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6 Teacher Research, Professional Growth, and School Reform; 7 Working Through Dilemmas About Homework in an After-School Program: Integrating Theory, Research, and Practice; 8 Teachers, Mentors, Friends?: Undergraduates' Engagements With Latino Children in an After-School Program; 9 From an Ethic of Altruism to Possibilities of Transformation in Teacher Candidates' Community Involvement; 10 Critical Dialogue: Transforming the Discourses of Educational Reform  
PART III: LEARNING IN COMMUNITY (AND COMMUNITY IN LEARNING)11  
Constructing Aspirations: The Significance of Community in the Schooling Lives of Children of Immigrants; 12 Lengua Latina: Latina Canadians (Re)constructing Identity Through a Community of Practice; 13 Veronica's Story: Reflections on the Limitations of "Support Systems"; 14 Who's Got the Norm?: Community and the New Work Order; Author Index; Subject Index

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Sommario/riassunto

This volume brings together established and new scholarly voices to explore how participatory and situated approaches to learning can contribute to educational innovation. The contributors' critical examinations of educational programming and engagements provide insights into how educators, youth, families, and community members understand and enact their commitments to diversity and equitable access. Collectively, these essays complicate notions of community, alerting readers to ways in which community can be constructed other than in geographical and ethnoracial terms--as alliances and colla

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