



TeachingWorks

UNIVERSITY of MICHIGAN SCHOOL of EDUCATION

2017-18 TeachingWorks Streaming Seminar Series

Outrage to Action: Disrupting Inequity Through Teacher Education

Necessary Disruptions: Examining Justice, Engagement, and Humanizing Approaches to Teaching and Teacher Education

Featuring:

Valerie Kinloch

Renée and Richard Goldman Dean of the School of Education and Professor
University of Pittsburgh

Thank you for your patience.

The session will begin at 4:10 p.m.

Email questions to twseminar@umich.edu

#twseminar

Necessary Disruptions:

Justice, Engagement & Humanizing Approaches to Teaching & Teacher Education



Valerie Kinloch, Ph.D.

Renée and Richard Goldman Dean
School of Education
University of Pittsburgh

High Leverage Practice

“Explaining & modeling content, practices, & strategies”

- Making content, academic practices, & strategies explicit to students
- Explaining, modeling, demonstrating, listening, observing, thinking aloud



But...what about the world?









Shaun King ✓
@ShaunKing

2 freshmen suspended for writing racist & hateful messages on whiteboards @MiamiUniversity

Racial Slurs Written on Residence Hall Bulletin Board at Miami University in Ohio

Filed in Campus Racial Incidents on April 15, 2015



Two first-year male students at Miami University in Oxford, Ohio, admitted to writing offensive terms on a bulletin board in a residence hall. The offensive writings included anti-Semitic, anti-women, homophobic, and racial slurs.

David Hodge, president of Miami University, said that the two students would face campus disciplinary action in addition to a legal investigation.

"Unfortunately, it seems Miami is not immune from the behaviors that have challenged college campuses across the country," President Hodge said in an e-mail to the campus community.

