INSTRUCTOR'S MANUAL

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Teaching for Diversity in Canadian Schools
Second Edition

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ISBN: 978-0-13-483896-0

CONTENTS

INTRODUCTION

This instructor's manual is intended to provide instructors with ideas, suggestions, and resources to facilitate teaching the contents of the book *Teaching for Diversity in Canadian Schools*, Second Edition. These ideas and suggestions are in addition to the repertoire of vignettes, practical examples, strategies, etc., that are provided in the book.

To contextualize the ideas and suggestions, each chapter of the manual begins with a brief overview of the book chapter. This is followed by a presentation of the various sections of the chapter (Chapter Outline and Objectives) for ease of reference. The next section provides some tips/suggestions for teaching the contents of the chapter. Each chapter in the manual ends with sections on "additional websites of interest" and "additional books/articles" for further reading, respectively.

Particularly noteworthy in the manual is the section "Theory-into-Practice," which comes at the end of the sections on "Tips for Teaching the Contents of this Chapter." The aim of the suggested activities is to enable students to engage in some practical activities based on chapters and class discussions. Additionally, the suggested activities will help students develop a collection of practical tips, strategies, and information that will, collectively, become useful, individualized, diversity-related resource for future reference.

The manual concludes with blurbs of suggested media resources to support the teaching of the contents of the book.

CHAPTER 1
EDUCATION AND DIVERSITY: FRAMING THE ISSUES

Chapter Overview

Chapter 1 sets the stage for the discussion in the rest of book. It examines the various understandings of the concept of diversity and establishes a theoretical base for exploring the trajectories between education and diversity. To this end, the chapter presents two broad schools of thought which attempt to deconstruct the role of schools as social institutions. In addition to exploring the dialectical role of the school as a simultaneously empowering and potentially disempowering social institution, some commonly held views of the relationship between diversity—that is, differences that are based on such distinctions as race, ethnicity, culture, gender, social class, academic achievement, etc.—are also discussed in the chapter. The chapter concludes with a discussion of the relevance of the concept of social justice to the discourse on education and diversity.

Chapter Outline and Objectives

Chapter Outline (Subheadings)	Chapter Objectives/Intended Outcomes	Key Terms
Understanding Diversity	• Define diversity • Conceptualize how identity shapes experiences and social positioning • Analyze how race, diversity, and identity (in general) intersect with schooling	Hegemony, prejudice, stereotypes, xenophobia, "colour-blindness," racism, the hidden curriculum

Theoretical Views of Schools, Social Positioning, and Privilege	• Develop an informed view of how schools affect life chances (see text p.10) • Describe various theoretical perspectives on schools and social reproduction • Identify and "unpack" the indicators of prejudice, discrimination, and oppression	Social reproduction, structural functionalism, conflict theory, critical theory, cultural capital, cultural habitus, critical pedagogy, praxis, Eurocentric ideology, White privilege
The Intersectionalities of Diversity and Social Justice	• Explain the concept of social justice • Explain the trajectories of social justice, education, and diversity	Social justice
Conceptualizations of Diversity and Academic Achievement	• Explain how diversity and academic achievement intersect • Describe various theories of difference and academic achievement, e.g., genetic and cultural deficit theories • Explore the various views of language, preferred learning styles, and gender-based differences in academic achievement	Cultural deficit/cultural deprivation theory, preferred learning styles

Tips for Teaching the Contents of this Chapter

As a strategy for introducing the chapter, lead a whole group discussion on students' understandings of diversity. Based on the discussion, develop a list, then ask students to critique the various conceptualizations of diversity by their peers. For example, in what ways do students' views converge, and how do they differ?

Prior to class, have students self-administer the prejudice awareness test (Table 1.1, p. 12: "Prejudice Awareness Matrix"). Discuss the results of the "test" as group in class.

Where possible, download and share with students (or provide a URL) Peggy McIntosh's well-known treatise on the impact of power and privilege, entitled "White Privilege" (see reference section in text), then lead a discussion on how power and privilege intersect with schooling and, ultimately, with life chances.

Some of your students may not be familiar with the idea that schools can contribute to the reproduction of social inequalities and the status quo. Explore this concept in-depth with the group.

Theory-into-Practice

Using Figure 1.1 on page 4 of the text ("Individual and Cultural Identity Profile") as a guide, ask students to sketch a graphic representation of their personal identity profiles, then lead a discussion on how these profiles may have shaped their schooling experiences.

For Further Research

Additional Websites of Interest

Canadian Heritage:
https://www.canada.ca/en/canadian-heritage.html

Centre for Social Justice (CSJ): an advocacy organization with a mandate to strengthen the struggle for Social Justice:
http://www.policy.ca/policy-directory/Detailed/Centre-for-Social-Justice-1206.html

Freire Institute (Paulo Freire):
http://www.freire.org/paulo-freire/

Additional Books/Articles

Ayers, W., Quinn, T., and Stovall, D. (Eds). (2008). *Handbook of Social Justice in Education*. New York: Routledge.

Banks, James A. (2006). *Race, Culture, and Education: The Selected Works of James Banks*. New York: Routledge.

Cochran-Smith, M. (2004). *Walking the Road: Race Diversity and Social Justice in Teacher Education*. New York: Teachers College Press.

Darder, A., Torres, R. D., and Baltodano, M. P. (2017). "Critical Pedagogy: An Introduction," In A. Darder, R. D. Torres, and M. P. Baltodano (Eds.), *The Critical Pedagogy Reader*, 3rd Edition. New York, NY: Routledge, 1-23.

Garcia, S., and Guerra, P. (2004). "Deconstructing Deficit Thinking: Working with Educators to Create More Equitable Learning Environments." *Education and Urban*

Society 36 (2): 150- 168.

Noll, J. W. (2007). *Taking Sides: Clashing Views on Educational Issues*. Dubuque, Iowa: McGraw-Hill Companies.

CHAPTER 2
POLICY, SOCIAL, AND GLOBAL TRENDS AFFECTING CANADIAN DIVERSITY AND EDUCATION

Chapter Overview

This chapter explores the historical foundations of Canadian diversity as a critical component of the discourse on education and diversity. The discussions in the chapter are premised on one important fact: historically, Canada has always been a culturally and linguistically diverse society, primarily as a function of the immigrant roots of a significant proportion of its population juxtaposed with its diverse Aboriginal peoples. Within this context, an examination of the politics of Canadian diversity and its various immigration policies (especially the pre- and post-World War II policies), the linkages between immigration and the country's multiculturalism policy is crucial. The unique case of Aboriginal peoples vis-à-vis their quest for self-determination, and social justice (including just educational policies) are also examined in the chapter. As noted in the chapter, based on the constitutional provisions of the *Canadian Charter of Rights and Freedoms* and the policy of multiculturalism, several social and educational policies have been developed in response to Canadian diversity. To provide examples of such policies and programs, the chapter ends with an examination of the prevalent models of the educational response to Canadian diversity, e.g., multicultural and anti-racism education.

Teaching for Diversity in Schools 2nd Edition Egbo Solutions Manual

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