

Affirming Diversity The Sociopolitical Context Of Multicultural Education 6th Edition

The document contains 14 articles focusing on multiethnic education. The objective is to help teachers and other educators attain the insights and conceptual understanding needed to prepare students to function effectively within the world community. Multiethnic education is defined as the process used by educational institutions to reform their environments so that students from diverse ethnic and racial backgrounds will experience educational equity. Chapters one and two define the nature of multiethnic education and measure the distance between societal and school curricula. Chapter three provides insights into the planning and teacher preparation. Chapters four and five describe the conflict between the home cultures of the students and the culture of the school and focus on viewing ethnic identities and group behaviors as positive sources of strength. Chapter six describes the conflict between the learning styles of ethnic students and those favored by the school. Chapter seven discusses language diversity while chapter eight emphasizes awareness as the way to become an effective cross-cultural counselor. Chapters nine and ten suggest alternatives to traditional testing and explain goals and characteristics of the multiethnic curriculum. Chapter eleven describes one program, while chapter twelve focuses on school–community cooperation. The final two chapters discuss traditional assumptions about schooling and suggest guidelines for training teachers. An afterward highlights key points and proposes needed actions. (CK) This is the new edition of the award-winning guide to social justice education. Based on the authors' extensive experience in a range of settings in the United States and Canada, the book addresses the most common stumbling blocks to understanding social justice. This comprehensive resource includes new features such as a chapter on intersectionality and classism; discussion of contemporary activism (Black Lives Matter, Occupy, and Idle No More); material on White Settler societies and colonialism; pedagogical supports related to "common social patterns" and "vocabulary to practice using"; and extensive updates throughout. Accessible to students from high school through graduate school, *Is Everyone Really Equal?* is a detailed and engaging textbook and professional development resource presenting the key concepts in social justice education. The text includes many user-friendly features, examples, and vignettes to not just define but also demonstrate what it means to masterfully unpack complex concepts in a highly readable and engaging fashion for readers ranging from preservice through experienced classroom teachers. The authors treat readers as intelligent thinkers who are capable of deep reflection and ethical action. I love their comprehensive development of a critical social justice framework, and their blend of conversation, clarity, and research. I heartily recommend this book!" —Christine Sleetor, professor emerita, California State University Monterey Bay

In this 10th Anniversary Edition of her popular text, *Sonia Nieto* reviews where we have been and where we should be going in our pursuit of creating multicultural learning communities in our schools. With a new Introductory Chapter and a new Epilogue, Nieto addresses some of the changes we have experienced during the past decade that help explain the current sociopolitical environment—our increasing diversity, the altering conditions in schools and in society, the influence of poverty on learning, and the impact of NCLB on classrooms and schools. This updated edition of *The Light in Their Eyes: Focuses on the significant role of teachers in transforming students' lives. Considers recent theories, policies, and practices about the variability in student learning and culturally responsive pedagogy. Examines the importance of student and teacher voice in research and practice. Provides an update, in their own words, on former students whose journal entries were included in the first edition. "In search of a critical community, Sonia Nieto combines respect for what children bring to school with a desire to awaken each one and tap into their passion for learning. This classic work radiates with the sensitivity Sonia Nieto is known for in all her work."* —Maxine Green, Professor Emerita, Teachers College, Columbia University *Praise for the First Edition! "A spirited, provocative defense of multicultural education."* —Choice "In this important and thought-provoking book, Sonia Nieto reaffirms her reputation as one of the leading theorists in multicultural education." —Rethinking Schools "Perhaps once every 5 years, one is fortunate enough to read a scholarly book that is as hard to put down as a good novel, yet is brimming with profound insights on virtually every page. Nieto has written such a book." —TESOL Quarterly "Offers a comprehensive and convincing argument for multicultural education." —Harvard Education Review "For educators in a multicultural program, and for veteran and novice teachers, Nieto's book would be invaluable." —Childhood Education *Sonia Nieto is Professor Emerita at theUniversity of Massachusetts, Amherst. She is the author of the bestselling books Why We Teach and What Keeps Teachers Going?*

A groundswell of interest has led to significant advances in understanding and using Culturally Responsive Arts Education to promote social justice and education. This landmark volume provides a theoretical orientation to these endeavors. Examining a range of efforts across different forms of art, various educational settings, and diverse contexts, it foregrounds the assets of imagination, creativity, resilience, critique and cultural knowledge, working against prevailing understandings of marginalized groups as having deficits of knowledge, skills, or culture. Emphasizing the arts as a way to make something possible, it explores and illustrates the elements of social justice arts education as "a way out of no way" imposed by dominance and ideology. A set of powerful demonstrations shows how this work looks in action. Introductions to the book as a whole and to each section focus on how to use the chapters pedagogically. The conclusion pulls back the chapters into theoretical and pedagogical context and suggests what needs done to be done practically, empirically, and theoretically, for the field to continue to develop. Classroom Practices for Student Success Finding Purpose, Balance, and Hope During Your First Years in the Classroom Why We Teach Now Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students Deculturalization and the Struggle for Equality Sociopolitical Context Culturally Relevant Arts Education for Social Justice

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