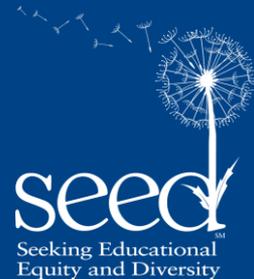


A Call To Action: Addressing Social Justice, Equity, SEL and Schools



Deep breath in

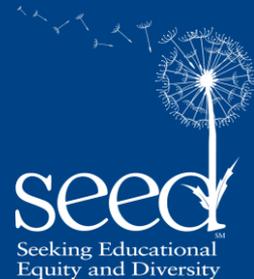
Hold.

Breathe out ...



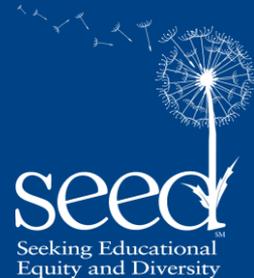
Land Acknowledgement

Land Acknowledgements are simple, powerful way to show respect to the original inhabitants of the land where you are currently standing, presenting about to engage in an activity, etc. The Massachusetts Center for Native American Awareness (MCNAA) believes that this is a meaningful step toward honoring truth, making the invisible visible and connecting the American stories that erase Indigeneous people's tribal history and culture.



Land Acknowledgement

We acknowledge that we are residing on the ancestral and unceded lands of the Massachusett people, whose name was appropriated by the Commonwealth.



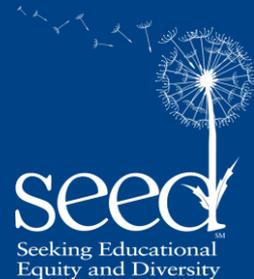
Land Acknowledgement

“The Massachusett Tribe are the descendents of the original people that the English invaders first encountered in what is now the Commonwealth of Massachusetts.” <http://massachusetttribe.org/>

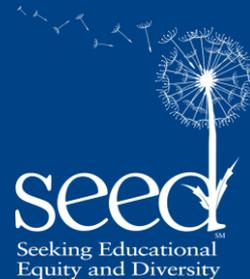
We also acknowledge

“English is a foreign language” -MCNAA

“Acknowledgment is a critical public intervention, a necessary step toward honoring Native communities and enacting the much larger project of decolonization and reconciliation.” -USDAC



The Power of Reflection



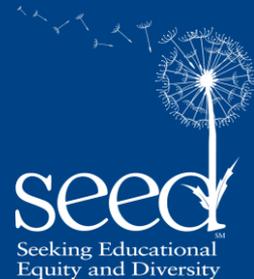
Key Terms:

- Social and Emotional Learning (SEL)
- Institutionalized Oppression
- Intersectionality
- BIPOC & POC
- Equality vs Equity

Mindfulness

“Paying attention, on purpose, in the present moment nonjudgmentally.”

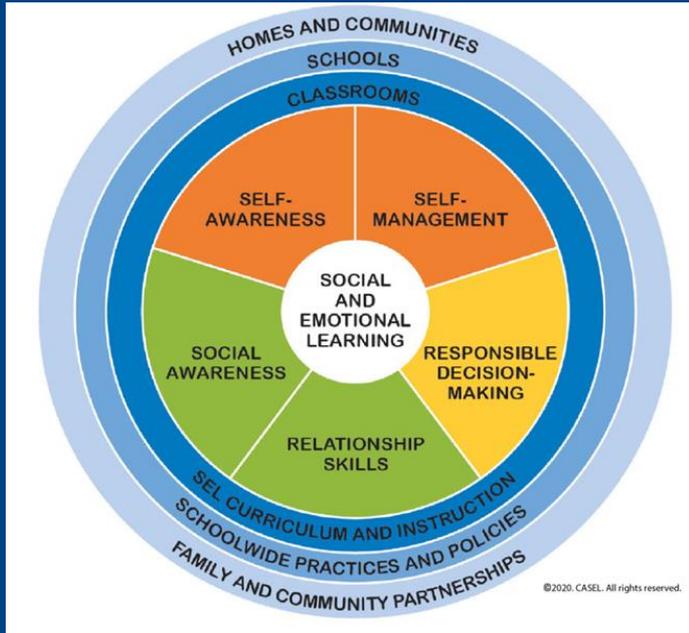
Jon Kabat Zinn



Social and Emotional Learning (SEL)

Refers to the ways in which we relate to ourselves and others, all of which are informed by our communal, cultural and familial contexts.

