

# Queering Elementary Education

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Towards Queer Literacy in Elementary Education  
Queer Studies and Education  
Queer Pedagogies  
Handbook of Urban Educational Leadership  
Sexual Orientation and Teacher Identity  
STEM of Desire  
Perspectives on Elementary Education  
Gay, Lesbian, and Transgender Issues in Education  
How Can Queering Contribute to Elementary Schoolteachers{u2019} Understanding and ClassroomPractice, as They Design and Implement LGBTQ Sensitive Visual Arts Curriculum?  
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Negotiating Masculinities and Bodies in Schools  
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this volume assembles a range of writers from diverse backgrounds and geographies to examine five broadly defined areas in elementary education foundational issues social and sexual development curriculum the family and gay lesbian educators and their allies

this study explored what it might mean for elementary school teachers to make pedagogical choices specifically in writing language arts through a queer lens using the par methodological model one group of pre and in service teachers worked together to further their understandings of queer theories tenets while incorporating newfound ideas and learnings into writing minilessons that they were able to use in their classroom instruction through collaborative discussions and planning periods this par group found that queer pedagogy involves a critical examination of both pedagogical choices and classroom resources materials a broad representation of lgbtq identities and continued reflective practices amongst both teachers and students the paper offers possible strategies of how elementary educators may use components of queer theories and par methods to queer pedagogical practices creating more inclusive school experiences for all children

this book blends multiple research studies historical and current events reflective teaching examples and guidance for lgbtq inclusion and queer pedagogy in elementary schools it is divided into three sections to guide the readers from a broad understanding of the hxstories of lgbtq discriminations rights and some communities resistance to lgbtq children teachers and curriculum to a focused invitation into the author s own reflections teaching and discussions with children about lgbtq literature and topics the volume provides hxstories theoretical and methodological inquiry resources and encouragement for teacher researchers ready to engage lgbtq inclusion and queer literacy pedagogy in their classrooms schools and communities

queer studies and education an international reader explores how the category queer as a critical stance or set of perspectives contributes to opportunities individually and collectively for advancing queer social justice within the context and concerns of schooling and education the collection takes up this general goal by presenting a cross section of international perspectives on queer studies in education collectively the chapters critically engage with heteronormativity and normativity more

generally as a political spectrum over a broad range of formal and informal sites of education and against a backdrop of critiques of liberalism and neoliberalism as the frameworks through which achievable social change and belonging are fostered particularly within educational settings

this book invites readers to explore the critical interruptions occasioned by queer pedagogies building on earlier scholarly work in this area as well as pedagogical production arising out of queer activism the chapters in this volume examine a broad range of themes as they collectively grapple with the meaning and practice of queer pedagogy across different contexts in this way queer pedagogies provides a glance at new ways of thinking about and acting on contemporary educational topics and debates situated at the intersection of queer studies and education in taking up the concept of queer pedagogy the volume provides ample opportunities for scholars educators activists and other cultural workers to critically engage with ongoing questions of theory praxis and politics

this book is the second edition of the highly successful handbook of urban educational leadership this book examines the uniqueness of the urban school and those in leadership roles that affect urban students and schools it examines community district school and teacher leadership influencing urban schools this edition examines conceptualizations of urban ecologies as well as other critical geographies and how these shape understandings in educational contexts contributions for this edition focused on areas that examined social technological international and other processes with intersections of issues of race class and gender power politics and capital and how they influence urban educational leadership we also included place and space based theories and discourses that influence urban realities which include but were not limited to networks assemblages safe brave space placemaking flow thirdspace homeplace and urbanormativity

sexual orientation and teacher identity professionalism and glbt politics in teacher preparation and practice examines the nature of lgbtq issues and teacher identity as social cultural and political constructs in particular the contributing authors to this collection of chapters present a collection of chapters contemporary discourses that will illuminate and critique the practices structures and politics in both teacher preparation programs and public school settings that affect lgbtq teachers and their identity in relation to the struggles of teachers as professionals face in obtaining recognition the contributing authors of the book focus on teachers are entering educational settings where difference connotes not equal and discourses of lgbtq politics identity and difference are interwoven with a realization of discrimination and

marginalization the authors drawing on their personal and professional experiences give much needed voice to recognition and the formation of identity from a lgbtq viewpoint as they relate to teachers teacher educators and other cultural workers responsible for shaping professional identities of teachers and for teaching students in schools and classrooms across the nation

stem of desire queer theories and science education locates creates and investigates intersections of science technology engineering and mathematics stem education and queer theorizing manifold desires personal political cultural produce and animate stem education queer theories instigate and explore im possibilities for knowing and being through desires normal and strange the provocative original manuscripts in this collection draw on queer theories and allied perspectives to trace entanglements of stem education sex sexuality gender and desire and to advance constructive critique creative world making and com passionate advocacy not just another call for inclusion this volume turns to what and how stem education and diverse desiring subjects might be come in relation to each other and the world stem of desire is the first book length project on queering stem education eighteen chapters and two poems by 27 contributors consider stem education in schools and universities museums and other informal learning environments and everyday life subject areas include physical and life sciences engineering mathematics nursing and medicine environmental education early childhood education teacher education and education standards these queering orientations to theory research and practice will interest stem teacher educators teachers and professors undergraduate and graduate students scholars policy makers and academic libraries contributors are jesse bazzul charlotte boulay francis s broadway erin a cech steve fifield blake m r flessas andrew gilbert helene götschel emily m gray kristin l gunckel joe e heimlich tommye hudson kathryn l kirchgasler michelle l knaier sheri leafgren will letts anna macdermut michael j reiss donna m riley cecilia rodéhn scott sander nicholas santavicca james sheldon amy e slaton stephen witzig timothy d zimmerman and adrian zongrone

