



TeachingWorks

UNIVERSITY of MICHIGAN SCHOOL of EDUCATION

2016-17 TeachingWorks Streaming Seminar Series

Inside Teaching: A Powerful Force for Equity

Imagining and Enacting Teaching as Liberatory Practice

Featuring:

Camille Wilson

Associate Professor of Educational Foundations, Leadership & Policy
School of Education Diversity, Equity & Inclusion Implementation Lead
University of Michigan, School of Education

Thank you for your patience.

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

Email questions to twseminar@umich.edu

#twseminar

Imagining and *Enacting* Teaching as Liberatory Practice



Camille M. Wilson
University of Michigan

THEMES FOR CONSIDERATION

- Reflections from the Seminar Series
- “When and Where I Enter”
- Meanings of Liberatory Practice
- U.S. National Politics and Why It Matters
- The High Stakes for Our Students and Our Democracy
- The Role of Imagination
- The Call for Enactment
- Links to Humanizing Pedagogy
- Implications for Moving Forward

OUR SERIES THEME:

“INSIDE TEACHING: A POWERFUL FORCE FOR EQUITY”

- **TeachingWorks:** High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students’ social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are “high-leverage” not only because they matter to student learning but because they are basic for advancing skill in teaching.
 - High leverage practices are only successful if equity-oriented ideologies, goals, and approaches are embedded in them.
 - The pedagogical skills and content knowledge involved in high leverage practices should converge to constitute a **liberatory practice**

OUR SPEAKERS:

HIGH LEVERAGE PRACTICES TO DEVELOP AND LINK

- H. Rich Milner IV - **Eliciting and Interpreting Individual Students' Thinking**
 - We must embrace race “as a legitimate space for learning.”
- Kris Guitierrez – **Learning about Students' Cultural Religious, Family, Intellectual, and Personal Experiences and Resources for Use in Instruction**
 - We must assert a “new pedagogical imagination” and remember that “learning comes before teaching.”
- Tyrone C. Howard – **Building Respectful Relationships with Students**
 - We must counter the “pedagogy of pathology” and move towards a “pedagogy of connectedness”, while recognizing that many of our most marginalized students have and continue to experience trauma.



Leading a Group Discussion

- Jennifer Langer-Osuna
 - We must remember that we as teachers facilitate, negotiate, and can mitigate various "social forms of power" in our classrooms—social forms of power students can both co-create and experience.
- José Luis Vilson
 - We must offer “pedagogies of care, love, & respect.”
 - “The work (of teaching) is having us imagine how to let go of the power.”
 - We must work from spaces where our students are most vulnerable...”
 - We should counter all aspects of life that fuel fascism.
 - “We need liberatory practice!”



TEACHING AS LIBERATORY PRACTICE

Teaching as liberatory practice entails affirming every student's humanity in ways that:

- ❖ demonstrate care
- ❖ resist bigotry
- ❖ acknowledge and counter structural inequalities
- ❖ foster critical thinking
- ❖ help make learning relevant and enjoyable
- ❖ uphold high learning expectations,
- ❖ recognize the political nature of teaching, and
- ❖ advance students on a path to self-determination.



Liberatory Educator,
Marva Collins

FROM “WHEN AND WHERE I ENTER”

- As an African American Woman
- As a mother of a middle school, Black boy
- As an educator, scholar-activist, and cultural worker
- As a U.S. and world citizen
- As an admirer of K-12 teachers & a non-expert on teacher education
- As a beneficiary of liberatory, K-12 teaching
- As an owner of this political juncture in U.S. political life and society



U.S. NATIONAL POLITICS AND WHY IT MATTERS



Stephen Bannon

Asst. to U.S. President, White House Strategist, Attendee to the National Security Council

- Self-identified “Nationalist:
- Endorsed by Ku Klux Klansmen
- Leader of Alt-right, conservative extremist group
- Praised by many supporters for having White supremacist & anti-Semitic ideologies
- Former executive chairman of Breitbart News
- Has unprecedented access to national seats of power and military advising
- Endorsed, sponsored, and/or spoke discourse of:

