

- HIGH TECH HIGH TEACHER CENTER -

WORKING TOWARDS DISMANTLING
THE WAYS POWER, PRIVILEGE, AND
AUTHORITY SHOW UP IN OUR
PROGRAMS

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AGENDA

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DECOLONIZING AS A
PROBLEMATIC TERM

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CASE STUDY: UNPACKING:
POWER, PRIVILEGE & AUTHORITY

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IMPLICATIONS

Who We Are



HTH Teacher Center

Programs:
District Intern
Induction

Who We Are

- High Tech High (HTH) is dedicated to preparing high quality, diverse teachers. Our program offers public school TK-12 teachers throughout San Diego County the opportunity to earn their Preliminary or Clear California teaching credential. Accredited to prepare California K-12 teachers, our programs are designed to support new teachers in developing the following tenets:

Personalization | Redefining how teachers approach designing student-centered learning experiences that meet individual needs.

Equitable Learning | Redefining how teachers create a socially equitable, and positive, learning environment for all students.

Deeper Learning | Redefining how teachers design authentic learning experiences with an intentional approach towards depth of knowledge.

Inclusion | Redefining how teachers can support all students within the general education classroom

Who We Are

Name

Organization

Choose your topic:

Favorite morning beverage

OR

Favorite afternoon snack

Group Check-In

Centering our Experiences

- <https://www.menti.com/rbqe3ugj4b>
- Mentimeter.com , voting code **1031 2668**
- [Live results](#)

What does the term
decolonize
mean to you and to
your programs?

01

**EVALUATING
TERMINOLOGY**

Seminal Works- Decolonization is not a metaphor

- Decolonization should not be used as a metaphor for resisting any and all oppression. This is a term that should only be used for repatriating land from settlers to indigenous people.
- Social justice education is often centered around addressing racism, sexism, ableism, etc, capitalism, imperialism, colonization, etc; educators should strive to take each of these on.
- Trying to make “decolonization” an umbrella term for these social justice fields is harmful because it devalues the true meaning of decolonization and risks turning into just another “educational buzzword” devoid of meaning; that yet again steals from indigenous people.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*,

1(1)

Seminal Works- Do Not “Decolonize” if You are Not Decolonizing

LANGUAGE FOR A PROGRESSIVE ACADEMIA – WORDS BEYOND ‘DECOLONIZING’

Diversify your syllabus and curriculum

Digress from the cannon

Decentre knowledge and knowledge production

Devalue hierarchies

Disinvest from citational power structures

Diminish some voices and opinions in meetings, while magnifying others

Work by Nayantara Sheoran Appleton

Group Discussion

What does the term
decolonize
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programs?

02

OUR JOURNEY

Our Journey

2017

"Teacher Prep as an Equity Project"

Program goals centered around recruiting, affirming, & retaining a teacher pool that reflected the diversity of our student body.



2018

"Equity should not live in one course"

Restructured course work to include connections and practices for students with exceptionalities, emergent bilingual learners, and issues surrounding equity and diversity in every course session



Misstep



2018

"Decolonizing" Our Syllabi

Audited all course readings to ensure that the works of people with disabilities, BIPOC, and LGBTQ were included and centered in our course work



2020

Decolonizing is Not a Metaphor

Currently working to **diversify our syllabi, decenter knowledge and knowledge production, & devalue hierarchies** so that we can work beyond equity and inclusion to shared power, lessened othering, and liberation

Week
09.14.2020

OUR JOURNEY

▲ DEI Redesign

Creating intentional throughlines for DEI across syllabi and program design

▲ Promise54

Professional learning for faculty White Supremacy Culture, Micro-agressions, Abundant Feedback, Radical Candor

▲ Program Collaborations

Monthly meetings to expand learning : Examining course syllabi, student work, and dilemmas in our practice

How do we authentically integrate Diversity, Equity and Inclusion into every course, so it doesn't sit alone in one course to develop Anti-Biased, Anti-Racist educators?

Exploring the impact of colonization on education and reflecting on how it impacts our practice as teacher and leader educators.

