Pedagogies of Inclusion in Teacher Education: Global Perspectives

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Global Migrations



Three forms of Teacher Socialization

- The everyday experiences of associating with people of a similar background
- Lived experiences in schools and classrooms
- The conditions of teachers' work

Three Pillars in Teacher Preparation

- The university professional knowledge and theoretical basis for inclusive curriculum and pedagogical practices
- The classroom guided in working with everyday realities and complexities of diversity among students
- Communities in which schools are situated potential to help teachers understand diverse students, link schools and communities

- University facilitates schoolcommunity dialog
- Dialog provides context for teacher professional learning
- Teachers, teacher candidates learn to collaborate with communities in which they teach

Temuco, Chile: Dialog between Indigenous and non-indigenous



El Elijido, Spain:
Dialog between
immigrant
community
associations and
schools



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Inclusion through Student Voice

Said by a Māori secondary student:

"We do a unit on respecting others' cultures. Some teachers who aren't Māori try to tell us what Māori do about things like a tangi (funeral). It's crap! I'm a Māori. They should ask me about Māori things. I could tell them about why we do things in a certain way. I've got the goods on this, but they never ask me. I'm a dumb Māori I suppose. Yet they asked the Asian girl about her culture. They never ask us about ours."

Inclusion through Student Voice

- Repositions teachers as learners,
 and minoritized students as teachers
 as the 'experts' who know best
 what works for them
- Challenge: professionally-trained teachers learning to take student voice seriously

Inclusion through Student Voice

New Zealand: Teachers learn to learn from their



- Teachers learn to learn in and from community in which they teach
- Teacher education program collaborates with community-based organizations
- Community members may be coteachers in professional development program

Urban Teacher Education Center, Sacramento, CA





York University
 Urban Diversity
 Teacher Education
 Program

It is often the case that initiatives are taken without direct negotiation with community members or social agencies that operate in the community. Such actions often alienate the very people they are supposed to serve. Moreover, they confirm suspicions that those outside the community who have little vested interest in the community can engage in actions that directly affect community members without having to be accountable to the community.

Solomon et al., 2007

Pedagogies of Inclusion and Solidarity

- Neo-liberalism: restoration of elite power (Harvey)
- Teacher engagement with marginalized communities to raise consciousness, envision organized counter-action

Pedagogies of Inclusion and Solidarity



Critical counter-cultural communities of practice

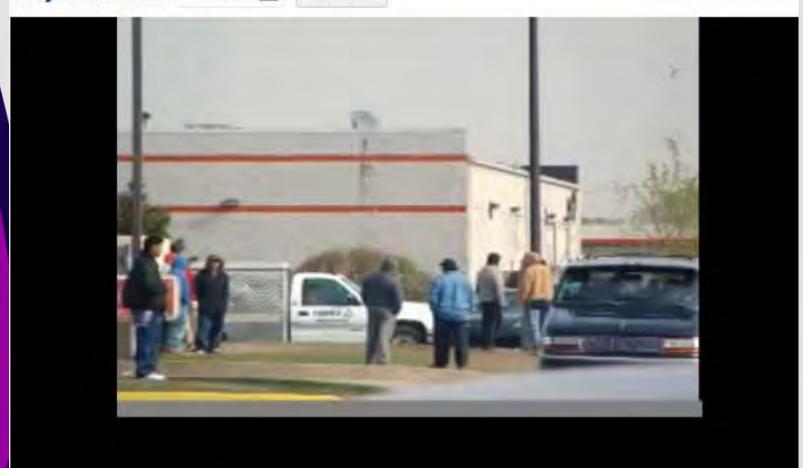
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In Conclusion. . .

- Inclusion of whole child: child's family and community
- Push back against privatization, cuts to education: build solidarity between teacher education, schools, and communities