

The background of the cover is a grayscale photograph of a classroom. In the upper left, a large metal bell sits on a desk. Below it, rows of school desks and chairs are visible, receding into the background. The overall tone is academic and institutional.

# Queering Elementary Education

Advancing the  
Dialogue about  
Sexualities and  
Schooling

Edited by

William J. Letts IV and James T. Sears

# Queering Elementary Education Advancing The Dialogue About Sexualities And Schooling

**Steven B. Sheldon, Tammy A. Turner-  
Vorbeck**



## **Queering Elementary Education Advancing The Dialogue About Sexualities And Schooling:**

*Queering Elementary Education* William J. Letts, James Thomas Sears, 1999 This volume assembles a range of writers from diverse backgrounds and geographies to examine five broadly defined areas in elementary education foundational issues social and sexual development curriculum the family and gay lesbian educators and their allies **Towards Queer Literacy in Elementary Education** Selena E. Van Horn, 2022-11-25 This book blends multiple research studies historical and current events reflective teaching examples and guidance for LGBTQ inclusion and queer pedagogy in elementary schools It is divided into three sections to guide the readers from a broad understanding of the histories of LGBTQ discriminations rights and some communities resistance to LGBTQ children teachers and curriculum to a focused invitation into the author's own reflections teaching and discussions with children about LGBTQ literature and topics The volume provides histories theoretical and methodological inquiry resources and encouragement for teacher researchers ready to engage LGBTQ inclusion and queer literacy pedagogy in their classrooms schools and communities **Sexual Orientation and Teacher Identity** Patrick M. Jenlink, 2019-11-26 Sexual Orientation and Teacher Identity Professionalism and GLBT Politics in Teacher Preparation and Practice examines the nature of LGBTQ issues and teacher identity as social cultural and political constructs In particular the contributing authors to this collection of chapters present a collection of chapters contemporary discourses that will illuminate and critique the practices structures and politics in both teacher preparation programs and public school settings that affect LGBTQ teachers and their identity in relation to the struggles of teachers as professionals face in obtaining recognition The contributing authors of the book focus on teachers are entering educational settings where difference connotes not equal and discourses of LGBTQ politics identity and difference are interwoven with a realization of discrimination and marginalization The authors drawing on their personal and professional experiences give much needed voice to recognition and the formation of identity from a LGBTQ viewpoint as they relate to teachers teacher educators and other cultural workers responsible for shaping professional identities of teachers and for teaching students in schools and classrooms across the nation **Queer Studies and Education** Nelson M. Rodriguez, Robert C. Mizzi, Louisa Allen, Rob Cover, 2023 Queer Studies and Education An International Reader explores how the category queer as a critical stance or set of perspectives contributes to opportunities individually and collectively for advancing queer social justice within the context and concerns of schooling and education The collection takes up this general goal by presenting a cross section of international perspectives on queer studies in education Collectively the chapters critically engage with heteronormativity and normativity more generally as a political spectrum over a broad range of formal and informal sites of education and against a backdrop of critiques of liberalism and neoliberalism as the frameworks through which achievable social change and belonging are fostered particularly within educational settings **Rethinking Sexual Identity in Education** Susan Birden, 2005 Rethinking Sexual Identity in Education responds to the wide spread abuse of lesbian gay

bisexual transgender and questioning persons LGBTQs in diverse educational environments by utilizing published narratives of LGBTQs educational experiences Conceptualizing a praxis for LGBTQ allies to use in teaching and learning about sexual identity in ways that can transform educational practices and policies this work bridges gaps between theory and practice liberal and postmodern thought invention and intervention Visit our website for sample chapters

**Queer Multicultural Social Justice Education** Michelle Lynn Knaier, 2021-03-01 In *Queer Multicultural Social Justice Education Curriculum and Identity Development Through Performance* I take a pragmatic approach sharing my intimate journey my stories and myself with you the reader as I actively perform and model the development of queer explorations i e lessons and curriculum I begin this journey with three accessible histories of multicultural education queer perspectives and autoethnography respectively These easy to navigate stories provide you with important background knowledge highlighting the evolution of commonalities between and need for each discipline along with their connection to identity and identity awareness as a form of social justice practice and advancement Next I share and perform the nine explorations developed for this project collectively titled *Queer Explorations of Identity Awareness Modeling for you in practical terms how to queer curriculum and its development* I openly examine my raw performances discuss my personal and analytical reflections and embrace my own personal experiences and revelations that occurred throughout this project Finally I close with a creative reflective and story like analysis of the process that includes a call to action from you to share your stories as a way of knowing yourself and others as a form of social justice education and advancement This book is intended for all formal and informal educators interested in performing and developing queer multicultural social justice curriculum and practices Inspired by Ayers 2006 I invite you on this voyage with hope and urgency p 83 It is time we share our stories as a form of curriculum activism and coming together

