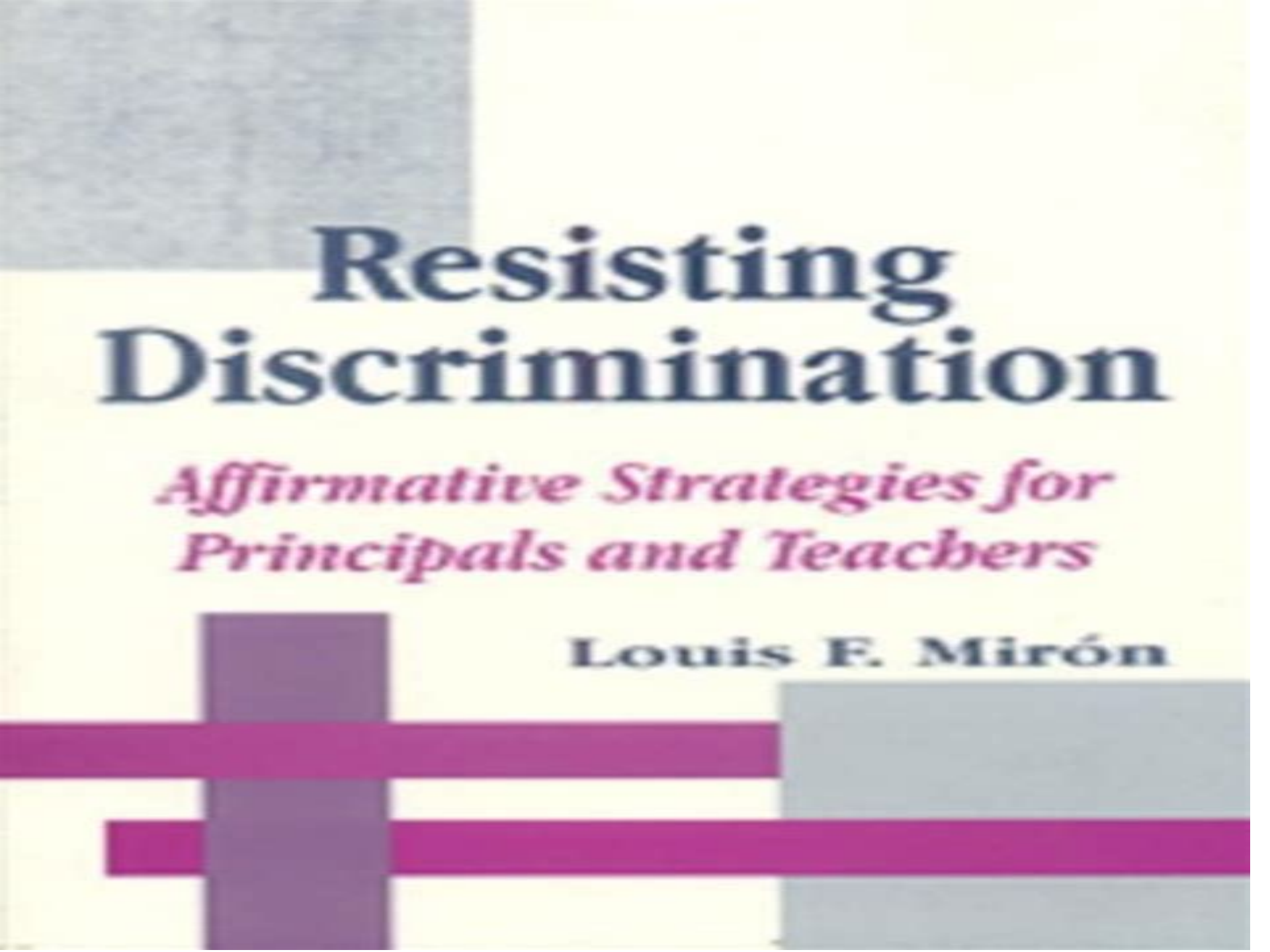




Resisting Discrimination

*Affirmative Strategies for
Principals and Teachers*

Louis F. Mirón

Resisting Discrimination Affirmative Strategies For Principals And Teachers

Minjie Lin



Resisting Discrimination Affirmative Strategies For Principals And Teachers:

