TeachingWorks

UNIVERSITY *of* MICHIGAN SCHOOL *of* EDUCATION

2017-18 TeachingWorks Streaming Seminar Series

Outrage to Action: Disrupting Inequity Through Teacher Education

Building Respectful Relationships with Children: Disrupting Inequity Through Teaching and Teacher Education Practice

Featuring:
Ernest Morrell
Coyle Professor of Literacy Education and Inaugural Director of the Center for Literacy Education
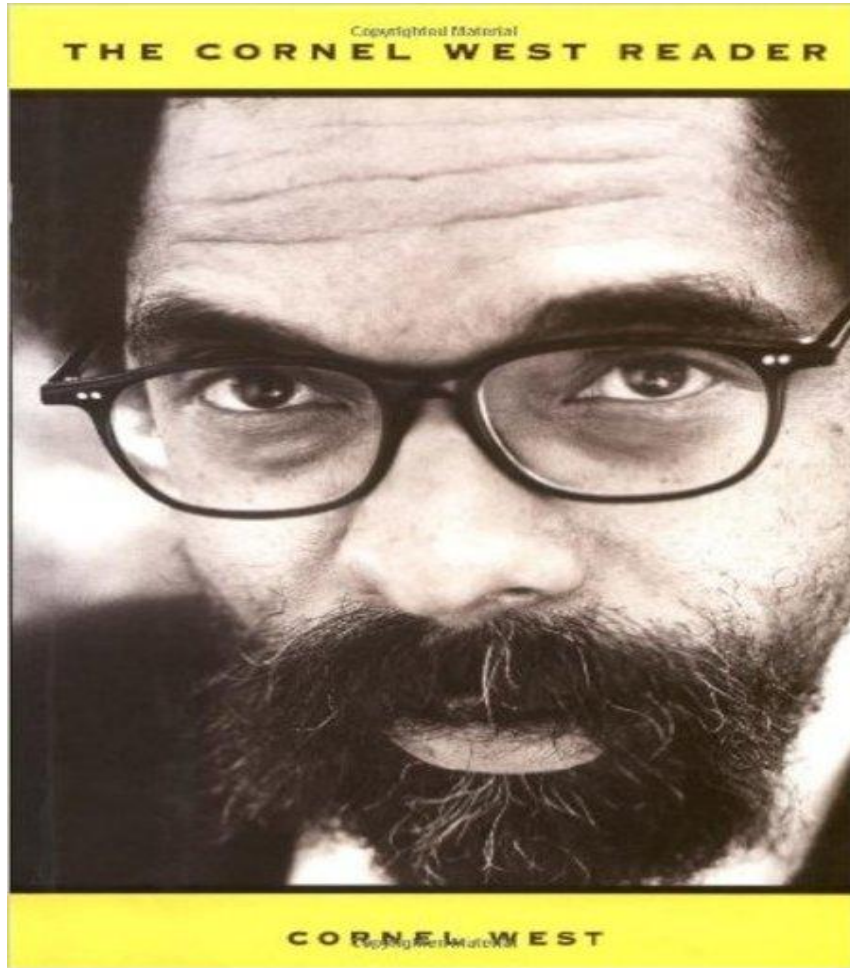University of Notre Dame

Email questions to info@teachingworks.org
#TWseminar

Building Respectful Relationships with Children:
Disrupting Inequity through Teaching and Teacher Education Practice

Ernest Morrell
University of Notre Dame

THE CORNEL WEST READER

CORNEL WEST

- "The two greatest problems in [our] community are too much poverty and too little self love."—Cornel West (1993)

Conceptualizing Respect

1. Respect for students as individuals with unique interests, dreams, and hopes
2. Respect students as members of families, homes, and communities where they experience love and worth
3. Respect students as young people with intellectual contributions to make to a vibrant classroom community
4. Respect students as agents of change who want and need opportunities to act powerfully upon the world

