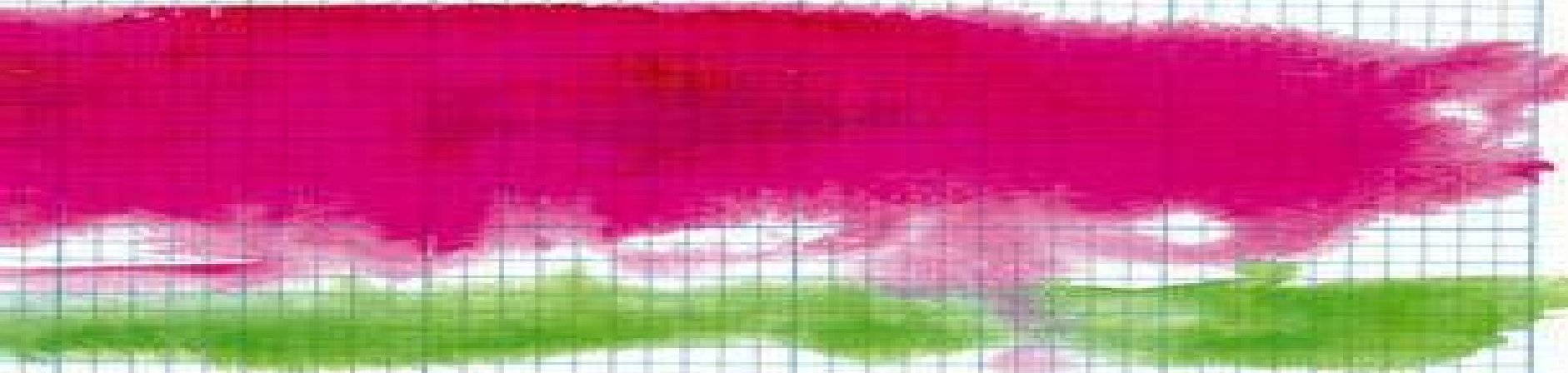


*Gender and Education*

A horizontal band of abstract brushstrokes in shades of pink and magenta, with a thinner green stroke below it, set against a light blue grid background.

# 'RACE', GENDER AND THE EDUCATION OF TEACHERS

EDITED BY IRAM SIRAJ-BLATCHFORD

# Race Gender And The Education Of Teachers

**Ashley N. Woodson, Travis J. Bristol**



## **Race Gender And The Education Of Teachers:**

**Race, Gender and the Education of Teachers** Iram Siraj-Blatchford, 1993 Despite growing concern over the level of racism and sexism in schools recruitment and retention of ethnic minority students into teacher education remains very low Reports by the UK Commission for Racial Equality and the Equal Opportunities Commission continue to show poor career prospects of women and ethnic minority groups in education This book aims to fill the gap in research and writing on the practical and theoretical approaches to achieving race and gender equality at all levels of teacher education

*Intersectionality of Race, Ethnicity, Class, and Gender in Teaching and Teacher Education* Norvella P. Carter, Michael Vavrus, 2018-04-16 In *Intersectionality of Race Ethnicity Class and Gender in Teaching and Teacher Education* the editors bring together scholarship that employs an intersectionality approach to conditions that affect public school children teachers and teacher educators Chapter authors use intersectionality to examine group identities not only for their differences and experiences of oppression but also for differences within groups that contribute to conflicts among groups This collection moves beyond single dimension conceptions that undermines legal thinking disciplinary knowledge and social justice Intersectionality in this collection helps complicate static notions of race ethnicity class and gender in education Hence this book stands as an addition to research on educational equity in relation to institutional systems of power and privilege

