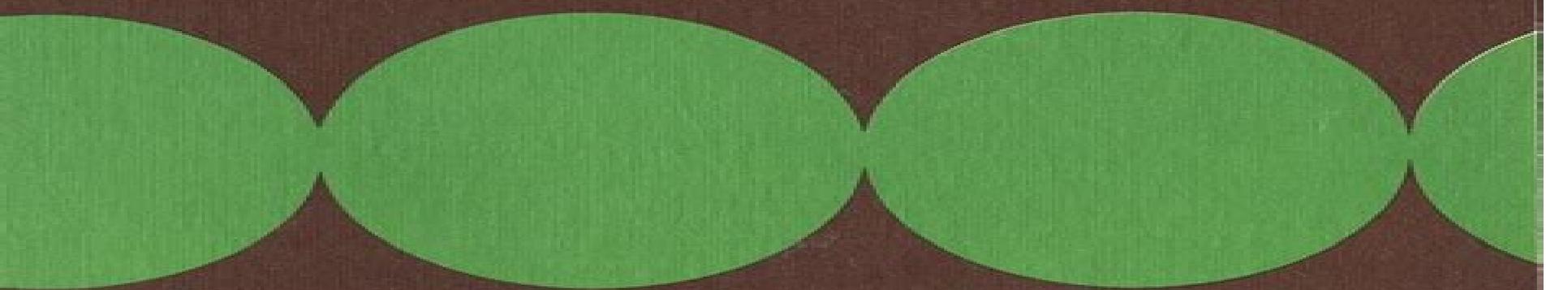




# Rethinking Educational Equality



Editors:  
Andrew Kopan & Herbert Walberg

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**Suniti Sharma, Althier M. Lazar**



## **Rethinking Educational Equality:**

*Rethinking Educational Equality* Andrew T. Kopan, Herbert J. Walberg, 1974 *Rethinking Educational Equality*. Edited by Andrew Kopan and Herbert Walberg Andrew T. Kopan (Comp), Herbert J. Walberg, 1974 *Rethinking Educational Equality* Andrew T. Kopan, Herbert J. Walberg, 1974 *Schooltalk* Mica Pollock, 2017-02-07 An essential guide to transforming the quotidian communications that feed inequality in our schools from the award winning editor of *Everyday Antiracism* Words matter Every day in schools language is used whether in the classroom in a student teacher meeting or by principals guidance counselors or other school professionals implying intentionally or not that some subset of students have little potential As a result countless students underachieve others become disengaged and ultimately we all lose Mica Pollock editor of *Everyday Antiracism* the progressive teacher s must have resource now turns to what it takes for those working in schools to match their speech to their values giving all students an equal opportunity to thrive By juxtaposing common scenarios with useful exercises concrete actions and resources *Schooltalk* describes how the devil is in the oft dismissed details the tossed off remark to a student or parent about the community in which she lives the way groups based on race ability and income are discussed in faculty meetings about test scores and data the assumptions and communication breakdowns between counselors teachers and other staff that cause kids to fall needlessly through the cracks or the deflating comment to a young person about her college or career prospects *Schooltalk* will empower educators of every ilk revealing to them an incredibly effective tool at their disposal to support the success of all students every day their words *Rethinking Education for Social Cohesion* M. Shuayb, 2012-11-20 This book addresses current debates in the field of social cohesion It examines the ethics and policy making of social cohesion and explores various means for promoting social cohesion including history education citizenship education language human rights based teacher training and school partnerships

**Rethinking Education in the Context of Post-Pandemic South Asia** Uma Pradhan, Karen Valentin, Mohini Gupta, 2023-06-20 This edited volume offers new analytical and methodological approaches to the study of education in the post pandemic educational context through case studies from countries in South Asia such as Bhutan India Nepal Pakistan and Sri Lanka Crossing disciplinary and national boundaries to advance collaborative knowledge production in South Asian education the book explores how different colonial legacies religious orientations and positions in the global economy are played out in regional education systems In doing so this volume focuses on the educational challenges faced by the region to better understand South Asian society and the existing societal inequalities in the wake of COVID 19 The book highlights how the pandemic invites a re thinking of current ways of approaching educational research in hybrid forms and also opens up new areas of research ranging from pedagogical innovations to the well being of teachers and students Offering interdisciplinary perspectives on education in this unique context this timely book will be highly relevant to students researchers and academics in the fields of international and comparative education South Asian studies teacher education

and education policy and politics      **Rethinking Gendered Regulations and Resistances in Education** Jessica Ringrose, 2014-06-11 Rethinking Gendered Regulations and Resistances in Education highlights key debates on the theme of regulation and resistance focusing on some of the most pressing contemporary issues in the field of gender and education today It underlines the need for educational research to attend to historical and psychosocial specificity chart local complexity and global disparity de colonise our Euro western centered gender analysis and consistently engage with the economic and policy domains of education as researchers and practitioners if we are to effectively tackle the diversity and complexity of gender equality issues in education Chapters in this collection showcase some of the varied and wide ranging theoretical approaches at play in current gender and education scholarship and raise questions about the types of research methods that can open up new ways of documenting processes of social and subjective struggle and transformation in education It stimulates important thinking about what has been what is and what can be as we face the future of gender and educational engagement struggle and debate This book was originally published as a special issue of Gender and Education