On Pedagogy, Hope, and Healing

Acknowledging the Presence of Stress, Trauma, and Social Toxins in our Classrooms and Schools
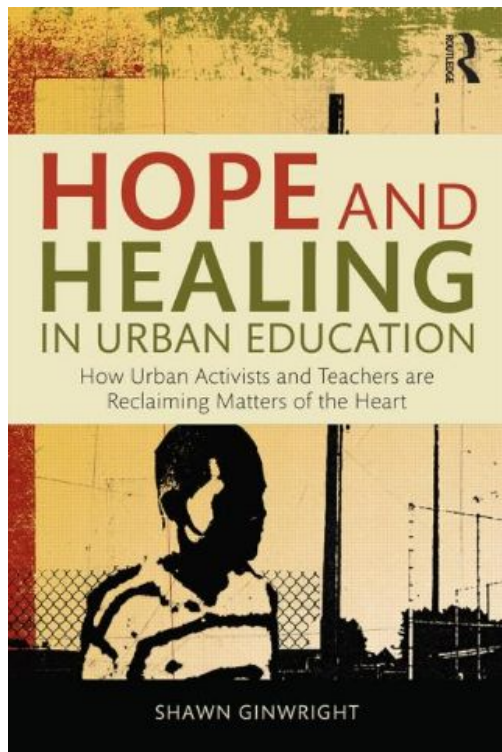
Hope and Healing in Urban Education proposes a new movement of healing justice to repair the damage done by the erosion of hope resulting from structural violence in urban communities. Drawing on ethnographic case studies from around the country, this book chronicles how teacher activists employ healing strategies in stressed classrooms schools and community organizations, and work to reverse negative impacts on academic achievement and civic engagement, supporting their students to become powerful civic actors. The book argues that healing a community is a form of political action, and emphasizes the need to place healing and hope at the center of our educational and political strategies.

Respect and Authentic Caring

(Valenzuela, 1998)
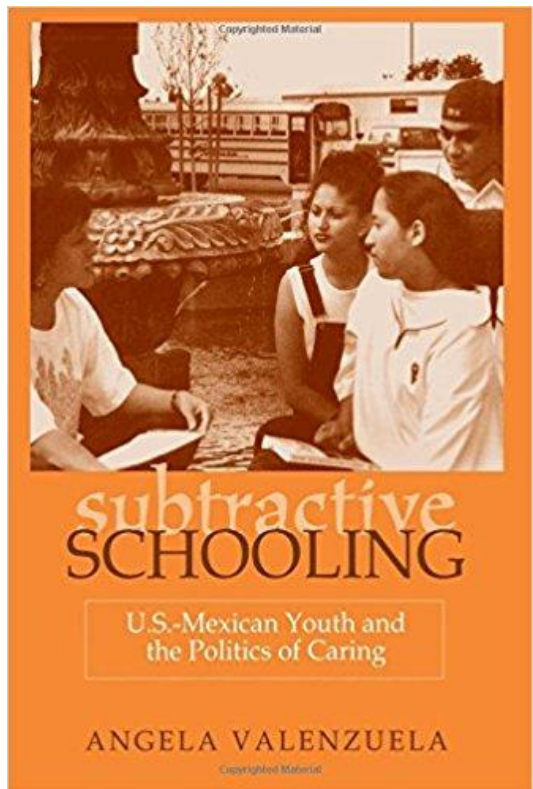
- Subtractive Schooling
  - Subtracting Students Culture and Language
  - De-Mexicanization erodes students' social capital
  - Dismissing students' definition of education (bien educado)
  - Aesthetic or superficial caring
- Authentic Caring
  - Fully vested bilingualism and biculturalism
  - Reciprocal relationships
  - Humane and compassionate pedagogy
- Students resist caring about school when doing so is tantamount to cultural genocide (Valenzuela, 344)