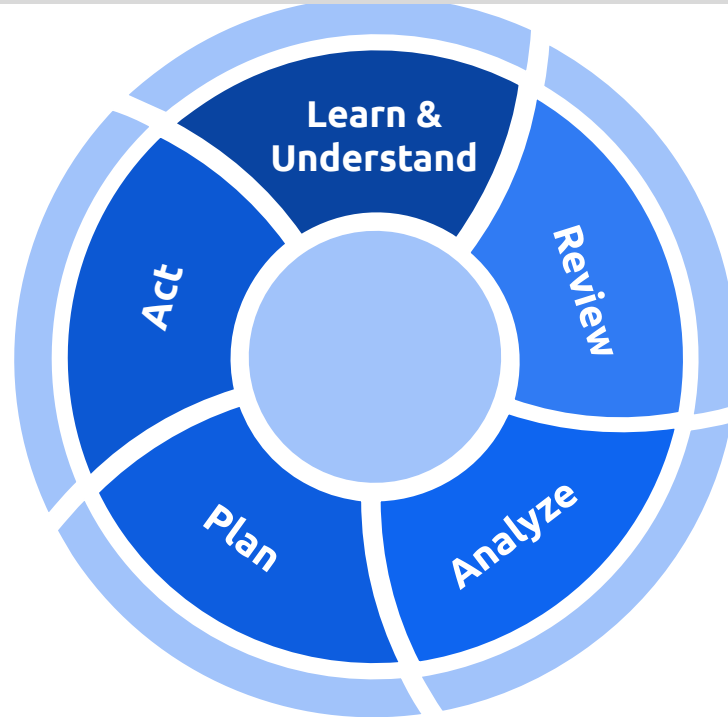
Strengthening the DEI throughlines of our programs and our development of anti-racist/anti-bias teachers and leaders.

03

CASE STUDY

PROGRAM COLLABORATION CYCLE

PURPOSE: In an attempt to dismantle a course we...



CONTEXT

WHAT DO YOU DO WHEN...

- You are the last course of the first year experience
- The cohort has a strong bond
- The entire city went on lockdown due to COVID 19 and shifted schools to distance learning
- Racial tensions continue to rise with the murder of George Floyd

And you are up to teach Brain Health and Social Emotional Development?

Our instructor:

- Constructed a tentative outline for the course to settle on a syllabus with student input
- Had students tell her of their norms since she was entering THEIR community
- Balanced teacher emotional needs with building their capacity to support their students

TERMINOLOGY

▲ WHITE Supremacy Culture

From Showing Up for Racial Justice

White supremacy culture is the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.

▲ Policing

From ATN Guide to SEL

“SEL can be a covert form of policing used to punish, criminalize, and control Black, Brown, and Indigenous children and communities to adhere to White norms (Kaler-Jones, 2020)”

▲ WHITE CENTERING

Ijeoma Oluo in the Guardian

White centering is when “feelings of white people, the expectations of white people [and] the needs of white people” overtake those of people of color in important discussions.

