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KEY=EDUCATION - MILA SINGLETON

Studying Diversity in Teacher Education *American Educational Research Association* Studying Diversity in Teacher Education is a collaborative effort by experts seeking to elucidate one of the most important issues facing education today. The contributors address historically persistent issues such as understanding how to teach diversity, while also providing research and case studies on how the issues are being resolved. Concluding the volume with an agenda for future research, Studying Diversity in Teacher Education is a necessary resource for all educators. **Teaching and Learning in Further Education** *Routledge* First Published in 1997. Routledge is an imprint of Taylor & Francis, an informa company. **Teacher Education for Diversity Conversations from the Global South** *Routledge* Foregrounding the diversity that characterises various educational settings, this book discusses how histories and geographies of oppression, exclusion and marginalisation have impacted on teacher education. Contributors draw on first-hand experiences of living and working in countries including Brazil, China, South Africa, New Zealand and Malawi. Positioned in a geographical and metaphorical 'Global South', the book draws critical attention to debates which have been otherwise marginalised in relation to those conducted in the 'Global North'. Chapters address difference and diversity on both a conceptual and empirical level, acknowledging the significance of various global trends including increased migration and urbanisation; and broadening understandings of race, religion, gender, sexuality and dis/ability. Taken together, these chapters reveal the extent of the work which still remains to be done in the field of teacher education for diversity. The issues discussed are of global significance, making this text key reading for teachers, teacher educators, and those concerned with the advancement of social justice and reduction of inequality through education. **Teaching and Learning in Further Education Diversity and Change** *Psychology Press* First published in

1997. Routledge is an imprint of Taylor & Francis, an informa company. **Teacher Education to Enhance Diversity in STEM**

Applying a Critical Postmodern Science Pedagogy *Routledge* 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.

Facing Diversity in Child Foreign Language Education *Springer Nature* This edited book uses the concept of diversity in child foreign language education as a major organizing principle. Since a foreign language, most typically English, is taught globally to an increasing number of children, the variability in the process and varied learning outcomes are inescapable phenomena. This book has been constructed on the premise that heterogeneity, first, concerns young language learners, who due to the disparity in the pace of development need appropriately tailored educational solutions, and, second, it refers to a diversity of contexts in which learning takes place. The contexts can be defined on a macroscale (e.g. different countries), mesoscale (e.g. different institutions), and microscale (e.g. specific learner groups). The book consists of four thematic strands. In Part One the learner-internal causes of heterogeneity of young language learners are clarified. Part Two presents a sample of classroom studies in which learner variables, such as gender, learner preferences, and special needs are taken into account. Part Three looks at teaching materials and how they meet learners' needs. Finally, Part Four highlights diversity issues that teachers should be prepared to face.

Self-Study and Diversity III Inclusivity and Diversity in Teacher Education *BRILL* This book is about the self-study of teacher education practices at a time when inclusion and diversity are being questioned. Authors of various backgrounds and identities draw on their own experiences to examine the challenges of preparing teachers.

A Little Guide for Teachers: Diversity in Schools *SAGE* A Little Guide for Teachers: Diversity in Schools aims to provide starting points for teachers and leaders in creating a curriculum, either across disciplines or within subjects, that is as deep and diverse as their students. The Little Guide for Teachers series is little in size but BIG on all the support and inspiration you need to navigate your day to day life as a teacher. · Authored by experts in the field · Easy to

dip in-and-out of · Interactive activities encourage you to write into the book and make it your own · Fun engaging illustrations throughout · Read in an afternoon or take as long as you like with it!

Self-Study and Diversity II Inclusive Teacher Education for a Diverse World Springer Self-Study and Diversity II is a book about the self-study of teacher education practices in a diverse world. In this volume, the authors examine the preparation of teachers through a shared orientation to diversity grounded in a commitment to addressing issues of identity, equity, diversity, social justice, inclusion, and access in their professional practice. The first chapters are autobiographical studies in which teacher educators reflect on how their personal identities as minorities within a historically oppressive culture inform their professional practice. These powerful narratives are followed by accounts of teacher educators addressing diversity issues in the United Arab Emirates, India, South Africa, and Thailand. The closing chapters attend to the challenges of preparing teacher candidates to become inclusive educators in a diverse world. Even though each chapter focusses on a particular dimension of equity and social justice or dilemma of practice, the insights in these self-studies are relevant to all teacher educators interested in improving teacher education by respecting diversity and becoming more inclusive. Particular strengths are the diversity of authors and international scope of the book.

