



Teaching as Principled Practice: Managing Complexity for Social Justice

Linda Ruth Kroll, David M. Donahue, Tomas Galguera, Vicki Kubler LaBoskey, Anna Ershler Richert, Philip L. Tucher, Ruth Cossey

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Teaching as Principled Practice: Managing Complexity for Social Justice presents a practical vision for effective teacher development emphasizing social justice. This vision is encompassed in a set of six principles that underlie the authors' work with pre-service teachers, and is intended to guide one's practice in the classroom. The text's primary focus is on children and youth who have been traditionally underserved by educational institutions in the United States. It speaks directly to both pre-service and experienced teachers in a way that addresses the challenges of urban education for teachers and children.



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