Some Considerations for Social Justice Teaching in a World Language Setting: From Self to Students to World

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In Lak ‘Ech
Tú eres mi otro yo
You are my other me
Si te hago daño a ti
If I do harm to you
Me hago daño a mi mismo
I do harm to myself
Si te amo y respeto
If I love and respect you
Me amo y respeto yo
I love and respect myself.

~Luis Valdez, father of Teatro Campesino
Let us recognize that we are on lands that belonged to indigenous peoples. Portland, Oregon occupies land that belongs to the Clackamas, Cowlitz, Chinook and Multnomah Peoples. Where are you? Who did the lands that you stand on belong to before European colonization?
Overview & Goals

1. Definitions: What is social justice teaching?
2. Self: Three books to consider
3. Students: Systems, curriculum & collaboration
4. World: Call to action

Goal: Answer the call to action- take action on one of the considerations for self, students and/or world.
Anti-Racist
Education

Anti-racist work means acknowledging that racist beliefs and structures are pervasive in all aspects of our lives—from education to housing to climate change—and then actively doing work to tear down those beliefs and structures.

-Teaching Tolerance

<table>
<thead>
<tr>
<th>MULTICULTURAL EDUCATION</th>
<th>SOCIAL JUSTICE EDUCATION</th>
<th>CULTURALLY RESPONSIVE PEDAGOGY</th>
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<tr>
<td>Focuses on celebrating diversity</td>
<td>Focuses on exposing the social political context that students experience</td>
<td>Focuses on improving the learning capacity of diverse students who have been marginalized educationally</td>
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<td>Centers around creating positive social interactions across difference</td>
<td>Centers around raising students’ consciousness about inequity in everyday social, environmental, economic, and political aspects of life</td>
<td>Centers around the affective &amp; cognitive aspects of teaching and learning</td>
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<tr>
<td>Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected</td>
<td>Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society</td>
<td>Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color</td>
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Teaching for social justice means interrupting predictable outcomes.
We must address the thinking, feeling and believing of anyone who works in schools if we intend to change the experience and outcomes for children of color.

-Elena Aguilar
Coaching for Equity, p.85
My Earliest Memories of Race and Racism was too. I think about the earliest time you realized you had a racial identity. It’s okay if you don’t remember all the details. Describe as much as you can about that experience here.

When I was younger, people always asked, “Where are you from?” but that didn’t register as racial identity to me. I know I had an ethnic identity; part Lebanese & part Semen but my racial identity awareness didn’t really start until a Black professor asked why I identify as white. Before that, I was just white by default – not Black or Asian or Latina...

What did this experience teach you to think about your own race? Write about those thoughts now.

“Of course I’m white!” “Wait- am I white?” I thought about race: the power of an illusion, an idea intellectually pieced together why I was white. About how lots of ppl try to avoid being white to avoid guilt — that’s messed up. About all the privileges I had/have. But still, thoughts on what it meant to be white.

Thinking about this, write down your memories of realizing you had a racial identity. Write about the guilt—over the privileges that I knew about. The thought of not identifying as white. Sadness— learning the racial history of Portland. Curiosity— what does it mean that I’m white? Anger at injustices of racism. Shame— how this makes me guilty. Belief in wanting to do good to make things right. Is impossible of course...
Me

- Lebanese & German
- racially ambiguous
- she/her/hers
- white
- single
- heterosexuality
- able-bodied
- & deaf in one ear
- raised Catholic
- U.S. citizen
- cisgendered
Figure 1.1  The Three Components of Transformational Coaching

BEHAVIORS
Skills

BELIEFS
Mental models, knowledge, experiences

WAYS OF BEING
Emotional intelligence and resilience, disposition, will
Reflect on your practice—Where does whiteness show up in how you teach?

Be Love.
Comments?
Type in the chat titles of books, podcasts, articles that you use to do the “self” work.

Questions?
The solution to educational inequity is not to help students navigate a dysfunctional system that was never designed for them.

