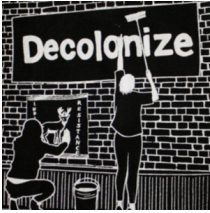
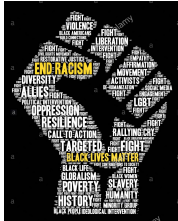




INTERSECTIONAL ETHNIC STUDIES PEDAGOGY PILLARS

The **purpose, context** and **content** of WHAT is being taught encourages and leads to **community responsiveness** grounded in **social justice**.

"In the pursuit of this, academic rigor is not compromised but rather heightened through applied critical consciousness, direct and reflective action, and the growth of transformative leaders." (pg. 14)

DECOLONIAL	ANTI - RACISM /ANTI-OPPRESSION	CULTURALLY RESPONSIVE	COMMUNITY RESPONSIVE
<p>A systematic critique of how colonization affects our systems and minds. This critique and analysis allows for us to heal from trauma and reach liberation personally, academically and intellectually.</p>  <p>"Decolonization as a liberatory process is central to Ethnic Studies Pedagogy because it allows for a systematic critique of the traumatic history of colonialism on native and Third World peoples and, subsequently, healing from colonial trauma, including the trauma of having learned to see oneself as academically incapable... the aim of decolonization is to move toward self-determination, claiming of an intellectual identity, and active participation in the transformation of material conditions." (pg. 8)</p>	<p>Encourages the critique of racial oppression at the ideological, interpersonal, internalized and institutional level and shifts the focus to centralize the experiences of our students.</p>  <p>"Ethnic Studies pedagogy, as an anti-racist project, encourages both teachers and students to critique racial oppression at the institutional, interpersonal, and internalized levels while also showing how each level influences the other." (pg. 9)</p> <p>"...centralizes the experiences and narratives of people of color, thus legitimizing them as evidence to challenge and reframe dominant narratives about race, culture, language and citizenship." (pg. 9)</p>	<p>Using our student's cultures, needs and funds of knowledge as a central point that guides the way we teach, what we teach, and how we create caring environments for our students.</p>  <p>"... a type of teaching that responds to student's cultures and needs, assists in the development of their agency as producers of culture, and places great value on de-essentializing ethnic identities as subjectivities by acknowledging the heterogeneity and multiplicity in people of color's epistemologies." (pg. 10)</p> <p>There are 3 aspects of culturally responsive pedagogy: (1) Situating student culture and funds of knowledge at the center of curriculum, (2) Developing a critical consciousness. (3) Creating caring environments where student knowledge is the primary point of departure. (pg. 10-11)</p>	<p>Engaging with our school community and student's communities to bring to light oppressive issues and create opportunities for our students to take on leadership roles in addressing these issues to become agents of social justice!</p>  <p>"...successful Ethnic Studies teachers must also be able to engage regularly and well with focal ethnic communities using culturally responsive pedagogy, preparing young people for leadership in addressing issues in their schools and communities" (pg. 12)</p> <p>"Through community responsiveness, Ethnic Studies grows leaders that aim to transform their communities." (pg. 13)</p>

Developing the racial identity of teachers is a crucial part of teachers effectively engaging in Ethnic Studies pedagogy.

Ethnic Studies Pedagogy is NOT limited to the above pillars it is also feminist pedagogy, LGBTQIA+ affirming, disability justice, is rooted in intersectionality and solidarity with oppressed people and is consistently developing and evolving. Ethnic Studies Pedagogy incorporates project based learning utilizing practices like youth participatory action research, encourages interdisciplinary learning, and is both academically and intellectually rigorous. Ethnic studies teaches critical hope and is essential in helping young people find their place in the larger historical timeline and their place as agents for **social justice** struggles in their community.

Citation: Tintiango-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, N., & Christine Sleeter, C. (2015). Toward an Ethnic Studies Pedagogy: Implications for K–12 schools from the research. *The Urban Review*. doi:10.1007/s11256-014-0280-y