

# **Pedagogies of Inclusion in Teacher Education: Global Perspectives**

**Christine Sleeter**

# 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

# Inclusion through School-Community Dialog

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

# Inclusion through School-Community Dialog

Temuco, Chile:  
Dialog between  
Indigenous and  
non-indigenous



Elementary  
Intercultural  
Education in a  
Mapuche Context



# Inclusion through School-Community Dialog

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  
Maori students



# Inclusion through Community-based Service Learning

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

# Inclusion through Community-based Service Learning

Urban Teacher  
Education Center,  
Sacramento, CA





# Inclusion through Community-based Service Learning



- York University Urban Diversity Teacher Education Program

# Inclusion through Community-based Service Learning

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

“Doc your block”



# Pedagogies of Inclusion and Solidarity

## Doc Your Block Chi Spring 2008

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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