores and extends themes in contemporary educational research on teacher preparation and the evolution in social justice education to antiracist pedagogy. These times call for teacher education to reconsider how the work devoted to social justice is explicit and intentional about its commitment to a racially just society. What does it mean for teacher education to seize this moment to confront racism and inequities that continue to perpetuate in society and school? The book highlights efforts that are being augmented to prepare teacher candidates and future faculty to address systemic racism in their teaching practices. Susan Browne is Associate Professor in the Department of Language, Literacy, and Sociocultural Education at Rowan University, USA. Browne's research interests and publications are in the areas of critical pedagogies, urban education, diverse literature, and reader response. Gaëtane Jean-Marie is Dean of the College of Education at Rowan University, USA. Jean-Marie's research focuses on educational equity and social justice in P–12 schools, women and leadership in the P-20 system, and leadership development and preparation in a global context. .
