

Teachers as Agents of Change in Diverse Classrooms: An Overview of the Literature

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Abstract : Diverse students may experience different forms of discrimination. Some of the oppression students experience in schools are racism, sexism, classism, or homophobia that may affect their achievement, and teachers need to make sure they create inclusive, equitable classroom environments. The broader literature on social change in education shows that teachers who challenge oppression and want to promote equitable and transformative education face institutional, social, and political constraints. This paper discusses research on teachers' work to create socially just and culturally inclusive classrooms and schools. The practical contribution of this literature review is that it provides a comprehensive compilation of the studies presenting teachers' roles and efforts in affecting social change. The examination of the research on social change in education points to the urgency of teachers addressing the needs of marginalized students and resisting systemic oppression in schools. The implications of this literature review relate to the concerns that schools should provide greater advocacy for marginalized students in diverse learning contexts, and teacher education programs should prepare teachers to be active advocates for diverse students. The literature review has the potential to inform educators to enhance educational equity and improve the learning environment. This literature review illustrates teachers as agents of change in diverse classrooms and contributes to understanding various ways of taking action towards fostering more equitable and transformative education in today's schools.

Keywords : agents of change, diversity, oppression, social change

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