



# RACE TO EQUITY

DISRUPTING EDUCATIONAL INEQUALITY

**TIM McCASKELL**

# Race To Equity Disrupting Educational Inequality

**H. Richard Milner IV, Kofi Lomotey**



## **Race To Equity Disrupting Educational Inequality:**

**Race to Equity** Tim McCaskell, 2005 A longtime equity activist shares his experiences in the struggle to reshape Toronto's education system in delivering anti racist anti sexist and anti homophobic education *Education Policy and Racial Biopolitics in Multicultural Cities* Kalervo N. Gulson, P. Taylor Webb, 2017-07-26 The empirical focus of this book is on the twenty year struggle by parents and members of the Black community in Toronto to introduce an Africentric Alternative School AAS with Black focused curricula It brings together a seemingly disparate series of events that emerged from equity and multicultural narratives about the establishment of the school violence anti racism and race based statistics policy entrepreneurs and the re birth of alternative schools in Toronto to illustrate how these events ostensibly functioned through neoliberal choice mechanisms and practices Gulson and Webb show how school choice can represent and manifest the hopes and fears contestations and settlements of contemporary racial biopolitics of education in multicultural cities The Impacts of Neoliberal Discourse and Language in Education Mitja Sardoč, 2021-03-21 This edited collection combines quantitative content and critical discourse analysis to reveal a shift in the rhetoric used as part of the neoliberal agenda in education It does so by analysing uncovering and commenting on language as a central tool of education Focussing on vocabulary metaphors and slogans used in strategy documents advertising policy and public discourse the text illustrates how concepts such as justice opportunity well being talent and disadvantage have been hijacked by educational institutes governments and universities Showing how neoliberalism has changed discourses about education and educational policy these chapters trace issues such as anti intellectualism commercialization meritocracy and an erasure of racial difference back to a contradictory growth in egalitarian rhetoric Given its global scope this volume offers a timely intervention in the studies of neoliberalism and education by developing a holistic vision of how the language of neoliberalism has changed how we think about education It will prove to be an essential resource for scholars and researchers working at the intersections of education policymaking and neoliberalism **Handbook of Urban Education** H. Richard Milner IV, Kofi Lomotey, 2013-11-20 This volume brings together leading scholars in urban education to focus on inner city matters specifically as they relate to educational research theory policy and practice Each chapter provides perspectives on the history and evolving nature of urban education the current education landscape and helps chart an all important direction for future work and needs The Handbook addresses seven areas that capture the breadth and depth of available knowledge in urban education 1 Psychology Health and Human Development 2 Sociological Perspectives 3 Families and Communities 4 Teacher Education and Special Education 5 Leadership Administration and Leaders 6 Curriculum Instruction and 7 Policy and Reform **Understanding Sociological Theory for Educational Practices** Tania Ferfolja, Criss Jones Diaz, Jacqueline Ullman, 2018-06-04 In contemporary classrooms it is crucial for teachers to have a thorough understanding of sociological issues in education Understanding Sociological Theory for Educational Practices addresses sociological theory highlighting

its relevance to policy curriculum and practice for the pre service teacher education student The book explores a range of sociological issues related to diversity disadvantage discrimination and marginalisation contributing to the preparation of future teachers for work in a range of educational contexts It seeks to dispel the traditional one size fits all notion of education encouraging future teachers to think critically and reflexively in terms of creating a welcoming and equitable student environment through knowledge inclusion and understanding This book is an invaluable resource for primary secondary and early childhood pre service teacher education students as they prepare to navigate the diversity of the modern classroom It is also an excellent resource for practitioners and researchers interested in issues of diversity and difference in education Publisher's website **Interrogating Neoliberalism and Cruel Optimism in Education** Louise