SEL Frameworks



Teaching with the **HEART** in Mind



Honor Your Emotions

Elect Your Responses

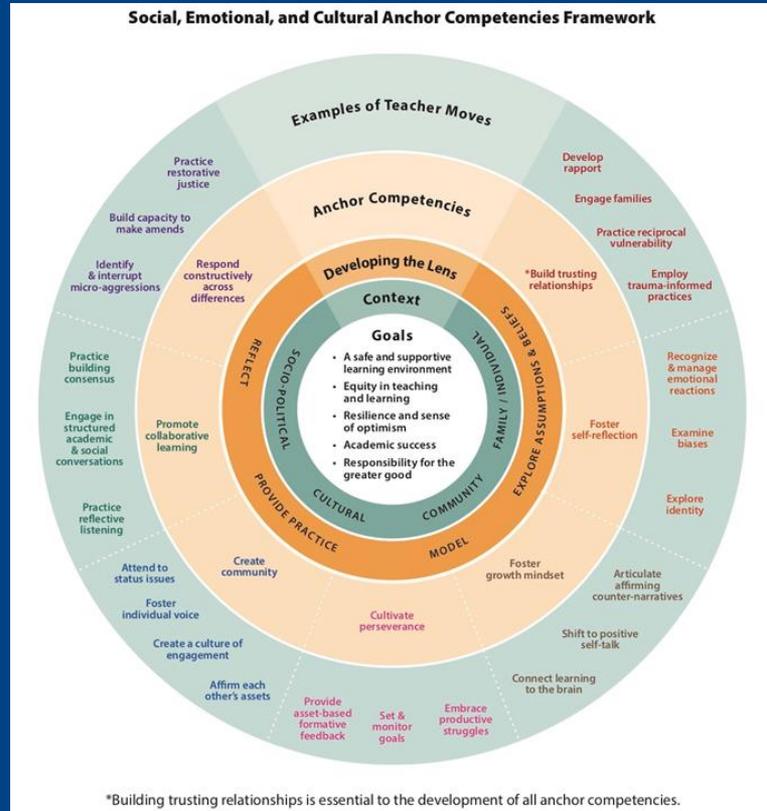
Apply Empathy

Reignite Your Relationships

Transform with Purpose

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SEL Frameworks



*Building trusting relationships is essential to the development of all anchor competencies.

Institutionalized Oppression

“The systematic mistreatment of people within a social identity group, [extensively] supported and enforced by the society and its institutions, solely based on the person’s membership in the social identity group.” Cheney et al

Intersectionality

Kimberle Crenshaw

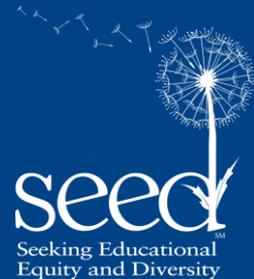
Intersectionality is a framework designed to explore the dynamic between co-existing identities (i.e. black, woman) and connected systems of oppression (i.e. patriarchy, white supremacy).

BIPOC

Black, Indigenous People of Color

POC

People of Color



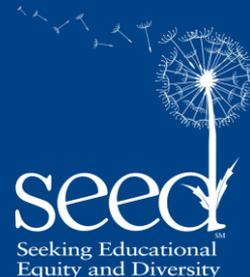
Equality vs Equity

Shawn Ginwright video

https://www.youtube.com/watch?v=TxBRQx_8TUA

Marilyn Frye (1983)

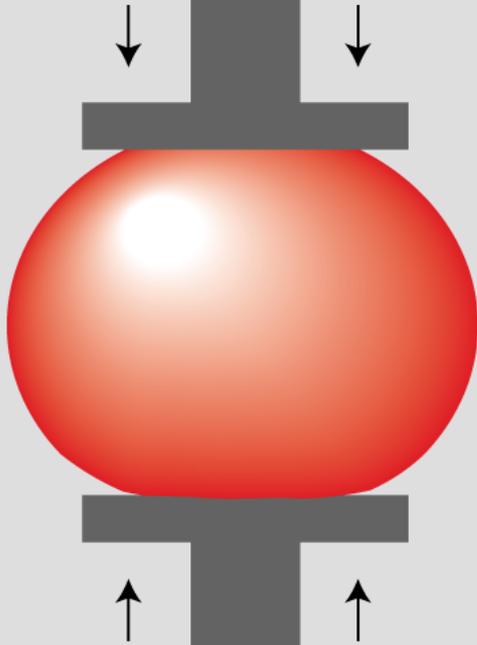
**The Politics of Reality: Essays in
Feminist Theory**







