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Note generali	"Includes online facilitator toolkit"--T.p.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Developing Critical Cultural Competence-Front Cover; Developing Critical Cultural Competence; Contents; List of Resources; Foreword; Preface; Acknowledgments; About the Authors; Introduction: What Do We Need to Do to Prepare Teachers for Today's Diverse Classrooms?; Why do we need educators with critical cultural competence in today's schools?; How can we move professional development about diversity beyond knowledge?; Who are we in this thing called diversity?; How do we leverage assets of students, families, and communities?; Bringing It All Together 1. Common Practices: How Are We Currently Preparing Educators for Diverse Classrooms?Introduction; Common Goals for Multicultural Education; Foundational Understandings About Diversity; Milner's Five Conceptual Repertoires of Diversity; Empathy Versus Sympathy; Strength-Based Approach; Materials and Resources; Textbooks; Historic and Contemporary Videos; Online Learning Resources; Guest Speakers; Other Commonly Used Activities and Approaches; Discussions and Reflection; Case Studies and Case Discussions; Book

Clubs; Games and Simulations; Empathy Activities; SUMMARY OF KEY POINTS
REFLECTION AND EXTENSION
ONLINE EXTENSIONS; 2. Who I Am: How Can We Understand Ourselves as Cultural Beings?; Introduction; Exploring Personal Characteristics and Beliefs; ACTIVITY 2.1 AUTOBIOGRAPHIES; ACTIVITY 2.2 EDUCATIONAL PHILOSOPHY; ACTIVITY 2.3 ALL ABOUT ME ACTIVITIES; ACTIVITY 2.4 ALL IN A PICTURE AND SNAPSHOT OF ME ACTIVITIES; Revealing Beliefs and Identities to Others; ACTIVITY 2.5 INTERCULTURAL AUTOGRAPH HUNT; ACTIVITY 2.6 BIO-POEMS; ACTIVITY 2.7 THE PRIVILEGE WALK; SUMMARY OF KEY POINTS; REFLECTION AND EXTENSION; ADDITIONAL RESOURCES; ONLINE EXTENSIONS
FOCUS FOR PROFESSIONAL LEARNING COMMUNITIES (PLCs)
3. Moving From Beliefs and Visions to Action: How Can We Link Our Personal and Professional Identities?; Introduction; ACTIVITY 3.1 VISIONING; ACTIVITY 3.2 PERSONAL PRACTICAL THEORIES (PPTs); ACTIVITY 3.3 ACTION RESEARCH; SUMMARY OF KEY POINTS; REFLECTION AND EXTENSION; ADDITIONAL RESOURCES; ONLINE EXTENSIONS; FOCUS FOR PROFESSIONAL LEARNING COMMUNITIES (PLCs); 4. How Do We Prepare Educators to Understand and Appreciate Student Diversity?; Introduction; From Understanding Diversity to Appreciating Diversity; ACTIVITY 4.1 DIVERSITY FACT SHEETS
ACTIVITY 4.2 WEBSITE REVIEWS
ACTIVITY 4.3 INTERACTIVE SURVEY; ACTIVITY 4.4 DESCRIPTION, INTERPRETATION, AND EVALUATION; SUMMARY OF KEY POINTS; REFLECTION AND EXTENSION; ONLINE EXTENSIONS; FOCUS FOR PROFESSIONAL LEARNING COMMUNITIES (PLCs); 5. From Critical Awareness to Transformative Action: How Do We Prepare Educators to Become Cultural Brokers for Student Success?; Introduction; From Critical Awareness to Transformative Action; Cross-Cultural Competence and Critical Self-Reflection; ACTIVITY 5.1 ACTIVE LISTENING; ACTIVITY 5.2 CLASSROOM OBSERVATION ANALYSIS; ACTIVITY 5.3 ABCs PROJECT
SUMMARY OF KEY POINTS

Sommario/riassunto

This work outlines a professional development programme to raise staff's cultural competence to teach diverse students. Teachers can increase understanding of themselves, their students, and their families.