“bitch-slapping,” “trannies,” “renegade Jews,” “sluts”
“faggots,” the “glorious heritage” of the confederacy,
Islamophobia is a “false propaganda concept.”

https://www.nytimes.com/2016/11/15/us/politics/stephen-bannon-breitbart-words.html?_r=0 + <http://money.cnn.com/2016/11/14/media/breitbart-incendiary-headlines/>
+ http://www.huffingtonpost.com/entry/steve-bannon-anti-muslim-hate-trump_us_582df18ae4b058ce7aa9b17f

THE SHAPING OF THE NATIONAL EDUCATIONAL EDUCATION POLICY AGENDA



- Potential cuts to free/reduced lunch to students living poverty
- Potential cuts to provisions of *Individuals with Disabilities Education Act* (IDEA)
- Support of voucher and publicly supported private schooling
- Ambiguous stances on student proficiency and student growth.
- Greater tolerance for guns in schools
- Links the founding of Historically Black Colleges and Universities to freedom of choice vs. legacies of mandatory racial segregation, White paternalism, and African American self-determination and resistance

POLICY AS POWER

Policymaking is a “practice of power” that emerges out of a discursive process of active meaning making that is steadily influenced by a constant interplay of language, ideology, knowledge, and action (Levinson, Sutton, & Winstead, 2009, p. 778).

Policy differently impacts of people given their sociocultural, economic, and political standing, identities, resources, and status.

HIGH STAKES FOR OUR STUDENTS AND OUR DEMOCRACY

Our political and social climate are ones with increasing tolerance for the explicit, emboldened, unapologetic expression and structuring of ignorance, hate, and oppression.

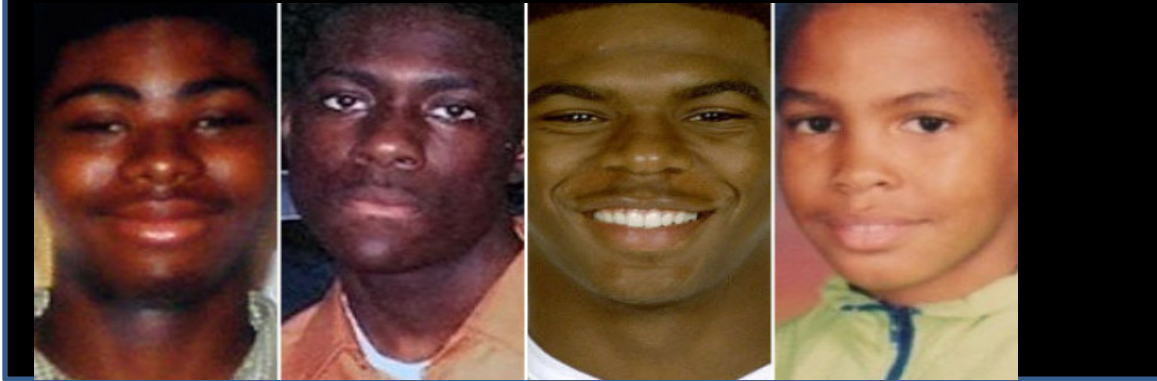
This is evident from some of the most influential spaces and seats of power at national, regional, state, local, and community levels. This is evident in the classrooms, parking lots, playgrounds, lunch rooms, PTA/O meetings, and hallways of schools. institutions of power (e.g. racism, sexism, xenophobia, homophobia, ableism, classism, etc.)