Educational Research and Innovation Educating Teachers for Diversity Meeting the Challenge Meeting the Challenge OECD Publishing This publication sheds light on the evidence base that can be used to redesign initial and continuing teacher education to help practitioners effectively teach diverse students.

Diversity, Equality and Achievement in Education SAGE Most classrooms contain children from a variety of backgrounds, where home culture, religious beliefs and the family's economic situation all impact on achievement. This needs to be recognised by teachers in order to establish fair, respectful, trusting and constructive relationships with children and their families, which will allow every child to reach their full potential. This book looks at real issues that affect teachers in the classroom, and examines a variety of influences affecting child development. It provides you with the theoretical and practical information you need to ensure you understand the complex factors which affect the children in your care, and it encourages good, thoughtful teaching. Dealing with some of the less widely addressed aspects of diversity and inclusion, the book considers: - children who are asylum seekers - the notion of 'pupil voice' - what diversity and equality mean in practice - gender and achievement - looked-after children - social class - disability - ethnicity and whiteness This book is essential reading for any education student looking at diversity and inclusion, and for teachers in role looking for advice on how to meet the professional standards.

Differentiation and Diversity in the Primary School Routledge Differentiation is a key part of effective teaching; structuring learning experiences to suit the needs of the individual child plays a major part in the quality of the education that child receives. However, even experienced teachers can often struggle to achieve this ideal when considering the needs of a class, which is likely to include pupils across the whole ability range, from students with learning difficulties through to gifted children. Written by practising teachers this collection: * examines the definitions and scope of differentiation * looks at the structuring and management of learning activities within the curriculum areas of key stages 1 and 2 *

shows how teachers can provide equal access to the curriculum for all children, whilst also meeting government requirements * discusses issues of assessment * describes how schools can construct a whole school policy and approach for differentiation. Using case studies and examples, this book will lead teachers to reflect on their current practice, whilst also containing practical advice which will enable them to improve. **Education, Equity and Inclusion Teaching and Learning for a Sustainable North** Springer **Cooperative Learning and Strategies for Inclusion Celebrating Diversity in the Classroom** Brookes Pub This book reviews the basics of cooperative learning and provides guidance to educators and administrators on adapting curricula and implementing methods such as multilevel instruction. **Educating Teachers for Diversity Seeing with a Cultural Eye** Teachers College Press Offers advice for closing the achievement gap of low-income African American students in urban schools -- Focuses on issues of assessment for K-12 students and teachers of color -- Explores the declining number of teachers of color in the United States and its relation to school failure among African American and Latino students -- Outlines a curriculum for teacher education programs to help them produce culturally aware and effective teachers -- Examines how colleges of education can reverse the cycle of failure for students of color by producing teachers who are culturally responsive -- Concludes with a summary of the work and recommendations of such scholars as James A. Banks and Sonia Nieto. **Content and Language Integrated Learning Cultural Diversity** Peter Lang The adoption of Content and Language Integrated Learning (CLIL) in Higher Education teaching has been widespread. This learning strategy has developed the need to learn foreign languages and to communicate with people with different cultural backgrounds. Culture learning should be part of language and content teaching as Higher Education involves language skills, topic comprehension and sociological capabilities. Teachers explore new teaching strategies which imply diverse goals and focus on different cultural backgrounds. The contributions of this book comment the multicultural awareness of the students involved in learning another language and the facts implied in teaching in a multicultural environment. **Science Education for Diversity Theory and Practice** Springer Science & Business Media Reflecting the very latest theory on diversity issues in science education, including new dialogic approaches, this volume explores the subject from a range of perspectives and draws on studies from around the world. The work discusses fundamental topics such as how we conceptualize diversity as well as examining the ways in which heterogeneous cultural constructs influence the teaching and learning of science in a range of contexts. Including numerous strategies ready for adoption by interested teachers, the book addresses the varied cultural factors that influence engagement with science education. It seeks answers to the question of why increasing numbers of students fail to connect with science education in schools and looks at the more subtle impact that students' individually constructed identities have on the teaching and learning of science. Recognizing the diversity of its audience, the book covers differing levels and science subjects, and examines material from a range of viewpoints that include pedagogy, curricula, teacher education, learning, gender, religion, and ICT, as well as those of in-service and trainee teachers at all levels. **Letters from the Future Linking Students and Teaching with the Diversity of Everyday Life** Stylus Publishing, LLC. If,