Respect, Dialogue, and Action Upon the World

'Power comes from risking ourselves in creation.'
Paulo Freire
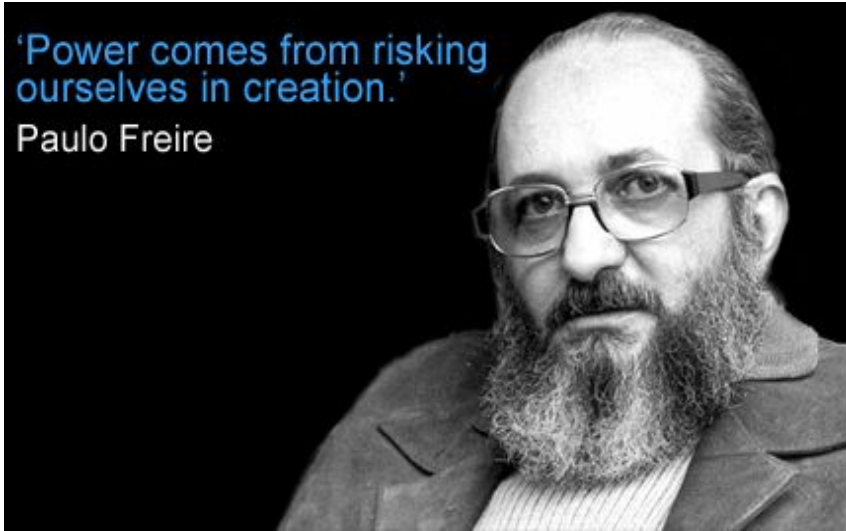
- Nothing is more revolutionary than engaging in a pedagogy of self liberation
- True dialogue is mutually constitutive
- The Self is constructed (or deconstructed) through language

A Social-Emotional Framework

- Knowing and Caring About Myself
- Learning to take others' perspectives
- Becoming Connected to Others
- Becoming Active in the World

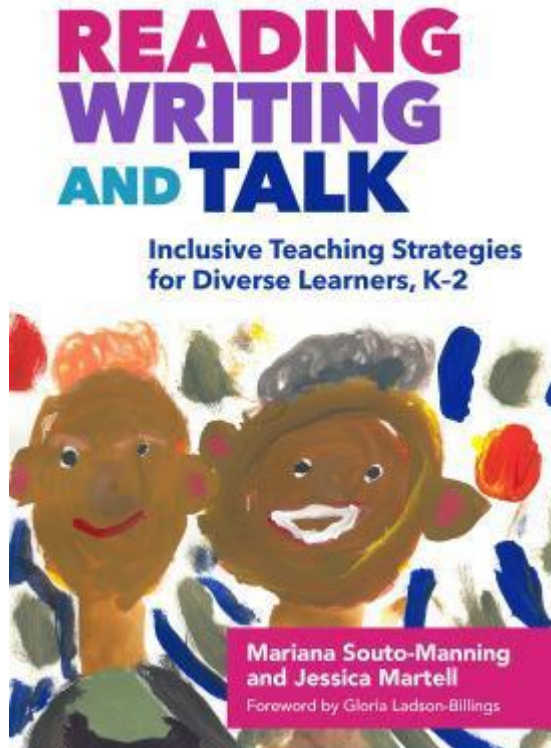# A Social Emotional Framework

- Self
  - Knowing that I fit
  - Knowing that I matter
- Others
  - Awareness of others
  - Kindness towards others
- World
  - The world needs me
  - I can help
  - I am willing to face challenges and overcome obstacles

The Practice

Souto-Manning & Martell Slide--Name Stories

READING WRITING AND TALK

Inclusive Teaching Strategies for Diverse Learners, K-2

Mariana Souto-Manning and Jessica Martell

Foreword by Gloria Ladson-Billings

- Name Storybooks
- Having students interview family members about the history of their names
- Bringing in family members on student's birthdays to tell the story of their child's birth
- Making certain that teachers pronounce students names correctly and ask students (and parents) how their children like to be called
- Emphasizing that students learn each other's names and pronounce them correctly

Roses in Concrete Community School- Oakland, CA

Emily Wilson and Jeff Duncan-Andrade discuss how under-served and under-resourced communities are home to children suffering from toxic stress and trauma. He speaks about the necessity of meeting the basic needs of children in schools in order to maximize their learning potential and engagement. He details CPTSD (complex post-traumatic stress disorder), which hinders the future of too many urban youth, and references Tupac's poem "The Rose that Grew from Concrete" as an influential message in building and celebrating the tenacity of those youth. His plans for an effective education system include the acknowledgment and care for systemic inequality, provision of caring adults, the inclusion of families and whole communities, and building "critical hope" among youth.