**The SAGE Handbook of Gender and Education** Christine Skelton, Becky Francis, Lisa Smulyan, 2006-10-23 The *Handbook of Gender and Education* brings together leading scholars on gender and education to provide an up to date and broad ranging guide to the field It is a comprehensive overview of different theoretical positions on equity issues in schools The contributions cover all sectors of education from early years to higher education curriculum subjects methodological and theoretical perspectives and gender identities in education Each chapter reviews syntheses and provides a critical interrogation of key contemporary themes in education This approach ensures that the book will be an indispensable source of reference for a wide range of readers students academics and practitioners The first section of the Handbook *Gender Theory and Methodology* outlines the various feminist perspectives on researching and exploring gender and education The section critiques the notion of gender as a category in educational research and considers recent trends evident especially in the gender and underachievement debates to locate gender difference solely within biology This section provides the broad background upon which the issues and debates in the other sections can be situated Section two *Gender and Education* considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils

students teachers and other adults in the different sectors of education It also includes a chapter on single sex schooling Section three Gender and School Subjects comprises chapters that cover gender issues within the teaching and learning of particular school subjects for example maths literacy and science It also includes topics such as sex education and assessment The chapters in section four Gender identity and educational sites address up to date issues which have a long history in terms of explorations into gender and educational opportunities More recent inclusions in the debates such as disability sexuality and masculinities are discussed alongside the more traditional concerns of race social class and femininities The final section Working in Schools and Colleges illuminates the working lives of teachers and academics The chapters cover such topics as school culture career progression and development and the gendered identities of professionals within educational institutions The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community Keeping the Promise Dennis Carlson, C. P. Gause, 2007 Textbook **Ideating Pedagogy in Troubled Times** Shalin Lena Raye, Stephanie Masta, Sarah Taylor Cook, Jake Burdick, 2019-10-01 We began the call for this book by asking authors to ideate on activism to take up and seek to extend the interbraided values from the Curriculum and Pedagogy group's espoused mission and vision collocating activist ideologies theoretical traditions and practical orientations as a means of creatively reflectively and productively responding to the increasingly dire social moment This moment is framed by a landscape denigrated beyond even Pinar's 2004 original declaration of the present as nightmare The current catastrophic political climate provides challenges and albeit scant opportunities for curriculum scholars and workers as we reflect on past and future directions of our field and grapple with our locations and roles as educators researchers practitioners and beings in the world These troubled times force us to think critically about our scholarship and pedagogy our influence on educational practices in multiple registers and the surrounding communities we claim to serve This is where the call began from a desire to think through modern conceptions regarding what counts as activism in the fields of education curriculum and pedagogy and to consider how activist voices and enactments might emerge differently through curriculum and pedagogy writ large A guiding source of inspiration for this book weaving among the emerging themes between the collected manuscripts reflections and poems was a passage in Sara Ahmed's 2013 book *The Cultural Politics of Emotion* In this passage Ahmed works through the complicated relationship between the testimonies of pain that injustice causes the recognition of this pain and the potential of these wounds to move us into a different relationship with healing p 200 The chapters reflections and poems within this volume thus effect a collective ideation on how specific cultural politics and deleterious ideological formations racism colonialism homophobia ableism to name only a few persist and mobilize The authors seek to expose and name some of these injustices asking readers not only see and hear these experiences but to inhabit our complicities in their promulgation It is important to acknowledge that these named social troubles do not exist in

isolation and will enmesh weave wind and entangle with one another The section headings parallel Ahmed s 2013 own ideations testimony recognition and wounds not as a formula to follow as an activist call or as a model for a means to a more just end but as a way to engage in these issues as a trope of activist confrontation of readers who are as many of our authors suggest complicit in maintaining many of these social troubles The chapters do not need to be read in any particular order though the ordering of the chapters moves from the naming of social troubles to showing how teaching research and theory ask us to take a more active role in recognizing and acknowledging the prevalence of these issues and then theorizing ways to engage the wounds     Handbook of Critical Education Research Michelle D. Young, Sarah Diem, 2023-07-25 This

