

Queering Elementary Education

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Queering Elementary Education: How a Par Project with Pre- and In-Service Teachers Used
Queer Theories to Create More Inclusive Learning Spaces for All Children
Perspectives on Elementary Education
Gay, Lesbian, and Transgender Issues in Education
Youth, Education, and Sexualities
How Can Queering Contribute to Elementary
Schoolteachers{u2019} Understanding and Classroom
Practice, as They Design and Implement LGBTQ Sensitive Visual Arts
Curriculum?"Unleashing the Unpopular"
Negotiating Masculinities and Bodies in Schools
Controversies in the Classroom
Marginality and Difference in Education and Beyond
Youth, Education, and Sexualities: K-Z
Journal of School Leadership
Keeping the Promise
Troubling Education
Marginalized Multiplicities
Disruptive Pedagogies
Life at the Crossroads
Intellectual Advancement Through Disciplinarity
Choice
LGBT Student Negotiations of Academic Literacies
William J. Letts
Carly L. Humphrey
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William Pinar
Brian Charles Lewis

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Intellectual

Advancement Through Disciplinarity Choice LGBT Student Negotiations of Academic Literacies *William J. Letts Carly L. Humphrey Stacey Neuharth–Pritchett James Thomas Sears James Thomas Sears Melissa–Ann Ledo Isabel Killoran Kevin G. Davison Joseph Entin Michael Jonathan Reiss James Thomas Sears Dennis Carlson Kevin K. Kumashiro Christina Marie Misa Anne René Elsbree Michael Leonardo Foster William Pinar Brian Charles Lewis*

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 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

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

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

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

controversies in the classroom features the most important and exciting writing from the past 15 years of radical teacher magazine this is a must read for all teachers who are committed to creative pedagogy and social justice

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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original scholarly monograph

it is with the multiplicity of these tools that i will attempt to intertwine their principal tenets e g narrative inquiry historical analysis and coalition building of latcrit and queered chicana theory to go beyond a traditionally pathological approach toward queers in general to analyze institutional dynamics that both impede and contribute to the prosperity of these young women in their education and societal dimensions e g family culture community lastly i hope to provide some insight in utilizing these theoretical frameworks for developing avenues to evaluate critique and create policy and research that implement transformative practices in school communities and begin the journey to deepen an intersectional discussions on how multiple layers of identity sexual identity gender race and class exist in everyday practices and routines in school communities

skepticism toward disciplinarity william f pinar points out is etched deeply in the u s field drawn by progressive education s efforts to reconfigure the school curriculum as child centered and or as focused on social reconstruction skepticism toward disciplinarity had also been affirmed by bobbit and charters positioning of adult activity as the organizer of the school curriculum add to these historical dispositions the contemporary legitimation crisis of the academic disciplines and the rage for interdisciplinary trans disciplinary post disciplinary anything but disciplinary research and curriculum becomes intelligible the intellectual labor of understanding constitutes the discipline of disciplinarity through the discipline of disciplinarity one contributes to the field s

intellectual advancement and to one's own appreciating the centrality of disciplinarity to intellectual advancement requires us. Pinar argues to replace Schwab's syntactical and substantive structures of the disciplines focused on methodology and the concepts research methodology generates. Schwab's schema was more appropriate to the natural and social behavioral sciences than it is to the humanities and the arts. Pinar replaces these with two structures more appropriate to a discipline associated with the humanities and the arts and focused on the education of the public: horizontality and verticality. Explicating Spivak's notion of planetarity to specify the structures of subjectivity, these structures of disciplinarity invite Pinar to illustrate these concepts through introductions to the scholarship of Ted Aoki, Tom Barone, Mary Aswell Doll, Maxine Greene, James Henderson, Dwayne Huebner, Rita Irwin, David Jardine, Kathleen Kesson, James B. MacDonald, Janet Miller, Marla Morris, Alice Pitt, William Reynolds, John Weaver, among others, of significance to all specializations in the broad and fragmented academic field of education. Intellectual advancement through disciplinarity provides the intellectual tools by means of which education scholars worldwide can participate in the complicated conversation that is internationalization in order to contribute to the intellectual sophistication of their nationally distinctive fields.

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