- **exacerbates toxic sociopolitical dynamics that diminish democracy and justice**
- **ripens the climate for the growth of fascism**

HIGH STAKES FOR LIBERATORY PRACTICE



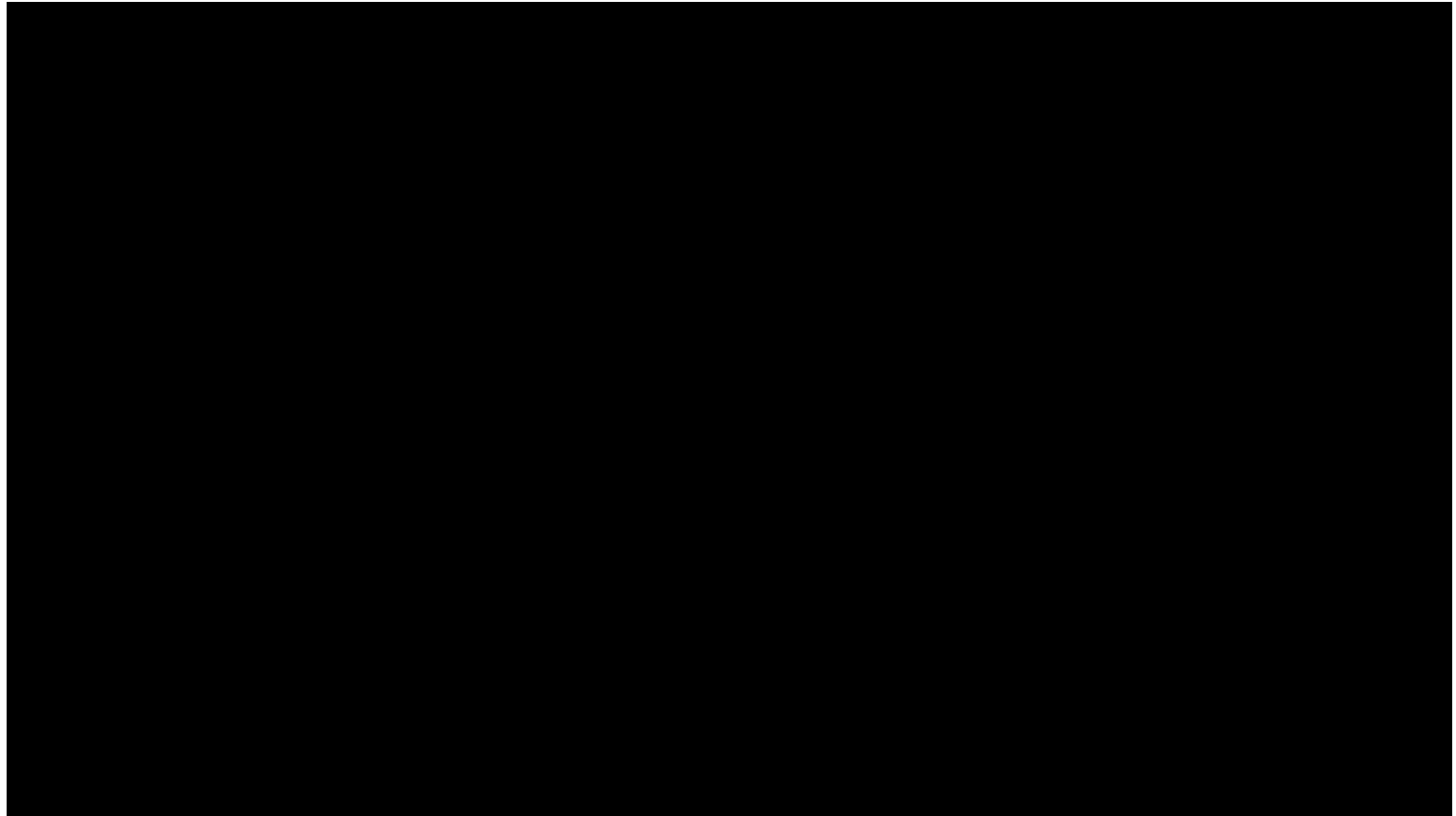
Zianna Oliphant (9)