Critical Media Literacy as Care for the Self

(Morrell, Duenas, Garcia, and Lopez, 2013)
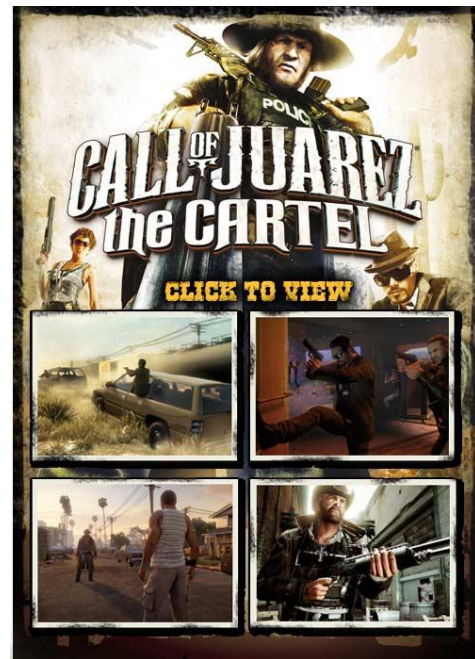
Critical Media Analysis

- What values or ideas are promoted?
- What does it mean to be normal (or cool)?
- What does it mean to have power?
- What does it mean to be desired?
- Who is marginalized or "Othered"?
- How is the audience/recipient constructed?
- Who is targeted?
- What assumptions are made about the audience?
- How does the ad/image/artifact intend to make the recipient feel about him or herself?
- What is an audience member compelled to do/believe?

CRITICAL MEDIA PEDAGOGY
Teaching for Achievement in City Schools

ERNEST MORRELL
RUDY DUEÑAS
VERONICA GARCIA
JORGE LOPEZ

Critical Media Pedagogy

- Care for the self in the age of media culture
- Using the media as a tool to speak the truth to power
- Educating children and communities about the perils and the promise of media culture

CRITICAL MEDIA PEDAGOGY
Teaching for Achievement in City Schools

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Honoring and Promoting Student Voice
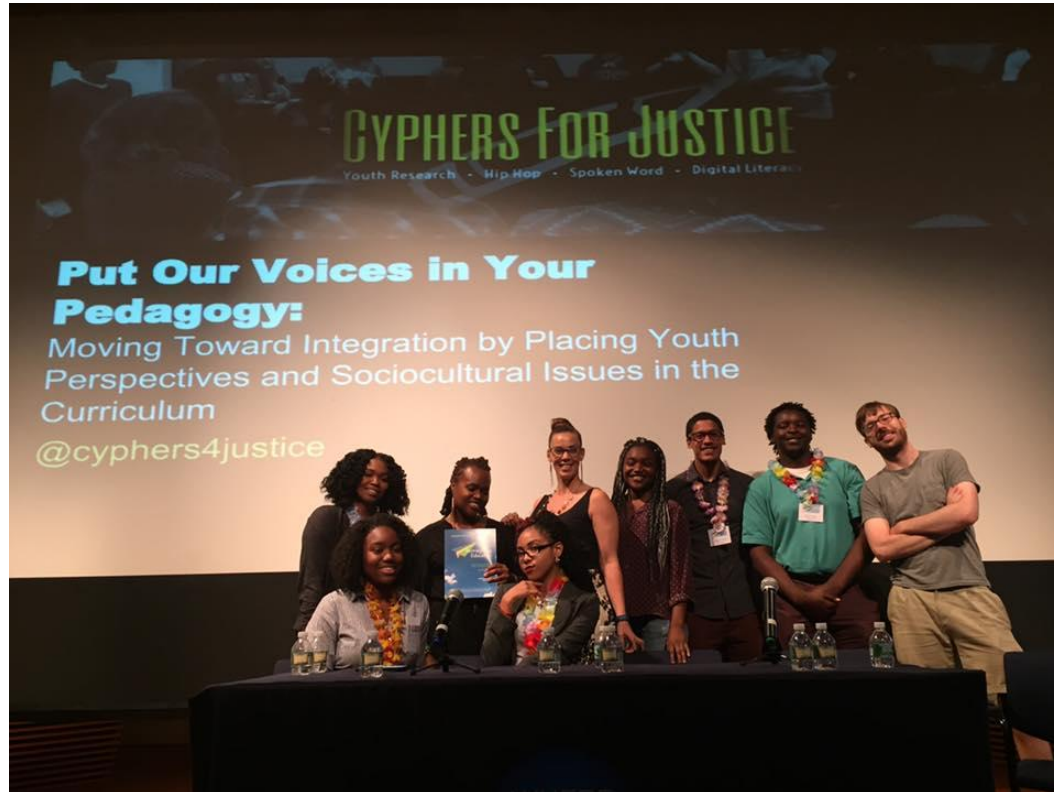
Research and Community Action Projects
(Mirra, Garcia, and Morrell, 2016)

