## 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**

**E.** Wayne Ross

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

Queering Elementary Education William J. Letts IV, James T. Sears, 1999-10-27 Queering Elementary Education is not about teaching kids to be gay lesbian bisexual or straight It's not part of a sinister stratagem in the gay agenda Instead these provocative and thoughtful essays advocate the creation of classrooms that challenge categorical thinking promote interpersonal intelligence and foster critical consciousness Queer elementary classrooms are those where parents and educators care enough about their children to trust the human capacity for understanding and their educative abilities to foster insight into the human condition Those who teach queerly refuse to participate in the great sexual sorting machine called schooling where diminutive GI Joes and Barbies become star quarterbacks and prom queens while the Linuses and Tinky Winkies become wallflowers or human doormats Queeering education means bracketing our simplest classroom activities in which we routinely equate sexual identities with sexual acts privilege the heterosexual condition and presume sexual destinies Queer teachers are those who develop curriculum and pedagogy that afford every child dignity rooted in self worth and esteem for others In short queering education happens when we look at schooling upside down and view childhood from the inside out This groundbreaking volume demands we explore taken for granted assumptions about diversity identities childhood and prejudice 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 LGBTO inclusion and gueer pedagogy in elementary schools It is divided into three sections to guide the readers from a broad understanding of the hystories 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 hystories 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

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 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

Schools as Queer Transformative Spaces Jón Ingvar Kjaran, Helen Sauntson, 2019-10-08 This book explores the narratives and experiences of LGBTQ and gender non conforming students around the world Much previous research has focused on homophobic transphobic bullying and the negative consequences of expressing non heterosexual and non gender conforming identities in school environments To date less attention has been paid to what may help LGBTQ students to experience school more positively and relatively little has been done to compare research across the global contexts This book addresses these research gaps by bringing together ongoing research from countries including Brazil China South Africa the UK and many more Each chapter examines results of empirical research into school experiences of LGBTQ students and the experiences and perspectives of teachers and parents All contributions are theoretically informed by aspects of queer theory and or critical feminist theory with additional insights from psychological sociological and linguistic perspectives Contributing chapters consider how educational workers may question socially sanctioned concepts of normality in relation to gender and sexuality in ways that benefit all students and how they can queer schools to make them less oppressive in terms of gender and sexuality Expertly written and researched this book is an invaluable resource for researchers policymakers and students in the fields of education sociology gender studies and anyone with an interest in gender and sexuality studies

Cross-Cultural Interaction: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2014-01-31 In a globalized society individuals in business government and a variety of other fields must frequently communicate and work with individuals of different cultures and backgrounds Effectively bridging the culture gap is critical to success in such scenarios Cross Cultural Interaction Concepts Methodologies Tools and Applications

explores contemporary research and historical perspectives on intercultural competencies and transnational organizations This three volume compilation will present a compendium of knowledge on cultural diversity and the impact this has on modern interpersonal interactions Within these pages a variety of researchers scholars professionals and leaders who interact regularly with the global society will find useful insight and fresh perspectives on the field of cross cultural Girls, Boys, and Junior Sexualities Emma Renold, 2005 This book takes an unrelenting look at the hidden interaction worlds of young children's sexualities Social Studies Curriculum, The, Fourth Edition E. Wayne Ross, 2014-11-01 This fully revised and updated edition includes twelve new chapters on contemporary topics such as ecological democracy Native studies inquiry teaching and Islamophobia The Social Studies Curriculum Fourth Edition updates the definitive overview of the issues teachers face when creating learning experiences for students in social studies. The book connects the diverse elements of the social studies curriculum civic global social issues offering a unique and critical perspective that separates it from other texts Completely updated this book includes twelve new chapters on the history of the social studies democratic social studies citizenship education anarchist inspired transformative social studies patriotism ecological democracy Native studies inquiry teaching Islamophobia capitalism and class struggle gender sex sexuality and youth experiences in school and critical media literacy All the chapters from the previous edition have been thoroughly revised and updated including those on teaching social studies in the age of curriculum standardization and high stakes testing critical multicultural social studies prejudice and racism assessment and teaching democracy Readers are encouraged to reconsider their assumptions and understanding about the origins purposes nature and possibilities of the social studies curriculum Social Justice, Education and Identity Carol Vincent, 2003-12-16 This collection will give readers interested in guestions of social justice and education access to the work of some of the key contributors to the debate in the UK Becoming Subjects: Sexualities and Secondary Schooling Mary Louise Rasmussen, 2012-11-12 This book focuses on key contemporary discourses related to sexualities and schooling Such discourses include educational strategies used to support lesbian gay bisexual and transgender LGBT students considerations of how educators might influence students sexual identity narratives of risk and violence often associated with LGBT youth stories of salvation and protection as well as debates relating to the closet and calls to come out in the classroom People often are left out of discussions of sexualities and schooling are also incorporated in this **Troubling Education** Kevin K. Kumashiro, 2002 First Published in 2002 Routledge is an imprint of Taylor Francis an text informa company **Diversity and Equity in Canadian Schools** Cathlene Hillier, Wendy D. Bokhorst-Heng, 2024-12-16 This edited collection introduces readers to the main concepts that comprise the spectrum of diversity and multicultural education in Canada with a particular focus on social justice and on what human flourishing might mean in these contexts Diversity and Equity in Canadian Schools blends theory and practice with each section containing one theoretical and one practical chapter devoted to each area of diversity including socio economic status gender and sexual orientation language

religion geography disability ethnicity and race and Indigenous education with a continuous focus on intersectionality The first chapter in each section is conceptual providing thoughtful narrative of the historical and current concerns of the given area of diversity The second chapter then provides practical considerations for educators in the K 12 classroom building teacher capacity both to work against the structures policies curriculum and pedagogies that limit marginalized students flourishing and to build the capabilities for flourishing in all students Readers are provided with practical guidelines to help them approach each chapter with openness humility and critical engagement Diversity and Equity in Canadian Schools is well suited for Canadian university courses in Education that focus on critical multicultural education and equity diversity and inclusion in the classroom Ideating Pedagogy in Troubled Times Shalin Lena Raye, Stephanie Masta, Sarah Taylor Cook, Take 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 Qualitative Research in Education Michael R.M. Ward, Sara Delamont, 2020-08-28 This updated second edition unpacks the discussions surrounding the finest qualitative methods used in contemporary educational research Bringing together scholars from around the world this Handbook offers sophisticated insights into the theories and disciplinary approaches to qualitative study and the processes of data collection analysis and representation offering fresh ideas to inspire and re invigorate researchers in educational research 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 **Oueer 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 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 Troubling Intersections of Race and Sexuality Kevin K. Kumashiro, 2001-06-26 In recent years human disciplines researchers have considerably expanded our understanding of the experiences of students of color and of students who are gay lesbian bisexual transgendered and questioning ie Queer They have provided us with rich resources for addressing racism and heterosexism however few have examined the unique experiences of students who are both queer and of color and few have examined the heterosexist or white centered nature of anti-racist or anti-heterosexist education respectively What of the students and educators who live and teach at the intersection of race and sexuality By combining autobiographical accounts with qualitative and quantitative research on queer students of different racial backgrounds these essays not only trouble the ways we think about the intersections of race and sexuality they also offer theoretical insights and educational strategies to educators committed to bringing about change **LGBTIO+ 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

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