*Gender, Race, and Class in the Lives of Today's Teachers* Lata Murti, Glenda M. Flores, 2021-09-21 This volume explores the professional experiences of a vast array of educators through a series of research essays that focus on the interplay of gender race class and sexualities as well as how these dynamics influence the educators teaching The volume illuminates this interplay not only in traditional classroom settings but also in non traditional contexts such as prisons and juvenile detention facilities family education dual language immersion programs early childhood education and higher education including teacher training programs The concluding chapter written by the editors provides general recommendations for recruiting and retaining a more diverse teacher workforce worldwide From autoethnographies to pláticas testimonios and in depth interviews this qualitatively rich volume offers powerful and timely insights about the experiences of teachers who are too often overlooked Gilda L Ochoa Professor of Chicana o Latina o Studies This illuminating book centers educators intersectional subjectivities and lived experiences bringing to life the radical possibilities of transformative education It is a much needed resource for anyone invested in understanding and advancing education as a catalyst for equity and social justice Lorena Garcia Associate Professor of Sociology Latin American and Latino Studies

*Race and Gender in the Classroom* Laurie Cooper Stoll, 2013-07-22 *Race and Gender in the Classroom* explores the paradoxes of education race and gender as Laurie Cooper Stoll follows eighteen teachers carrying out their roles as educators in an era of post racial and post gendered politics Because there are a number of contentious issues converging simultaneously in these teachers everyday lives this is a book comprised of several interrelated stories On the one hand this

is a story about teachers who care deeply about their students but are generally oblivious to the ways in which their words and behaviors reinforce dominant narratives about race and gender constructing for their students a worldview in which race and gender do not matter despite their students lived experiences demonstrating otherwise This is a story about dedicated overworked teachers who are trying to keep their heads above water while meeting the myriad demands placed upon them in a climate of high stakes testing This is a story about the disconnect between those who mandate educational policy like superintendents and school boards and the teachers who are expected to implement those policies often with little or no input and few resources This is ultimately a story however about how the institution of education itself operates in a post racial and post gendered society

*Difficult Subjects* Badia Ahad-Legardy, OiYan A. Poon, 2023-07-03 *Difficult Subjects* Insights and Strategies for Teaching about Race Sexuality and Gender is a collection of essays from scholars across disciplines institutions and ranks that offers diverse and multi faceted approaches to teaching about subjects that prove both challenging and often uncomfortable for both the professor and the student It encourages college educators to engage in forms of practice that do not pretend that teachers and students are unaffected by world events and incidents that highlight social inequalities Readers will find the collected essays useful for identifying new approaches to taking on the difficult subjects of race gender and sexuality The book will also serve as inspiration for academics who believe that their area of study does not allow for such pedagogical inquiries to also teach in ways that address difficult subjects Contributors to this volume span a range of disciplines from criminal justice to gender studies to organic chemistry and demonstrate the productive possibilities that can emerge in college classrooms when faculty consider identity as constitutive of rather than divorced from their academic disciplines Discussions of race gender and sexuality are always hot button issues in the college classroom whether they emerge in response to a national event or tragedy or constitute the content of the class over a semester long term Even seasoned professors who specialize in these areas find it difficult to talk about identity politics in a room full of students And many professors for whom issues of racial and sexual identity is not a primary concern find it even more challenging to raise these issues with students Offering reflections and practical guidance the book accounts for a range of challenges facing college educators and encourages faculty to teach with courage and conviction especially when it feels as though the world around us is crashing down upon our students and ourselves

*Gender, Race and the National Education Association* Wayne J. Urban, 2020-08-26 Urban presents the NEA in its historical context turning a fair and clear eye on this powerful and controversial organization and using this context to both criticize and commend The culmination of a three decade long study this unique volume presents an unusually thorough and much needed holistic view of the NEA

**Race, Gender, and Curriculum Theorizing** Denise Taliaferro Baszile, Kirsten T. Edwards, Nichole A. Guillory, 2016-11-15 *Race Gender and Curriculum Theorizing Working in Womanish Ways* recognizes and represents the significance of Black feminist and womanist theorizing within curriculum theorizing In this collection a vibrant group of

women of color who do curriculum work reflect on a Black feminist womanist scholar text and or concept speaking to how it has both influenced and enriched their work as scholar activists Black feminist and womanist theorizing plays a dynamic role in the development of women of color in academia and gets folded into our thinking and doing as scholar activists who teach write profess express organize engage community educate do curriculum theory heal and love in the struggle for a more just world