▲ More Terminology

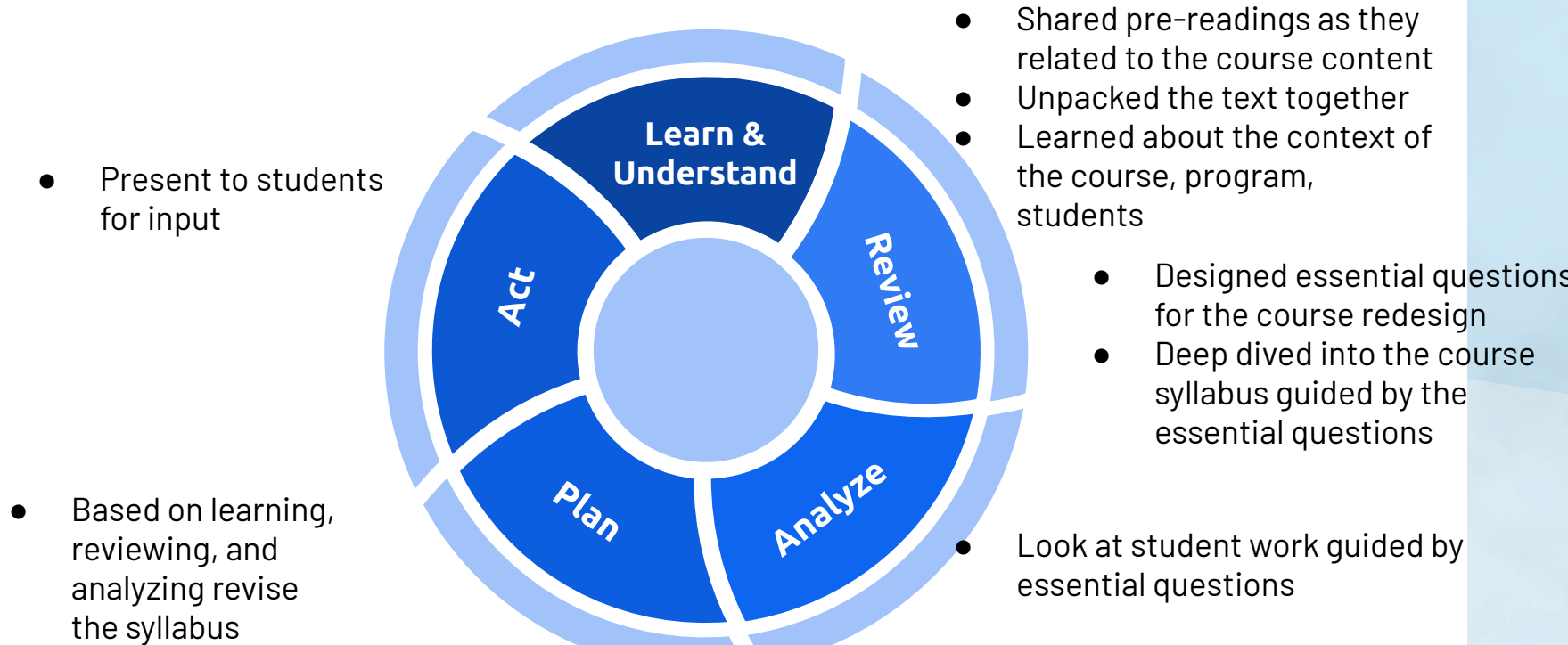
ATN Guide to SEL

Guide to Racial Justice and Abolitionist Social & Emotional Learning - Including SEL as WSC with a hug (see policing)

Essential Questions

- Where do we see signs of WSC with a hug?
- Where do we see signs of policing?
- Where do we see components of healing-centered work?

PROGRAM COLLABORATION CYCLE



GAPS & FILLINGS

- Focus on Essential Questions
 - Where do we see signs of WSC with a hug?
 - Policing?
 - Where do we see components of healing-centered work?
- How do we create the balance of support for teachers' own social emotional development in the profession & the support for building teacher capacity to lead culturally responsive SEL with their students.
- Making room for the historical implications of SEL on Black, Brown, and Indigenous folx, how it can create more harm than good (policing) and how we shift to healing informed practices.
- Awareness of when WSC is coming in and how it is detrimental to a students identity and sense of belonging.
- What activities in the syllabus help them support students in developing their own tools for coping/healing? Versus, tell them these are the strategies you can use in this class

IMPLICATIONS

- ▶ This takes a true partnership between program directors and faculty
- ▶ Adult learners need to be involved in this practice in order to account for their needs, understanding, and barriers
- ▶ Student work must be a part of this process because it allows us to assess our disruption of the curriculum
- ▶ Assessments continue to force instructors and students into a pigeon hole, thus the act of liberation of content knowledge needs to be modeled, even though that feels oxymoronic

How this is making its way to our other courses

Math Methods

- Examine identities & relationships
- What math looks like for all (cultural, emerging bilingual, neurodiverse learners)
- Familiarity with Culturally Responsive Cognitively Demanding Math Task Framework
- Deepen understanding of historical, cultural and social implications of mathematics

Principles of Reading

Diminished some voices while amplifying others, diversified our syllabus,

Inclusive Classrooms

Diversified our syllabus, Decentered knowledge and knowledge production, added connections for practice

Padlet Discussion

- ▶ **WHAT STRUCTURES DO YOU CURRENTLY HAVE IN PLACE TO EVALUATE COURSES TO ENSURE THEY ARE PREPARING ANTI-BIASED/ANTI-RACIST EDUCATORS?**

- ▶ **WHAT STRUCTURES CAN BE PUT IN PLACE TO EVALUATE COURSES TO ENSURE THEY ARE PREPARING ANTI-BIASED/ANTI-RACIST EDUCATORS?**

THANKS!

Do you have any questions?

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