Teachers As Intellectuals Toward A Critical Pedagogy Of Learning Critical Studies In Education Series

a book for all practitioners and all members of the greater community. Giroux demands reader involvement, transformation, and empowerment. He helps us understand that the political relationship between schools and society is neither artificial nor neutral nor necessarily negative. Rather, school personnel have a positive and dynamic political role to play. Educational Leadership We are fortunate to have these ideas expressed so clearly and in one place. It is a very useful book. . . . Choice Offers educators ways for reflecting critically on their own practices and the relationship between schools and society. The Educational Digest

How teachers view the nature of scientific knowledge is crucial to their understanding of science content and how it can be taught. This book presents an overview of the dynamics of scientific progress and its relationship to the history and philosophy of science, and then explores their methodological and educational implications and develops innovative strategies based on actual classroom practice for teaching topics such the nature of science, conceptual change, constructivism, qualitative-quantitative research, and the role of controversies, presuppositions, speculations, hypotheses, and predictions. Field-tested in science education courses, this book is designed to involve readers in critically thinking about the history and philosophy of science and to engage science educators in learning how to progressively introduce various aspects of 'science-in-the-making' in their classrooms, to promote discussions highlighting controversial historical episodes included in the science curriculum, and to expose their students to the controversies and encourage them to support, defend or critique the different interpretations. Innovating Science Teacher Education offers guidelines to go beyond traditional textbooks, curricula, and teaching methods and innovate with respect to science teacher education and classroom teaching.

This book presents a participatory action research study exploring the social identity and academic literacies of bilingual preservice teachers. It describes the transformative experiences of undergraduate students during their participation in a program specially designed to develop bilingual teachers in Hawaii, USA. Further, it discusses how the curriculum and instruction in the classroom provide a 'third space' for facilitating peer interaction and critical reflection on such issues as academic literacy, heritage language education, and teacher identity. In doing so, it connects ideas of social identity and academic literacies of bilingual preservice teachers to the "real work" of mentoring and teaching PreK-12 students themselves.

As educational standards continue to transform, it has become essential for educators and pre-service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations. However, there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm. The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process. Focusing on teacher effectiveness and support provided to current and pre-service educators, this publication is a comprehensive reference source for practitioners, researchers, policy makers, graduate students, and university faculty.

A 2021 SPE Outstanding Book Award Winner Studies of teacher leadership have proliferated over the past fifty years. Earlier work tended to focus exclusively on the link between teacher leadership and school improvement. Now, however, cross-cultural research on the relationship between teacher leadership and power, agency and school culture has the potential to contribute to a deeper understanding of the teaching profession in diverse geographical and social contexts. A Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency and School Culture presents groundbreaking work that expands discussions of teachers' work to highlight the struggles of a profession in three different countries: England, Jamaica and the United States. This research provides examples of teacher leaders' narratives about power, agency and school culture, presenting the voices of teacher leaders across diverse contexts. It identifies the "lessons" that transcend culture and speaks to the importance of understanding how teachers' work (and teacher leadership) functions within complex school cultures. This work has profound implications for teaching, learning and leading in a 21st century global economy. Perfect for courses such as: Teacher Leadership | Educational Leadership and Management | Teaching and Teaching Methods | Action ResearchApplied Research