fundamentally, education is about change and transformation, this is all the more true where teaching and learning about diversity is concerned. Yet teachers rarely know what influence their instruction has had on the lives of their students. Given the social importance of this enterprise, there is a compelling need to evaluate diversity education and student outcomes. This edited volume provides insights into the teaching and learning experiences of diversity educators and their students. College-level teachers from such disciplines as biology, social work, sex education, communication, political science, English literature, and criminology share their general philosophy of teaching and how teaching diversity offers insights and challenges in the classroom. This book uniquely integrates revealing letters from former students within each teacher's chapter. These letters offer observations and reflections upon key lessons learned or ideas that were challenged in the teacher's classroom and how these lessons are connected to or disconnected from their professional and/or personal lives. We also see how the teachers in turn have modified their practice in the light of their students' feedback. The editors revisit the chapters to find the emergent Best Practices as take-aways for the reader. This book will be useful to college teachers who currently teach courses with a diversity-focused content, and to instructors who plan to incorporate diversity content within an existing course. Directors of teaching and learning centers, coordinators of doctoral programs, and TA centers will also find helpful information and insights about pedagogy, process, and learning outcomes. **Cultural Diversity and Education Foundations, Curriculum, and Teaching** *Routledge* Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field---James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles Checklist"—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings

described in the book. **Building on Student Diversity Profiles and Activities** SAGE Addressed to teachers learning about children with diverse backgrounds and abilities, offers a set of biographies and simulated files of six students at three educational levels and practical activities that can be used with the biographies and files to s **Critical Pedagogy, Race, and Media Diversity and Inclusion in Higher Education Teaching** Routledge Critical Pedagogy, Race, and Media investigates how popular media offers the potential to radicalise what and how we teach for inclusivity. Bringing together established scholars in the areas of race and pedagogy, this collection offers a unique approach to critical pedagogy by analysing current and historical iterations of race onscreen. The book forms theoretical and methodological bridges between the disciplinary fields of pedagogy, equality studies, and screen studies to explore how we might engage in and critique screen culture for teaching about race. It employs Critical Race Theory and paradigmatic frameworks to address some of the social crises in Higher Education classrooms, forging new understandings of how notions of race are buttressed by popular media. The chapters draw on popular media as a tool to explore the social, economic, and cultural dimensions of racial injustice and are grouped by Black studies, migration studies, Indigenous studies, Latinx studies, and Asian studies. Each chapter addresses diversity and the necessity for teaching to include visual media which is reflective of a myriad of students' experiences. Offering opportunities for using popular media to teach for inclusion in Higher Education, this critical and timely book will be highly relevant for academics, scholars, and students across interdisciplinary fields such as pedagogy, human geography, sociology, cultural studies, media studies, and equality studies. **A Little Guide for Teachers: Teacher Wellbeing and Self-care** SAGE Teachers can't teach effectively if they're demotivated and exhausted; and they shouldn't they have to! A Little Guide for Teachers: Teacher Wellbeing and Self-Care explains how wellbeing is essential to effective teaching, and gives teachers practical tools to take back control of the classroom. The Little Guide for Teachers series is little in size but BIG on all the support and inspiration you need to navigate your day to day life as a teacher. · Authored by experts in the field · Easy to dip in-and-out of · Interactive activities encourage you to write into the book and make it your own · Fun engaging illustrations throughout · Read in an afternoon or take as long as you like with it! **Diversity and Motivation Culturally Responsive Teaching in College** John Wiley & Sons When the first edition of Diversity and Motivation was published in 1995, it became a premier resource for faculty and administrators seeking effective and practical strategies that foster motivation among culturally diverse student groups. This revised and updated second edition of Diversity and Motivation offers a comprehensive understanding of teaching methods that promote respect, relevance, engagement, and academic success. Margery B. Ginsberg and Raymond J. Wlodkowski base their insights and concrete suggestions on their experiences and research as college faculty. The book defines norms, illustrates practices, and provides tools to develop four foundational conditions for intrinsically motivated learning: establishing inclusion, developing a positive attitude, enhancing meaning, and engendering competence. The authors provide perspectives on the social justice implications of each condition. Diversity and Motivation includes resources to help educators create a supportive community of learners, facilitate

equitable discussions in linguistically diverse classrooms, design engaging lessons, and assess students fairly. The ideas in this book apply across disciplines and include teaching practices that can be easily adapted to a range of postsecondary settings. In addition, the authors include a cohesive approach to syllabus construction, lesson design, and faculty development. This new edition also contains a framework for motivating students outside traditional classroom settings.