Oscar Grant(22) Ramarley Graham(18),Sean Bell (23) Nicholas Hayward(13) Tamir Rice (12)

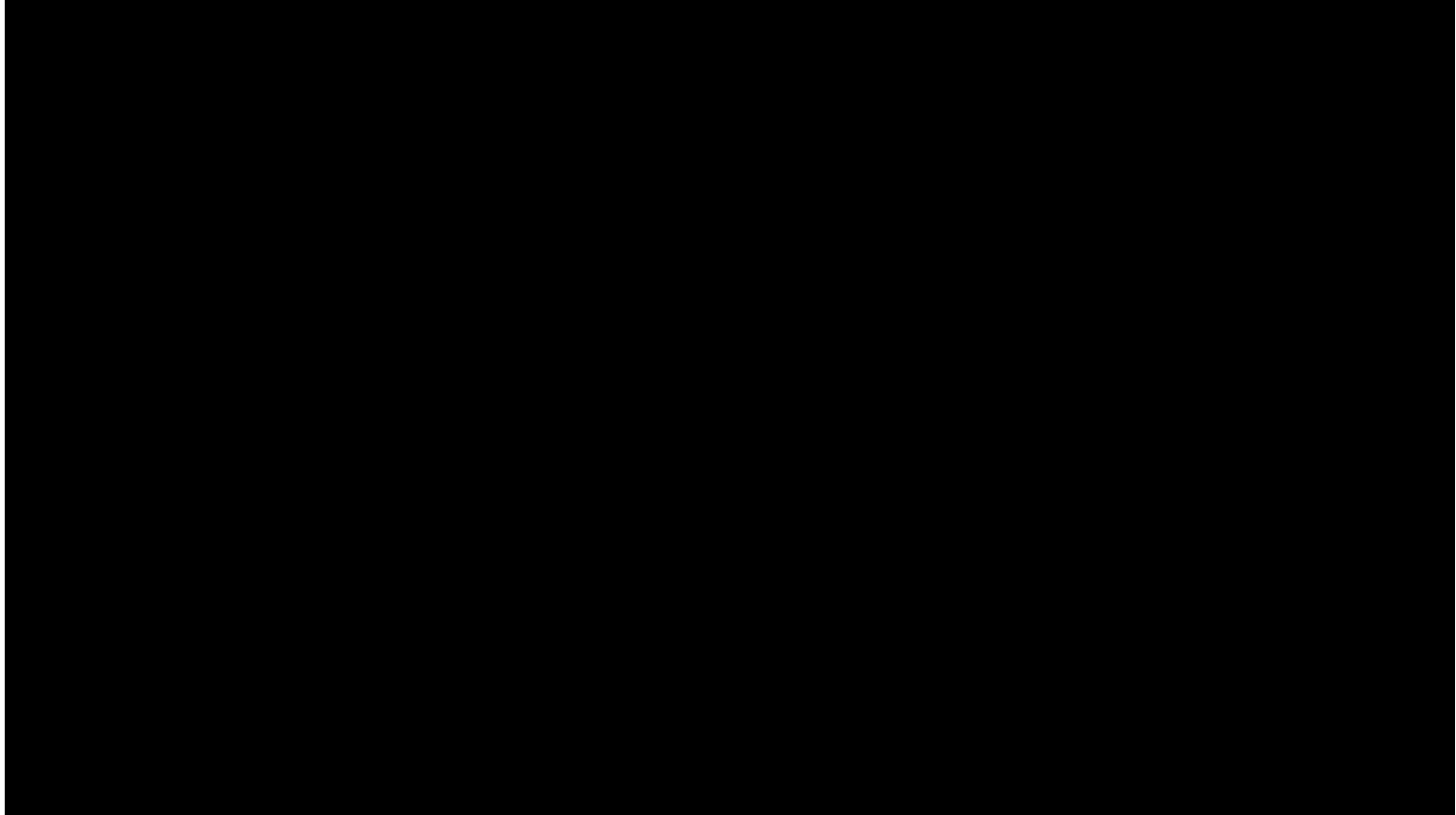
ZIANNA & A PLEA FOR BLACK LIVES TO MATTER

(CHARLOTTE, NC)



