



Book Series

Transformative Pedagogies in Teacher Education

Series Editors

Ann E. Lopez, *University of Toronto*; Elsie L. Olan, *University of Central Florida*

This book series aims to challenge teacher educators to think about, deconstruct and problematize what it means to educate new teachers in forever changing schools and classrooms contexts. Specifically this edited work aims to:

- Provide a range of empirical and experiential accounts of teacher educators, scholars and educational activists engaging in transformative praxis as they work towards creating meaningful experiences for both learners and teachers.
- Highlight possibilities for action not only in the preparation of teachers for increasingly changing contexts, but schooling as a whole
- Support teacher educators, scholars and educational activist engaging culturally responsive practices

The objective of this book series is to share the experiences, practices and research of educators and teacher educators in varying contexts and in an era of change and demographic shifts - moving from theorizing to practice. This book series will be a valuable resource in teacher education courses in both methods and foundation courses examining the social context of schools as well as current issues and concerns in education.

This series draws on teachers and teacher educators' experiences in bridging the theory to practice divide that teacher candidates experience on the journey of learning to teach. By examining the dissonance that teacher candidates' experience, the contributors will explore issues of difference in ways that critically address diversity and equity in teacher education. The explicit goal of the book series is to draw on experiences and research that can inform the tensions that many teacher candidates and teacher educators experience.

This book series aims to challenge teacher educators to think about, deconstruct and problematize what it means to educate new teachers in forever changing schools and classrooms contexts. It seeks to provide a range of empirical and experiential accounts of teacher educators, scholars and educational activists engaging in transformative praxis as they work towards creating meaningful experiences for both learners and teachers. It also highlights possibilities for action not only in the preparation of teachers for increasingly changing contexts, but schooling as a whole. The intended audience for this book series is teacher educators, scholars, and practitioners, community members and organizations that support diversity, inclusion, social justice and equity in education.

Books in this series:

- Re-Imagining Transformative Leadership in Teacher Education
- Transformative Pedagogies for Teacher Education
- Transformative Pedagogies for Teacher Education

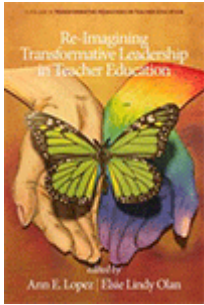
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Re-Imagining Transformative Leadership in Teacher Education

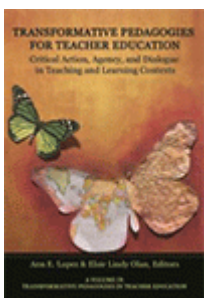
Ann E. Lopez, University of Toronto; Elsie L. Olan, University of Central Florida

2021. Paperback 978-1-64802-453-5 \$45.99. Hardcover 978-1-64802-454-2 \$85.99. eBook 978-1-64802-455-9 \$65.

This is the third and final book in the series Transformative Pedagogies in Teacher Education. Like the first two books in the series it is geared towards practitioners in the field of teacher education. This third book focuses on transformative leadership in teacher education. In other words, the kind of leadership and practices that will be important and necessary to bring about the kind of changes that both teachers and students seek to improve educational outcomes for all students, but in particular Black, Indigenous and racialized students who have been traditionally underserved by the education system. Teacher leadership plays an important role in transformative educational change that challenges all forms of oppression and white supremacy. This book features chapters by a collection of scholars, teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences to explore critical issues in teacher education.

The book will be useful to teacher educators working with teacher candidates in different contexts, experienced teachers and school leaders. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in Transformative Pedagogies in Teacher Education: Re-Imagining Transformative Leadership in Teacher Education they can employ in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives critical in these changing and challenging times. Critical notions of education are posited from different perspectives and contexts. This book will be useful for teacher education programs, principal preparation programs, in-service teachers, school boards and districts engaging in ongoing professional development of teachers and school leaders.