Offering preservice and inservice teachers a guide to navigate the rapidly changing landscape of English Language Arts education, this book provides a fresh perspective on what it means to be a teacher researcher in ELA contexts. Inviting teachers to view inquiry and reflection as intrinsic to their identity and mission, Buckelew and Ewing walk readers through the inquiry process from developing an actionable focus, to data collection and analysis to publication and the exploration of ongoing questions. Providing thoughtful and relevant protocols and models for teacher inquiry, this book establishes a theoretical foundation and offers practical, ready-to-use tools and strategies for engaging in the inquiry process in the context of teachers' communities. Action Research for English Language Arts Teachers: Invitation to Inquiry includes a variety of examples and scenarios of ELA teachers in diverse contexts, ensuring that this volume is relevant and accessible to all educators. We live in a time when those who wield unrestrained power believe they have the inalienable right to determine the destiny, nature and shape of social institutions like schools. Critical Pedagogy for Social Justice challenges this arrogance by showing how teachers, students, parents, communities, and researchers can develop narratives that amount to working with and for those who are increasingly being silenced, marginalized and excluded. John Smyth sets out to revisit critical pedagogy from a number of key leverage points. The overarching aim of this book is to unmask the deforming and distorting way power operates, while at the same time revealing how a commitment to a more socially just world can exist in the everyday lives and narratives of people who have a passion for transformative possibilities. His clear, concise, and persuasive book is ideal for those who are dissatisfied with the current turn in education and who are seeking an alternative set of views that emerge from the grounded experiences and practices on schools struggling with the most disadvantaged circumstances. A critical and thought-provoking examination of the teaching profession, from academic preparation and training to opportunities for professional advancement. * Provides a chronology of the evolution of teacher education covering the 1700s to the 1990s and beyond * Includes a directory of recommended professional organizations, associations, and government agencies including all state departments of education

This book connects the dilemmas educators experience in daily practice with key theories, research and policy about democracy, ethics and equity in education. Illustrated through vignettes from practising teachers, as well as suggested questions and supplementary readings for each chapter, the authors recognise and explore the complex nature of the insoluble problems that face practising teachers in their everyday lives and how they can be understood in order to address them in a more elaborate manner. Divided into eight concise chapters, this book provides a much-needed comprehensive exploration of issues within the education discourse, as seen from a global perspective, such as: Teachers' understanding of their profession Political demands and the complexities of practice Schools' democratic values Performance and accountability Minority needs and majority rule Countering radicalisation, terrorism and misinformation. Democracy and Teacher Education is a fantastic resource for students in teacher education programmes, as well as teacher educators, who are looking to develop a critical understanding of the choices made within the education field in a more thoughtful and sensitive manner. Nine articles by California educators are included in this guidebook for the planning and implementation of beginning teacher support programs, with a focus on improving teacher quality and retention. An explicit relationship between the conceptual framework and the operational program increases the effectiveness of such programs. Chapters titles and authors are as follows:
Education Series

Where To Download Teachers As Intellectuals Toward A Critical Pedagogy Of Learning Critical Studies In

“This moving and important book has reminded me of why I have stayed in public school teaching for over 40 years. It is an

The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to this major discipline supported by documentary, photographic, and visual resources.

Are teachers ready for inclusion? What is appropriate teacher education? Traditional approaches to inclusive education focused on learners with disabilities. Modern approaches, however, conceptualise inclusion in terms of providing educational equity and equality of access for all students within the same regular school system. Future Directions for Inclusive Teacher Education provides a wealth of ideas about how to support teachers to become inclusive through the application of positive training approaches. Written by some of the most influential internationally acknowledged experts in teacher education for inclusion and highly experienced researchers, together the authors provide a plethora of ideas for teacher educators to ensure that their training is pertinent, accessible, and futures-oriented. This up to date and accessible book combines three key areas related to teacher education for inclusion, which provide: A review of what is happening across the globe by offering examples from different regions; Preparation for teachers to support learners with a range of diverse needs including disability, poverty, ethnicity, gender, cultural diversity, learning disabilities, Autism Spectrum Disorder, sensory impairments and those who are considered gifted and talented; A consideration of systemic approaches, policy, and partnerships, and how these can be better employed in the future. This highly topical text will support all teaching professionals, educational systems, and schools in their transformation of inclusive teacher education.

