

# Collaborative Learning Team



December 6, 2021

# Introductions

- Srinivas Khedam - Assistant Director of Racial and Educational Justice
- Ayva Thomas ~ Assistant Director of Racial and Educational Justice
- Melissa Riley ~ Assistant Director of Equity Pedagogy

# Land Acknowledgement

We acknowledge that the Northshore School District functions on Coast Salish lands in the areas that have been colonized, occupied, and renamed to Bothell, Kenmore, Redmond, and Woodinville. We acknowledge the experiences of genocide, forced relocation, ethnic cleansing, and land theft of Indigenous peoples and sacred lands so we can build our awareness of how settler colonization still exists today. We honor the ways of knowing and ways of being of Indigenous peoples and tribal nations, who are still here and thriving, in our district-community. We resolve to learn from these realities and partner with local Indigenous peoples and tribal leaders to work toward a justice-driven educational experience for each student, family, community member, and educator in Northshore. We also acknowledge that this is a working land acknowledgement that will continue to evolve as our partnership with local Indigenous peoples and tribal leaders expands.

# Outcomes for Today!

- Analyze readings to conceptualize Ethnic Studies in a community of diverse voices.
- Review and inform community guidelines to operationalize our agreements as a community of learners and practitioners, while also understanding the need to be open to growth and change as we engage in social justice projects.

# Collaboration

## Collaborative Learning Team

- Attend Initial and final session to learn and contribute
- Facilitate the goals, vision, norms and responsibilities of the pilot team
- Seek and represent multiple and diverse experiences and embodied knowledge
- Read, review, reflect and respond to the readings, resources, and related materials shared
- Engage with the learning team monthly to discuss your learning and provide feedback to the core team.
- Advocate for and champion the work
- Offer considerations overtime for various aspects related to this Ethnic Studies Project: professional learning, communication, implementation, accountability

How does this shape how I show up in this space to learn? How do we show up in this space to share and learn from each other?

# Engaging with Community Guidelines

“Norms & Agreements”

DR. CHRIS. EMDIN

**WE BELIEVE**

# **RIGHTS OF THE BODY**

20/20 Vision is Problematic When the World  
is 360.

—

- 1) The right to be here.**
- 2) The right to feel.**
- 3) The right to act.**
- 4) The right to love and  
be loved.**
- 5) The right to speak  
truth to power.**
- 6) The right to see.**
- 7) The right to know.**



## Individual Rights

# Norms Last Year

## Stay Engaged

Stay emotionally, intellectually, morally and relationally involved, resist the inclination to check out

## Speak Your Truth

Absolute honesty about thoughts, feelings to truly develop your racial consciousness

## Experience Discomfort

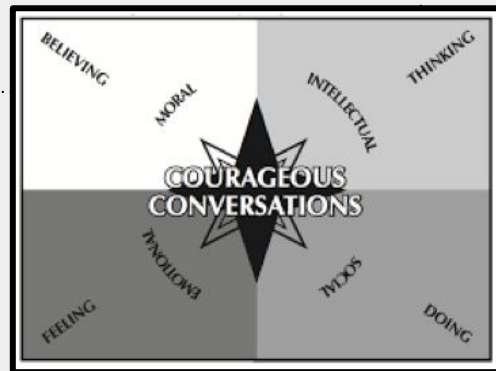
Tough conversations help build tolerance for discomfort with challenges of racial disparity

## Expect and Accept Non-Closure

Commit to ongoing conversations with no easy fix

## This work is about...

- Equity over equality
- Awareness of positionality in the space
- Amplifying and centering voices that have been excluded and silenced over time
- Humanizing teaching and learning
- Safe spaces AND brave spaces
- Critical self- and community-reflection
- Taking action



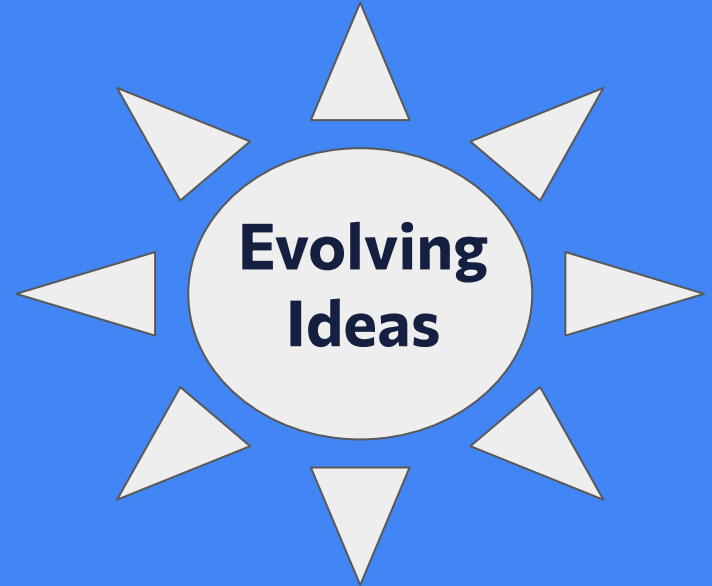


# Shared Community Guidelines:

*A process, not an event*

The following can also impact how we show up in spaces:

- Knowledge Construction
- Identity
- Positionality
- Safety



# Learning Structure

- Introduction
- Session Review
- Discussion & Input on why, how and what
- Debrief & Feedback

# Discussion Break Out Session

## Directions:

1. Introduce yourself
2. Discuss the following Questions:
  - a. **What are the key ideas in the reading that are guiding how you are conceptualizing what Ethnic Studies is? What teaching Ethnic Studies means?**
  - b. **What do we want students to experience as a result of Ethnic Studies lessons, experiences, and pedagogy?**
  - c. **What do we want families to know about Ethnic Studies? What is it? What it can mean for students, families and communities?**
  - d. **What questions do we still have about how we “integrate” Ethnic Studies P-12?**
3. When you return to the group, you will reflect and respond to the community guidelines.

## Example:

- a) Ethnic Studies does not only focus on race, it centers race as a launch point, woven across identities, which is why intersectionality is such a crucial component of Ethnic Studies.
- b) They each matter...
- c) Beyond heroes and holidays...
- d) How can families support authentic integration of their diverse cultures and family dynamics?

# Student Break Out

## **DISCUSS: Chapters: 1 & 2**

### **Chapter Titles**

Who Am I?

What are My Social Identities?

**SHARE: Insights and feedback about how this might inform our work.**

**THEN....**



## **INFORM: Team Notes**

- a. What are the key ideas in the reading that are guiding how you are conceptualizing what Ethnic Studies is? What teaching Ethnic Studies means?
- b. What do we want students to experience as a result of Ethnic Studies lessons, experiences, and pedagogy?
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- d. What questions do we still have about how we “integrate” Ethnic Studies P-12?

## All Members: By Next Meeting

- [GIVE FEEDBACK](#)
- OSPI Framework, p. 5-12

## Rethinking Ethnic Studies

- P. 20-25, What is Ethnic Studies Pedagogy?

## ***Students:*** THIS BOOK IS ANTI-RACIST:

- *Ch.3 - Ch.5*

## NEXT MEETING:

**C**ollaborative  
**L**earning  
**T**eam

**January 3**  
5:00-6:30 pm

Zoom