CONTENTS: About the Series. Series Foreword, *Christine Sleeter*. Preface, *Ann E. Lopez and Elsie Lindy Olan*. Acknowledgments. Teacher Leadership and Activism: A Conceptual Critical Re-Imagining, *Ann E. Lopez*. Supporting the Next Generation of Urban Science and Mathematics Teachers: Using Reflections to Guide Beginning Teachers' Leadership and Classroom Practices, *Bobby Jeanpierre*. Answering the Call: Developing Teacher Identity, Agency, and Resiliency Through Community-Led Cultural Immersion, *Jerry B. Olson, Robert E. Lee, and Brent D. Showalter*. Teaching for Social Justice: Critical Perspectives From Teacher Educators in Jamaica, *Carmel Roofe*. A Self-Study in Supporting Pre-Service Secondary Mathematics Teachers' Critical Teacher Noticing During Field Experiences in Diverse Schools: Background and Purpose of the Study, *Toya Frank and Monique Williams*. Transformative Pedagogy for Early Childhood Pre-Service Teachers' Leadership Development: Study Abroad, Student Organization, and Service Learning, *Sohyun Meacham, Charletta Sudduth, and Danica Chalstrom*. Transformative Learning Pedagogies: Reflective Practice in Reproductive Health Education in Ghana, *Lucy Effehe Attom*. Bridging the Gap: Transformative School Leadership Through Black Parental Partnerships, *Desiree F. Sylvestre*. A Kenyan Educator's Perspective on Transformative Learning: An Autoethnography, *Mungai Njoroge*. From Leaders to Accomplices: Autoethnography as Praxis in Teacher Education, *Jessica S. Powell*. Re-Imagining Transformative Leadership Through Collaborative Narratives and Experiential Collaborative Mentorship Strategies in a Writing Workshop, *Elsie Lindy Olan*. Youths Tell Their Stories: Examining Experiences of Black Youths Suspended From Secondary Schools in Ontario, *Maria S. Brisbane and Ann E. Lopez*. Rediscovering Transformative Leadership in Teacher Education: Building Teacher Leaders Through a Transformative Partnership, Reflection, and Inquiry, *Rebecca Powell and Lori Rakes*. About the Editors. About the Contributors.



Transformative Pedagogies for Teacher Education Critical Action, Agency and Dialogue in Teaching and Learning Contexts

Ann E. Lopez, University of Toronto; Elsie L. Olan, University of Central Florida

2019. Paperback 978-1-64113-699-0 \$45.99. Hardcover 978-1-64113-700-3 \$85.99. eBook 978-1-64113-701-0 \$65.

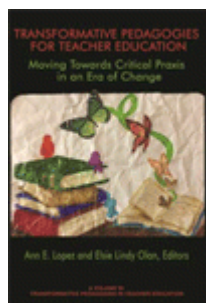
This is the second book in the series Transformative Pedagogies for Teacher Education. Like the first book in the series it is geared towards practitioners in the field of teacher education. This second book focuses on action, agency and dialogue. It features chapters by a collection of teacher educators, researchers, teacher advocates and practitioners drawing on their

research and experiences with teacher candidates to explore critical issues in teacher education.

The book will be useful to teacher educators working with teacher candidates in different contexts, particularly diverse contexts. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in *Transformative Pedagogies in Teacher Education: Critical Action, Agency and Dialogue in Teaching and Learning Contexts* they can implement in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives in teacher education in the preparation of teacher candidates for a changing world. Critical notions of education are posited from different perspectives and locations.

This book will be useful for schools, school boards and districts engaging in ongoing professional development of teachers. It will also be of value to school leaders and aspiring leaders in principal preparation programs as working with new teachers and teacher educators is an integral part of their role.

CONTENTS: About the Series, *Ann E. Lopez and Elsie Lindy Olan*. Series Foreword, *Christine Sleeter*. Preface, *Ann E. Lopez and Elsie Lindy Olan*. Acknowledgments. Understanding Student Diversity Through Intersubjectivity: Introducing Lesson Study in Teacher Education in Norway and the United States, *Nina Helgevold and Aki Murata*. Examining Efficacy of Equity Education: Challenging Uncritical and Laminated Notions of Equity in Teacher Education, *Ann E. Lopez*. Secondary Preservice Teachers Exploration of Inclusive Education: Transformation in Urban Elementary Classrooms Engaged With a Transdisciplinary Science, Technology, Engineering, and Mathematics (STEM) Initiative, *Jennifer Lock and Petrea Redmond*. Integrating Learning Spaces: Understanding Conditions That Enable Transformational Shifts in Teacher Education Programs and Practices, *Lisa J. Starr and Kathy Sanford*. Rethinking the intersectionality of the Zone of Proximal Development: The Challenges of Disruptive and Transformative Change to Improve Instruction, *Enrique Puig*. Fidelity of Practice: The Challenge of Transformative Change in Teacher Professional Development, *Mary Hutchinson and Xenia Hadjioannou*. Experience of Transformation: Educator Perspectives, *Amanda Jo Cordova, Encarnación Garza, Jr. and Juan Manuel Niño*. Critically Compassionate Intellectualism in Teacher Education for Social Justice, *Amy Rector-Aranda*. Enacting Social Justice Colloquia as a Key Component of a Transformative Teacher: Education Program, *Todd S. Hawley, Lisa A. Borgerding, and Kristine E. Pytash*. Self-Study as a Transformative Methodology and Pedagogical Practice in a Writing Workshop, *Elsie Lindy Olan*. Vulnerability Starts With Myself: Bilingual Teacher Educator Identity as Pedagogy, *Blanca Caldas Chumber*. Transforming Teacher Education: Nurturing Innovative Pathways of Collaboration Essential to Democratizing Teacher Education, *Edward Podsiadlik and Michelle Parker-Katz*. We Don't Do This Work Alone: How Practitioner Demos Develop Digital Praxis in Teacher Education, *Cherise Martinez-Mcbride, Lanette Jimerson, and Jabari Mahari*. About the Authors.