Azzarello, 2025-03-31 This book is a philosophical examination of the ways in which neoliberalism underpins and impedes public education It proposes that education's adoption of neoliberal logic generates a sense of despair amongst educators who often enter the profession with the hope of building a better more just world Drawing on the author's 27 years of experience as a secondary classroom teacher and engaging with a range of theoretical concepts cultural objects and scenes of violence from her time in the classroom *The Radical Potency of Despair* renders visible the ongoing harms that neoliberal logic creates for education and educators The author proposes a new ruptured fantasy of education and suggests that it is not hope that ignites educators who keep fighting for education but rather despair Despair is conceived of as a generative force provoking educators to hold time and space open for pedagogical encounters that interrupt the ongoing instrumentalization of education The author further conceptualizes a notion of thinking with images as a pedagogical interruptive force Thinking with images she argues gives students time and space to attend to what they see thus affording them the chance to think differently about the violence of modern society Such pedagogical interruptions are presented as a refusal of the normative order of education countering present infrastructures that aim to constrain and instrumentalize education A compelling and original volume it will appeal to scholars researchers and upper level students with interests in neoliberalism and education the philosophy of education critical pedagogy and educational policy and politics *We Go Where They Go* Kristin Schwartz, Michael Staudenmaier, Shannon Clay, Lady, 2023-01-24 What does it mean to risk all for your beliefs How do you fight an enemy in your midst *We Go Where They Go* recounts the thrilling story of a massive forgotten youth movement that set the stage for today's anti fascist organizing in North America When skinheads and punks in the late 1980s found their communities invaded by white supremacists and neo nazis they fought back Influenced by anarchism feminism Black liberation and Indigenous sovereignty they created Anti Racist Action At ARA's height in the 1990s thousands of dedicated activists in hundreds of chapters joined the fights political and sometimes physical against nazis the Ku Klux Klan anti abortion fundamentalists and racist police Before media pundits cynical politicians and your uncle discovered antifa Anti Racist Action was bringing it to the streets Based on extensive interviews with dozens of ARA participants *We Go Where*

They Go tells ARA's story from within giving voice to those who risked their safety in their own defense and in solidarity with others. In reproducing the posters, zines, propaganda and photos of the movement itself, this essential work of radical history illustrates how cultural scenes can become powerful forces for change. Here at last is the story of an organic yet highly organized movement exploring both its triumphs and failures and offering valuable lessons for today's generation of activists and rabble rousers. *We Go Where They Go* is a page turning history of grassroots anti racism. More than just inspiration, it's a roadmap.

**The Cultural and Social Foundations of Educational Leadership** Romuald Normand, Lejf Moos, Min Liu, Pierre Tulowitzki, 2021-07-12 This book identifies the cultural and moral foundations of country specific educational governance and school leadership and presents the principles of justice and the diversity of common goods that guide leadership practices in schools. It contributes to an existing research field that studies diversity and ethical leadership in schools. The social dimension of school leadership is not limited to issues related to equality and equity or social inclusion. The capacity of leaders to promote civic mindedness and social cooperation, consensus and acceptance of others, the right balance between freedom and duties and reciprocity of obligations are essential to maintain democratic rights and facilitate the life together while respecting ethnic and cultural differences. Therefore the book gathers contributions from a range of international authors capable of reporting these moral and cultural features while broadening the research perspectives on school leadership.

**Downwardly Global** Lalaie Ameeriar, 2017-03-10 Lalaie Ameeriar follows the experiences of immigrant Pakistani women in Toronto who despite being skilled white collar workers suffer high levels of unemployment and poverty and who are advised by government sanctioned worker programs to conform to an embodied form of multiculturalism that privileges whiteness and erases difference.

**The Perils of Pedagogy** Brenda Longfellow, Scott MacKenzie, Thomas Waugh, 2013-06-01 Whether addressing HIV/AIDS, the policing of bathroom sex, censorship or anti globalization movements, John Greyson has imbued his work with cutting humour, eroticism and postmodern aesthetics. Mashing up high art, opera, community activism and pop culture, Greyson challenges his audience to consider new ways that images can intervene in both political and public spheres. Emerging on the Toronto scene in the late 1970s, Greyson has produced an eclectic, provocative and award winning body of work in film and video. The essays in *The Perils of Pedagogy* range from personal meditations to provocative textual readings to studies of the historical contexts in which the artist's works intervened politically as well as artistically. Notable writers from a range of disciplines as well as prominent experimental and activist filmmakers tackle questions of documentary ethics, moving image activism and queer coalitional politics raised by Greyson's work. Close to one hundred frame captures and stills from almost sixty works along with articles, speeches and short scripts by Greyson, several never before published, supplement the collection. Celebrating thirty years of passionate, brilliant and affecting moviemaking, *The Perils of Pedagogy* will fascinate both specialists and general readers interested in media activism and advocacy, censorship and freedom of expression.