handbook offers a contemporary and comprehensive review of critical research theory and methodology Showcasing the work of contemporary critical researchers who are harnessing and building on a variety of methodological tools this volume extends beyond qualitative methodology to also include critical quantitative and mixed methods approaches to research The critical scholars contributing to this volume are influenced by a diverse range of education disciplines and represent multiple countries and methodological backgrounds making the handbook an essential resource for anyone doing critical scholarship The book moves from the theoretical to the specific examining various paradigms for engaging in critical scholarship various methodologies for doing critical research and the political ethical and practical issues that arise when working as a critical scholar In addition to mapping the field contributions synthesize literature offer concrete examples and explore relevant contexts histories assumptions and current practices ultimately fostering generative thinking that contributes to future methodological and theoretical breakthroughs New as well as seasoned critical scholars will find within these pages exciting new ideas challenging questions and insights that spur the continuous evolution and grow the influence of critical research methods and theories in the education and human disciplines     **The Wiley Handbook of Family, School, and**

**Community Relationships in Education** Steven B. Sheldon, Tammy A. Turner-Vorbeck, 2019-03-19 A comprehensive collection of essays from leading experts on family and community engagement The Wiley Handbook of Family School and Community Relationships in Education brings together in one comprehensive volume a collection of writings from leading scholars on family and community engagement to provide an authoritative overview of the field The expert contributors identify the contemporary and future issues related to the intersection of students families schools and their communities The Handbook s chapters are organized to cover the topic from a wide range of perspectives and vantage points including families practitioners policymakers advocates as well as researchers In addition the Handbook contains writings from several international researchers acknowledging that school family and community partnerships is a vital topic for researchers and policymakers worldwide The contributors explore the essential issues related to the policies and sociopolitical concerns curriculum and practice leadership and the role of families and advocates This vital resource Contains a diverse range of topics related to the field Includes information on current research as well as the historical origins Projects the breadth and

depth of the field into the future Fills a void in the current literature Offers contributions from leading scholars on family and community engagement Written for faculty and graduate students in education psychology and sociology The Wiley Handbook of Family School and Community Relationships in Education is a comprehensive and authoritative guide to family and community engagement with schools

**LGBTIQ+ Teachers** Jen Gilbert, Emily Gray, 2023-05-08 This book brings together some of the key researchers and thinkers in the field of lesbian gay bisexual transgender intersex and or queer LGBTIQ teacher research The authors offer international perspectives on the state of play for LGBTIQ teachers and engage with some of the key issues that have and continue to shape research Importantly this book offers accounts from trans non binary teachers and researchers as well as racialised LGBTIQ teachers and researchers voices that have been absent from the field for too long The book also offers reflections upon the history of research with LGBTIQ teachers and offers an examination of the impact of political and legal changes for LGBTIQ people upon teacher identity The book does not understand the process of change as simple from intolerance to tolerance rather it understands that change is complex nuanced and experienced differently across and between contexts As such it provides readers with a challenge to accept all that it means to be an LGBTIQ educator including unhappy histories complex relationships with schools systemic homophobia and transphobia and moments of pride and joy This book was originally published as special issue of the journal Teaching Education

**The SAGE Handbook of African American Education** Linda C. Tillman, 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books journals and electronic content in over 40 categories This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings Len Foster Washington State University The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning PK 12 school leadership higher education current issues and education policy The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK 12 and postsecondary education This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group

**Key Features** Promotes inquiry and development of questions ideas and dialogue about critical practice theory and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U S education and society Addresses the central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical

scholarship in six important areas historical perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill

Handbook of Urban Educational Leadership Rene O. Guillaume, Noelle Witherspoon Arnold, Azadeh F. Osanloo, 2021-10-15 This book is the second edition of the highly successful Handbook of Urban Educational Leadership This book examines the uniqueness of the urban school and those in leadership roles that affect urban students and schools It examines community district school and teacher leadership influencing urban schools This edition examines conceptualizations of urban ecologies as well as other critical geographies and how these shape understandings in educational contexts Contributions for this edition focused on areas that examined social technological international and other processes with intersections of issues of race class and gender power politics and capital and how they influence urban educational leadership We also included place and space based theories and discourses that influence urban realities which include but were not limited to networks assemblages safe brave space placemaking flow thirdspace homeplace and urban normativity