Teacher Diversity and Student Success Why Racial Representation Matters in the Classroom Teacher Diversity and Student Success makes a powerful case for diversifying the teaching force as an important policy lever for closing achievement gaps and moving schools closer to equity goals. Written by three leading scholars, the book provides nuanced solutions on how to diversify the teaching force, increase student exposures to same-race teachers, and improve teacher training for a culturally diverse student body. They argue that teacher diversity should be seen as one element of teacher quality, and policies focused on improving teacher quality should take race explicitly into consideration. The authors also address the historic and contemporary factors that have kept people of color out of teaching and highlight emerging research showing the significant, long-lasting impact of same-race teacher exposures, particularly for Black and Latino students. This timely book is a call to action for building teacher diversity to ensure student success.

Teaching to Diversity The Three-Block Model of Universal Design for Learning Portage & Main Press In her book Teaching to Diversity, Dr. Jennifer Katz synthesizes the research, and 16 years experience of teaching in inclusive classrooms and schools, to provide answers to several questions: How do I make inclusion work for ALL students? What are the foundational best practices of a truly inclusive learning community? How does one create such a community? The author pulls together, in an organized way, a three-block model of universal design for learning (UDL) and suggests a step-by-step approach for implementing it. This framework includes: Block One, Social and Emotional Learning: details ways to build compassionate learning communities (K-12) in which all students feel safe and valued, and develop a positive self-concept, sense of belonging, and respect for diverse others. Block Two, Inclusive Instructional Practice: includes a framework for planning units from K-12, and explains instructional and management practices for teaching, assessing, grading, and reporting in UDL Classrooms. Block Three, Systems and Structures: suggests strategies for creating inclusive learning communities, and explores ways in which resource teachers, student services personnel, and school administrators can support and create socially and academically inclusive schools and classrooms. The three-block model of UDL can empower educators with the knowledge, skills, and confidence required to teach diverse learners in the same classroom--including those who have previously been excluded. Ultimately, it is about creating classrooms and schools that heal by teaching to the heart, mind, and spirit of every student.

Educational Diversity The Subject of Difference and Different Subjects Palgrave Macmillan This collection explores the relationship between new equality regimes and continued societal inequalities, exploring change, ambivalence and resistance specifically in relation to compulsory and post-compulsory education, seeking to more fully situate the educational journeys and experiences of staff and students.

Accessibility and Diversity in Education: Breakthroughs in Research and Practice

Breakthroughs in Research and Practice *IGI Global* Education is a necessary foundation for improving one's livelihood in today's society. However, traditional learning has often excluded or presented a challenge to students with visual, physical, or cognitive disabilities and can create learning gaps between students of various cultures. It is vital that learning opportunities are tailored to meet individual needs, regardless of individual disabilities, gender, race, or economic status in order to create more inclusive educational practices. *Accessibility and Diversity in Education: Breakthroughs in Research and Practice* examines emerging methods and trends for creating accessible and inclusive educational environments and examines the latest teaching strategies and methods for promoting learning for all students. It also addresses equal opportunity and diversity requirements in schools. Highlighting a range of topics such as open educational resources, student diversity, and inclusion barriers, this publication is an ideal reference source for educators, principals, administrators, provosts, deans, curriculum developers, instructional designers, school boards, higher education faculty, academicians, students, and researchers. **The SAGE Handbook of Inclusion and Diversity in Education** *SAGE* This handbook examines policy and practice from around the world with respect to broadly conceived notions of inclusion and diversity within education. It sets out to provide a critical and comprehensive overview of current thinking and debate around aspects such as inclusive education rights, philosophy, context, policy, systems, and practices for a global audience. This makes it an ideal text for researchers and those involved in policy-making, as well as those teaching in classrooms today. Chapters are separated across three key parts: Part I: Conceptualizations and Possibilities of Inclusion and Diversity in Education Part II: Inclusion and Diversity in Educational Practices, Policies, and Systems Part III: Inclusion and Diversity in Global and Local Educational Contexts **Diversity in Japanese Education** *Springer* No one is born fully-formed: it is through self-experience in the world that we become what we are. – Paulo Freire *Diversity in Japanese Education* explores 'self-experience' of individual learners and educators in Japan. The word 'diversity' is not limited to one's ethnic background. Here, diversity refers to one's pedagogical experiences and life experiences; to the norms, beliefs and values that impact such relations. These experiences and relations are fluid as they are shaped and reshaped in global and glocal settings. They are also reflected in praxis of English language learning and teaching in Japan. The authors' educational backgrounds vary but they all share the common ground of being educators in Japan. Through being involved in learning and/or teaching English language in Japan, they have witnessed and experienced 'diversity' in their own pedagogical context. The book focuses on shifting critical and reflexive eyes on qualitative studies of pedagogical experiences rather than presenting one 'fixed' view of Japanese education. **Icelandic Studies on Diversity and Social Justice in Education** *Cambridge Scholars Publishing* The educational systems of the Nordic countries are based on a common set of fundamental values, such as democracy, social justice and inclusion. However, when it comes to the treatment of diversity, especially in education, many issues remain unresolved. This edited volume presents Icelandic research on the challenges and opportunities of diversity in education at several levels, including preschool, primary, secondary, vocational and higher education in Iceland. The chapters shed light on school experiences of students and