Elastic Material



Rigid Material



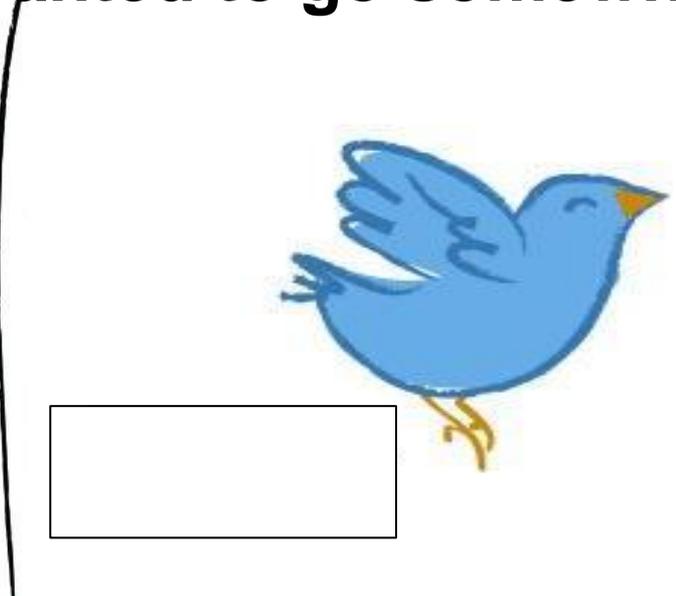
**Consider
a birdcage.**



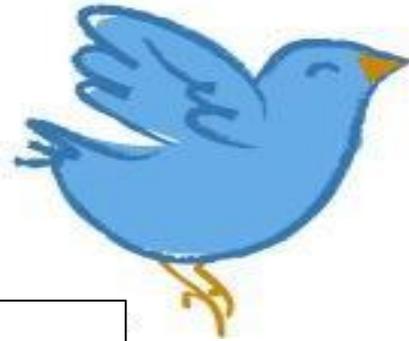
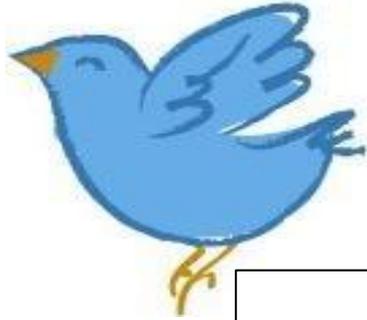
**If you look very closely
at just one wire in the cage, you
cannot see the other wires.**



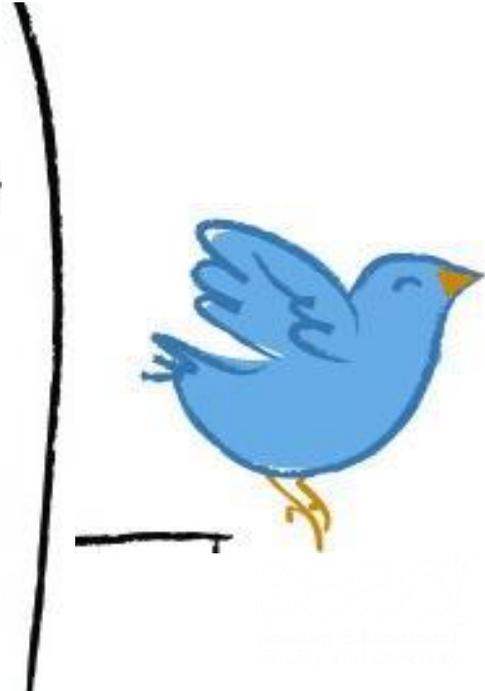
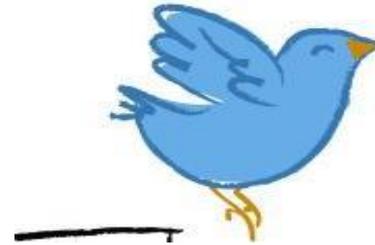
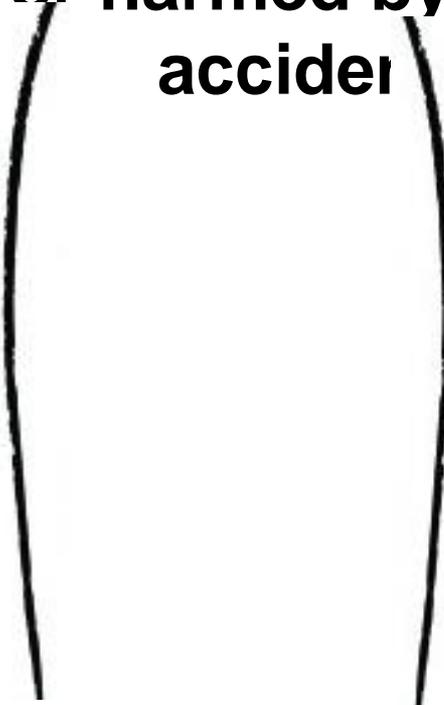
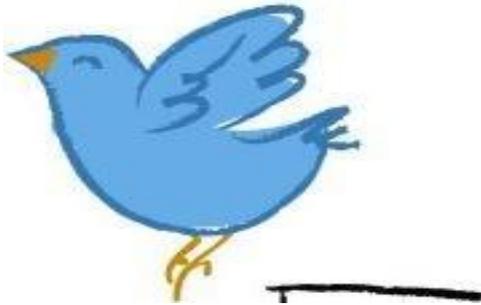
If your conception of what is before you is determined by this myopic focus, you could look at that one wire, up and down the length of it, and be unable to see why a bird would not just fly around the wire any time it wanted to go somewhere.



