



New Teachers in Urban Schools: Journeys Toward Social Equity Teaching (Education, Equity, Economy)

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This volume informs the reader about new teachers in urban underserved schools and their development as teachers for social equity. The accounts of five novice teachers who grew up outside the communities in which they teach lead to chapters that contain advice for teacher educators, future and current teachers, and school leaders.

These early career teachers learned much about bridging the cultural divide between themselves and their students, confronted and resolved big challenges that may immobilize some who set out to teach in these communities. They brought to their classrooms strong social justice orientations, including a moral imperative to make a difference in the world, an awareness of social and educational inequalities, and a strong sense of responsibility to positively influence the life trajectories of students in their charge. Their narratives offer insights on the dispositions and contexts that will help early career teachers survive and thrive and make a difference in their students' lives.

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Lynda Wright:

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