

'Race', Class and Gender in Exclusion from School



Studies in
Inclusive
Education

Cecile Wright,
Debbie Weckes and
Alex McGlaughlin

Race Class And Gender In Exclusion From School

Rubén A. Gaztambide-Fernández



Race Class And Gender In Exclusion From School:

"Race," Class, and Gender in Exclusion from School Cecile Wright,Debbie Weekes-Bernard,Alex McGlaughlin,2000 This book explores the impact of race class and gender on the interaction of pupils and their teachers in the classroom setting It seeks to examine the extent to which these variables can account for differential rates of school exclusion between pupils from different ethnic racial groups socio economic classes and genders **'Race', Class and Gender in Exclusion From School** Alex McGlaughlin,Debbie Weekes,Cecile Wright,2002-11 First published in 1999 Routledge is an imprint of Taylor Francis an informa company **Social Class, Gender and Exclusion from School** Jean Kane,2013-10-14 Rising exclusion rates indicate the continuing marginalisation of many young people in education in the UK Working class boys children living in poverty and children with additional special educational needs are among those experiencing a disproportionate rate of exclusion This book traces the processes of exclusion and alienation from school and relates this to a changing social and economic context Jean Kane argues that policy on schooling including curricular reform needs to be re connected to the broad political pursuit of social justice and presents compelling case studies of excluded pupils showing the multi faceted identities of pupils with a particular focus on masculine and feminine identities This invaluable contribution to the literature offers an alternative analysis where the social identities of pupils are shown to be tied up with their exclusion from school Themes investigated include the meanings of school exclusions social class gender and schooling social identities of excluded pupils negotiating identities in school moving towards exclusion exclusions and young people s lives improving participation in schooling Providing fascinating reading for teachers social workers researchers and policy makers this book considers how educational disadvantage might be addressed through recognition of the gender and class identities of pupils **School's Out** Catherine Connell,2014-11-14 How do gay and lesbian teachers negotiate their professional and sexual identities at work given that these identities are constructed as mutually exclusive even as mutually opposed Using interviews and other ethnographic materials from Texas and California School s Out explores how teachers struggle to create a classroom persona that balances who they are and what s expected of them in a climate of pervasive homophobia Catherine Connell s examination of the tension between the rhetoric of gay pride and the professional ethic of discretion insightfully connects and considers complicating factors from local law and politics to gender privilege She also describes how racialized discourses of homophobia thwart challenges to sexual injustices in schools Written with ethnographic verve School s Out is essential reading for specialists and students of queer studies gender studies and educational politics Routledge International Handbook of Race, Class, and Gender Shirley Jackson,2014-07-25 The Routledge International Handbook of Race Class and Gender chronicles the development growth history impact and future direction of race gender and class studies from a multidisciplinary perspective The research in this subfield has been wide ranging including works in sociology gender studies anthropology political science social policy history and public health As a result the interdisciplinary nature of race gender

and class and its ability to reach a large audience has been part of its appeal The Handbook provides clear and informative essays by experts from a variety of disciplines addressing the diverse and broad based impact of race gender and class studies The Handbook is aimed at undergraduate and graduate students who are looking for a basic history overview of key themes and future directions for the study of the intersection of race class and gender Scholars new to the area will also find the Handbook s approach useful The areas covered and the accompanying references will provide readers with extensive opportunities to engage in future research in the area Black Education Joyce E. King,2006-04-21 This volume presents the findings and recommendations of the American Educational Research Association Sponsored Commission on research in Black Education s investigation of the major issues that hinder the education of Black people in the U S other di