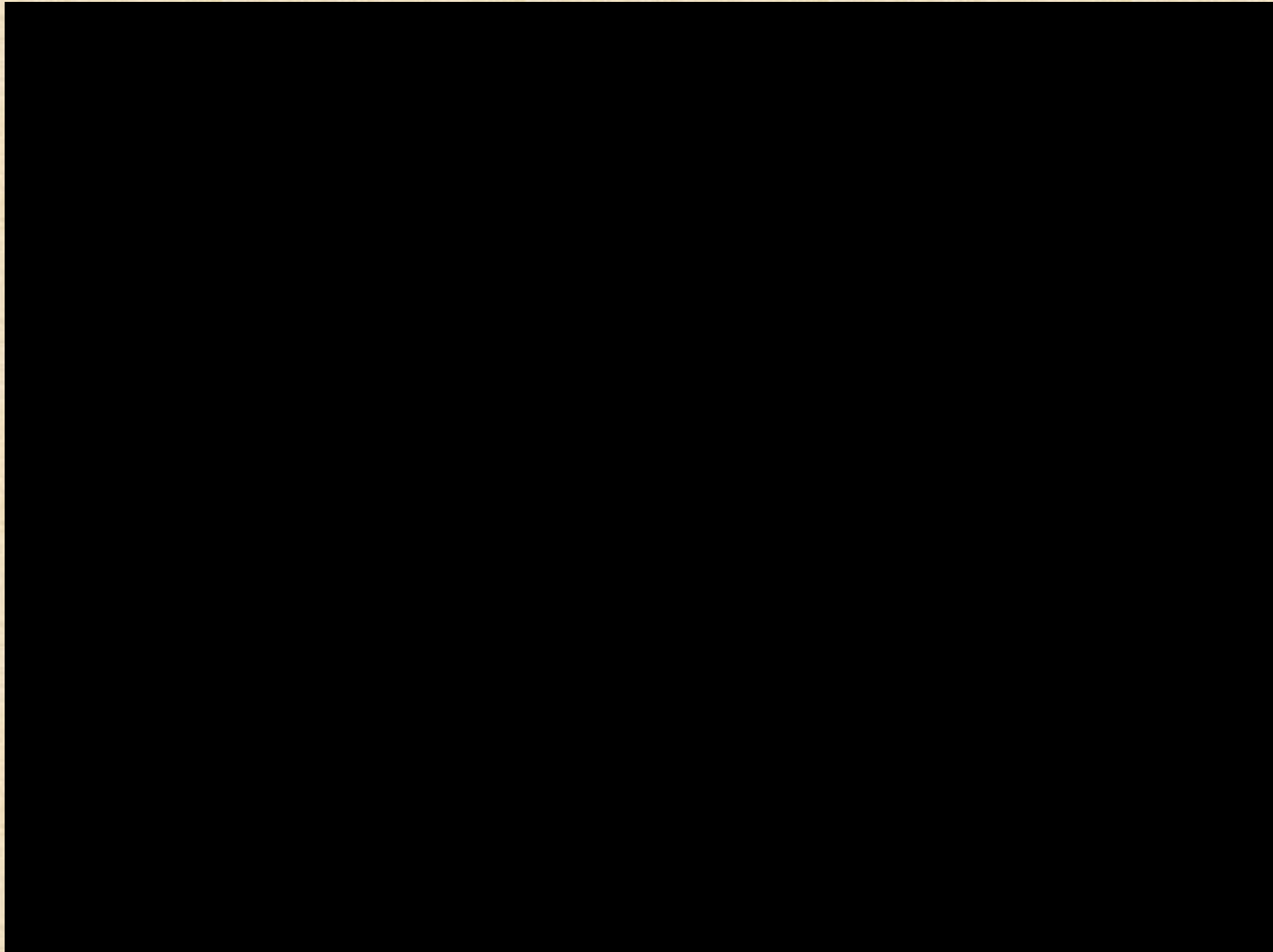


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Black on Campus





Cop Assaults High School Student in
South Carolina Classroom





Some Understandings

- ***Justice:*** A framework that encourages people to examine how oppression, privilege, unequal power relations operate to maintain hierarchies, & to reject these hierarchies in advocating for universal human rights & educational justice (Kinloch & Dixon, in press, 2018; Cochran-Smith, 2004; Freire, 1970b; Stovall, 2006).
 - Research on justice works against achievement gaps; racial, ethnic, & linguistic misrepresentations; racial segregation in schools & communities; gender inequalities; bullying of LGBTQIA+ students; miseducation of students w/disabilities; disparities in educational resources; educational discrimination for immigrant students, for first generation students, for students of all religious backgrounds, etc.
 - A justice orientation is committed to transforming oppressive practices, policies, decisions, curricula, & institutions; it works against/rejects educational inequities & social inequalities

Moving Toward Justice

The U. S. is “obsessed with dehumanizing & criminalizing the Black body...Black people, regardless of gender, are being killed in the streets & spirit-murdered in the classroom.”

Bettina Love (2017)

- ***Engagement:*** Community-centric, inclusive, collaborative, intentional, transformative, humanizing, multi-perspectival, justice-oriented work/commitments.
 - This definition of engagement represents intentional, meaning-filled collaborations (e.g., teaching, learning, protesting, demonstrating, writing, listening, talking, acting, being, doing) among various people who engage in critical problem-posing & problem-solving work as a way to address educational, sociopolitical, economic, & community concerns **because lives depend on it.**

Moving Toward Engagement

“Interrupt violence, pedagogical injustices, & misrepresentations [through] writing, visual arts, spoken word, & other modalities...that provide an outlet to discuss, critique, & dismantle this violence.”

Sealey-Ruiz (2016)

- **Humanization:** Conscious attempts by educators & students to move “away from their unspoken antagonism and negative beliefs about each other and get on with the business of sharing and creating knowledge” (Bartolome, 1994, p. 177).
 - Humanization, as **pedagogy & practice**, requires us to value experiences, perspectives, & cultural knowledge young people bring into schools. It requires that we honor “the complexities of our humanity in relation to other peoples’ lived conditions, & in light of what it means to teach, learn, & live in the world” (Kinloch, 2015).
 - This definition reflects Projects in Humanization (PiH), a framework that centers shared experiences & desires for racial, linguistic, educational, political, & social justice in schools & communities. Theoretically & methodologically, PiH are enacted through relationships, the process of listening & storying, & dialogic engagements that occur during the telling/receiving of stories that can effect change (San Pedro & Kinloch, 2017).