Resisting Discrimination Luis F. Mirón, 1997 Where do you look for information on uniting staff and students to combat discrimination How can you put what everyone knows is right into practice This new book offers the guidance you need to lead your school to true equality Learn how discrimination can permeate your school and your classroom without overt signs Find out how to recognize the subtle but potentially damaging things that students and educators say and do Begin the process by involving teachers students and community members Use your leadership skills to Encourage teachers to participate in area social services to get to know students and their families Empower students through participatory decision making Build partnerships between the school and community with community redevelopment Involve community leaders in the fight against discrimination Miron combines research with experience and shows how you can develop your own leadership process to resist and eliminate the covert discrimination in your school Confront the reality of discrimination by creating an atmosphere where bigotry is actively discouraged A flourishing campus diversity can make positive contributions to the academic and personal lives of students staff and the surrounding community Remake your school into a place where all individuals are treated with the dignity and respect they deserve A Critical Pedagogy of Resistance James D. Kirylo, 2013-11-04 The diverse range of critical pedagogues presented in this book comes from a variety of backgrounds with respect to race gender and ethnicity from various geographic places and eras and from an array of complex political historical religious theological social cultural and educational circumstances which necessitated their leadership and resistance How each pedagogue uniquely lives in that tension of dealing with pain and struggle while concurrently fostering a pedagogy that is humanizing is deeply influenced by their individual autobiographical lens of reality the conceptual thought that enlightened them the circumstances that surrounded them and the conviction that drove them To be sure people of justice people who resist are framed by a vision that embraces an inclusive tolerant more loving community that passionately calls for a more democratic citizenship That is just what the 34 critical pedagogues represented in this text heroically do Through the highlighting of their lives and work this book is not only an excellent resource to serve as a springboard to engage us in dialogue about pivotal issues and concerns related to justice equality and opportunity but also to prompt us to further explore deeper into the lives and thought of some extraordinary people A Critical Pedagogy of Resistance 34 Pedagogues We Need to Know is an ambitious undertaking Kirylo s narrative enterprise which seeks to chronicle the lives of transformative pedagogues is a project whose time has come This text is an excellent resource for all those interested in the aesthetic that as Kierkegaard believed exercised power for the common good Luis Mir n **Enacting Alberta School Leaders' Professional Practice Competencies** George J. Bedard, Carmen P. Mombourquette, 2016-01-20 This book captures the lived experiences of school principals engaged in meeting the standards of practice inherent in the Professional Practice Competencies for School Leaders in Alberta These principals tell their own stories of how they meet the

competencies mandate of building relationships establishing and living a school vision leading a learning community providing instructional leadership developing leadership in others managing the organization and responding to the societal needs of the context within which the schools are located In addition as authors we provide a theoretical framework for the competencies and situate them within scholarly research

Human Resource Management Jerry R. Baker, Madeleine S. Doran, 2002-10-02 Research has shown that adult learners prefer a problem solving approach to learning rather than subject centered This text provides a non traditional approach to teaching and learning the basics of human resource management through a series of 120 in basket exercises and guided questions The in basket exercises focus on real life problems and issues that confront school administrators on a daily basis As a result it scores very high in student interest and satisfaction A brief history of assessment centers and a synopsis of recognized adult learning theories are also included Covering 12 HR categories the exercises are devoted to recruitment legal policy selection credentials collective bargaining data analysis budgeting investigations employee relations public relations counseling evaluation contract administration discipline planning problem solving and grievance s arbitration

International Handbook of Educational Policy Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David Livingstone, 2008-05-14 Nina Bascia Alister Cumming Amanda Datnow Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fty chapters written by nearly ninety leading researchers from a number of countries It is organized into ve broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual implications c tained within them as well as allowing for comparisons across them The se re exivity within chapters with respect to jurisdictional particularities and c trasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in di erent times and places The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding nally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy

Leading For Democracy Patrick M. Jenlink, Lee Stewart, Sandra Stewart, 2012-06-28 At a time when America s schools face many of the most difficult challenges ever the authors of Leading for Democracy A Case Based Approach to Principal Preparation return the reader to an agenda for democratic leadership for schools Emphasizing the need for leadership preparation programs to reexamine existing and more traditional approaches to principal preparation this comprehensive book draws to the foreground the need for a case based

approach that reflects the real world problems and challenges faced by principals in schools today In particular Leading for Democracy emphasizes both a case based pedagogy for principal preparation and the democratic ideals that provide the foundation for democratic schools bringing into specific relief the work ahead for professors of educational leaders in preparing principals ground in democratic practice Equally important Leading for Democracy provides practical insight to the challenges of today s principal offering a set of pedagogical tools for professors to guide students of leadership in learning and understanding the difficult work required of leading democratically set against the backdrop of a changing America