*Schooling the System* Funké Aladejebi, 2021-03-05 In post World War

II Canada black women's positions within the teaching profession served as sites of struggle and conflict as the nation worked to address the needs of its diversifying population. From their entry into teachers college through their careers in the classroom and administration, black women educators encountered systemic racism and gender barriers at every step. So they worked to change the system. Using oral narratives to tell the story of black access and education in Ontario between the 1940s and the 1980s, *Schooling the System* provides textured insight into how issues of race, gender, class, geographic origin, and training shaped women's distinct experiences within the profession. By valuing women's voices and lived experiences, Funk Aladejebi illustrates that black women as a diverse group made vital contributions to the creation and development of anti-racist education in Canada. As cultural mediators within Ontario school systems, these women circumvented subtle and overt forms of racial and social exclusion to create resistive teaching methods that centred black knowledges and traditions. Within their wider communities and activist circles, they fought to change entrenched ideas about what Canadian citizenship should look like. As schools continue to grapple with creating diverse educational programs for all Canadians, *Schooling the System* is a timely excavation of the meaningful contributions of black women educators who helped create equitable policies and practices in schools and communities.

**Engaging Families, Educators, and Communities as Educational Advocates** Sue Winton, Lauri Johnson, 2018-10-16 This edited collection broadens understanding of family-school-community partnerships by focusing on how community groups, educators, and university professors engage with public education to achieve their own goals rather than goals defined by schools, school systems, and governments. Authors critically examine various school-community partnerships that collectively aim to improve decision-making, democratize policy processes, resist policies that support the marketization of public education, and advocate for racial equality. The book's chapters focus on advocacy efforts within and across three national contexts: England, Canada, and the United States. Together, they expand current scholarship by demonstrating how different constituencies develop alliances, experience tensions, and navigate the politics inherent in change efforts. By examining the intersections of parent and community organizing, teacher unions, and school-community partnerships across national contexts, the chapters uncover fruitful new terrain for understanding the theory and practice of educational activism. This volume was originally published as a special issue of *Leadership and Policy in Schools*.

**World Education Research Yearbook 2015** Lori Diane Hill, Felice J. Levine, 2015-05-15 The World Education Research Association (WERA) is an association of major national, regional, and international specialty research associations dedicated to advancing education research as a scientific and scholarly field. WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country, region, or area of specialization. \_\_\_\_\_ Reflective of the latest trends in education research, this inaugural volume of the *World Education Research Yearbook* captures the diverse concepts and various arenas of inquiry that are engaging education researchers across the globe. Comprised of nine chapters, the 2015 Yearbook brings together some of the most accomplished and

emerging scholars in the field from a breadth of universities and research institutions in the United States Europe Australia Asia and South America The Yearbook opens with the Presidential Address given at the 4th WERA Focal Meeting by Yin Cheong Cheng who proposes a new paradigm of educational reform to address the challenges impressed upon educators by the increased globalization of the modern world Subsequent chapters make vivid the strengths of research with a broader work view Chapter contributions shift the discourse through a global lens addressing such topics as how international children s TV can be used to further global health education and awareness strategies for remedying low academic achievement among marginalized social and culture groups and a new global model designed to aid countries in developing more effective indicators of quality education The 2015 World Education Research Yearbook is a crucial and long awaited contribution to the field of education research Its relevance extends beyond the borders of any single country or continent to encompass a worldwide perspective on educational developments which are of great value to researchers educators and students alike

