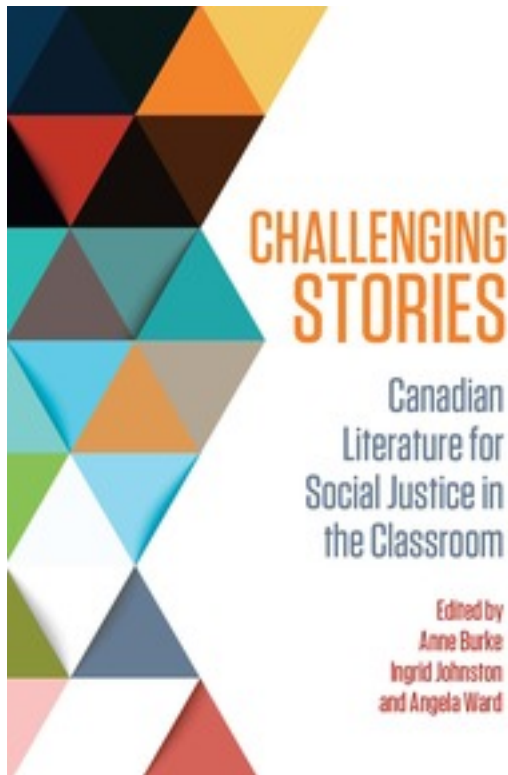


Challenging Stories

Canadian Literature for Social Justice in the Classroom



Subjects

Education
Early Childhood Education

224 pages

6.75 x 9.75 inches

August 2017

ISBN: 9781551309736

Available at:

<https://www.canadianscholars.ca/books/challenging-stories>

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Despite an increase in efforts to promote equity and social justice in educational settings, researchers have found that teachers at the elementary, middle school, and secondary school levels are often unsure how to present social justice issues in the classroom. Inspired by these findings, a team of literacy scholars worked with teachers in schools across Canada to gather qualitative research that revealed possibilities and challenges literacy teachers face when incorporating social justice in their curricula. Rich in examples of contemporary Canadian social justice authors, illustrators, and texts, *Challenging Stories* offers teachers and teacher candidates strategies for text selection, literacy development, and effective social justice teaching methods. With a foreword by Joyce Bainbridge, this collection is an essential read for students in teacher education programs.

Author Information

Anne Burke

Anne Burke is an Associate Professor of Literacy Education and Early Learning at Memorial University. She researches and writes about visual literacy, multimodality, teacher education, and social justice.

Ingrid Johnston

Ingrid Johnston is Professor Emerita in the Department of Secondary Education at the University of Alberta. Her research and teaching interests focus on postcolonial literary theories and pedagogies, Canadian literature, and teacher education for diversity.

Angela Ward

Angela Ward is Professor Emerita of Curriculum Studies at the University of Saskatchewan, where she served as Assistant Dean of Education and Associate Dean for Research in Education. Her research interests in language and literacy have always been in the context of social justice, especially with students and teachers from indigenous backgrounds.

Reviews

"This collection offers a long overdue and nuanced exploration of how educators might tackle issues of injustice and inequity that invariably entail discomfort and pedagogical challenges. The courageous contributors to this volume offer specific and innovative ways to engage in some important but difficult conversations in the classroom, and I highly recommend it to any educator with a passion for social justice." — *Darren E. Lund, PhD, Werklund School of Education, University of Calgary*

"The quality of writing, the depth of content, and the precise articulation of theoretical connections between children's literature and the teaching of social justice make this an outstanding contribution to the current collection of books on this subject. It will be on my bookshelf and my required reading lists." — *Kathryn Shoemaker, PhD, Language and Literacy Education and the iSchool, University of British Columbia*

"This book offers insight into how the study of multicultural, postcolonial literature can provoke teachers and students to question their deeply held beliefs and assumptions, and to work towards gaining a deep understanding of structural inequalities and social injustices.... Teachers and teacher educators will be interested in the inquiry group model at the center of the research and the rich resource of Canadian literature the book provides." — *Susan Tilley, PhD, Faculty of Education, Brock University*

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Dr. Joyce Bainbridge

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Geraldine Balzer

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