Resources in Education ,1999-10 Encyclopedia of African American Education Kofi Lomotey,2010 The Encyclopedia of African American Education covers educational institutions at every level from preschool through graduate and professional training with special attention to historically black and predominantly black colleges and universities Other entries cover individuals organizations associations and publications that have had a significant impact on African American education The Encyclopedia also presents information on public policy affecting the education of African Americans including both court decisions and legislation It includes a discussion of curriculum concepts theories and alternative models of education and addresses the topics of gender and sexual orientation religion and the media The Encyclopedia also includes a Reader s Guide provided to help readers find entries on related topics It classifies entries in sixteen categories Alternative Educational Models Associations and Organizations Biographies Collegiate Education Curriculum Economics Gender Graduate and Professional Education Historically Black Colleges and Universities Legal Cases Pre Collegiate Education Psychology and Human Development Public Policy Publications Religious Institutions Segregation Desegregation Some entries appear in more than one category This two volume reference work will be an invaluable resource not only for educators and students but for all readers who seek an understanding of African American education both historically and in the 21st century

Studies in Leading and Organizing Schools Cecil Miskel,Wayne K. Hoy,2003-04-01 This volume provides a mix of beginning and established scholars and a range of theoretical perspectives Eight separate but related analyses were selected for publication this year The book begins with a chapter by Sims and Miskel which examines national reading policy as part of a broader federal government agenda on children s literacy Using a model of punctuated equilibrium they trace the peaks of congressional and media attention to literacy Their findings reveal that the broad level of literacy has remained a rather active and durable policy issue for more than three decades When however the analysis shifts to different targets that is from elementary and secondary school students to adults and youth to LEP individuals there are distinct patterns of punctuation and equilibrium The researchers conclude that the specific issue of children s literacy in the 1990s is the latest version or episode of literacy policy produced by shifting images and venues

Preparing Future Leaders for Social Justice Kathleen M. Brown,Haim Shaked,2018-09-24 In today s Western school systems white straight middle class and physically able students reach higher achievements drop out less and have a greater chance of learning in higher education

institutions than their counterparts who do not possess these characteristics While many agree that theory research and practice should be intertwined to support the type of schooling and society that values rather than marginalizes few scholars offer ground breaking pragmatic approaches to developing truly transformative leaders The purpose of this book is to offer a practical process oriented model aimed at helping educational leaders to perceive social political and economic contradictions and then to take action against the oppressive elements of reality To this end this book utilizes transformative andragogy which leads to a new way of seeing and a new way of being It is the art and science of helping others to think critically and act responsibly to examine beliefs to accept reject or modify values and to engage in activism and advocacy with and for others Therefore this book is of great value to those who wish to prepare tomorrow s school leaders for their role as promoters of social justice and excellence

19 Urban Questions Shirley R. Steinberg,2010 The second edition of 19 Urban Questions Teaching in the City adds new questions to those in the original volume Continuing the developing conversation in urban education the book is provocative in style and rich in detail Emphasizing the complexity of urban education Shirley R Steinberg and the authors ask direct questions about what urban teachers need to know Their answers are guaranteed to generate both classroom discussion and discourse in the field for years to come The book not only addresses questions pertaining directly to today s urban schools but poses new ones for discussion teacher education and urban school research Steinberg has gathered an impressive cadre of teacher scholars who are engaged in a socially just urban pedagogy

Transformative Leadership in Action Allyship Advocacy and Activism challenges the reader to do the necessary self work required of a 21st century leader while also providing the road map to developing the skills necessary to take on increasing public leadership roles to support causes related to justice and equity

Reinterpreting Urban School Reform Louis F. Miron,Edward P. St. John,2012-02-01 Have urban schools failed or has reform failed urban schools This book examines existing urban school programs ranging from desegregation to reading improvement in light of available historical empirical and case study evidence Miron and St John and their contributors probe the underlying theoretical normative and political assumptions embedded in specific reform initiatives They explore how reforms might be reconstructed to better address the underlying challenges and they demonstrate that reforms can be constructively critiqued throughout the stages of implementation arguing that greater attention should be paid to ethnic and cultural traditions within urban educational settings Contributors include Leetta Allen Haynes Joseph Cadray Choong Geun Chung Richard Fossey Barry M Franklin David Gordon Carol Anne Hossler Siri Loescher Kim Manoil Genevieve Manset Louis F Mir n Glenda Droogsma Musoba Kathryn Nakagawa Carolyn S Ridenour Ada B Simmons Edward P St John Neil Theobald Sandra Washburn Kenneth K Wong and Kim Worthington