The Great White North? ,2007-01-01 This landmark book represents the first text to pay critical and sustained attention to Whiteness in Canada from an impressive line up of leading scholars and activists The burgeoning scholarship on Whiteness will benefit richly from this book s timely inclusion of the insights of Canadian scholars educators activists and others working for social justice within and through the educational system with implications far beyond national borders Over 20 leading scholars and activists have contributed a diversity of chapters offering a concerted scholarly analysis of how the complex problematic of Whiteness affects the structure culture content and achievement within education in Canada Contributors include James Frideres Carl James Cynthia Levine Rasky and Patrick Solomon The book critically examines diverse perspectives contexts and the construction and application of societal and institutional practices both formal and informal that underpin inequitable power relations and disenfranchisement Its relevance extends beyond the Canadian context as those in other global settings will find abundant and poignant lessons for their own transformative work in education with a particular focus on social justice Awards for The Great White North The publication Award Canadian Association for Foundations in Education 2009 Canadian Race Relations Foundation Award of Distinction 2008 *Revisiting The Great White North?* Darren E. Lund,2015-01-20 Returning seven years later to their original pieces from this landmark book over 20 leading scholars and activists revisit and reframe their rich contributions to a burgeoning scholarship on Whiteness With new reflective writings for each chapter and valuable sections on relevant readings and resources this volume refreshes and enhances the first text to pay critical and sustained attention to Whiteness in education with implications far beyond national borders Contributors include George Sefa Dei Tracey Lindberg Carl James Cynthia Levine Rasky and the late Patrick Solomon Courageously examining diverse perspectives contexts and institutional practices contributors to this volume dismantle the underpinnings of inequitable power relations privilege and marginalization The book s relevance extends to those in a range of settings with abundant and poignant lessons for enhancing and

understanding transformative social justice work in education *Revisiting The Great White North* offers terrific grist for examining the persistence of Whiteness even as it shape shifts Chapters are comprehensive theoretically rich and anchored in personal experience Authors reflections on the seven years since publication of the first edition of this book complexify how we understand Whiteness while simultaneously driving home the need not only to grapple with it but to work against it Christine Sleeter Professor Emerita California State University Monterey Bay Our understanding of racial inequities in education will be impoverished unless we look deeply at White privilege its variation in different contexts and resistances to change Such is the call in this important book by Lund Carr and colleagues whose analyses within Canadian contexts framed and re framed for this captivating revised edition will be useful to educators and scholars around the world Read this book today Kevin Kumashiro Dean School of Education University of San Francisco President National Association for Multicultural Education Darren Lund and Paul Carr have given the contributors to their original 2007 text the opportunity to revisit rethink reconceptualize and reframe their earlier work The result is an interesting invigorating and unsettling group of chapters that challenge readers to also revisit and rethink their own ideas about Whiteness privilege and power Teachers administrators policymakers and researchers will all benefit from this critical work Sonia Nieto Professor Emerita Language Literacy and Culture College of Education University of Massachusetts Amherst Lund and Carr bring together a superb collection of authors who collectively challenge readers to go beyond liberal platitudes about race until educators confront the political social and economic consequences of inequitably distributed privilege the path towards equality and freedom will remain elusive By immersing us in the discourse of Whiteness the essays in this book illuminate that very path Joel Westheimer University Research Chair Professor Faculty of Education University of Ottawa [Education and Poverty in Affluent Countries](#) Carlo Raffo, Alan Dyson, Helen Gunter, Dave Hall, Lisa Jones, Afroditi Kalambouka, 2009-12-04 This unique book brings together scholarship and analysis from some of the most influential scholars on education to provide a comprehensive mapping of research evidence and policy strategies about education and poverty in affluent countries

*Queer Inclusions, Continental Divisions* David Morton Rayside, 2008-01-01 No area of public policy and law has seen more change than lesbian gay bi sexual and trans gender rights and none so greatly needs careful comparative analysis *Queer Inclusions Continental Divisions* explores the politics of sexual diversity in Canada and the United States by analyzing three contentious areas relationship recognition parenting and schooling It enters into long standing debates over Canadian American contrasts while paying close attention to regional differences David Rayside s examination of change over time in the public recognition of sexual minorities is based on his long experience with the analysis of trends as well as on a wide ranging search of media legal and social science accounts of developments across Canada and the United States Rayside points to a take off pattern in Canadian policy change on relationship recognition and parenting but not in schooling At the same time he explores the reasons for a pioneering pattern in early gains by American LGBT activists a surprising number of



court wins by American lesbian and gay parents and changes in American schooling that while still modest are more substantial than those instituted by the Canadian system Queer Inclusions Continental Divisions is a timely examination of controversial policy areas in North America and a reasoned judgment on the progress of lesbian and gay issues in our time