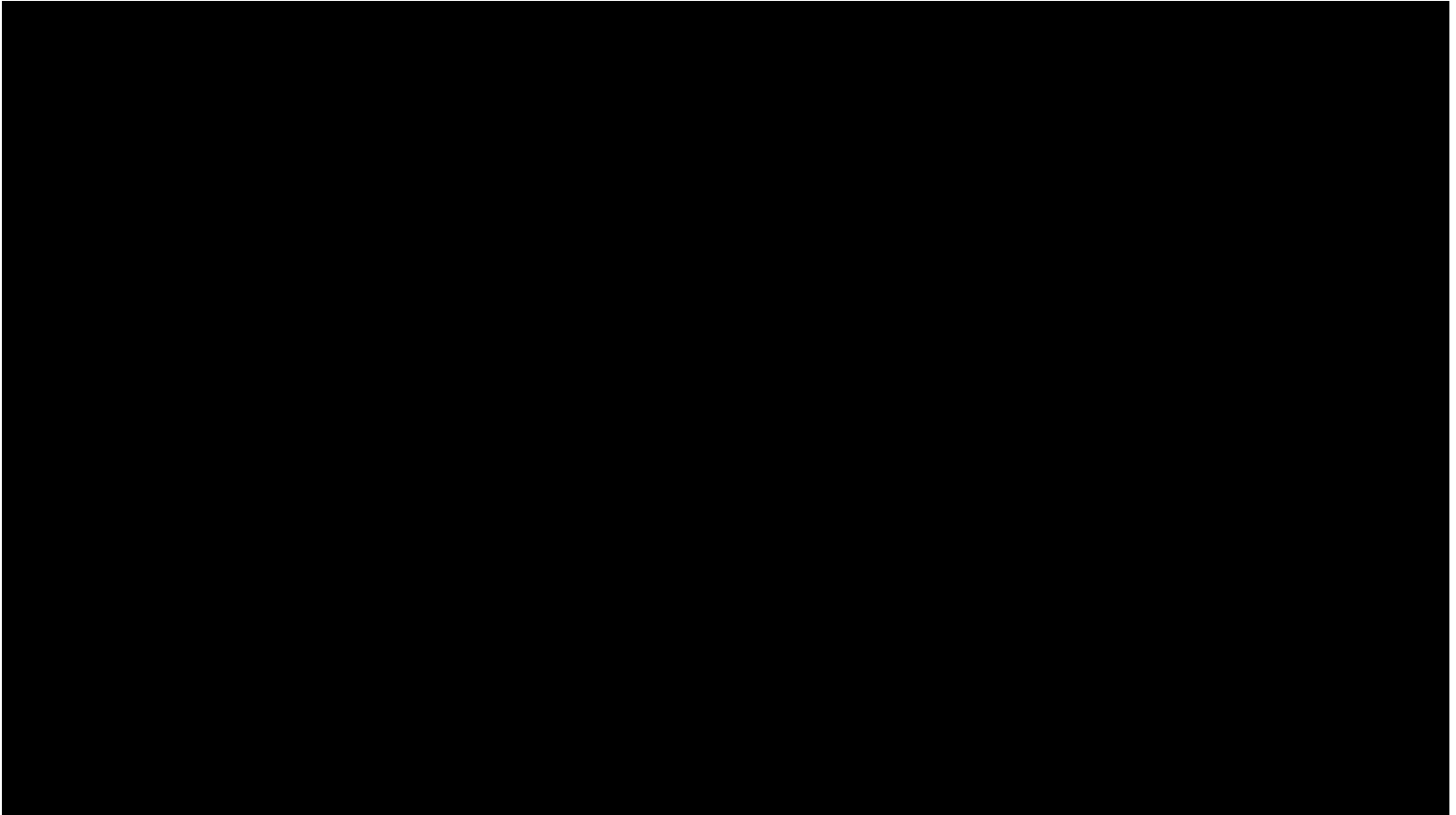
TEACHER SHAMING IN THE 1ST GRADE

(HARLEM, NY)



