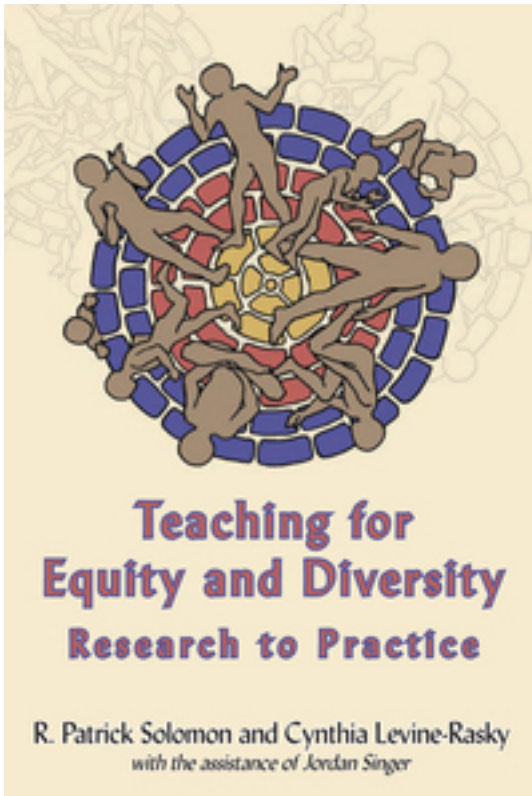


Teaching for Equity and Diversity

Research to Practice



This book is the first national study of Canadian educators' perspectives and practices of multicultural and antiracism education. It explores teachers' perspectives on race and ethno-cultural equity and offers solutions for some of the most pressing social justice and diversity issues facing educators in contemporary Canadian schools and society.

Solomon and Levine-Rasky suggest that the ineffectiveness of professional development initiatives to move educators from a posture of resistance to one of transformation points to the need for a more progressive teacher education pedagogy.

Based on a proven Urban Diversity Teacher Education model, this book provides theoretically driven practices for simultaneous renewal of teacher education in the university, partnership schools, and the communities they serve. It links the sensitive issues of race, ethnicity and culture to the broader equity, social justice, and diversity themes in Canadian society and institutions.

Teaching for Equity and Diversity will be useful to teachers, graduate students in education, teacher educators, and cultural workers who are committed to inclusive and democratic schooling.

Author Information

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The late R. Patrick Solomon was Associate Professor in the Faculty of Education, York University. He was also the first recipient of the Exemplary Multicultural Educator's Award, presented by the Canada Council for Multicultural/Intercultural Education.

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Reviews

"*Teaching for Equity and Diversity* is extremely insightful and fittingly grounded in the knowledge and practice of educators committed to promoting equity and anti-racism education. The book is a must-read for students, teachers, community workers and, in fact, an educational practitioner bent on combining critical thought, self reflection and social practice in order to enhance schooling outcomes for all learners."

George J. Sefa Dei, Professor and Chair, Department of Sociology and Equity Studies, OISE, University of Toronto

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Subjects

Sociology of Education
Gender, Equity, Diversity
Theory, Policy, Practice
Education
Education
Sociology
Sociology

211 pages

6 x 9 inches

September 2003

ISBN: 9781551302461

Available at:

<https://www.canadianscholars.ca/books/teaching-for-equity-and-diversity>

To request a review copy:

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416-929-2774

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MIT Sloan a commitment to diversity, inclusion, equity, and well-being is a key component of both principled leadership and sound management practice. By supporting teaching and research on the impact of socially and economically sustainable management, we can foster diversity and equitable business practices far beyond the borders of our campus. Holding Ourselves Accountable. We recognize that this statement is aspirational and that we are a work in progress, both as individuals and as an organization. In this spirit, we call on every member of our community to learn more about diversity, equity, and inclusion. We are each responsible for contributing to an environment characterized by mutual respect, trust, and intellectual curiosity. Completion of The Diversity Kit was made possible by the leadership and coordination of Maria Pacheco, director of Equity and Diversity Programs for The Education Alliance at Brown University, who oversees the LAB's national leadership area of teaching diverse learners. Members of the LAB's National Leadership Advisory Panel contributed to the review of this document. Their recommendations help assure that the LAB's work concerning equity and diversity is appropriate, effective, and useful in the field, particularly in improving educational outcomes for students with diverse linguistic and cultural backgrounds. Northwestern University is committed to excellent teaching, innovative research and the personal and intellectual growth of its students in a diverse, inclusive and supportive academic environment. Statement from President Morton Schapiro and Provost Jonathan Holloway. The backgrounds, experiences, and worldviews of the students, faculty, and staff at Northwestern University are becoming increasingly diverse, reflecting the shift in sociodemographics in the broader society. Please fill out this form to set up a consultation with Omari Keeles (above), the Assistant Director for Diversity, Equity, and Inclusion.

Diversity, Equity, and Inclusion Roundtable Sessions

portfolio such as learning and teaching, internationalisation or research. Figure 4 - Function of respondents Q2: What is your main function at your institution? Please select from the list below. University leadership could use the initiative as an occasion to formulate the strategic objectives for equity, diversity and inclusion as part of the application for funding. In the UK and Ireland, the Athena Swan Charter managed by Advance HE, an association dedicated to developing higher education, is central to institutional aims for gender equality. Why are equity and diversity important in early childhood learning, development and teaching? Each child has a unique learning trajectory that requires responsive, individualised learning and development opportunities that will enable them to reach their full potential. The diversity in Australian early childhood settings is growing every day. Equity and diversity are key principles for forming respectful partnerships with families. When families feel supported and included in their child's education and care children have better outcomes. Diversity, Inclusion and Equity training is a useful tool for teaching people to embrace diversity. It allows people to understand the meaning of diversity and helps training delegates to understand organisational goals and what it means for working roles. Training can leverage support for the concept of inclusion within organisational values and assists in outlining challenges that are associated with embedding diversity and inclusion. However, a word of caution; diversity and inclusion training cannot be effective if it is delivered in the absence of robust organisational procedures, that w Request PDF | On Jan 1, 2006, Darren E. Lund and others published Teaching for Equity and Diversity: Research to Practice | Find, read and cite all the research you need on ResearchGate. Teachers' own perceptions, beliefs, attitudes, teaching style, preferred learning style, and priorities are reflected in educational practices, so they need a clear sense of the difference between their own ethnic and cultural identities and those of newcomer students in order to reduce the risks of penalizing students for issues related to cross-cultural differences (Banks, 2016; Gay, 2010; Solomon & Levine-Rasky, 2003). Global Citizenship Education and Social Justice for Immigrant Students: Implications for Administration, Leadership, and Teaching in Schools. Chapter. Nov 2019. Diverse Classrooms: Social Justice, Equity, and Diversity Competencies for Teacher Candidates. William Sarfo Ankomah. Sociology. 2020. View 7 excerpts, cites background. Save. Alert. Research Feed. Religious Diversity and Teacher Education: Experiences and Perspectives of Muslim Women as Teacher Candidates in Pre-service Programs. Punita Lumb. Political Science. 2014. 2. Highly Influenced. View 5 excerpts, cites background.