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Towards Bicultural Competence - beyond black and white. This weeks podcast features a talk given by Gloria Gordon who is a lecturer at Southbank University, founder of the Centre for British African-Caribbean Studies and author of 'Towards Bicultural Competence - Beyond Black and White'.

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Towards Bicultural Competence - Beyond Black and White, G Gordon, 2007, Trentham Books Ltd. The Black and Asian Therapist Network The BAATN Network seeks to reflect the many who are committed, passionate and actively engaged in addressing the psychological needs of black and Asian people in the UK.

~~Episode 6 -- Towards Bicultural Competence -- beyond black ...~~

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The original website was created in 2008 after its existence as a spiritual entity was acknowledged in Towards Bicultural Competence: Beyond Black and White (Gordon, 2007). CBACS was spiritually birthed post crisis in 1990 but fell into demise post 2008, once physically birthed, the result of cultural forces impeding progress along these lines...

This book draws on first-person action research and inquiry research process to provide a cultural analysis of black experience in white-dominated society. The author uses her personal experience of working with the racial confusion with which she lived until she decided to engage with what it means to be black instead of avoiding and denying it. Her research takes her back in time to a shared history of slavery and colonization; outwards to her experiences in white society; and inwards to explore the psychological costs of her long silence. The outcome is a book which offers a visionary and futuristic view of how whites and blacks can begin to work with the visible and invisible legacies of their shared histories towards a better world, and guides readers towards the goal of conscious bicultural competence. It explores the experience of members of the African Diaspora today, providing important insights into many of the social problems they face in contemporary society, such as the widely espoused underachievement of black boys in the British school system. The book is an important text for understanding black and white relationships across the world--an essential dimension of global social process. It is essential reading

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for teachers, educators and policy makers, teacher trainers, parents and everyone--black and white--who wants to understand how social inequality is maintained. And it is especially timely in the year marking Britain's 200th anniversary of the legal abolition of the slave trade.

Taking the discussion about cultural diversity beyond the usual topics of anti-racism and inclusion but without overlooking these issues, *Understanding Cultural Diversity in the Early Years* considers current debates around the alleged failure of multiculturalism, and encourages practitioners to utilize their own cultural backgrounds and experiences as a way of developing their teaching. With an optimistic outlook, and focusing on the advantages for learning that cultural diversity can offer, the book discusses the concepts of culture, multi-culturalism and inter-cultural competence, and describes the principles that underpin good practice. It is packed full of case studies from a variety of early years settings, with ideas to try out and interactive exercises to aid reflection.

In *First Person Action Research* Judi Marshall invites her reader to join her in the rich world of first person inquiry: a reflexive approach to life and to one's own participation in research and learning. Written as a collage of interrelated chapters, fragments and voices, this is an important meditation on the nature of inquiring action. Judi Marshall's book provides an accessible introduction to self-reflective practice; exploring its principles and practices and illustrating with reflective accounts of inquiry from the author's professional and personal life. The book also considers action for change in relation to issues of ecological sustainability and corporate responsibility. Writing is reviewed as a process of inquiry, and as a way to present action research experiences. Connections are made with the work of the literary authors Nathalie Sarraute and Kazuo Ishiguro to expand the scope of typical academic writing practices. *First Person Action Research* is an important and practical resource for students, teachers and practitioners of action research alike. It is a thoughtful and sensitive account of an emerging field in Research Methods.

More often than not, mixed-race pupils are simply referred to as black and tend to be encompassed in a larger, more diverse group of black pupils, but the increased presence of mixed-race pupils in schools needs to focus the efforts of education professionals to address issues of race, ethnicity and culture. *Mixed Matters* is essential reading for all educational professionals who want to get to grips with the issues that face mixed families and the pupils themselves as they share their personal experiences of what it is like to be them in the British schooling system. The young people featured in this book challenge some of the commonly held assumptions made about them – especially regarding their aspirations. This book contains some resources that can be used to support work with mixed-race pupils as well as initial training and professional development of teachers. The book also details the approach of Mix-d, formerly the Multiple Heritage Project, in organising youth conferences and training youth facilitators of mixed-race to lead their peers in discussions about school and identity.

