The power of privilege:

Teachers as a force for equity within multicultural society

An invited conversation at

the Invisible College for Research on Teaching

Le Centre Sheraton Montréal, Salon Kafka

Montréal, Québec, Canada

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Hosted by

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Abstract

Despite rising social tensions within increasingly heterogeneous school populations (Thiessen, 2000; Trent, 1990), North American educational systems still favor predominantly White Western European administrative policies, pedagogies, and curricula. However, some visionary educators, frequently those who have witnessed or experienced marginalization, risk inclusive praxis that creates more successful learning for all students (Cochran-Smith, 2004; Irvine, 2001, 2004; Pohan, 1996; Quartz, 2003). Such evidence points to the importance of pre-service teacher education for candidates who represent broad demographic diversity. It also suggests that
equitable foundational courses in teacher education reflect a strong commitment to social justice through the ways in which they communicate both respect for all heritages and zero tolerance for individual or systemic discrimination (Banks, 2004; Bascia, 2000b; Bell, 2002; Grant, 1993; Hooks, 1994; Irvine, 2003, 2004; Ladson-Billings, 1995; Stead, 1997a, 1997b, 1997c; Wiggins, 1999). This session will identify strategies for enhancing the power of teachers as a force for equity within multicultural society. The host will make an initial presentation on this topic, and then lead an extended discussion.

References