The purpose of this volume is to locate school improvement within a theoretical and practical framework, to illustrate the challenges facing school improvement strategies from a policy context, to demonstrate the evolution of a range of school improvement strategies in recent times, and through reports of recent research to challenge the assumptions underlying contemporary school improvement approaches. These concerns are reflected in the four major sections of the book. (1) Towards a Theory of School Development; (2) The Contemporary Context of School Improvement; (3) Tensions and Contrasts in School Improvement Strategies; (4) The Effectiveness of School Improvement Strategies. This volume (part of 4 volumes) is the fourth section in the International Handbook of Educational Change. The volumes are a state-of-the-art collection of the most important ideas and evidence of educational change. The volumes bring together some of the most influential thinkers and writers on educational change. It deals with issues like educational innovation, reform, restructuring, culture-building, inspection, school-review, and change management. School leaders, system administration, teacher leaders, consultants, facilitators, educational researchers, staff developers and change agents of all kinds will find these volumes an indispensable resource for guiding them to both classic and cutting-edge understandings of educational change, no other work provides as comprehensive coverage of the field of educational change.

"a book for all practitioners and all members of the greater community. Giroux demands reader involvement, transformation, and empowerment. He helps us understand that the political relationship between schools and society is neither artificial nor neutral nor necessarily negative. Rather, school personnel have a positive and dynamic political role to play." Educational Leadership "We are fortunate to have these ideas expressed so clearly and in one place. It is a very useful book. . . . " Choice "Offers educators ways for reflecting critically on their own practices and the relationship between schools and society." The Educational Digest 'The Politics of Education' provides an introduction to both the political dimensions of schooling and the politics of recent educational reform debates. The book offers both undergraduates and starting graduate students in education an understanding of numerous dimensions of the contested field of education, addressing questions of political economy and class, cultural politics, race, gender, globalisation, neoliberalism, and biopolitics. Discussions work through contemporary reform debates that include some of the most widely discussed reform topics such as school privatisation, standardised testing, common core curriculum, discipline, and technology. The book covers contemporary educational debates and seriously considers views across the political spectrum from the vantage point of critical education, emphasising schooling for broader social equality and justice.

"Diversifying the teaching force has become a priority in many migrant-receiving jurisdictions worldwide with the growing mismatch between the ethnic backgrounds, cultures, languages, and religions of teachers and those of students and families. Arguments for diversification tend to be couched in terms of disproportionate representation and students from minority backgrounds needing positive role models, yet research identifies other compelling reasons for diversification, including the fact that teachers of migrant backgrounds often possess outstanding qualifications when multilingualism and internationally obtained education and experience are taken into account, and the fact that all students, including majority-background students, benefit from a diversity of role models in schools. Nevertheless, the process of diversification is fraught with complexity. Depending on the context, systemic discrimination, an oversupply of teachers in the profession generally, and outdated hiring policies and practices can all impede efforts to diversify the teaching force. This volume comprises original research from Canada, the U.S., Germany, Ireland, Scotland, and England that problematizes issues of diversifying the teaching force and identifies promising practices. A foreword written by Charlene Bearhead of the National Centre for Truth and Reconciliation questions the very purpose of education in and for diverse societies. An introduction written by the editors defines key concepts and establishes a rationale for diversifying the teaching force in migrant-receiving contexts. Following this, key international scholars offer empirical perspectives using a range of methodologies and theories rooted in critical social science paradigms. The volume informs future research, programming, and policy development in this area."
inspiration to experienced educators, beginning teachers, and all of us who care about equity and the importance of every child’s life.”—Herbert Kohl, Director, Institute for Social Justice and Education, University of San Francisco What helps great public school teachers persevere—in spite of everything? Sonia Nieto, a renowned teacher educator, takes a close look at what can be learned from veteran teachers who not only continue to teach but also manage to remain enthusiastic about it. This inspirational volume provides much-needed advice on how some urban teachers are solving the everyday challenges of student learning. Nieto collaborates with experienced teachers in urban schools who are especially effective working with students of culturally and linguistically diverse backgrounds—students who are among the most marginalized in our public schools. Offering an alternative vision of what’s important in teaching and learning, Nieto concludes with an urgent call to advance new national priorities for public education.