Gender, Race, and the Politics of Role Modelling Wayne Martino, Goli Rezai-Rashti, 2012-03-12 This book provides an illuminating account of teachers own reflections on their experiences of teaching in urban schools It was conceived as a direct response to policy related and media generated concerns about male teacher shortage and offers a critique of the call for more male role models in elementary schools to address important issues regarding gender race and the politics of representation By including the perspectives of minority teachers and students and by drawing on feminist queer and anti racist frameworks this book rejects the familiar tendency to resort to role modelling as a basis for explaining or addressing boys disaffection with schooling Indeed the authors argue on the basis of their research in urban schools in Canada and Australia that educational policy concerned with male teacher shortage and the plight of disadvantaged minority boys would benefit from engaging with analytic perspectives and empirical literature that takes readers beyond hegemonic discourses of role modelling A compelling case is presented for the need to disarticulate discourses about role modelling from a politics of representation that is committed to addressing the reality of the impact of racial and structural inequalities on both minority teachers and students participation in the education system The book also provides insight into the persistence of gender inequality as it relates to the status of elementary school teaching as women s work

*Men Educators of Color in U.S. Public Schools and Abroad* Ashley N. Woodson, Travis J. Bristol, 2023-12-11 This book reflects the diversity and possibility of critical research in education with an emphasis on the examination of the intersections of social identities for men teachers of color and the relationship between social identity and struggles for political and professional agency The authors address race and race inequality in education and provide a strong theoretical foundation for filling the empirical gap on men teachers of color by engaging in questions such as How do critical considerations of the intersection of race gender and profession inform the future of teacher education What does it mean to be men or of color in the context of the teaching profession in the U S and abroad What are the aims of ethnoracial diversity in the field of education The research included in this edited volume explores topics including but not limited to men teachers of color and their perceived pathways to the profession their perceptions of and partnerships with colleagues of other genders their sexual and gendered identities and performances and how they embrace reject or negotiate the expectations of performing as a role model in classrooms Moreover the chapters provide explicit implications for teachers teacher educators university and PK 12 administrators education activists and or education policymakers In sum this volume charts a new landscape in education research for all men teachers of color The chapters in this book were originally published as a special issue of the journal Race Ethnicity and

Education      **Race, Gender, and Work** Teresa L. Amott, Julie A. Matthaei, 1996 An outgrowth of Boston's Economic Literacy Project of Women for Economic Justice this new edition traces the economic and social histories of working women in America The history documents the paid and unpaid work done by American Indian Chicana European American African American and Puerto Rican women from each group's cultural beginnings pre colonialization to the most contemporary analysis of present day wage statistics The appendices supply US census sources occupational categories and labor force participation rates from 1900 to 1980 Includes statistical tables Annotation copyright by Book News Inc Portland OR

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**Feminist Classroom** Frances A. Maher, Mary Kay Thompson Tetreault, 2001 The tensions dilemmas and exhilarating pleasures of feminist teaching converge in this fascinating book which documents actual classroom give and take In addition to observing the authors interviewed the teachers and several students in each class The result is a Rashomon portrayal of the same moment differently perceived as well as fresh insight into interaction between social positioning experience and learning Considerazioni di Barrie Thorne author of *Gender Play Girls and Boys in School* *Teaching Race and Anti-Racism in Contemporary America* Kristin Haltinner, 2013-10-16 This book presents thoughtful reflections and in depth critical analyses of the new challenges and opportunities instructors face in teaching race during what has been called the post racial era It examines the racial dimensions of the current political economic and cultural climate The book features renowned scholars and experienced teachers from a range of disciplines and offers successful strategies for teaching important concepts through case studies and active learning exercises It provides innovative strategies novel lesson plans and classroom activities for college and university professors who seek effective methods and materials for teaching about race and racism to today's students A valuable handbook for educators this book should be required reading for all graduate students and college instructors

