

Working from Within

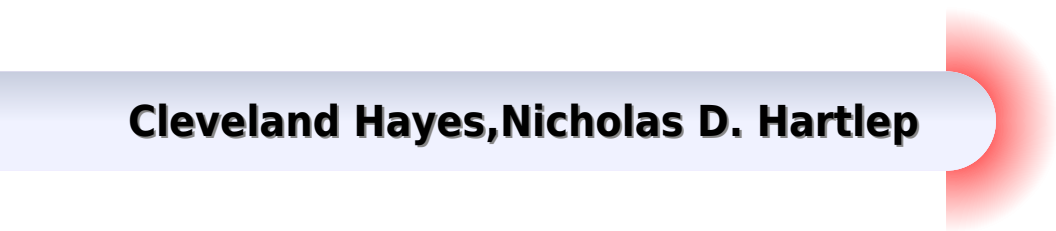
Chicana and Chicano Activist Educators
in Whitestream Schools



Luis Urrieta Jr.

Working From Within Chicana And Chicano Activist Educators In Whitestream Schools

Cleveland Hayes, Nicholas D. Hartlep



Working From Within Chicana And Chicano Activist Educators In Whitestream Schools:

Working from Within Luis Urrieta, 2010-01-30 Combining approaches from anthropology and cultural studies *Working from Within* examines how issues of identity agency and social movements shape the lives of Chicana and Chicano activist educators in U S schools Luis Urrieta Jr skillfully utilizes the cultural concepts of positioning figured worlds and self authorship along with Chicano Studies and Chicana feminist frameworks to tell the story of twenty four Mexican Americans who have successfully navigated school systems as students and later as activist educators *Working from Within* is one of the first books to show how identity is linked to agency individually and collectively for Chicanas and Chicanos in education Urrieta set out to answer linked questions How do Chicanas and Chicanos negotiate identity ideology and activism within educational institutions that are often socially culturally linguistically emotionally and psychologically alienating Analyzing in depth interviews with twenty four educators Urrieta offers vivid narratives that show how activist identities are culturally produced through daily negotiations Urrieta s work details the struggles of activist Chicana and Chicano educators to raise consciousness in a wide range of educational settings from elementary schools to colleges Overall Urrieta addresses important questions about what it means to work for social justice from within institutions and he explores the dialogic spaces between the alternatives of reproduction and resistance In doing so he highlights the continuity of Chicana and Chicano social movement the relevance of gender and the importance of autochthonous frameworks in understanding contemporary activism Finally he shows that it is possible for minority activist educators to thrive in a variety of institutional settings while maintaining strong ties to their communities

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importance of autochthonous frameworks in understanding contemporary activism Finally he shows that it is possible for minority activist educators to thrive in a variety of institutional settings while maintaining strong ties to their communities

Teaching, Learning, and Schooling in Film Daniel P. Liston, Ian Renga, 2014-12-05 Films about education provide many of the most popular interpretations of what teaching and learning mean in schools An analysis of this medium reveals much about the historical cultural political and philosophical dimensions of education Timely and engaging this book fills a gap for scholarly and informed public commentary on the portrayal of education in film offering a wide range of conceptual and interpretive perspectives Teaching Learning and Schooling in Film explores several key questions including What does it mean to be a good teacher How do these good teachers instruct When is and what makes teaching complex What constitutes learning Do educational reforms work The book's interdisciplinary group of contributors answers these important questions in essays highlighting Hollywood independent and documentary films Prospective and practicing teachers will engage with the thought provoking educational issues raised in this book and gain insight into the complexities of teaching and learning portrayed in film

Students of Color and the Achievement Gap Richard R. Valencia, 2015-03-05 Students of Color and the Achievement Gap is a comprehensive landmark analysis of an incontrovertible racialized reality in U S K 12 public education the relentless achievement gap between low socioeconomic students of color and their economically advantaged White counterparts Award winning author and scholar Richard Valencia provides an authoritative and systemic treatment of the achievement gap focusing on Black and Latino Latina students He examines the societal and educational factors that help to create and maintain the achievement gap by drawing from critical race theory an asset based perspective and a systemic inequality approach By showing how racialized opportunity structures in society and schools ultimately result in racialized patterns of academic achievement in schools Valencia shows how the various indicators of the achievement gap are actually symptoms of the societal and school quality gaps Following each of these concerns Valencia provides a number of reform suggestions that can lead to systemic transformations of K 12 education Students of Color and the Achievement Gap makes a persuasive and well documented case that school success for students of color and the empowerment of their parents can only be fully understood and realized when contextualized within broader political economic and cultural frameworks

Teaching Bilingual/bicultural Children Lourdes Diaz Soto, Haroon Kharem, 2010 This edited volume is dedicated to contemporary teachers Its goal is to provide a practical book for in service and pre service teachers of bilingual bicultural children The authors each of whom is herself bilingual bicultural share personal wisdom garnered from working in classrooms with bilingual bicultural learners This book provides practical knowledge for teachers who are struggling to meet the needs of increasingly diverse classrooms