**Exploring Educational Equity at the Intersection of Policy and Practice** Sánchez-Santamaría, José, Boroel Cervantes, Brenda, 2024-05-20 In the complex environment of education pervasive inequities persist hindering progress towards a just and inclusive learning environment for all Students from diverse backgrounds face barriers that impede their educational journey perpetuating disparities and stifling the potential for collective growth The need for transformative change is urgent and it is within this pressing context that Exploring Educational Equity at the Intersection of Policy and Practice emerges as a beacon of hope and a solution oriented guide for scholars educators policymakers and all stakeholders committed to dismantling these barriers Exploring Educational Equity at the Intersection of Policy and Practice dives deep into the heart of the equity crisis synthesizing innovative scholarship to illuminate the multifaceted challenges within the educational system By critically examining the evolution and various dimensions of educational equity on a global scale the book presents the intricate web of issues that require our attention From this thorough analysis this book propels readers toward a transformative journey offering methodologically robust interventions and evidence based insights This comprehensive approach equips educators policymakers and researchers with the tools to navigate the complexities of promoting inclusive and empowering education

Actionable Research for Educational Equity and Social Justice Wang Chen, Xu Li, Edward P. St. John, Cliona Hannon, 2018-06-14 Actionable Research for Educational Equity and Social Justice advances a unique engaged approach to promoting educational equity and social justice in higher education across China and beyond Developed as a joint venture of senior and junior scholars in China and the United States this book documents Chinese Latin American U S and European examples of engaged scholarship supporting the development of strategies for expanding educational opportunities for low income families Drawing from collaborative research workshops and field investigations chapter authors propose and test new methods and practices for reducing educational inequality and provide

examples of successful practices that have improved access for low income students across the globe

**Charting Reform, Achieving Equity in a Diverse Nation** Gail L. Sunderman, 2013-05-16 This book explores equity in increasingly diverse schools examining how educational reform policies address racial ethnic and socioeconomic disparities It critiques current policies highlights minority student experiences in suburban schools and offers remedies for achieving equity

*Rethinking Education and Poverty* William G. Tierney, 2015-11 How can new ways of thinking about education improve the lives of poor students In *Rethinking Education and Poverty* William G Tierney brings together scholars from around the world to examine the complex relationship between poverty and education in the twenty first century International in scope this book assembles the best contemporary thinking about how education can mediate class and improve the lives of marginalized individuals In remarkably nuanced ways this volume examines education s role as both a possible factor in perpetuating and a tool for alleviating entrenched poverty Education has long been seen as a way out of poverty Some critics however argue that educational systems mask inequality and perpetuate cycles of poverty and wealth others believe that the innate resilience or intellectual ability of impoverished students is what allows those individuals to succeed *Rethinking Education and Poverty* grapples in turn with the ramifications of each possibility Throughout these compelling far reaching and provocative essays the contributors seek to better understand how local efforts to reduce poverty through education interact or fail to interact with international assessment efforts They take a broad historical view examining social economic and educational policies from the postWorld War II period to the end of the Cold War and beyond Although there is no simple solution to inequality this book makes clear that education offers numerous exciting possibilities for progress

*Education, Equality and Human Rights* Mike Cole, 2011-11-18 *Education Equality and Human Rights* addresses the issue of human rights and its relationship to education in the 21st century Each of the five equality issues of gender race sexuality disability and social class are covered as areas in their own right and in relation to education

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Nietzsche scholars researchers in the philosophy of education and students studying educational foundations *Rethinking 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy* Suniti Sharma, Althier M. Lazar, 2019-01-14 This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U S global movements and changes in the world political order that have long lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives theoretical approaches and research methodologies for educational inquiry responsive to diversity Driven by changes in classroom diversity this book offers educators researchers and policy makers a language for articulating complex differences in educational reform policy and practice **Rethinking Our Classrooms** Rethinking Schools, Ltd. Milwaukee, WI., 2001 Readings resources lesson plans and reproducible student handouts aimed at teaching students to question the traditional ideas and images that interfere with social justice and community building

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students on the basis of ability From the challenges with ability testing to gifted programs to the disability rights movement Parekh shows how ableism is inextricably linked to other forms of bias Her book is a powerful tool for educators committed to justice seeking practices in schools Rethinking Multicultural Education Carol Korn-Bursztyn,Alberto Bursztyn,2002-03-30 Korn and Bursztyn and their contributors examine the cultural transitions that children make as they move between home and school Case studies present instances of how diversity engages us in renegotiating the personal and social In illuminating the complicated nature of cultural transitions they highlight how multiculturalism can play a transformative role in the lives of children and schools **The Phi Delta Kappan** ,1974 *Rethinking Education through Critical Psychology* Gail Davidge,2016-09-19 Since the very first co operative school opened its doors in 2008 the complicated relations between co operative approaches to schooling and democratic subjectivity remain unexplored This ground breaking book considers the role of voice in co operative schooling and its place in radical research offering an original critical analysis of an alternative model of co operative schooling set within the context of the contemporary public education sector in England Drawing on post structural theory and critical ethnographic research the author explores how this model might offer new ways of thinking about what education is for and who stands to benefit or lose when schools adopt co operative ways of working together across the structures of governance pedagogy and curriculum The book considers how participatory ways of working in education might inform a more critical educational psychology that takes engendering equality and collective well being as an alternative starting point to measuring individual achievement and cognitive development This text will appeal to advanced level undergraduate and postgraduate students researchers and practitioners particularly in the field of psychology education politics and social research with an interest in developing a critical appreciation of inequalities in education and in reimagining the possibilities for change

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