Encyclopedia of Cross-Cultural School Psychology Caroline S. Clauss-Ehlers,2010-02-18 With contributions from leading school psychology practitioners this encyclopedia provides a one of a kind guide to cross cultural school psychology Some 400 entries explore concepts themes and the latest research findings to answer your questions in all aspects of the field Moreover the encyclopedia offers support at all levels of primary and secondary education from pre K to 12th grade Each entry offers a description of a particular term a bibliography and additional readings The editor is widely known for her bi weekly Spanish language columns and her appearances on television and radio as a cross cultural expert **The Politics of Race, Class and Special Education** Sally Tomlinson,2014-05-09 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Professor Sally Tomlinson brings together 12 of her key writings in one place including chapters from her best selling books and articles from leading journals In this landmark publication she reviews and recounts the history and development of her research and writing over 30 years that is concerned with the politics of education systems especially special education and the place of social classes and ethnic and racial minorities in the systems Social class race and gender have historically always been essential markers in deciding who would receive a minimum or inferior education and thus fail to obtain whatever were currently acceptable qualifications Definitions of the less able or ineducable were based on beliefs in the biological and cultural inferiority of lower social classes racial and immigrant groups Professor Tomlinson s aim in her work has always been to introduce sociological historical and political perspectives into an area dominated by psychological administrative and technical views and to explain how the individual problems were connected to wider social structures and policies This unique collection illustrates the development of Professor Tomlinson s thinking over the course of her long and esteemed career *Exclusion From School* Eric Blyth,Judith Milner,2002-05-03 The number of pupils excluded from school has risen sharply over the past few years To a great extent this can be directly attributed to the

increased competition between schools following the introduction of the 1988 Education Reform Act Many schools are concerned that children with behavioural problems will damage the image of the school and so can be reluctant to admit these pupils to the classroom However little has been done to follow up what happens to these pupils once they have been excluded from school or to examine ways in which their exclusion might be prevented This collection written from a range of professional perspectives examines current trends in exclusion including the consequences of exclusion It also gives practical guidance on preventative strategies based on real life experiences and examines how professionals such as teachers social workers and other support agencies can work together to help to avoid exclusion *Educational Diversity Y.*

Taylor,2012-09-26 This collection explores the relationship between new equality regimes and continued societal inequalities exploring change ambivalence and resistance specifically in relation to compulsory and post compulsory education seeking to more fully situate the educational journeys and experiences of staff and students **The Best of the Best** Rubén A.

Gaztambide-Fernández,2010-01-30 For two years Rub n Gaztambide Fern ndez shared the life of what he calls the Weston School an elite New England boarding school Vividly describing the pastoral landscape and graceful buildings the rich variety of classes and activities and the official and unofficial rules that define the school The Best of the Best reveals a small world of deeply ambitious intensely pressured students For Gaztambide Fern ndez Weston is daunting yet strikingly bucolic inspiring but frustratingly incurious and sometimes especially for young women a gilded cage for a gilded age **The**

Kaleidoscope of Gender Catherine G. Valentine,Mary Nell Trautner,Joan Z. Spade,2019-03-07 The authors are proud sponsors of the 2020 SAGE Keith Roberts Teaching Innovations Award enabling graduate students and early career faculty to attend the annual ASA pre conference teaching and learning workshop The Kaleidoscope of Gender Prisms Patterns and Possibilities provides an accessible timely and stimulating overview of the cutting edge literature and theoretical frameworks in sociology and related fields in order to understand the social construction of gender The kaleidoscope metaphor and its three themes prisms patterns and possibilities unify topic areas throughout the book By focusing on the prisms through which gender is shaped the patterns which gender takes and the possibilities for social change the reader gains a deeper understanding of ourselves and our relationships with others both locally and globally Editors Catherine Valentine Mary Nell Trautner and the work of Joan Spade focus on the paradigms and approaches to gender studies that are constantly changing and evolving The Sixth Edition includes incorporation of increased emphasis on global perspectives updated contemporary social movements such as BlackLivesMatter and MeToo and an updated focus on gendered violence *Reflections on School*

Integration Mokubung O. Nkomo,Carolyn McKinney,Linda Chisholm,2004 School integration means among other things that the divisions created by apartheid need to be addressed systematically and systemically Integration is not merely about changing the racial demographics of learner and educator bodies It means schools changing to meet the needs of all children fostering meaningful interaction among learners in the classroom on the playground and in extra mural activities as well as

instilling a human rights culture It means constructing curricula texts and pedagogies that are informed by a democratic ethos and it requires teachers school managers and communities that are equipped to promote a democratic school environment In short it is about inclusivity and social cohesion And the issue of integration is as pertinent internationally as it is in South Africa questions of race racism citizenship and diversity are central to school systems throughout the world This book contains the proceedings of a colloquium held in October 2003 attended by leading South African and international researchers to take stock of the status quo in school integration and identify new directions research should be taking to support the process of change