this supplemental text provides a collection of three dozen real world case studies in diversity that foster discussion based active learning pedagogy designed to guide students in problem analysis and problem solving the cases explore a wide range of diversity issues at the elementary pre k 5 level including culture academic performance and expectations safety and prosocial behaviors social issues special needs and issues surrounding the family the approach organizes discussion around defining problems identifying alternatives and proposing solutions to the issues presented in the case the goal of the text is not to pose a single solution but rather to

learn how to analyze situations involving diverse individuals evaluate a variety of solutions and evaluate the consequences of those solutions features the diverse authors consist of academics practicing classroom teachers student teachers pre service teachers and students vignettes in each chapter present real world situations by which teachers can make decisions provides guidelines for the use of cases to ensure effective use of the case study approach cases vary in length perspective and subject area providing maximum flexibility of use i am impressed by the writing ability of the case writers and the higher level thinking questions that accompany each case there is terrific variety in the topics presented professor sandra j mckee clarion university of pennsylvania author bio dr stacey neuharth pritchett received her ph d in educational psychology from purdue university she teaches courses in early childhood education her research centers on the contexts of early educational intervention kindergarten retention economically disadvantaged children s transition to school particularly the head start population and intervention for children with chronic health problems

gay lesbian and transgender issues in education presents lgbt youth issues through the words of the adolescents themselves along with clear up to date essays about lgbt youth programs policies and practices around the world leading international educators and scholars examine personal experiences of lgbt youth cutting edge programs and research first presented in the international journal of gay lesbian issues in education dynamic and thought provoking this insightful book brings together ideas and a vision vital for the future of today s lgbt youth to view an excerpt online find the book on our quicksearch catalog at haworthpress com

as a design based research dbr qualitative study this thesis is positioned at the intersection of the quebec visual arts education program and lesbian gay bisexual trans and queer lgbtq youth studies specifically it examined the creation process precisely the design and implementation of six elementary school teachers lgbtq sensitive visual arts curriculum and their learning understanding and practice of queering the six teachers work at two elementary schools in montreal quebec one in notre dame de grace and one in the plateau montreal including three teachers per school one per cycle the research illuminates the issues around their queering of elementary visual arts pedagogy through the development and implementation of lessons that were inclusive of various family constructs confronting genderstereotypes and challenging the ideas around bullying the study employed dbr combining qualitative data collection interviews and logs keeping in mind queer as strategy an attitude and a new understanding smith 1996 while celebrating difference and breaking heteronormative binaries was at the heart of the teacher s design approach as they

created the curriculum this lead to the creation of a series of lesson plans and a guide of best practices to be used when implementing such lesson plans in the elementary classroom

featuring more than 200 entries this work is an authoritative source for educators researchers and students seeking an understanding of lesbian gay bisexual and transgender lgbt youth this work examines policy practice and research concerning youth who are often the victims of bullying and harassment

original scholarly monograph

this book features the most important and exciting writing from the past 15 years of radical teacher magazine focusing on the personal experience of teachers and the practical realities of teaching the essays cover teaching about war teaching about globalization teaching about race ethnicity and language teaching about gender and sexualities and threats to public education testing tracking and privatization this is a must read for all teachers who are committed to creative pedagogy and social justice contributors bernadette anand nancy barnes lilia i bartolom bill bigelow lawrence blum marjorie feld michelle fine h bruce franklin stan karp kevin k kumashiro pepi leistyna arthur macewan sarah napier bob peterson nicole polier patti capel swartz maria sweeney rita verma and kathleen weiler

explores gender and the body in relation to the postmodern condition challenging the stability of modernist understandings of gender and making a case for viewing gender as a pedagogical tool rather than as a threat

this collection brings together analyses from a range of educational contexts around the world of the ways in which notions of identity and difference belonging and exclusion are constructed within and beyond the context of education three key themes link the chapters within the book current policy and practice in education and educational research educational imperialism and its legacy cultures and sub cultures within and beyond educational contexts part one educational policy and practice internal colonisations explores what might be described as the internal colonization of education by a certain set of hegemonic ideas and practices practices which the authors in this book set out collectively to resist in part two educational imperialism and its legacy the focus turns to external imperialism within education in part

three culture and subculture within and beyond education notions of space place and identity are interwoven with linguistic symbolic and material cultural markers the contributors are elizabeth atkinson stephen ball renée depalma stephen dobson david gough ruby greene jennifer lavia ahmad nazari carrie paechter michael reiss john storey takako takano maddalena taras carol vincent and deborah youdell the book is intended for academics for students working at masters level and above and for education professionals and policy makers and will also appeal to scholars working in education and those involved in interdisciplinary work or working in the fields of sociology cultural studies and sociolinguistics

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