- If you could change the world what is one thing you would do?

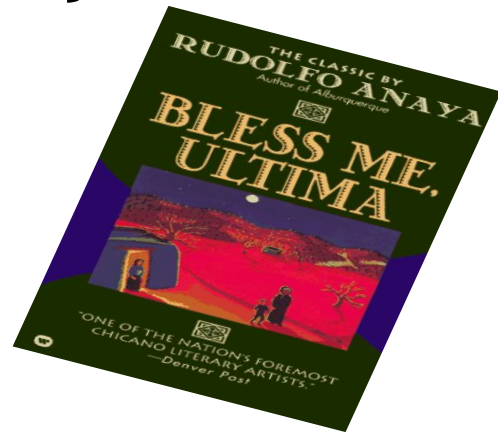- If you could change your community what is one thing you would change?

Youth Historians in Harlem
Becoming Digital Archivists

Bless Me Ultima Oral History Project

- **Length:** 5 weeks
- **Culminating Task:**
  - Oral History Essay
  - PowerPoint (5 Slides)
- **Resources:**
 - <u>Bless Me Ultima</u> by Rudolfo Anaya

Essential Questions:

- What forces influence our identities as young people? Am vs. Latino
- How do we **as young people** deal with DUALITY (two kinds of "worlds")—living in a US society (new ways/modern) while still maintaining the language, traditions, and values of our home culture?
- What knowledge and history of our past (from our elders) can help inform/guide us towards our future?
- What connections or shared experiences do we share with Antonio and his family's experiences and our own? Why?

Working With Novice Teachers

Where Should the Work Happen?
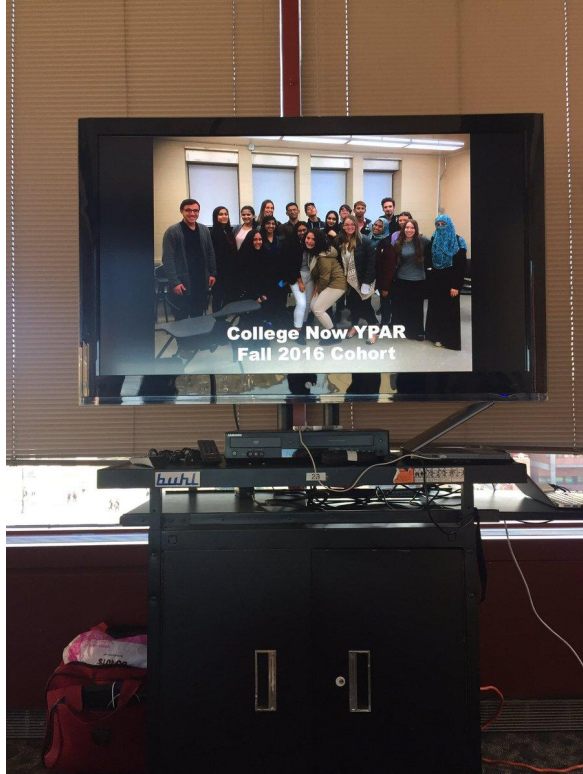
- More Out of Classroom Experiences
- More one on one and small group experiences
- Apprenticing to community leaders and teaching artists
- Collective work on YPAR and social action projects
- Bringing K-12 students to Teacher Education courses