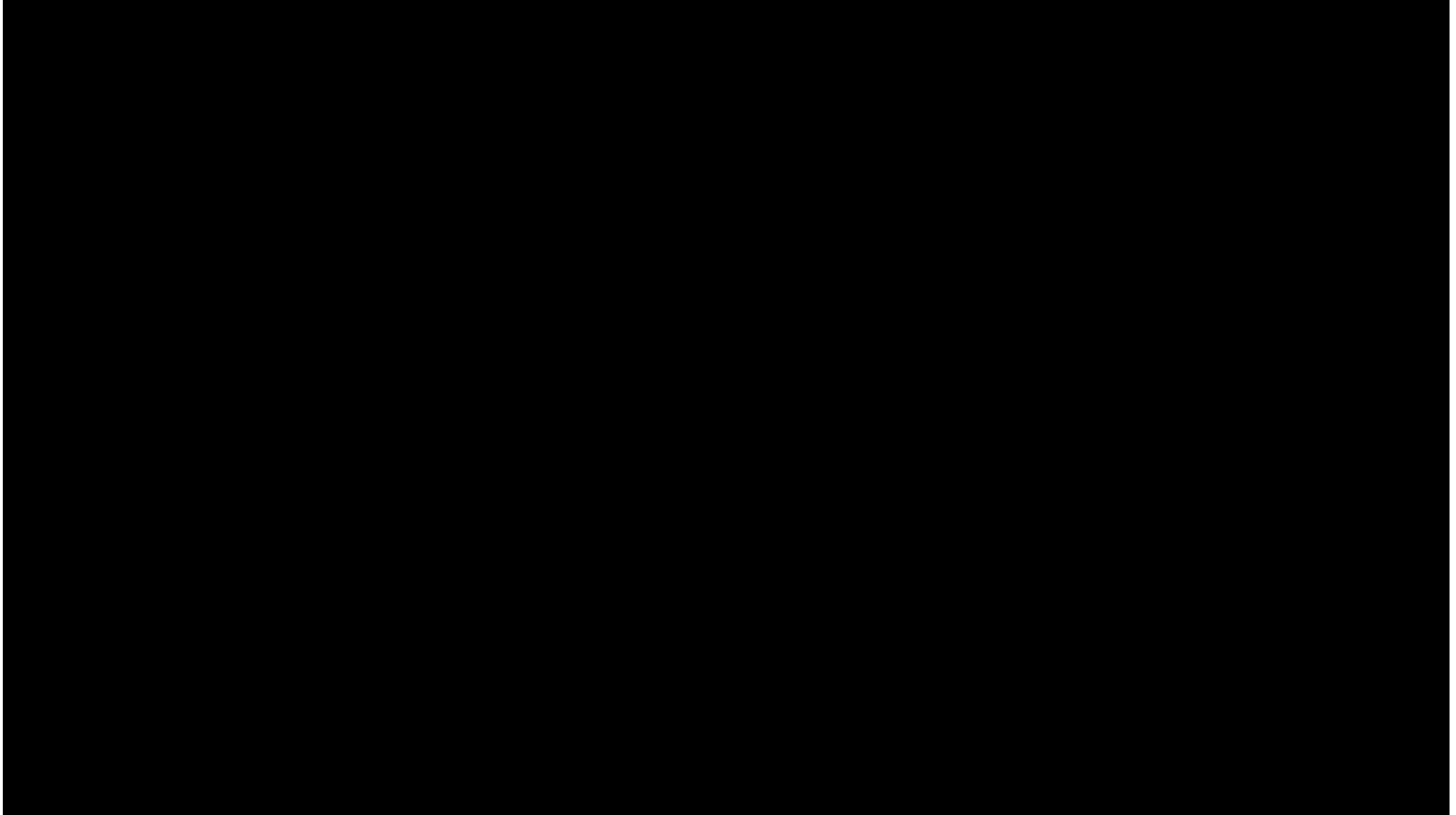
JOSIE & FACING “BUILD THE WALL” BULLYING