The Active/Ethical Professional proposes an ethical framework for educators and school leaders who find their practice constrained by the demands of policies and structures created in response to accountability legislation. The framework is derived from Michel Foucault's theories of discipline, surveillance, resistance, and care of the self. Gunzenhauser asserts that an educator's dual position of being normalized (especially in relations with those above them in the education hierarchy) and normalizing (especially in relations with their students) can be troubling and difficult. The book argues that this position requires educators to be both "ethical" and "active." To be ethical, educators not only need to resolve ethical dilemmas in defensible ways, but they also need to recognize themselves as powerful in relation to others. To be active, educators need to be vigilant for moments when they are placed in the position to be "reactive" to normalizing pressures, and they also need to develop clear notions of how they may create opportunities for the cultivation of educational selves—selves that are rich ethically, aesthetically, epistemologically, and politically.

Teacher education programs serve traditional and non-traditional students and develop teachers to enter a range of teaching environments. Approaching teacher education through community involvement and learning objectives helps to effectively prepare teachers to serve local and community needs. The Handbook of Research on Service-Learning Initiatives in Teacher Education Programs provides emerging research on the methods and techniques for educators to strengthen their knowledge regarding the intersection of service learning and field placements. While highlighting topics, such as cultural competency, teacher development, and multicultural education, this book explores the benefits, challenges, and opportunities for employing community service as the driving framework for field experiences. This publication is a vital resource for practitioners, educators, faculty, and administrators seeking current research on the opportunity of field involvement to enhance teacher candidates' experiences and provide a channel for meaningful learning.

The purpose of this volume is two-fold. First, the book attempts to initiate a research-based dialogue from a variety of perspectives specifically about teacher training and teaching in the context of student linguistic and cultural diversity; and, second, to cast a wide net over three major areas of professional development that have the potential to impact on teacher quality and on the educational services provided to ELLs at all levels of instruction. This book represents a first attempt to a quiet revolution going on in teacher education (Johnson, 2000). It allows the reader to uncover research activities and experiences that constitute individual teacher education program initiatives. A revolution, because it is stirring the very essence of what stands at the core of teacher education, a core that has long been based more on training to teach monolingual English speaking students and less on teaching ELLs, their first and second language development, using their bilingualism to teach academics, and on the process of becoming an effective teacher of ELLs. This state-of-the-art review brings together research on effective pedagogy and teacher training. The nine feature chapters are directly concerned with effective new structures and practices for professional development and are presented in a framework that considers a wide spectrum of topics to address issues such as: what teachers need to understand about English language learners, what kind of professional experiences are likely to facilitate those understandings, and what kinds of teacher education programs and school settings are able to support their ongoing learning. The authors also discuss the implications of their work for helping English language learners connect and benefit from school from the points of view of (1) school reform, (2) teachers' bilingual proficiencies, (3) teachers' knowledge and beliefs, and (4) teacher training programming and sustainability.

Extracts from the text: "Why are fifteen million children and youth in poverty not achieving when we know that low-income students excel in the classrooms of "star" teachers (who comprise approximately 8 percent of the teaching force)?" "Whose needs or interests are being met in education reform today?" "In my own institution, there has not been a systematic assessment of the effectiveness of the basic teacher education program since the institution was founded over a century ago as a teachers college. Imagine, not one ever!" "Teachers who empathize with students and the life challenges they face soon realize that the dysfunctional bureaucracies will not permit them to meet the needs of their students. Half of the starry-eyed beginners are gone in five years or less. "Why does teacher education focus on the managerial, instrumental or delivery system aspects of the profession?" "The expert advice dispensed by schools of education regarding what future teachers should do is not connected to any theory of learning, or to any reality of life in school classrooms." "Why has the recruitment process resulted in a cohort of teachers who are unable to connect with their students?" "Does a qualified teacher equate to a quality teacher?" "The hope of getting more effective teachers from university teacher preparation programs is to base their budgets on the number of their graduates who serve in challenging schools and their effectiveness with children and youth. At the district level, the salaries of hiring officials should be based on how well these officials identify and retain quality teachers." "In this book, 12 distinguished scholars provide a hard-hitting, thoroughly researched, historical and theoretical critique of our schools of education, and offer clear recommendations on what must be done to ensure all children can achieve their potential, and contribute to a vibrant, democratic society.

