



Activismo del Profesorado por la Justicia Social y Movimiento Social Sindical: tensiones, Sinergias y Espacio [

Hipatia Editorial,
2013

text (article)

Analítica

Though the titles and acronyms of policies differ from one country to another, throughout the world a political project has taken root with the assumption that to reduce poverty and inequality, governments should privatize school systems, alter teaching from a career to contract labor, use standardized tests to make students and teachers accountable, and curtail the power and legal rights of teachers unions. This article explores how teacher activists might help reverse neoliberal educational politics by developing mutually-respectful collaborations among teachers, parents and youth in poor communities, in school-based and system-wide partnerships that involve teachers unions. Analyzing events as they were experienced and influenced by a New York City-based NGO of teachers committed to educational justice, the author examines the landscape of educational reform politics and the creation of new spaces and organizational forms not confined by collective bargaining jurisdictions and traditional bargaining demands. The study suggests that development of a social movement of teachers that might edge teachers unions in the direction of social movement teacher unionism may not occur in a linear fashion. Rather, a complex push-pull dynamic occurs with each change, opening and retracting space, remaking networks and influencing longstanding personal ties among activists

Though the titles and acronyms of policies differ from one country to another, throughout the world a political project has taken root with the assumption that to reduce poverty and inequality, governments should privatize school systems, alter teaching from a career to contract labor, use standardized tests to make students and teachers accountable, and curtail the power and legal rights of teachers unions. This article explores how teacher activists might help reverse neoliberal educational politics by developing mutually-respectful collaborations among teachers, parents and youth in poor communities, in school-based and system-wide partnerships that involve teachers unions. Analyzing events as they were experienced and influenced by a New York City-based NGO of teachers committed to educational justice, the author examines the landscape of educational reform politics and the creation of new spaces and organizational forms not confined by collective bargaining jurisdictions and traditional bargaining demands. The study suggests that development of a social movement of teachers that might edge teachers unions in the direction of social movement teacher unionism may not occur in a linear fashion. Rather, a complex push-pull dynamic occurs with each change, opening and retracting space, remaking networks and influencing longstanding personal ties among activists

Título: Activismo del Profesorado por la Justicia Social y Movimiento Social Sindical: tensiones, Sinergias y Espacio electronic resource]

Editorial: Hipatia Editorial 2013

Tipo Audiovisual: teacher unions educational politics neoliberalism sindicatos de profesorado política educativa neoliberalismo

Documento fuente: REMIE: Multidisciplinary Journal of Educational Research, ISSN 2014-2862, Vol. 3, Nº. 3, 2013, pags. 264-295

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <http://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <http://dialnet.unirioja.es/info/derechosOAI>

Lengua: English

Enlace a fuente de información: REMIE: Multidisciplinary Journal of Educational Research, ISSN 2014-2862, Vol. 3, Nº. 3, 2013, pags. 264-295

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es