What Capacities Need to be Developed?

- Sociopolitical Awareness & Capacity to Build Democratic and Caring Relationships
- Capacity to develop individual and organizational well-being
- Ethnographic Capacity (identifying local literacies and funds of knowledge)
- Inquiry & YPAR Capacity
- Linguistic Capacity (Indexing and levering multiple linguistic repertoires, acknowledging translanguaging)
- Dialogic Capacity (Facilitating Powerful Classroom Talk and Listening)

Flourish Agenda

CARMA (Culture, Agency, Relationships, Sense of Meaning, and Aspirations)

WE TEACH PEOPLE TO:

1. Be more effective in building individual, collective, and organizational well-being.

2. Create approaches that improve young people's social emotional well-being.

3. Develop strategies that heal rather than harm young people.

4. Cultivate practices that improve school and organizational climate and racial equity.

5. Form networks for innovation and learning.

6. Adopt the right metrics to gauge progress toward well-being and equity.

Teaching to Change the World
Building Classroom Communities & Caring Democratic Relationships

TEACHING to CHANGE the WORLD — 4TH EDITION

► JEANNIE OAKES
► MARTIN LIPTON
► LAUREN ANDERSON
► JAMY STILLMAN
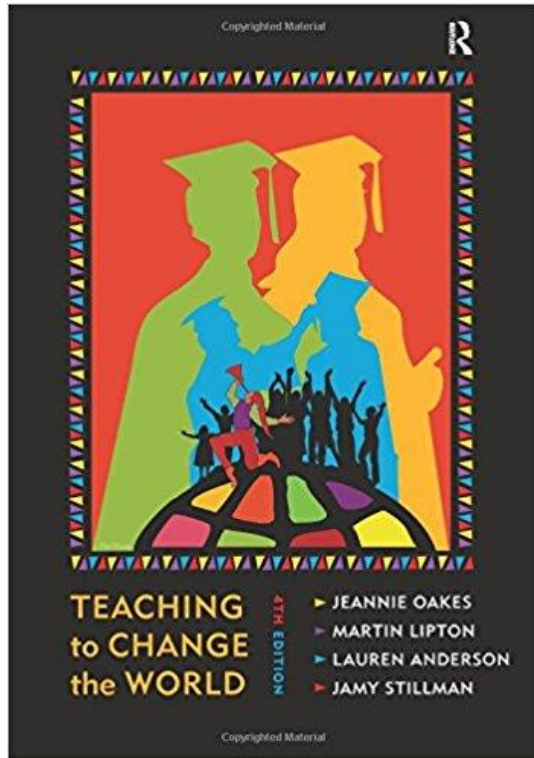
- Acknowledging our behaviorist, authoritarian legacies in classroom discipline
- Creating Classroom Rules as Invitations, (i.e. what are we allowed to do? What do we say yes to?)
- Withitness (Kounin, 1970)--Constant monitoring of classroom, clear signals for students, advanced preparation and credibility, letting students assume some responsibility for rules, mixing independent and whole class activities