Metaphor and dialectic are modes of thinking that influence the ways in which we identify what we have in common with others, how we differ and how we manage this diversity to achieve organizational goals. This book explores how we can become more aware of these unconscious processes and challenge stereotypes.

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As teachers, we share experiences with one another. It is a way to make sense of our teaching lives and teaching selves. *Ways of Being in Teaching* is that kind of sharing; it is a scholarly conversation that will appeal to teachers who are tired of the tips and tricks, and want to talk more deeply about how to flourish in this profession. Most of us know ways to strengthen and sustain self, soul, heart, identity, and how these key touchstones also strengthen teaching. This book recognizes that who we are, where we are, and why, is as much a social process as a personal one. Attending to life purpose is a way of attending to teaching. Chapters in this text are insightfully forthright, challenging us to undertake the rigorous work of discovering who we are as human beings and how this impacts who we are with our students. Canadian curriculum scholar Cynthia Chambers asks us to listen for what keeps us awake at night, and with *Ways of Being in Teaching* we bring what we have heard into the daylight, into the conversation. “This collection of reflections and conversations does more than provide provocative reading for the reflective teacher. It invites practitioners to find their own place at the table of sharing and to welcome the stories that will certainly come as a result of engaging with this community of life writers.” – Carmen Schlamb, Professor, Seneca College

With the *Handbook of Action Research* hailed as a turning point in how action research is framed and understood by scholars, this student edition has been structured to provide an easy inroad into the field for researchers and students. It includes concise chapter summaries and an informative introduction that draws together the different strands of action research and reveals their diverse applications as well as their interrelations. Divided into four parts, there are important themes of thinking and practice running throughout.

Psychologists now understand that identity is not fixed, but fluid and highly dependent on environment. In times of stress, conflict, or change, people often adapt by presenting themselves in different ways and emphasizing different social affiliations. With changing demographics creating more complex social groupings, it is important to understand the costs and benefits of the way social groups are categorized, and the way individuals understand, cope with, and employ their varied social identities. *Navigating the Future*, edited by Geraldine Downey, Jacquelynne Eccles, and Celina Chatman, answers that call with a wealth of empirical data and expert analysis. *Navigating the Future* focuses on the roles that social identities play in stressful, challenging, and transitional situations. Jason Lawrence, Jennifer Crocker, and Carol Dweck show how the prospect of being negatively stereotyped can affect the educational success of girls and African Americans, making them more cynical about school and less likely to seek help. The authors argue that these issues can be mitigated by challenging these students educationally, expressing optimism in their abilities, and emphasizing that intelligence is not fixed, but can be developed. The book also looks at the ways in which people employ social identity to their advantage. J. Nicole Shelton and her co-authors use extensive research on adolescents and college students to argue that individuals with strong, positive connections to their ethnic group exhibit greater well-being and are better able to cope with the negative impact of discrimination. *Navigating the Future* also discusses how the importance and value of social identity depends on context. LaRue Allen, Yael Bat-Chava, J. Lawrence Aber, and Edward Seidman find that the emotional benefit of racial pride for black adolescents is higher in predominantly black neighborhoods than in racially mixed environments. Because most people identify with more than one group, they must grapple with varied social identities, using them to make connections with others, overcome adversity, and understand themselves. *Navigating the Future* brings together leading researchers in social psychology to understand the complexities of identity in a diverse social world.

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With contributions from leading school psychology practitioners, this encyclopedia provides a one-of-a-kind guide to cross-cultural school psychology. Some 400 entries explore concepts, themes, and the latest research findings to answer your questions in all aspects of the field. Moreover, the encyclopedia offers support at all levels of primary and secondary education, from pre-K to 12th grade. Each entry offers a description of a particular term, a bibliography, and additional readings. The editor is widely known for her bi-weekly Spanish-language columns and her appearances on television and radio as a cross-cultural expert.

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