Moving Toward Humanization

“...histories of colonization, violence, and oppression that have dehumanized the lives and devalued the stories of historically marginalized peoples, and that have allowed researchers to oppressively claim those stories as their own... [we must] recognize the important role researchers play in encouraging others to tell their own stories in ways that humanize and affirm themselves and others, and not in ways that further colonize and oppress them.”

Kinloch, Burkhard, & Penn (2017)

Justice, Engagement, Humanization:

In the world & in our practices

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Guiding Questions

- ***How are young people being affirmed in schools?***
 - What are our **practices, pedagogies, stances?**
 - How do we work with & listen to young people (in humanizing ways)?

- ***Do we recognize their agency & critical capacities?***
 - How do we understand agency & critical capacity (relevant/sustaining)?
 - How do we do so through our **practices, pedagogies, stances?**

- ***What do they say about justice, engagement, humanity?***
 - What do their narratives/stories reveal & what can we learn from them?
What do they tell us about our **practices, pedagogies, stances?**

At the Intersections

Research on Language

Alim, Ibrahim, & Pennycook (2009)
Blommaert (2003)
Richardson (2006)
Smitherman (2000)

Research on Place

Berry & Stovall (2013)
Gay (2004)
Gilroy (1993)
Kinloch (2010)
McCarty (2010)