Activists, Advocates, and Agitators Brianne Kramer, 2024-09-12 In recent years the field of education has been fraught with a variety of different challenges A multi year pandemic book banning and legislative efforts seeking to ban Critical Race Theory and LGBTQ positive curriculum have had negative effects on K 12

education leaving many educators feeling the progress made in several states and communities before and during the 2018 teacher walkouts and strikes was now gone Teacher morale is sitting at a historic low point with teachers leaving the profession in droves Education as an institution is at a crucial tipping point and changes focused on equity and reducing the neoliberal hold on reform need to be implemented in order to keep schools as democratic spaces The way this vision can be realized is through activism and existing social movement organizations that use both traditional and netroots practices The purpose of Activists Advocates and Agitators is to provide readers with a history and analysis of 21st century teacher activism in K 12 schools to better understand the effectiveness of organizing and activism Additionally the text will introduce readers to present day activist groups whose work is positively changing education and schools and the ways in which some teachers are working within their communities to assist in their specific needs Activists Advocates and Agitators is the perfect book to instruct preservice teachers about the conditions that they will face in their classrooms arming them with valuable strategies to help them to achieve their academic goals Perfect for courses such as Social Foundations of Education Foundations of Education Education Policy Educational Leadership Teacher Leadership Sociology of Education Politics of Education and Democratic Education Immigration and Work Jody Agius Vallejo, 2015-04-01 This volume investigates how larger structural inequalities in sending and receiving nations immigrant entry policies group characteristics and micro level processes such as discrimination and access to ethnic networks shapes labor market outcomes workplace experiences and patterns of integration among immigrants and their descendants **Power, Culture, and Family-School Relations** Jen Stacy, 2025-01-30 Power Culture and Family School Relations Towards Culturally Sustaining Practices explores the extent to which common practices in school based family outreach advance equity or sustain the status quo in power and cultural relations Using a rich ethnographic account of a school based family literacy program in Nebraska the book unfolds the daily cultural practices of the program so that readers may visualize and contemplate how and if the program serves newcomer and refugee families within the unique context of the New Latine Diaspora The author draws upon critical theory to showcase how neoliberal and deficit ideologies are at play throughout the different aspects of the program the influence these ideologies have on the participants and the tactics used by the caregivers to resist and change the programmatic structures and curriculum to meet their needs As such the book invites educators administrators and scholars into the nebulous and difficult conversation about how schools paradoxical entities that often colonize but prospectively liberate must not just rethink how they work with parents and caregivers but rather dismantle traditional cultural practices that seek to assimilate minoritized families Showcasing the power of ethnography as a tool which can be used to support educators and scholars to understand cultural elements of family outreach programs on a semiotic level and how transforming these semiotic building blocks can lead to equitable relationships it will appeal to scholars and researchers with interests in adult education social foundations of education critical ethnography multilingual Adult Basic Education and family outreach

Handbook of Research on Teachers of Color and Indigenous Teachers Conra D. Gist, Travis J. Bristol, 2022-10-15

Teachers of Color and Indigenous Teachers are underrepresented in public schools across the United States of America with Black Indigenous and People of Color making up roughly 37% of the adult population and 50% of children but just 19% of the teaching force Yet research over decades has indicated their positive impact on student learning and social and emotional development particularly for Students of Color and Indigenous Students A first of its kind the Handbook of Research on Teachers of Color and Indigenous Teachers addresses key issues and obstacles to ethnoracial diversity across the life course of teachers careers such as recruitment and retention professional development and the role of minority serving institutions Including chapters from leading researchers and policy makers the Handbook is designed to be an important resource to help bridge the gap between scholars practitioners and policy makers In doing so this research will serve as a launching pad for discussion and change at this critical moment in our country s history The volume s goal is to drive conversations around the issue of ethnoracial teacher diversity and to provide concrete practices for policy makers and practitioners to enable them to make evidence based decisions for supporting an ethnoracially diverse educator workforce now and in the future

Unhooking from Whiteness Cleveland Hayes, Nicholas D. Hartlep, 2013-11-19 The purpose of *Unhooking from Whiteness* The Key to Dismantling Racism in the United States is to reconsider the ways and strategies in which antiracist scholars do their work as well as to provide pragmatic ways in which people White and of color can build cross racial cross communal and cross institutional coalitions to fight White supremacy Employing the methodology of autoethnography each chapter in this book illustrates the individual journey that the chapter contributor took to unhook him or herself from Whiteness *Unhooking from Whiteness* explains Whiteness in ways never conceptualized before The chapters suggest approaches to unhooking from Whiteness while sharing the authors continual struggles to identify and eradicate the role of Whiteness in education and society in the United States The contributors to *Unhooking from Whiteness* offer us the invaluable gift of their stories humble reflections on commitments to racial justice and complicities with racial injustice But they aren t merely stories and this is the brilliance of the book they are invitations into a reconsideration of the common sense discussions about the nature of white privilege the possibility of white anti racism and the pervasive tug of whiteness This is the rare book that shifts the angle and changes the conversation Paul Gorski Coordinator of the Social Justice Concentration George Mason University

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