Developing an Ethic of Care

…a caring teacher engages in a "continuous search for competence" that includes fostering in students the knowledge and skills "necessary to make a positive contribution" in whatever field of study or work they might choose. This "search for competence" is a mutual endeavour involving both the student and the teacher. This mutual endeavour requires far more than mere teacher approval, error correction, or supplying of new facts. Instead, it requires that students and teachers *co-construct* student competence.
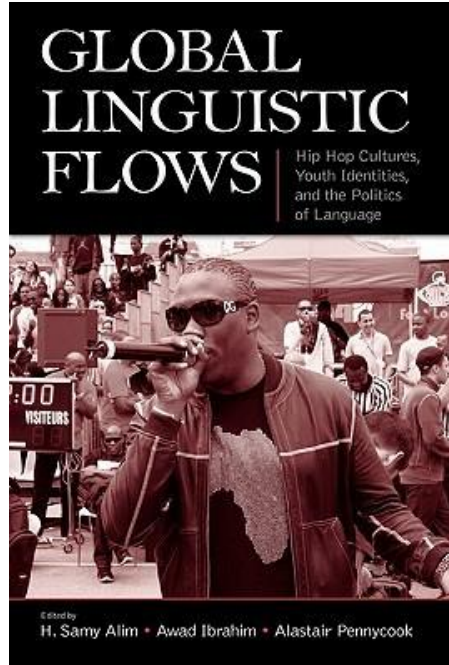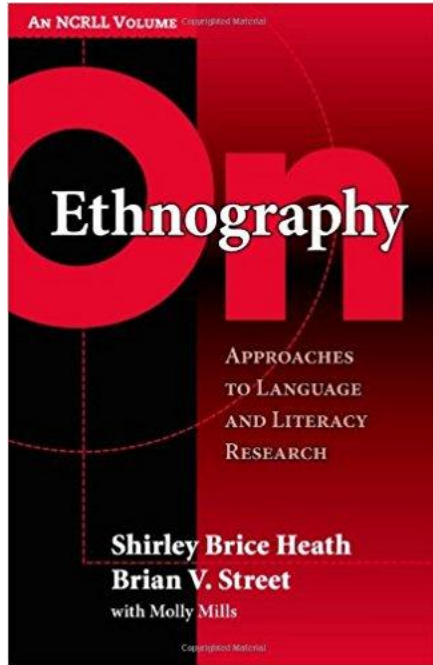
The YPAR Process

1. Identify a problem
2. Develop a Question
3. Design a study
4. Collect data
5. Analyze Data
6. Make Claims
7. Provide Evidence
8. Create Products
9. Disseminate Products
10. Social Action

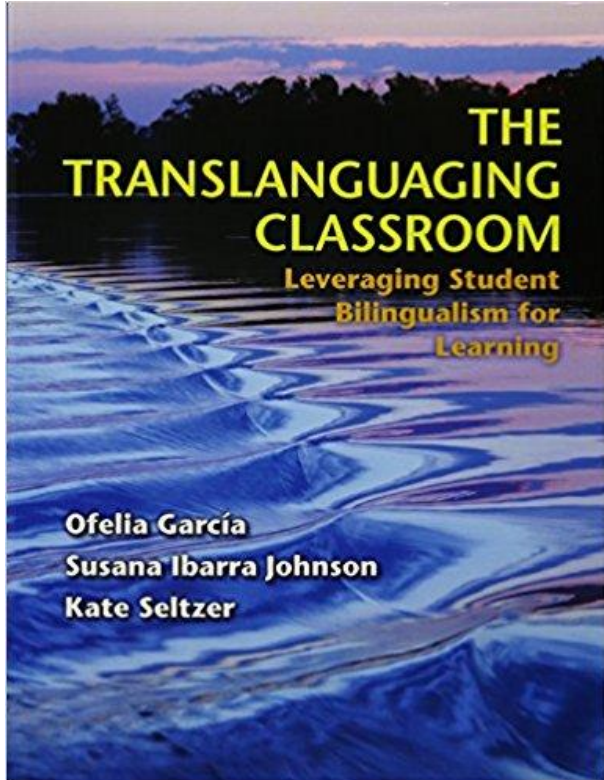# Developing Ethnographic Capacity

- Learn how to locate funds of knowledge in communities and homes (Moll, et. al, 1992)
- Learn how to conduct ethnographies of literacy with youth in neighborhoods and communities (Morrell, 2004)
- Learn how to conduct oral history interviews with elders and community leaders
- Learn how to ask students questions that allow them to share stories that matter.

