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Titolo	Black female teachers : diversifying the United Sates teacher workforce // edited by Abiola Farinde-Wu, Ayana Allen-Handy, Chance W. Lewis
Pubbl/distr/stampa	Bingley : , : Emerald Publishing, , 2017
ISBN	1-78714-935-8 1-78714-461-5
Edizione	[First edition.]
Descrizione fisica	1 online resource (225 pages) : color illustrations
Collana	Advances in race and ethnicity in education, , 2051-2317 ; ; v. 6
Disciplina	371.1
Soggetti	Teachers, Black - United States African American teachers - United States Multicultural education - United States Education - Multicultural Education Multicultural education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Prelims -- Reflecting back while gazing forward: black female teachers and the diversification of the united states' teacher workforce -- The historical/contemporary landscape of black female teachers -- Scholarly examination of black female teachers -- Retention of black female teachers -- About the book editors -- About the chapter authors -- About the series editors -- Afterword: about the book series -- Epilogue: engage in a solution: #dothework -- Index.
Sommario/riassunto	With the emergence of a diverse public school studentpopulation, existing literature affirms the existence of a Black teachershortage and the low representation of teachers of color in U.S. publicschoools. Although there are over 3 million public school teachers, AfricanAmerican teachers only comprise approximately 8 percent of the public schoolteaching workforce. In fact, the education field is dominated by White,middle-class teachers, particularly, White female teachers. While the retention of all teachers of color is a pertinentissue, an examination of Black female teachers who can assist in diversifyingthe teaching field is timely and warranted. Despite Black females' historic role in public education and that teaching is a female-

dominated profession, Black female teachers represent only 7.7 percent of the American teaching force, while students of color represent almost 49 percent of the total student enrollment. This important, timely, and provocative book places recruitment and retention of Black female teachers at the center. The contributions address not only the recruitment of Black female teachers but also discuss mechanisms necessary to retain them. Thus, this collection not only focuses on recruiting and retaining Black female teachers for the sake of having their representation in schools; rather, authors consider some of the implicit (and overt) nuances that these teachers experience in schools across the United States.