EBOOK: Urban Youth And Schooling Louise Archer, Sumi Hollingworth, Heather Mendick, 2010-05-16 How can we understand the educational disengagement of urban working class young people What role do schools and education policies play in these young people s difficult relationships with education How might schools help to support and engage urban youth This book critically engages with contemporary notions of at risk youth It explores the complexity of urban young people s relationships with education and schooling and discusses strategies for addressing these issues Drawing on a two year study of urban 14 16 year olds educational professionals and parents the book focuses in depth on the views and experiences of ethnically diverse young Londoners who had been identified by their schools as at risk of dropping out of education and as unlikely to progress into post 16 education It provides an informative and accessible overview of the key issues debates and theoretical frameworks It is important reading for school leaders teachers and learning support assistants as well as trainee teachers and educational researchers

Urban Youth And Schooling Archer, Louise, Hollingworth, Sumi, Mendick, Heather, 2010-05-01 How can we understand the educational disengagement of urban working class young people What role do schools and education policies play in these young people s difficult relationships with education How might schools help to support and engage urban youth This book critically engages with contemporary notions of at risk youth It explores the complexity of urban young people s relationships with education and schooling and discusses strategies for addressing these issues Drawing on a two year study of urban 14 16 year olds educational professionals and parents the book focuses in depth on the views and experiences of ethnically diverse young Londoners who had been identified by their schools as at risk of dropping out of education and as unlikely to progress into post 16 education It provides an informative and accessible overview of the key issues debates and theoretical frameworks It is important reading for school leaders teachers and learning support assistants as well as trainee teachers and educational researchers

Inclusion and Behaviour Management in Schools Janice Wearmouth, Ted Glynn, Robin C. Richmond, Mere Berryman, 2013-04-03 Providing an overview of the issues crucial to understanding inclusion and behavior management in schools this book discusses Policy at national local authority and school level Inclusive practices in mainstream settings and Issues such as race ethnicity school disciplines and exclusion

'Problem' Girls Gwynedd Lloyd, 2005 The author of this book uses a perspective which recognises current thinking about emotional and behavioural difficulties but crucially

acknowledges the gender specific difficulties faced by girls and young women

The Landscape of Qualitative Research

Norman K. Denzin, 2008 *The Landscape of Qualitative Research* Third Edition attempts to put the field of qualitative research in context Part I provides background on the field starting with history then action research and the academy and the politics and ethics of qualitative research Part II isolates what we regard as the major historical and contemporary paradigms now structuring and influencing qualitative research in the human disciplines The chapters move from competing paradigms positivist postpositivist constructivist critical theory to specific interpretive perspectives feminisms racialized discourses cultural studies sexualities and queer theory Part III considers the future of qualitative research This text is designed for graduate students taking classes in social research methods and qualitative methods as well as researchers throughout the social sciences and in some fields within the humanities

Leading Diverse Schools Jim Ryan, 2006-04-11

This book explores the challenges that school administrators face in ethnically diverse contexts Based on an empirical study it shows how principals do or do not promote inclusive practices in their schools This volume is the first of its kind to specifically target school administrators and ethnic diversity It will be of interest to school administrators prospective administrators teachers graduate students and academics

Knowledge, Values and Educational Policy Harry Daniels, Hugh Lauder, Jill

Porter, 2012-07-26 *Knowledge Values and Educational Policy* focuses on what schools are for and what should be taught in them how learning is possible across boundaries and issues of diversity and equity Policies and practices relating to schools are also considered Within this volume internationally renowned contributors address a number of fundamental questions designed to take the reader to the heart of current debates around curriculum knowledge transfer equity and social justice and system reform such as What are schools and what are they for What knowledge should schools teach How are learners different from each other and how are groups of learners different from one another in terms of social class gender ethnicity and disability What influence does educational policy have on improving schools What influence does research have on our understanding of education and schooling To encourage reflection many of the chapters also include questions for debate and a guide to further reading Read alongside its companion volume *Educational Theories Cultures and Learning* readers will be encouraged to consider and think about on some of the key issues facing education and educationists today

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