Developing Linguistic Capacities

THE TRANSLANGUAGING CLASSROOM
Leveraging Student Bilingualism for Learning

Ofelia García
Susana Ibarra Johnson
Kate Seltzer

- Developing a capacity for the multiple (social) languages spoken in the classroom and community
- Developing a capacity to discuss issues pertaining to language ideology and multilingualism across grade levels and disciplines
- Developing a capacity to leverage student multilingualism to release students' translingual voices in writing and in classroom talk (de los Rios and Seltzer, 2017)

Improving Talk and Listening in the Polyvocal Classroom

- Socratic Discussion Talk
- Small Group Discussion Talk
- Formal Presentation Talk
- Mock Trial/Forensic Debate
- Electronic Communication

Improving Large Group Discussions

- Modeling thinking out loud

- Scripts

- Active Listening

- Open ended questioning

- Appropriate Turn Taking

- Socratic Voice

- Teacher Led-Student-Centered

Improving Small Group Discussions

- The formation

- Co-facilitation

- Interdependency

- Small group voice

- Turns (length & frequency)

- How to use notes

- Student led-Student Centered

Improving Classroom Debate

1. Developing Arguments
2. Anticipating counterarguments
3. Oral language
4. Quick rounds
5. The format
6. Notes and preparation

Multimodal Presentations

- Rhetorical Situation

- Audience

- Effective incorporation of technology

- Vocal exercises

- Starting Slowly

- Body language & attitude

- Performance

9. Do not read directly from your notes. Keep eye contact with your audience.
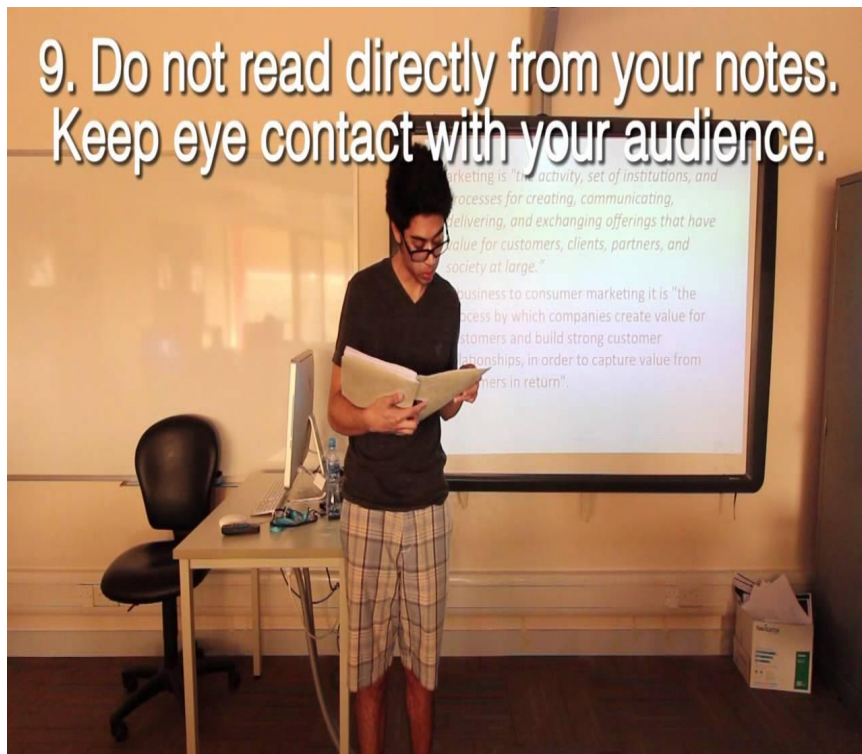
Q&A

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