Record Nr. UNINA9910779194003321 Teacher education in plural societies: an international review / / edited **Titolo** by Maurice Craft Pubbl/distr/stampa Abingdon, Oxon:,: Routledge,, 2012 **ISBN** 1-136-45011-4 1-280-66059-7 9786613637529 1-136-45012-2 0-203-12541-X 1 online resource (187 p.) Descrizione fisica Collana Routledge library editions: education;; 219 Altri autori (Persone) CraftMaurice <1932-> Disciplina 370.71 370/.71 Soggetti Teachers - Training of Multicultural education Cultural pluralism Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali First published in 1996 by Falmer Press. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Front Cover; Teacher Educational in Plural Societies; Copyright Page; Contents; Foreword; Acknowledgments; 1. Cultural Diversity and Teacher Education: Maurice Craft; 2. Pluralism and Australian Teacher Education: Anne Hickling-Hudson and Marilyn McMeniman; 3. Teacher Education for a Multicultural Britain: Sally Tomlinson; 4. Multicultural Teacher Education in Canada: Ratna Ghosh; 5. Practice without Policy: Pluralist Teacher Education in Israel: Abraham Yogev; 6. Unity in Diversity: Teacher Education in Multicultural Malaysia: Molly Lee 7. Teacher Training and Community Relations in Northern Ireland: Sean Fulton and Anthony Gallagher8. Teacher Education and Pluralism in South Africa: Wally Morrow; 9. Training Teachers for a Multicultural Future in Spain: Carmen Gonzalo and Maria Villanueva; 10. Teacher Education in Sweden: An Intercultural Perspective: Gunlog Bredange; 11. Teacher Education and Multiculturalism in The Netherlands: Gerard

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Sommario/riassunto

The educational implications of cultural pluralism attracted a good deal of attention in Western societies in the 1970s and 1980s, on the grounds of equality and human rights, maximising national talent, and maintaining social cohesion. Maurice Craft and the international contributors to this book highlight the potential of teacher education, and in this wide-ranging analytical review for its key role in providing for ethnic minority children, in respect of access and achievements, and also for all children to acquire informed and tolerant attitudes. This book makes an important contr