The ideas presented in this book are drawn from a study of highly successful principals of schools affiliated with the League of Professional Schools. Chapter 1, "Sharing Governance," presents an overview of the literature on professional development and a description of the study. Chapter 2, "Trusting the Experts: Teachers," focuses on trust as the foundation for shared governance and teacher empowerment. Chapter 3, "Creating Instruction-Oriented Structures That Help Teachers Do Their Best," examines the importance of structuring schools to encourage teacher collaboration and access to decision making. Chapter 4, "A Cornucopia of Supportive Resources," explores how principals use resources such as staff development to enhance teachers' instructional capabilities. Chapter 5, "Encouraging Autonomy and Innovation," reviews extending autonomy and encouraging innovation as strategies to enhance instructional capabilities. Chapter 6, "Modeling Personal Dimensions," highlights the effects of such personal

Drawing on narratives of five beginning teachers, Millennial Teachers explores the tensions in teachers' young careers and how changing social, economic, and technological conditions of our current era both afford and constrain teachers' identities and the contexts in which they work. Examining case studies of beginning teachers, Laura K. Joe draws a generational portrait of novice teachers and identifies the challenges inherent in transitioning from pre-service teacher to in-service teacher. This book synthesizes these teachers' views on a range of topics and provides an understanding of the evolving pressures and possibilities of future teachers of the "millennial" generation.

Extended critical case studies provide a tangible working expression of the labour process of teaching, showing how teachers are simultaneously experiencing significant changes to their work, as well as responding in ways that actively shape these processes. For teachers and researchers, this book shows what processes are at work in the global economy which impact on, and sometimes control, the role of the teacher. It also reveals how teachers accommodate, resist or redefine their working circumstances, and explores methods researchers might employ in order to increase our understanding and knowledge of the effect of globalization on teaching.

Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation, showcases 15 chapters highlighting both the challenges and successes of recruiting, preparing, and sustaining novice teachers in the STEM content areas in high-need schools.

One of the world's leading social critics and educational theorists, Henry A. Giroux has contributed significantly to critical pedagogy, cultural studies, youth studies, social theory, and cultural politics. This new book offers a carefully selected cross-section of Giroux's many scholarly and popular writings, which bridge the theoretical and practical, integrate multiple academic disciplines, and fuse scholarly rigor with social relevance. The essays underscore the continuities and transformations in Giroux's thought, just as they offer invaluable approaches to understanding a range of social problems. Giroux's work suggests that a more humane and democratic world is possible and provides critical tools that can assist concerned citizens in bringing it into being.

Becoming a Teacher of Language and Literacy explores what it means to be a literacy educator in the 21st century. It promotes a reflective and inquiry-based approach to literacy teaching and examines three central questions: 1. How do teachers approach the teaching of reading and writing, speaking and listening within a digital age? 2. How do teachers approach the standardisation of literacy, including high-stakes testing? 3. How do teachers work within the framework of the Australian curriculum: English? The book covers a range of contemporary topics in language and literacy education, including reading and creating digital texts, supporting intercultural engagement in literacy education and developing community partnerships. Each chapter features teacher narratives, current theoretical perspectives, examples of practice and reflective questions. The narratives are designed to prompt reflection about teachers' professional practice within local school settings. They convey the voices of teachers as they grapple with the challenges of their professional practice.

The field of second/foreign language teacher education is calling out for a coherent and comprehensive framework for teacher preparation in these times of accelerating economic, cultural, and educational globalization. Responding to this call, this book introduces a state-of-the-art model for developing prospective and practicing teachers into strategic thinkers, exploratory researchers, and transformative teachers. The model includes five modules: Knowing, Analyzing, Recognizing, Doing, and Seeing (KARDS). Its goal is to help teachers understand: how to build a viable personal, professional and procedural knowledge-base, how to analyze learner needs, motivation and autonomy, how to recognize and appreciate learners' beliefs, behaviors and values, how to pose, develop and carry out teaching and dialogic acts, and how to see their own teaching acts from learner, teacher, and observer perspectives. Providing a scaffold for building a holistic understanding of what happens in the language classroom, this model eventually enables teachers to theorize what they practice and practice what they theorize. With its strong scholarly foundation and its supporting reflective tasks and exploratory projects, this book is immensely useful for students, practicing teachers, teacher educators, and educational researchers who are interested in exploring the complexity of language teacher education.