Transformative Pedagogies for Teacher Education Moving Towards Critical Praxis in an Era of Change

Ann E. Lopez, University of Toronto; Elsie L. Olan, University of Central Florida

2018. Paperback 978-1-64113-107-0 \$45.99. Hardcover 978-1-64113-108-7 \$85.99. eBook 978-1-64113-109-4 \$65.

People are on the move all across the globe and the student population is becoming increasingly more diverse. This has brought about new opportunities and challenges for educators, and teachers. In this series teacher educators a) deconstruct and problematize what it means to educate new teachers for increasingly diverse schools and classroom contexts, and b) highlight experiences of teacher educators as they attempt to bridge the theory to practice divide often encountered in teacher education.

In these challenging times when public education is under attack, culturally responsive, antiracist, critical multicultural, social justice and all forms of teaching that are inclusive and equitable must be supported and encouraged. As schools continue to be spaces where ideas and values that promote equity and justice in society are contested, teachers must be proactive in engaging in pedagogies that respond to the needs of a diverse student population.

Transformative Pedagogies bring together the work of teachers, scholars, and activists from different countries and contexts who are seeking to transform teacher education. This book will be useful to all educators seeking alternative and innovative approaches to education and meeting the needs of students. Teacher educators examine what it means to be transformative and drawing on experiences from different contexts.

CONTENTS: About the Series, *Ann E. Lopez and Elsie Olan*. Foreword, *Christine Sleeter*. Preface, *Ann E. Lopez and Elsie Lindy Olan*. Disrupting and Problematizing Teachers' Notions of Equity Pedagogy: Narrative Pedagogy and Dialogic

Interactions as Transformative Practices, *Elsie L. Olan*. When Effective Instruction is Not Enough: A Critical Look at Emergent Understandings of Liberatory Pedagogy by Teachers in a Master's Program, *Misty Sailors, Miriam Martinez, Logan Manning, Dennis S. Davis, Rebecca Stortz, and Teresa Sellers*. "I'm just playing devil's advocate": Preservice Teachers' Identity Construction Through Dialogic Talk, *Eileen M. Shanahan*. A Framework for Enacting the Metapedagogy Method in Teacher Education: What Why Where When and How, *Matthew Thomas and Ann Yehle*. Enacting Theory-and-Practice Pedagogies Within a Teacher Preparation Program: Experiences of Teacher Candidates, *Kevin O'Connor, Gladys Sterenberg, and David Dillon*. Toward Transformative Practices in Teacher Development: Lessons From Research With Youth of Color, *Louie F. Rodriguez and Tara Brown*. What is the Skill of Teaching? A New Framework of Teachers' Social Emotional Cognition, *Vanessa Rodriguez and Bryan Mascio*. Teaching Cases as Pedagogical Tools for Transformative Practice, *AnnMarie Gunn, Susan Bennett, James Welsh, and Barbara Peterson*. [Un]Consciously [Dis]Serving English Learners: A Reflection of Bilingual Teacher Educators on the Border, *Jeanette Haynes Writer, Lida J. Uribe-Florez, and Blanca Araujo*. Disruptive Pedagogy: A Critical Approach to Diversity in Teacher Education, *Ann E. Lopez*. "I Don't Have the Resources to Learn, or... the Time to Do That": Teacher Educators' Perspectives and Practices of Preparing Pre-service Teachers for English Language Learners, *Guofang Li, Yue Bian, and Jose Manuel Martinez*.



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