

Cambridge Elements

Elements in Critical Issues in Teacher Education

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INTERCULTURALITY, CRITICALITY AND REFLEXIVITY IN TEACHER EDUCATION

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Interculturality, Criticality and Reflexivity in Teacher Education

Elements in Critical Issues in Teacher Education

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Abstract: Preparing teachers to work with and for diversity in their classrooms and beyond is an objective that seems to be globally accepted in pre-service and in-service teacher education. However, what diversity means, what it entails and how to engage with diverse individuals in educational contexts can take on multiple shapes in different parts of the world. This Element suggests that the multifaceted and polysemic notion of interculturality could be useful to unthink and rethink (ad infinitum) working with diverse people in education. The Element surveys the different meanings and ideologies attached to the notion, using a multilingual perspective to do so. Recent research published internationally on the topic and its companions such as multiculturalism is also reviewed. The main addition to the field is a critical and reflexive perspective which is proposed for teacher educators, (students) teachers and researchers. The proposal draws from Dervin's most up-to-date theoretical and pedagogical work.

This Element also has a video abstract: www.cambridge.org/dervin

Keywords: interculturality, teacher education, critical thinking, reflexivity, interdisciplinarity

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Contents

1	Reflexive Introduction	1
2	Interculturality for Teacher Education: The Simplicity of Previous Research	15
3	Critical and Reflexive Interculturality in Practice	46
4	Piecing Together the Jigsaw of Interculturality	67
	References	73