

Ethnic Studies

2.17.22

CORE DESIGN TEAM
2021-2022

[CLICK HERE TO DO
ATTENDANCE](#)

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!

- Discuss and analyze Ethnic Studies readings and presentation about Indigenous epistemologies, ontologies, decolonization and collective healing.
- Consider how to utilize the model of Indigenous teaching, which embeds story to weave key concepts about Indigeneity, within the themes of Ethnic Studies.
- Apply key concepts from teachings to inform pedagogical influences and shifts needed in the P-12 Ethnic Studies Framework.

Individual Rights

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.**

Courageous Conversations call on each of us to:

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



Shared Community Guidelines - A process, not an event

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

- Knowledge Construction
- Identity
- Positionality
- Safety

- 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

Critical Reflections & Community Guidelines

- Listening
- Acknowledging lived experiences and different perspectives
- Respecting each other's truths
- Humanizing teaching and learning
- Centering student voices

Noteworthy: Hold space for...

- Minoritized voices
- Processing time and
- Productivity

Learning Tasks

Secondary

- High School consultancy, then →
- Middle School, start →
Then, consultancy
And, continue...

Elementary

- Text Analysis
- Applying new learning
- Synthesizing ideas
- Reflective Feedback

Application to NSD Framework Components ~ 2021

Revisiting, Recommending, Revising and Drafting:

- Themes
- Definitions
- Enduring Understandings
- Essential Questions
- Guiding Questions
- Learning Targets
- Vocabulary
- Planning Considerations
- Correlating Standards
- Correlating Curriculum
- *Home-School Connections*
- *Related Resources*

Culturally Revitalizing Pedagogy Review

Ethnic Studies Framework should consider:

- **Decolonization** through *self-determination* and *cultural resurgence* (connecting back to with homelands, cultures and communities)
 - * **Responsibility** rather than *rights*
 - * **Resurgence** rather than *reconciliation*
 - * **Relationships** rather than *resources*

Indigeneity and Ethnic Studies

Discuss Key Ideas from readings:

[Land as teacher: understanding Indigenous land-based education](#)

Chapter 4, Native American Studies, p.79-84

P-2 Band Only: Planting the Seeds of Equity

- Teaching about Colonization, p. 20-21
- Step 5: Discuss Social Justice, pl101-102

This Book is Anti-Racist Guide, Ch. 6-9

Guiding Questions:

- What do these learnings help us understand about:
 - *Healing*
 - *Humanity - humanizing pedagogy*
 - *(our)story v. (his)tory*
 - *The power of story*
- How might this knowledge translate into a new enduring understanding, essential question, guiding question or target?
- What planning considerations do we want to capture?

Response to Feedback

Please review the notes from our Collaborative Learning Team to inform your thinking and planning.

December CLT Notes

January CLT Notes

Guiding Questions:

- What other key ideas need to be considered based on feedback?
- Does this live inside of the framework? If so, where?
- Does this live outside of the framework? If so, how can we capture the ideas that will support the implementation of Ethnic Studies?

CLOSING

Please review your grade band's community guidelines, then click on [this link](#) or the link in the chat to provide your feedback.



Source: Center for the Professional Education of Teaching-Columbia University (2019)

NEXT MEETING:

Core Design
Team

March 17

4:00-6:30 pm

In person or Zoom TBD

All Members: Preparing for Next Time:

- READ: [Disability](#)
- WATCH: [Introduction to Disability Justice](#)

Students:

This Book is Anti-Racist Guide

- *Ch. 10-12*

Using this Guide

- Disrupt!
- Take Action!
- Interrupt!
-

ALL: Optional Exploration:

[People Disabilities Reading Room](#)