Furthermore, even if, one day at a time, you myopically inspected each wire, you still could not see why a bird would have trouble going past the wires to get anywhere.



There is no physical property of any one wire, *nothing* that the closest scrutiny could discover, that will reveal how a bird could be inhibited or harmed by it except in the most accidental way.





It is only when you step back, stop looking at the wires one by one, microscopically, and take a macroscopic view of the whole cage, that you can see why the bird does not go anywhere; and then you will see it in a moment.

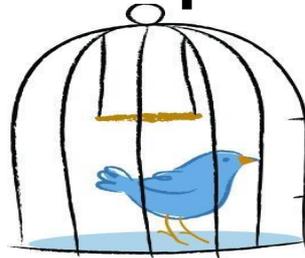
**It will require no
great subtlety of
mental powers.**

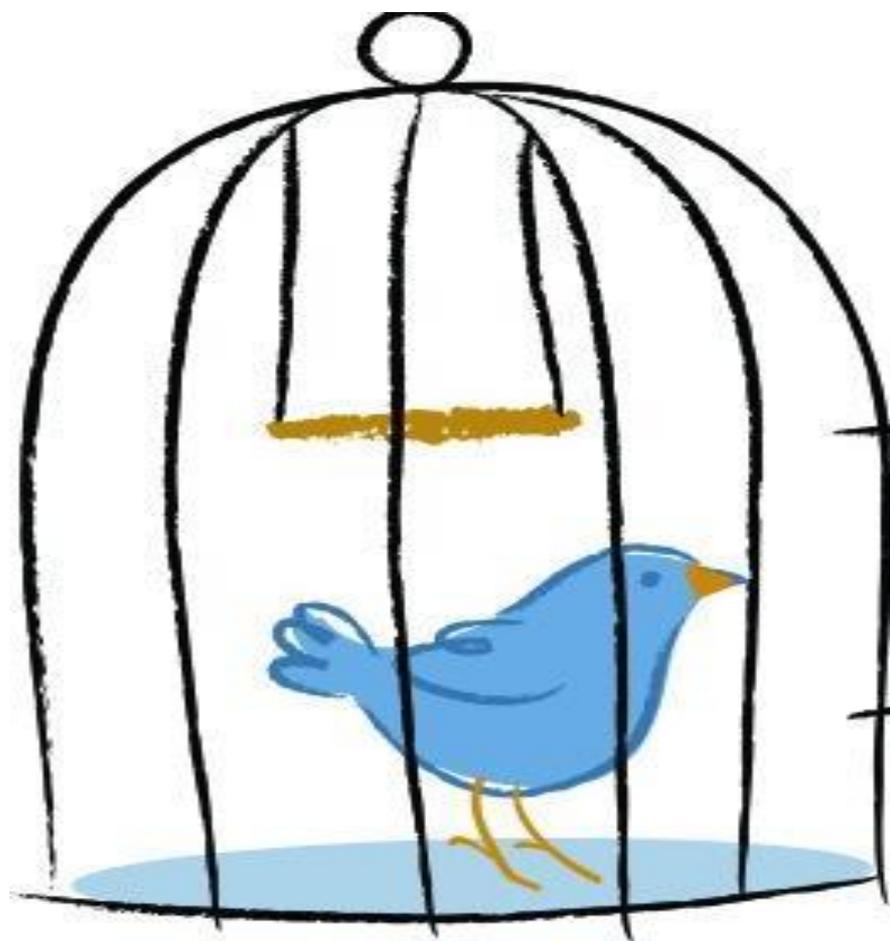




It is perfectly obvious that the bird is surrounded by a network of systematically related barriers, no one of which would be the least hindrance to its flight, but which, by their relations to each other, are as confining as the solid walls of a dungeon.