The Critical Turn in Education traces the historical emergence and development of critical theories in the field of education, from the introduction of Marxist and other radical social theories in the 1960s to the contemporary critical landscape. The book begins by tracing the first waves of critical scholarship in the field through a close, contextual study of the intellectual and political projects of several core figures including, Paulo Freire, Samuel Bowles and Herbert Gintis, Michael Apple, and Henry Giroux. Later chapters offer a discussion of feminist critiques, the influx of postmodernist and poststructuralist ideas in education, and critical theories of race. While grounded in U.S. scholarship, The Critical Turn in Education contextualizes the development of critical ideas and political projects within a larger international history, and charts the ongoing theoretical debates that seek to explain the relationship between school and society. Today, much of the language of this critical turn has now become commonplace—words such as “hegemony,” “ideology,” and the term “critical” itself—but by providing a historical analysis, The Critical Turn in Education illuminates the complexity and nuance of these theoretical tools, which offer ways of understanding the intersections between individual identities and structural forces in an attempt to engage and overturn social injustice. “This guide provides a comprehensive toolkit for the complex work of field instruction, including mentoring approaches; conversation stems; conferencing techniques; lesson debriefing questions; understandings of programmatic goals; observation, assessment, and feedback methods; and more. Chapters are accessibly written and filled with concrete examples, tips, worksheets, and activities”—

This book discusses the use of futures methodologies to examine and critique teacher education and investigate drivers of change in teacher education contexts, providing readers with futures tools that they can use to explore curricula and pedagogies. It explains futures methods, including scenario development and backcasting, and illustrates them with examples of research in science, technology and mathematics education contexts. By allowing the long-term influence of current trends to be considered and providing an opportunity to reflect on the present and imagine the future, scenarios provoke discussion on the directions that teacher education might take now. The book offers insights into the possibilities that might exist for teacher education futures and into how scenario building and planning can be used to inform debates about the present. Further, it suggests ways in which readers can influence the future of teacher education through understanding the drivers of change.

Teacher Education, Diversity, and Community Engagement in Liberal Arts Colleges examines the promise of and issues related to preparing teachers for cultural diversity through community engagement in the liberal arts colleges. This book emphasizes the transformative power of community engagement to both teacher education and the small liberal arts college. Through a careful examination of literature and reflections on practice, Lucy W. Mule underscores the community-engaged approach to teacher education, emphasizing deep relationships with culturally diverse communities, community-based pedagogy, and a consideration of institutional contexts. Building on recent conversations in the areas of teacher

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education, diversity, and community engagement in liberal arts colleges, she cogently examines a range of issues, from how teacher education's vision, curriculum, and pedagogy can be modified to be more consistent with the goal of educating for cultural diversity through community engagement to some of the program, institutional, and external challenges to community engagement in teacher education. The field of teacher education and small liberal arts colleges will find in Teacher Education, Diversity, and Community Engagement in Liberal Arts Colleges an excellent reason to enact purposeful change and transformation.

This book raises provocative questions about the efficacy, viability, and sustainability of professional learning communities given the present political and structural realities of public schools. The culmination of six years of research in five states, it explores real world efforts to establish learning communities as a strategy for professional development and school improvement. The contributors look at the realities of these communities in public schools, revealing power struggles, logistical dilemmas, cultural conflicts, and communication problems—all forces that threaten to dismantle the effectiveness of learning communities. And yet, through robust and powerful descriptions of particularly effective learning communities, the authors hold out promise that they might indeed make a difference. Anyone persuaded that learning communities are the new "magic bullet" to fix schools needs to read this book, including teacher educators, educational leaders and practitioners, professional developers, and educational leadership faculty.