**Educational Enactments in a Globalised World**, 2009-01-01 Acrylic oil glue stick and layered canvas 1830 x 2075 Collection of the artist What does it mean to learn and educate in these social and historical times This edited collection engages an international group of education thinkers in a series of ongoing intercultural conversations that speak to the challenges and possibilities of engaging with education difference and diversity in a globalised world Shifting across a range of geographical theoretical institutional and disciplinary contexts the contributors identify in their own empirical and theoretical research work examples of localised solutions to the problems of diversity for the practice of education These educational enactments illustrate the interactions of localised and global level discourses within contexts of educational policy and practice and allow an exploration of how abstract notions of education are applied through education as a practice and or subjective experience Mindful of the structural limitations imposed by the regime of globalisation the book explores the challenges and the agentic possibilities of working across cultural and material boundaries and provides multiple venues in which to transcend the limitations of addressing educational issues through a single lens Engaging with both the challenges and the complexities of intercultural conversations in relation to issues of diversity and difference the book's contributors recognise that their role as educators compels them to engage with the dilemmas as well as the productive possibilities of what it means to learn and to educate within such interesting times Cover image Kiss I Kiss at the Gate by Linda James 1991 Acrylic oil glue stick and layered canvas 1830 x 2075 Collection of the artist [Activist Leadership for Inclusive Schools](#) Zuhra Abawi, Ardavan Eizadirad, Stephanie Tuters, Andrew B. Campbell, 2025-03-13 Activist Leadership for Inclusive Schools explores courageous methods for educational leadership and principalship in Canada to move beyond additive discourses of diversity to dismantling systems of oppression for thriving schools and communities It is a timely collection rooted in diverse approaches to activism that names disrupts and challenges dominant leadership discourses and practices that perpetuate harm to underserved communities Throughout Canada educational policies and mandates are often implemented without meaningful collaboration with the students families and communities they are intended to serve thereby exacerbating systemic structural and institutional barriers The collection's social justice approach to activism and leadership bridges gaps between policies institutions and communities It calls for a more just education system that carves out spaces of belonging by honouring the lived experiences identities and intersectionalities of all students This book is an invaluable resource for Canadian university education programs with courses focusing on educational leadership diversity social justice or inclusive education It also serves educational administration existing teachers principals higher education instructors and researchers policy makers and activists **Race and Racialization, 2E** Tania Das Gupta, Carl E.

James,Chris Andersen,Grace-Edward Galabuzi,Roger C. A. Maaka,2018-02-01 Few words have generated as much debate and controversy as the word race Through a critical examination of this complex subject this anthology brings together essential contributions to the study of race and racialization An excellent compilation of classic and contemporary works by academic and activist writers Race and Racialization provides historical comparative and global perspectives on race and its intersection with gender class ethnicity indigeneity and sexuality This well updated second edition includes a new section on state multiculturalism and a diverse ensemble of Canadian and international contributors who explore such relevant themes as colonialism institutional racism ethnocentrism privilege marginalization and resistance Featuring introductions to each piece written by the editors annotated lists of supplementary readings to encourage further exploration and contributions by activists from Idle No More and Black Lives Matter this comprehensive and highly accessible anthology is perfect for students studying race racism cultural diversity identity and belonging social inequality and social justice

## Whispering the Techniques of Language: An Psychological Journey through **Race To Equity Disrupting Educational Inequality**

In a digitally-driven earth wherever displays reign supreme and immediate interaction drowns out the subtleties of language, the profound secrets and emotional nuances hidden within words frequently move unheard. However, located within the pages of **Race To Equity Disrupting Educational Inequality** a interesting fictional treasure pulsing with organic feelings, lies an extraordinary quest waiting to be undertaken. Written by a skilled wordsmith, that charming opus encourages viewers on an introspective trip, gently unraveling the veiled truths and profound influence resonating within ab muscles fabric of each word. Within the psychological depths with this poignant review, we shall embark upon a honest exploration of the book is core styles, dissect their interesting publishing model, and fail to the strong resonance it evokes deep within the recesses of readers hearts.

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