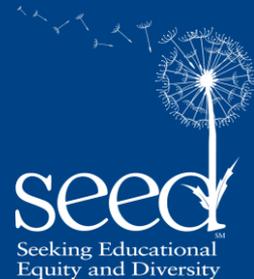
It is now possible to grasp one of the reasons why oppression can be hard to see and recognize: one can study the elements of an oppressive structure with great care and some good will without seeing the structure as a whole, and hence without seeing or being able to understand that one is looking at a cage and that there are people there who are caged, whose motion and mobility are restricted, whose lives are shaped and reduced.





2014 Chris Loos, Poetry Slam performance

https://www.youtube.com/watch?v=wQLME_-1WD8

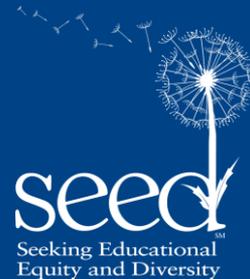


Reflection

Take a moment and jot down, what might be some of the institutional oppressions *pressing* against the children and families you advocate for and support?

“Teachers bring their entire autobiographies with them: their experiences, identities, values, beliefs, attitudes, hang-ups, biases, wishes, dreams, and hopes. It is useless for them to deny this; the most they can do is acknowledge how these may either get in the way of, or enhance, their work with students.”

-- Sonia Nieto, author of *Why We Teach*, educator, activist



THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

DEEP CULTURE

Communications Styles and Rules:
Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:

Courtesy and Manners
Friendship Leadership
Cleanliness Modesty
Beauty

Concepts of:

Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

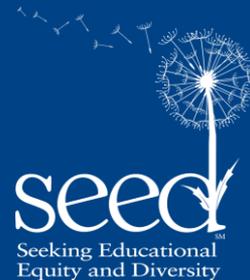
Attitudes toward:

Elders Adolescents Dependents
Race Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

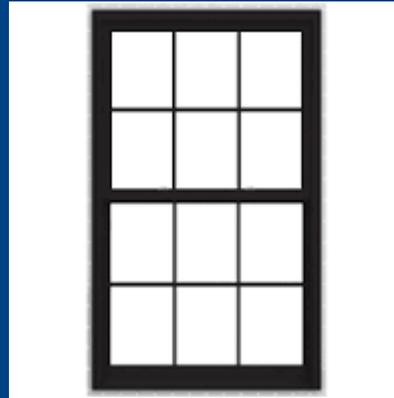
Approaches to:

Religion Courtship Marriage
Raising Children Decision-Making
Problem Solving

What are the stories you carry?



Mirrors & Windows



Reflection

Where might there be overlap with the systems that are pressing on you/your communities/your family and the systems you know are pressing on your students and families? What are unfamiliar to your experience and what might you do to learn and understand more?

Four Questions Exercise

When did you first notice you were
“other” in an academic setting?

1. Where are you?
2. Who else is with you?
3. What is happening?
4. How do you feel about it?

(Answer in the present tense, please.)

Apply

Reflect on your class(es) from the perspective of the politics of location.

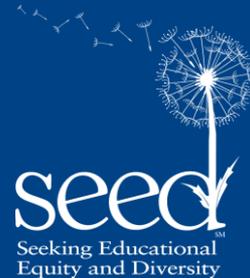
- Who is listened to in your class?
- Who is granted power?
- Who does not have power in your class? How do you know?
- Do all students feel equally comfortable asking questions or asking for help in your class? How do you know? Who shows up for your office hours and what do you think about the students who never show up at your office?

How might your actions reinforce or disrupt these dynamics?

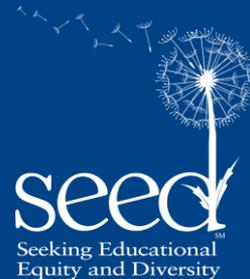
- How are names handled in your classroom (nicknames, pronunciations)? Whose personal lives do you know about? Who do you chat with before or after class time?

Universal Design for Learning

Rather than trying to transform the individual to fit into the system UDL seeks to transform the system so that individuals with differences can be accommodated without effort within that system.



Special educators are uniquely positioned to make radical and important systemic change because you have the explicit training that allows you to appreciate and honor the strength in difference, the power in diversity and the understanding that helping people to bring their best selves requires changing the environment and not the individual.



Thank You

