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Inclusion in Urban Educational Environments: Addressing Issues of Diversity, Equity, and Social Justice

Edited by **Denise E. Armstrong**, *Brock University* and **Brenda J. McMahon**, *Nipissing University*

This book is motivated by our work with students and their families in urban communities, and the urgent imperative to address the endemic educational and societal inequities that pervade the lives of urban students, particularly those who live in poverty, are of minority and immigrant backgrounds, and are otherwise marginalized within current educational discourses and practices. In spite of the fact that over the last three decades policy makers, educators and communities across the globe have called for in-depth structural adjustments to urban education, these changes are rarely evidenced in the academic and practitioner spheres. On the contrary, guided by normative assumptions that ignore the realities of students' lives, narrow outsider notions of what ought to be continue to focus on deviance and constrain urban students within restrictive boundaries. These underlying discourses, in the form of deficit beliefs, thoughts, and actions, shape urban research, theory, and practice and blind prospective change agents to students' strengths, and delimit the transformative potential of social justice praxis within urban environments. This volume brings together a range of scholars from Canada and the United States that present a variety of different lenses on issues of diversity, equity and social justice in urban schools. Their analyses highlight the richness and complexity of urban education, and illustrate how multiple theoretical and practical configurations of difference impact students, their families and communities, and facilitate or hinder the creation of inclusionary learning environments.

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