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Nota di contenuto	Chapter 1: Educational Equity and the Teacher-Student Diversity Gap -- Chapter 2: Theoretical Framework and Research Context: Seeing Through the Prism of Racism -- Chapter 3: From Camouflage to Pledging Commitment: Race in the Habits of Mind -- Chapter 4: One Step Forward, Two Steps Back: Racism in the Patterns of Acting -- Chapter 5: Toward Anti-Racist Teacher Education -- Chapter 6: Cultivating Critical Reflection for Transformative Learning in the Context of Race -- Chapter 7: The Potential to Achieve.
Sommario/riassunto	<p>“This book is for any of us who refuse to retreat from the work of anti-racism in education and society. Teachers deserve resources like this to inform their practices in pursuit of equity.” —H. Richard Milner IV, Professor, Vanderbilt University, USA</p> <p>"This book fills an often identified but rarely addressed scholarly gap. In this text, readers will find both strategies for preparing teachers for racially diverse classrooms and essential practices for inviting novice educators to interrogate their assumptions." —Catherine Compton-Lilly, Professor, University of South Carolina, Columbia, USA</p> <p>“A timely, critical, and compelling book that addresses the need to rethink, reimagine, and restructure preservice and in-service teacher education to illuminate the anti-racist, educational dreams and possibilities educators can achieve.” — Nathaniel Bryan, Associate Professor, University of Texas at Austin, USA</p> <p>Using a framework combining Critical Race Theory and Critical Reflection and Generativity for Transformative Praxis, this book examines both how white preservice teachers conceive of race and racism (habits of mind) and how they react when dealing with race and racism in the classroom (patterns of acting). With firm grounding in real-world data, the authors detail ways in which teacher educators can recognize and deal with preservice teachers who cannot—or will not—translate their reflections on race into actions against racism. Katrina Liu is Associate Professor of Teacher Education in the Department of Teaching and Learning, University of Nevada, Las Vegas, USA. Michael K. Thomas is Associate Professor in the Department of Educational Psychology, University of Illinois Chicago, USA. Richard Miller is Associate Professor of Ethnomusicology in the School of Music, University of Nevada, Las Vegas, USA. .</p>