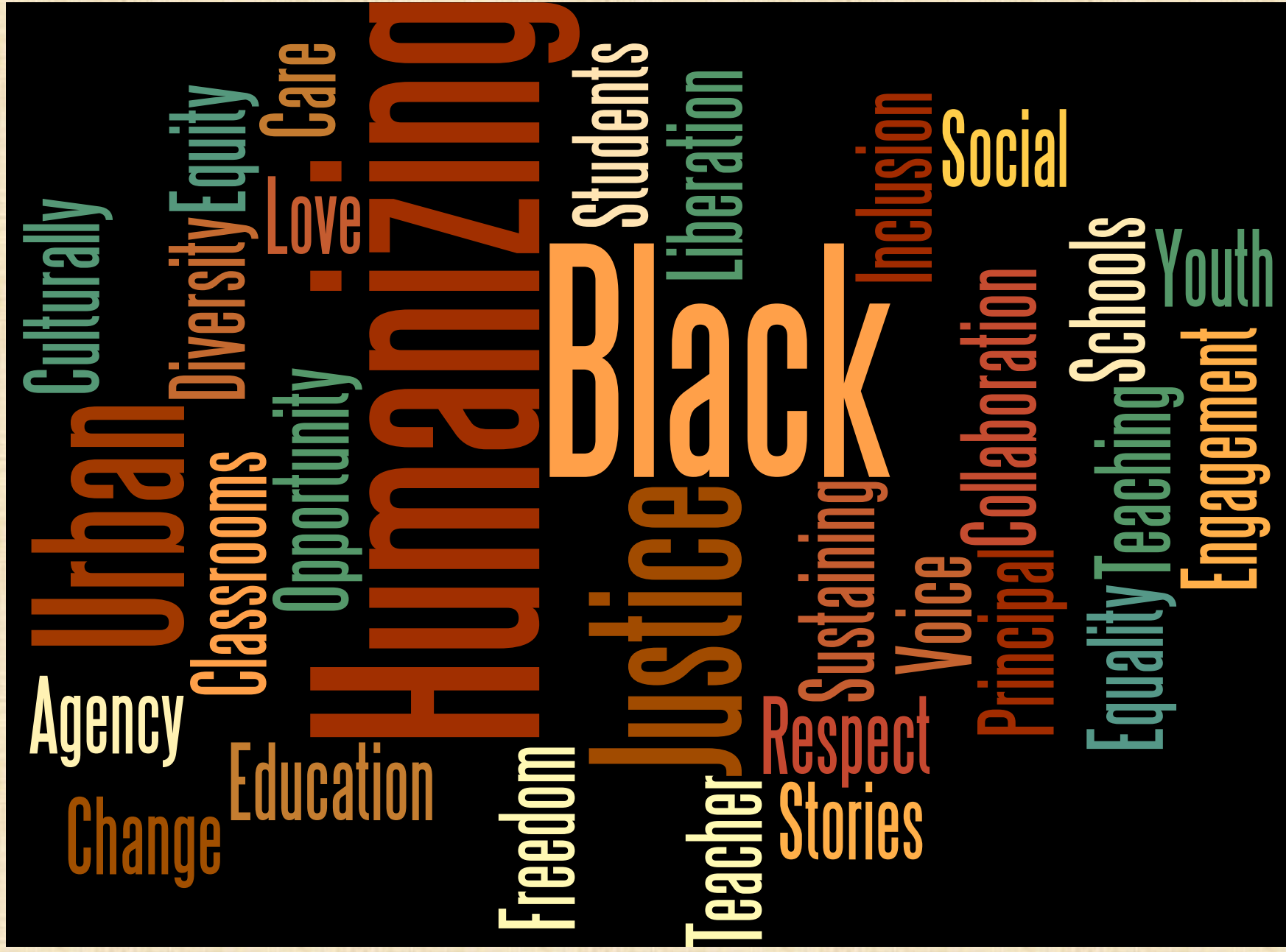
Research on Race

Crenshaw (2001)
Delgado (1987)
Harper (2016)
Ladson-Billings (1998)
Ladson-Billings & Tate (1995)



Research on Culture

Collins (2002)
Howard (2008)
Lee (2007)
Paris & Alim (2017)
Nieto (2004)
Yosso (2005)



New York City



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Christina

“You said to talk about race, place, and justice. Is that right? But how we suppose to do that when all of us, everyone one of us in this room, know that schools don’t really want us to talk about them things? They don’t because then they’ll know that we are being critical, and that, well, like Aureliano said in class yesterday, that we **know**. We all know these schools don’t really care about us, so where’s the justice? Why put us through the pain of talking about something that we don’t have and might never even get?”

—*Christina, 17 years old, Harlem’s Perennial High School*

Khaleeq



Columbus, OH



Derek

“If I could change anything I wanted, I would change my attitude and behavior toward my peers, the staff at my high school, and most importantly, my family. I don’t know why, but I do have some troubles with following directions that are given to me by adults. I try my hardest to control that problem, but most of the time I be bored so I give adults a hard time for no reason at all. I would give almost anything in the world just to be normal and not be disrespectful or rude anymore.”



“I think I disrespect adults a lot because I don’t have my dad in my life. I have not seen my dad in about a good year. My dad does not call on holidays or on my birthday, he don’t even try to put his self in my life. Why? I do not know, maybe its cause he has too many kids to keep up with. I try not to let this bother me as much because I still have my mom, my grandmother, my older brother, sister, and my uncle. I really don’t need my dad at all. I just really want to graduate so I can tell him that I did it without him, maybe that will encourage him to be in his younger kids’ lives.”



“I’m done playing the blame game. It’s all me and it’s time to accept the fact that I messed up and change. My man Gandhi once said, “Be the change that you wish to see in the world.” If I could live up to this quote, I would, but I feel like something is holding me back. But we all know that’s just an excuse, so I’m just going to try and live everyday in peace.”



Chelsea & Rendell



Mr. Alston, Principal



ST NICHOLAS
AVENUE

HARRIET TUBMAN
AVENUE

HARRIET TUBMAN
SQUARE



Humanizing Black

Urban Classrooms Opportunity Love Care Diversity Equity Culturally Students Liberation

Justice Teacher Sustaining Respect Stories Inclusion Social

Agency Change Education Freedom

Equality Teaching Schools Youth Engagement



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Hear the music that inspired
the art in this gallery.



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Continuing Thoughts

Listen to youth perspectives, voices, stories, & realities without refuting them as invalid. Listen to & for silences. Pay attention.

Refuse & reject tendencies to ask young people to take off their language, culture, & race. They should not have to.

Employ **Culturally Relevant & Sustaining Pedagogies:**

- **CRP** “empowers [people] intellectually, socially, emotionally, politically by using cultural referents to impact knowledge, skills & attitudes” (Ladson-Billings)
- **CSP** fosters & sustains “linguistic, literate, & cultural pluralism as part of the democratic project of schooling” (Paris)

Reframe teaching & research with youth as “Projects in Humanization” that have commitments to multiple literacies, languages, compassion, **equity, justice, & engagement.**