Effective Schooling for English Language Learners Patricia Smiley,Trudy Salsberry,2007 Organized around a series of Critical Questions and Leadership Challenges this book offers knowledge and expertise about

the elementary principal's leadership role in effective instructional strategies student assessment school climate parent involvement and other ways to improve the academic achievement of English Language learners **Urban Schools** Mickey Lauria, Luis F. Mirón, 2005 Urban Schools documents the quality of resistance and identity politics in relation to both the formal and hidden curricula of urban schools their pedagogical practices and their administrative norms and policies Building on the notion that the study of marginality is equally as important as an understanding of the school's structural connections to the wider society Mickey Lauria and Luis F. Mirón demonstrate how resistance is much more than a random series of psychological events Indeed within the social context of the formation of racial and ethnic identity in schools in New Orleans Louisiana students' acts of resistance alter the ideological structures of schooling *Leading Schools of Excellence and Equity* Kathleen M. Brown, Jennifer L. Benkovitz, Anthony J. Mutillo, Thad Urban, 2010-11-01 The purpose of this empirical inquiry of state recognized Honor Schools of Excellence was to explore how these schools of distinction are or are not promoting and supporting both academic excellence and systemic equity for all students In Phase One quantitative data were collected through equity audits to scan for and then document systemic patterns of equity and inequity across multiple domains of student learning and activities within 24 schools In Phase Two the 24 schools were ranked based solely on minority achievement and then separated into two types of schools small gap SG schools and large gap LG schools Through site visits n 16 and the use of semi structured interviews with principals assistant principals teachers and parent leaders n 80 qualitative data were then collected to document best practices and effective strategies that principals use to confront and change past practices anchored in open and residual racism and class discrimination The data were analyzed through the theoretical framework of academic optimism Three differences between the SG schools and the LG schools were found encouraging academic achievement offering instructional feedback and expecting excellence To truly honor excellence we need to embrace equity As such in schools where principals support model and monitor a teamwork approach a balanced approach a strong sense of purpose and an insistent disposition to assure that all students are served well and that all are encouraged to perform at their highest level the outcomes of interest are better **Learning to Write as a Hostile Act for Latino Students** Raul E. Ybarra, 2004 Cultural differences play a part in communication breakdowns between students and teachers and only a complete understanding of the model that English instructors use when teaching writing gives us an insight into the reasons why This book observes and analyzes the communication patterns of Latino students in an English course at the college level closely observing the interaction between Latino students and the teacher as well as between Latino students and other student groups in the class Learning to Write as a Hostile Act for Latino Students concludes that cultural differences and the resulting miscommunications significantly contribute to the negative impressions Latino students have about the writing process and English courses Understanding these differences is crucial to improving the teaching of writing to Latino and other minority students **Innovation and Implementation in Rural Places** R. Martin

Reardon, Jack Leonard, 2018-03-01 This volume focuses on innovative school university community collaborations that are being implemented in rural places in the United States A foundational belief that underpins the contributions to this volume is that rural communities contain within themselves the resources to promote and sustain vibrant educational endeavors This belief has inspired a wealth of innovations that collectively offer a countervailing perspective to the view that global competitiveness is the preeminent goal of education and that this goal is best served by big education Since early last century there has been a pervasive implicit and sometimes explicit assumption that rural places are bereft of the ability to educate children effectively As repeatedly witnessed in this volume in collaboration with universities schools in rural places and the communities that both sustain and rely on them can appropriately configure the educational environment to optimally nurture the intellectual growth of children The chapters in this volume are grouped into three parts that explore in turn the design features of innovative school university community collaborations some novel approaches to such collaborations and the contours of parental and community involvement in such collaborations Chapters discuss both larger scale collaborations that involve many school districts across wide spread regions and smaller scale collaborations that involve intensive engagements among the educators and members of smaller communities and offer theoretical insights into the collaborative process itself As mentioned above two narrative threads run through the chapters that effective collaborations address goals and aspirations expressed by those who are privileged to live in rural America and that effective collaborations are oriented to building on the strengths inherent in the social fabric of those rural communities **Thrust**

for Educational Leadership ,1996 **Human Rights and Citizenship Education** Nektaria Palaiologou, Michalinos Zembylas, 2018-11-21 This volume examines different conceptualizations of human rights citizenship and interculturalism as well as their inter relationships in different national contexts This intersection in its various combinations is explored theoretically pedagogically and practically with the studies investigating whether certain human rights demands reveal patterns that are incompatible with citizenship and multiculturalist claims Contributions also explore the theoretical and practical bases on which human rights citizenship and intercultural education should be grounded as well as how human rights citizenship and intercultural education can join forces to make policy practice and research stronger and more robust The issues explored in this volume continue to feature on policy agendas at local national and international levels at a time when considerable changes are taking place within and across societies Particularly in Europe the current refugee and migration crisis complicates this situation further creating new complex challenges for countries and regions including how to respond productively and justly to the migration of peoples how to complement existing legal frameworks and modes of governance to face threats to social justice security and social cohesion of political and civil societies and how to develop new rights that increase participation in social and political life especially in groups that are vulnerable and marginalized As shown here however these challenges provide unique opportunities to re imagine the transformative potential of the

intersection among intercultural human rights and citizenship education in different situations and contexts

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