Centre for Leadership and Diversity Celebrates Publications

On September 24 The Centre for Leadership and Diversity (TPS, OISE) will be hosting a reception to launch some recent publications by its co-directors and associate members. The session will take place at the Department of Theory and Policy Studies’ lounge on the 6th floor from 3pm to 4.30pm. Members of the OISE community are invited to attend.

The publications to be launched are:

**Inclusion in Urban Educational environments: Addressing issues of Diversity, Equity, and Social Justice** By Professor Denise E. Armstrong (Brock University) and Professor Brenda J, McMahon (Nipissing University), IAP-information Age Publishing, 2006.

This edited collection combines a comprehensive and in-depth examination of the issues of diversity, equity, and social justice that need to be addressed in the urban context of schooling in both Canada and the U.S. The contributors bring a wide range of backgrounds, knowledge bases, and perspectives to the discussion of these important issues that are and should be a part of the urban scene. Armstrong and McMahon provide deep practical background as well as critical theory to this important topic. A ‘must read’ for all who work in and care about urban education.

For more information see: http://www.infoagepub.com/products/books/1-59311-494-X.html

• **Inclusive Leadership** by Professor James Ryan (OISE), Jossey-Bass, 2006.

This book, which draws on Ryan’s groundbreaking research, explores and promotes a view of leadership that is socially justice, equitable and inclusive. Based on research and case studies from schools, it illustrates the value of viewing leadership as both an inclusive process and end.

For more information, see: http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787965081.html

• **Multicultural Education Policies in Canada and the United States** by Professor Reva Joshee (OISE) and Professor Lauri Johnson (University of Buffalo), UBC Press 2007.

This collection uses a dialogical approach to examine responses to increasing cultural and racial diversity in both countries. It compares and contrasts foundational myths and highlights the sociopolitical contexts that affect the conditions of citizenship, access to education, and inclusion of diverse cultural knowledge and languages in educational systems.

This volume illuminates the most pressing challenges faced by urban schools, teachers, teacher candidates, and teacher training programs and offers a range of insights and possibilities for urban teacher education and teaching. Covering issues spanning the broadly theoretical to the urgently practical, it goes beyond the traditional discourses in teacher education to focus on diversity, social justice, democratic schooling, and community building. What emerges is an emphatic message of hope for those committed to the ongoing project of improving urban teacher education and working in urban settings.

Toward an Equitable Education: Poverty, Diversity, and Students at Risk – National Report by professor John P. Portelli (OISE), Professor Carolyn M. Shields (University of Illinois), and Professor Ann B. Vibert (Acadia University), 2007

Based on classroom and school observations, over 100 survey responses and over 200 interviews with students and educators in six schools in Canada, this national report documents the major findings regarding educators’ constructions of ‘students at risk’ and practices meant to address the needs of such students. Adopting a critical-democratic perspective, the report offers an analysis of the findings and makes recommendations for schools and policy makers.

Key Questions for Educators by Professor William Hare (Mount St. Vincent University) and John P. Portelli (OISE). U.S. edition by Caddo Gap Press, 2007.

In this original collection of essays, well-known educational thinkers offer stimulating accounts of central concepts in contemporary educational discourse.

This book encapsulates key findings from a decade of research into teacher work and formal and informal learning in Canada. Sponsored by the NALL (New Approaches to Life-long Learning) and WALL (Work and Life-long Learning) research networks, this book explores issues in teacher professional development, and provides practical suggestions for planners of professional learning opportunities for experienced teachers, beginning teachers, occsional teachers and internationally-educated teachers. Using this book for both supporting evidence and job-embedded strategies, PD planners can now go Beyond PD Days.