-Elena Aguilar

Coaching for Equity, p. 89
Students:
Disrupt the predictable systems

I’m Still Here: Black Dignity in a World Made for Whiteness, Austin Channing Brown.
Students: Disrupt the predictable curriculum

What do you consider “the basics”? What words does your curriculum use to teach hair? Curly, wavy, straight? Or are the basics more expansive?
Students: Disrupt the predictable curriculum

Whose stories are you telling?

Raices: Japanese-Mexicans

Gertrudis Blues: Los Negros Mascogos.
Students: Disrupt the predictable curriculum

What are your social justice goals?

We can’t do everything. What’s feasible in the time we have? What will build connections? What will plant seeds to bear fruit later? Your job isn’t to finish the work or force the results; it’s to plant the seeds.

-Stacey Johnson, We Teach Languages Podcast
Students:
Disrupt the predictable curriculum
Students:
Disrupt the predictable isolation

Collaborate!

Individualism & isolation are characteristics that show up in our schools, one that we have to actively notice & plan for.

The antidote to that is to plan for team time, collaborate, share resources & ultimately deepen students’ learning.
Comments:
Type in the chat: What emotions are coming up for you right now?
Questions?
The best antidote to anxiety is action.

-How We Win Podcast on Spotify, Sept. 30th
World: Climate Justice is Racial Justice.
World: disrupt predictable climate change with climate literacy

Climate literacy is teaching students to name the causes of climate crisis and then telling empowering stories that show students how to be changemakers.
World: Teach Climate Justice

Planting Seeds Presentation, ACTFL 2019
Sarah Sharp, Judy Wu, Cristiana King
Head Royce School
Washington, DC
World: Teach Climate Justice

Planting Seeds Presentation

ACTFL 2019

★ Students see themselves as part of nature, and connected to other humans, culture & life on Earth
★ Students see themselves as agents of change
★ Naming the symbolic universe, naming our interconnectedness, naming (in)Justice
World: Teach Climate Justice

Novice-level language learners do not need Advanced-level goals. We can still teach for climate justice with novice level goals.

- Students will develop an appreciation for nature.
- Students will make connections between our food habits and where we live, who we are, and the climate we live in.
- Students can identify changemakers as professions.
World: Call to Action

Who’s in?! Who wants to collaborate on climate justice curriculum for WL students?
Thanks!
Any questions?
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Aguilar, Elena. *Onward: Cultivating Emotional Resilience in Educators*, April 2018

Aguilar, Elena. *Coaching for Equity: Conversations that Change Practice*, September 2020

Channing Brown, Austin. *I’m Still Here: Black Dignity in a World Made for Whiteness*, May 2018

Jewell, Tiffany. *This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work*,

Kendi, Dr. Ibram X. *How to Be An Anti-Racist*, 2020


Reynolds, Jason & Kendi, Dr. Ibram X. *Stamped: Racism, Anti-racism, and You: A Remix of the National Book Award-winning Stamped from the Beginning*, March 2020

Shalaby, Carla. *Troublemakers: Lessons in Freedom from Young Children*, March 2017


Torres, Christina, “All Students Need Anti-Racism Education,” [https://www.tolerance.org/magazine/all-students-need-antiracism-education](https://www.tolerance.org/magazine/all-students-need-antiracism-education), 2020
Podcasts

★ The Bright Morning Podcast, Elena Aguilar.
★ Unlocking Us, Brene Brown
★ Cult of Pedagogy, Jennifer Gonzalez
★ The Happiness Lab, Dr. Laurie Santos
★ Nice White Parents, NYT
Articles for Climate Justice

★ I work in the environmental movement. I don’t care if you recycle. Vox.com
★ Students press Portland school board to adopt climate curriculum promised 3 years ago The Oregonian
★ How to Stop Freaking Out & Tackle Climate Change. NYT
★ Deep in the Amazon, A Tiny Tribe is Beating Big Oil, Yes Magazine