Masculinity and Education Amanda Coffey, David James, 2016-03-16 The uncertain complex and problematic relationships between masculinity and education have come to occupy a prominent position within the sociology of education in recent years This collection of articles brings together a range of different perspectives offering both empirical and theoretical contributions to our understanding of this subject The articles seek to broaden our sociological understanding by considering masculinities in relation to a variety of educational setting and contexts These include the role of football in the playground of a junior school the question of why more boys study AS level mathematics in England the changing rhetoric of education ministers and attempts to increase the number of male primary school teachers in Australia The collection also engages with the broader context of gender politics and educational theory



and the volume concludes with a study of the move away from class analysis within educational theories in recent decades taking English white working class masculinity as its main focus The collection offers a perceptive insight into a crucial and current area within the sociology of education This book was originally published as a special issue of the British Journal of Sociology of Education

**Theory and Educational Research** Jean Anyon, 2008-08-18 Throughout U S history education policies practices and politics have been described and tested to yield empirical data often with little attempt to place findings in a larger theoretical infrastructure that could provide them with increased explanatory critical or even liberatory power This collection fills that void by taking the point of view that neither research nor theory alone is adequate to the task of social explanation Instead Jean Anyon and her collaborators argue that they imbricate and instantiate one another forming and informing each other as the inquiry process unfolds

**Queer Inclusion in Teacher Education** Olivia J. Murray, 2014-06-13 Queer Inclusion in Teacher Education explores the challenges and promises of building queer inclusive pedagogy and curriculum into teacher education Weaving together theory research findings and practical how to strategies and materials it fills an important gap by offering a clear roadmap and resources for influencing the knowledge beliefs and actions of faculty working with pre service teachers While the book has implications for policy change most immediately readers will feel empowered with ideas for faculty development they can implement in their own teacher education programs Looking at both the politics and practices of teacher education and the ways in which queer issues manifest in schools it is hopeful in suggesting that if teachers and pre service teachers can critically reflect on homophobia and heteronormativity they can begin to think about and relate to queer youth in a different more positive and inclusive way A Companion Website <http://queerinclusion.com> with additional activities and materials for teacher educators and faculty development and a practical guide enhances the usefulness of the book

**Gender and Childhood Sexuality in Primary School** Deevia Bhana, 2016-10-12 This book is an ethnography of teachers and children in grades 1 and 2 and presents arguments about why we should take gender and childhood sexuality seriously in the early years of South African primary schooling Taking issue with dominant discourses which assumes children s lack of agency the book questions the epistemological foundations of childhood discourses that produce innocence It examines the paradox between teachers dominant narratives of childhood innocence and children s own conceptualisation of gender and sexuality inside the classroom with peers in heterosexual games in the playground and through boyfriend girlfriend relationships It examines the nuances and finely situated experiences which draw attention to hegemonic masculinity and femininity where boys and girls challenge and contest relations of power The book focuses on the early makings of gender and sexual harassment and shows how violent gender relations are manifest even amongst very young boys and girls Attention is given to the interconnections with race class structural inequalities as well as the actions of boys and girls as navigate gender and sexuality at school The book argues that the early years of primary schooling are a key site for the production and reproduction of gender and sexuality Gender

reform strategies are vital in this sector of schooling      Encyclopedia of Queer Studies in Education ,2022-02-07 Choice Award 2022 Outstanding Academic Title Queer studies is an extensive field that spans a range of disciplines This volume focuses on education and educational research and examines and expounds upon queer studies particular to education fields It works to examine concepts theories and methods related to queer studies across PK 12 higher education adult education and informal learning The volume takes an intentionally intersectional approach with particular attention to the intersections of white supremacist cisheteropatriarchy It includes well established concepts with accessible and entry level explanations as well as emerging and cutting edge concepts in the field It is designed to be used by those new to queer studies as well as those with established expertise in the field      **Beyond Diversity Day** Arthur Lipkin,2004 Beyond Diversity Day is a handbook for teachers counselors administrators policy makers parents and students who want to understand and affirm sexuality differences promote and protect the well being of all students and reduce bigotry self hatred and violence In question and answer format Arthur Lipkin offers advice to nurture positive relationships among glbt youth their families and the schools welcome glbt families in the school community support glbt educators and incorporate sound and appropriate glbt related curricula across disciplines Written by a veteran high school and university teacher and staff developer Beyond Diversity Day weaves sound scholarship with vivid real world examples from classrooms and the media It offers a compelling blueprint for working with diverse students and for improving schools Visit our website for sample chapters

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