(ROYAL OAK, MI)



GASPAR & WORKING 19 HOUR DAYS

(LOS ANGELES, CA)



“A GREAT SEA OF CHANGE” NEEDED



– Grace Lee Boggs

Educator, Activist & Cultural Worker

(from: <https://www.syracuseculturalworkers.com/products/postcard-grace-lee-boggs>: Design Action Collective Innosanto Nagara, digital art ©2016)

THE POWER OF POLITICAL IMAGINATION

Envisioning what can and should be in order to orient oneself to embracing change, inviting in and partnering with change agents, and ultimately helping to manifest transformation.



THE CALL FOR LIBERATORY ENACTMENT



THE MYTH OF POLITICAL NEUTRALITY

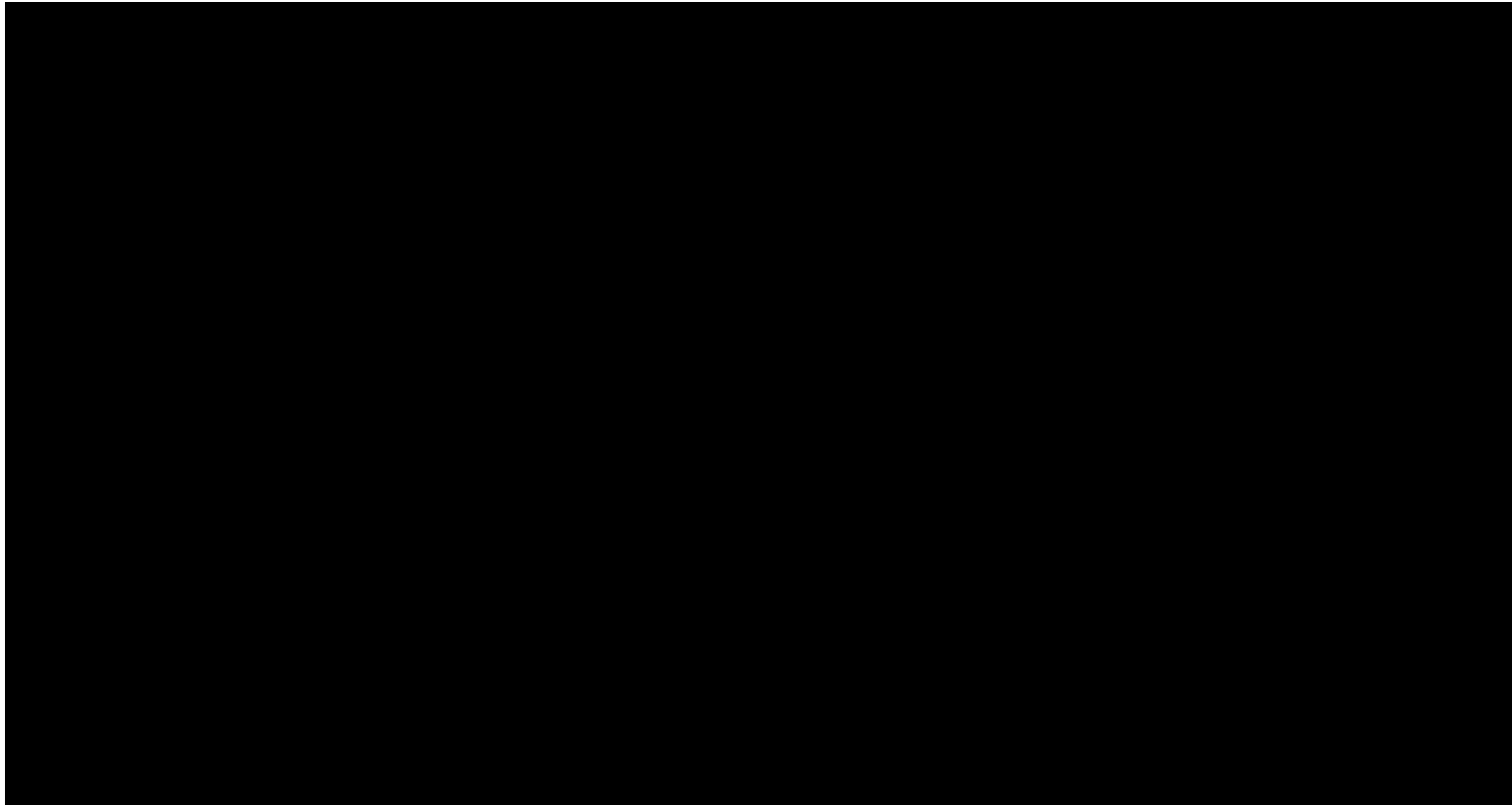


"We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Elie Wiesel, Holocaust survivor and Nobel peace laureate. 1928 - 2016

DANNAH & STRIVING TO HOLD THE U.S. SEC'Y OF EDUCATION ACCOUNTABLE

(DETROIT, MI)



NOUR'S EMBRACE OF "YOUTH POWER"

(SAN FRANCISCO, CA)



Muslim students (and those perceived to be) often experience Islamophobia in schools given the the actions of students' peers and community members; yet, "one in five Muslim students in California said they experienced discrimination by a teacher or an administrator at school" (Rizga, 2016).

Nour was active in the "I Stand with Arabs and Muslims" rally in San Francisco organized in the wake of the biggest spike in anti-Muslim violence in a decade, following deadly attacks in Paris and San Bernardino, California (Rizga, 2016).

<http://www.motherjones.com/politics/2016/01/bullying-islamophobia-in-american-schools>

LIBERATORY PRACTICE ROOTED IN HUMANIZING PEDAGOGY

- Asset-based ideologies about students' goodness, worth, intelligence, & potential
- Asset-based ideologies about students' families, communities, & culture