**Teacher Training and the Education of Black Children** Uvanney Maylor, 2014-01-10 This book is designed to challenge dominant educational discourses on the underachievement of Black children and to engender new understandings in initial teacher education ITE about Black children's education and achievement Based in empirical case study work and theoretical insights drawn from Bourdieu hooks Freire and Giroux Maylor calls for Black children's underachievement to be re theorised and re conceptualised within teacher education and for students and teachers to become more race and difference minded in their practice

**Beyond Silenced Voices** Lois Weis, Michelle Fine, 2005-03-10 A thoroughly revised and updated edition of the classic text Focuses on the roles of hope participation and change in reforming American schools

**Race, Racism, and Antiracism in Language Education** Ryuko Kubota, Suhanthi Motha, 2024-10-30 Building on the pioneering 2009 volume *Race Culture and Identities in Second Language Education* this book reflects the significant expansion in the research since its publication and offers a wider breadth of perspectives on the complex theoretical terrain of race racism and antiracism in language education Contributors to this book apply a range of conceptual and methodological lenses to teaching diverse world languages Underscoring the interconnectedness of race and colonialism world language education and intersectional ideologies this book offers a forum for engaged dialogues among teachers teacher educators teacher candidates graduate and advanced undergraduate students curriculum developers policymakers and educational researchers in a wide range of disciplines including language education In covering important theoretical frames and constructs including raciolinguistic and anti oppressive pedagogies decoloniality neoliberalism and reverse linguistic stereotyping this book breaks from the Global North norms in applied linguistics and language instruction An essential text in TESOL and world language education this volume weaves meaningful

connections among language education language in education policy and research

### **Men Teaching Children 3-11**

Elizabeth Burn, Simon Pratt-Adams, 2015-11-19 *Men Teaching Children 3-11* provides a comprehensive exploration of work experiences of men who teach young children. The authors draw on their own research as well as international studies to provide realistic strategies to help to remove barriers in order to develop a more gender balanced teacher workforce. Burn and Pratt Adams, former primary school teachers who have both experienced these unfair gender practices, also trace the historical roots of the gender barriers that have now become embedded within the occupational culture. Throughout *Men Teaching Children 3-11*, the authors argue that primary school teachers should be judged by their teaching talents rather than by the application of biased gender stereotypes and that male and female teachers need to work together to remove these stereotypes from the occupation.

Race, Gender and Sport Aarti Ratna, Samaya F. Samie, 2017-09-08 The experiences of ethnic Other females have until recently been widely overlooked in the study of sport. There continues to be a need to produce critical scholarship about ethnic Other girls and women in sport and physical culture in order to represent their complex multifarious and dynamic lived realities. This international collection of critical essays provides compelling insight into the lived realities of ethnic Other females in sport. Throughout the book, contributors either draw on the political consciousnesses of Other feminisms or privilege the voices of ethnic Other girls and women so as to broaden, diversify and advance critical thinking pertaining to ethnic Other females in sport and physical culture. The purpose of the collection is both to produce knowledge and privilege otherwise subjugated knowledges which individually and collectively present counter narratives that better speak to the lived realities of racially oppressed groups of women and girls. *Race, Gender and Sport: The Politics of Ethnic Other Girls and Women* is important reading for all students and scholars with an interest in the sociology of sport, gender studies or race and ethnicity studies.

### **Studying Teacher Education**

Marilyn Cochran-Smith, Kenneth M. Zeichner, 2009-09-10 This volume reports the work of the American Educational Research Association's Panel on Research and Teacher Education. It offers a synthesis of research on teacher education policies and practices in the US and an agenda for future research.



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