Addressing underlying issues in science education and teacher training, which contribute to continued underrepresentation of racial and ethnic minority students in STEM and STEAM subjects and careers, this timely volume illustrates how a critical postmodern science pedagogy (CPSP) can be used effectively to raise awareness of diversity issues amongst preservice teachers. Using a case study design consisting of class observations, interviews, content analysis, questionnaires, and instructional interventions in preservice teacher training, the volume bridges science and multicultural education and investigates how curricular development and teacher preparation can be used to ensure that science education itself promotes diversity within STEM, and throughout education. Chapters also examine the intersections of science education and science literacy for both students and teachers and, in doing so, promote the importance of positive and accurate representation of diversity within science and research discourse. The book attempts to raise awareness regarding the need for meaningful curricular reform that creates real opportunities to address historical and scientific misinformation, while increasing diversity and inclusion in schools and society. This important text will be of interest to postgraduate students, researchers, scholars, and preservice teachers in the fields of science and mathematics education, STEM, multicultural education, teacher education, urban education, and the sociology of education.

In recent years there have been strong movements of reforms in teacher education. The most common are intended to adjust teacher preparation to the standardization demands of NCLB, Race to the Top, and CAEP to make teacher education more accountable. These reforms—carried out in the name of excellence, accountability, diversity, and inclusion—constitute subliminal efforts to appropriate the possibilities for real transformation in teacher education. However, in spite of the pervasive rhetoric to identify diversity and social justice with the accountability and standardization movement, there are endeavors to create transformations in teacher preparation that are authentic. These deliberate changes seek to counteract the neoliberal vision of school reform and strive to reclaim the original goals of public education represented in a vision of rigorous content knowledge, democratic schooling, and social justice. Appropriating the Discourse of Social Justice in Teacher Education is a testimony to that kind of authentic reform. It documents the transformational efforts of a teacher education program that infused the preparation of its teachers with a vision of education as a public good. This book validates the claim that the process of reproduction of social inequalities in teacher education is not a perfect, static process, but on the contrary, the real "seeds of transformation" within teacher education departments are abundant.

The International Handbook of Educational Change is a state of the art collection of the most important ideas and evidence of educational change. The book brings together some of the most influential thinkers and writers on educational change. It deals with issues like educational innovation, reform, restructuring, culture-building, inspection, school-review, and change management. It asks why some people resist change and what their resistance means. It looks at how men and women, older teachers and younger teachers, experience change differently. It looks at the positive aspects of change but does not hesitate to raise uncomfortable questions about many aspects of educational change either. It looks critically and controversially at the social, economic, cultural and political forces that are driving educational change. School leaders, system administration, teacher leaders, consultants, facilitators, educational researchers, staff developers and change agents of all kinds will find this book an indispensable resource for guiding them to both classic and cutting-edge understandings of educational change, no other work provides as comprehensive coverage of the field of educational change.

Pedagogy of the Heart represents some of the last writings by Paulo Freire. In this work, perhaps more so than any other, Freire presents a coherent set of principles for education and politics. For those who have read Freire's other works the book includes new discussions of familiar subjects including community, neoliberalism, faith, hope, the oppressed, and exile. For those coming to Freire for the first time, the book will open up new ways of looking at the interrelations of education and political struggle. Freire reveals himself as a radical reformer whose lifelong commitment to the vulnerable, the illiterate and the marginalised has had a profound impact on society and education today. The text includes substantive notes by Ana Maria Araújo Freire, a foreword by Martin Carnoy, a preface by Ladislau Dowbor, as well as a substantive new introduction by Antonia Darder, who holds the Leavy Presidential Endowed Chair in Ethics and Moral Leadership in the School of Education at Loyola Marymount University, USA. Translated by Donaldo Macedo and Alexandre Oliveira.
Edge explores the construct of reflexivity in teacher education, differentiating it from, while locating it in, reflective practice, and introduces a framework (Copying, Applying, Theorising, Reflecting, Acting) to help teacher educators become reflexive professionals.