- Care-based relationship building goals and commitments
- Clear equity-oriented political stance about the power one possesses, how that is, can, and should be used, & why
- Courage to critically self reflect

Steve Jubb, Liberatory Educator



HUMANIZING PEDAGOGY CONT'D

- Commitment to keep learning, unlearning, correcting & staying the course
- Acknowledgement of teacher power, vulnerability, risk, and responsibility
- Demonstration of high and fair student learning and performance expectations
- Marshalling of *in-depth content knowledge and quality pedagogical skills*
- The foundation of *high leverage practices that are also liberatory*



To liberate is to affirm one's humanity—it is humanizing work of critical care and radical love! (See works of Marva Collins; bell hooks; William Watkins)

IMPLICATIONS FOR MOVING FORWARD IN TEACHER AND POST-SECONDARY EDUCATION

- Tending to the roles of political education, advocacy, and humanizing pedagogies in teacher preparation.
- Recognizing this is needed so teachers gain deeper political consciousness and the encouragement, support, and skills to draw upon that consciousness to imagine, develop, and enact liberatory practice.
- Teaching teachers strategies for effective, self-sustaining resistance



IMPLICATIONS FOR MOVING FORWARD (CONT'D)

- Modeling effective teaching from critical multicultural, socially and culturally relevant stances *to and for all students*
- Supporting teachers who question the status quo and risk
- Building vocal, visible coalitions with students, administrators, families, universities, & community members
- Developing university-district partnerships with shared liberatory/justice-oriented commitments.



#IFCHILDRENCANWECAN

THANK YOU!

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