parents of immigrant or refugee background and their teachers, and explore attitudes and values of young people with regards to diversity, human rights and multicultural society. This book also addresses the issues of the professional development of teachers and inclusive practices, and will primarily appeal to classroom teachers and academics, teacher education students, social educators, and education policy makers. While set in the Icelandic context, this volume will serve to contribute to current global discussions on diversity and social justice in education. **Equality and Diversity in Further Education** *Critical Publishing* Further Education is the most diverse of all the education sectors. Managing diversity and promoting equality, a legislative requirement of the 2010 Equalities Act, brings significant challenges for practitioners who are tasked with making the rhetoric of politicians a reality, often with little guidance and few resources. This book provides practical guidance for existing lecturers and trainee teachers, explaining how they can overcome these challenges and establish a positive learning environment to meet the needs of all learners. This accessible and up to date book extends the scope of the diversity and inclusion debate to consider a wide range of issues including age, working with cross-cultural groups, promoting effective gender relations, sexual orientation and working with current and ex-offenders. Each chapter includes clear objectives, case studies, critical thinking tasks, chapter reflections and a learning review audit. **Learning, Social Interaction and Diversity - Exploring Identities in School Practices** *Springer Science & Business Media* The main idea of the book is to contribute to a broader understanding of learning, identity and diversity by presenting actual research findings that were retrieved from classroom settings and related social practices. Learning is to a large extent an ongoing social process as both students and their teachers learn by being part of shared social practices through social interactions that facilitate learning gains. Sociocultural research shows that the organization of schooling promotes or restricts learning, and is a crucial factor to understand how children from a diversity of backgrounds profit from instruction. This is a first urgent issue to be considered by teachers and teacher education in our socio and culturally diverse society. A second issue is the on-going debate about learning as a process that involves the construction of identities in schools and classrooms, and in the transitions between school and home practices. Last but not least, since school practices can be addressed from the perspective of diversity and special educational needs an on-going discussion about optimizing pedagogical approaches is of main importance to allow maximum educational effectiveness. Our potential audience for this book are researchers, post-graduate students in education and psychology, teachers, teacher education, other academics and policy makers. **Practitioner Research in Education Making a Difference** *SAGE* 'This is a very simple but notable piece of work....they have done a service to education in providing evidence (and there is remarkably little elsewhere) that continuous professional development does pay off in terms of a better education for pupils in schools' - School Leadership and Management Much debate currently concerns the value of education research : how is it perceived by practitioners and students ? How useful and relevant is it ? Who best carries it out ? Can it be free from political influence ? While practitioner research is widely advocated, little is known about its effect on individuals, teams and the institution. In Practitioner Research in Education, the au **Technology-Enhanced**

Learning and Linguistic Diversity Strategies and Approaches to Teaching Students in a 2nd or 3rd Language *Emerald Group Publishing* Drawing on research and hands-on experience, this book includes contributions which draw on linguistic research on 2nd and 3rd language acquisition, as well as case studies of specific challenges in teaching content courses in various disciplines, to offer a roadmap of how educators might facilitate the learning of their bilingual student cohort.

Essentials of Teaching Adapted Physical Education Diversity, Culture, and Inclusion *Routledge* *Essentials of Teaching Adapted Physical Education: Diversity, Culture, and Inclusion* offers a wealth of knowledge for teaching today's diverse student population, including those with disabilities. Readers will learn how to teach a variety of students, organize learning within various curricular models, assess and evaluate students, and manage behavior. Readers will also learn more about the conditions and disabilities they may encounter when teaching, how to understand students' various abilities, and how to adapt and modify instructional methods to include all students. The book emphasizes the importance of being culturally responsive and acquiring the necessary knowledge to infuse appropriate, socially just practices into educational settings. Future teachers will learn how to apply culturally responsive instructional methods and behavior management strategies and will understand broader social and economic contexts for their students' behavior. At the same time, this book provides more than a how-to approach to teaching adapted physical education. Its content and features promote reflective learning, encouraging readers to anticipate the types of teaching situations and challenges that may arise and think through how they will respond. Scenarios and vignettes throughout provide context for the material and promote critical thinking and problem solving.

Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals *IGI Global* Perspectives and identity are typically reinforced at a young age, giving teachers the responsibility of selecting reading material that could potentially change how the child sees the world. This is the importance of sharing diverse literature with today's children and young adults, which introduces them to texts that deal with religion, gender identities, racial identities, socioeconomic conditions, etc. Teachers and librarians play significant roles in placing diverse books in the hands of young readers. However, to achieve the goal of increasing young people's access to diverse books, educators and librarians must receive quality instruction on this topic within their university preparation programs. The *Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals* is a comprehensive reference source that curates promising practices that teachers and librarians are currently applying to prepare aspiring teachers and librarians for sharing and teaching diverse youth literature. Given the importance of sharing diverse books with today's young people, university educators must be aware of engaging and effective methods for teaching diverse literature to pre-service teachers and librarians. Covering topics such as syllabus development, diversity, social justice, and activity planning, this text is essential for university-level teacher educators, library educators who prepare pre-service teachers and librarians, university educators, faculty, adjunct instructors, researchers, and students.

Encyclopedia of Diversity in Education *SAGE* With 695 signed entries with cross-references and recommended readings, the *Encyclopedia of Diversity in Education, Four-Volume Set*, in both print

and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels. **Diversity and Inclusion in Global Higher Education** *Springer Nature* This open access book offers pioneering insights and practical methods for promoting diversity and inclusion in higher education classrooms and curricula. It highlights the growing importance of international education programs in Asia and the value of understanding student diversity in a changing, evermore interconnected world. The book explores diversity across physical, psychological and cognitive traits, socio-economic backgrounds, value systems, traditions and emerging identities, as well as diverse expectations around teaching, grading, and assessment. Chapters detail significant trends in active learning pedagogy, writing programs, language acquisition, and implications for teaching in the liberal arts, adult learners, girls and women, and Confucian heritage communities. A quality, relevant, 21st Century education should address multifaceted and intersecting forms of diversity to equip students for deep life-long learning inside and outside the classroom. This timely volume provides a unique toolkit for educators, policy-makers, and professional development experts. **Teaching a Diverse Primary Curriculum** *Learning Matters* Without conscious consideration of diversity in the curriculum, there is a danger that teachers fall back on a narrow syllabus. Trainee and new teachers need support to expand their knowledge and understanding of the curriculum to enable them to make active choices to ensure diversity in what they teach. This book explains why and how diversity can be taught through the primary National Curriculum. It includes practical examples of good practice and realistic straightforward ideas and resources to support new teachers to go into the classroom ready to bring diverse voices and learning to their teaching. **Diversity, Difference and Social Justice in Physical Education Challenges and Strategies in a Translocated World** *Routledge* This book presents a detailed analysis of the experiences of (minority ethnic) physical education (PE) teachers in both schools and higher education contexts. It examines and questions the lack of ethnic diversity in PE teacher education in high-income developed countries and suggests important new directions for transformative pedagogy to address the 'whiteness' of PE. The book draws on auto-ethnographical research conducted in Sydney, Australia—one of the world's most culturally diverse cities—and in cities of the United Kingdom. The study is rooted in the concept of 'trans-locality', the networks that extend beyond the immediate community. It explores the challenges faced by PE teachers in culturally diverse workplaces, and the interconnections between place, institutions, and the parallel processes of mobility and globalisation. To understand and theorise the myriad of interactions and practice around diversity, differences, and social justice among lecturers, teachers, and students across the two locations, the book offers an emerging area of scholarship that focuses on a trans-local perspective in diversity and inclusion in Physical Education Teacher Education (PETE). Diversity, Difference and Social Justice in Physical Education will be of significance to those who manage, teach, and research issues associated with diversity and advocate for diversifying the teaching workforce in PETE.