TEACHING FOR SOCIAL JUSTICE

SOLIDARITY IN UPRISINGS & CRISIS
20th Annual Conference

OCT 17, 2020  Centering Black Lives
NOV 14, 2020  Unsettling Settler Colonialism
DEC 12, 2020  Another World is Possible
ON NATIVE LAND

Teachers 4 Social Justice is situated on what many call “San Francisco” which is stolen, occupied, unceded Raymatush Ohlone lands. The theft of this land from Ohlone people is part of an ongoing genocide taking place for centuries. These words are to acknowledge and express gratitude and appreciation for the Ohlone people who have been living on and working this land for centuries. We recognize that our work must go beyond words, to stand with Ohlone people, and all other First Nations who are working to protect their land and culture. We recognize the enduring relationship that exists between Indigenous people and their traditional territories. We also recognize that Ohlone people, and many other urban or rural Native communities, are alive and thriving today, and our work must include their voices and wisdom in our classrooms and schools.

It’s important to note that the Ohlone nation is still not federally recognized. We also want to lift up that Native nations have enduring systems of government, they are not ethnic groups, but nations with tribal sovereignty. Today, in collaboration with this land acknowledgement, we ask that you commit to:

- Researching more about the people whose land we are currently on, or on which each of us teach on, or on which my family lives on. Start by downloading the Native Land App to find out what indigenous land you are residing on.
- Review recent reviews of books by Native authors, reviewed by Native reviewers, so as to inform what books we teach in our classrooms
- Reading an article from the Native American Journalists Association
- Listening to a podcast on All My Relations or Media Indigena
- Looking at any Indian mascots in our area and advocating for their removal
- Purchasing and reading Why Indigenous Literatures Matter by Daniel Heath Justice

As part of T4SJ’s ongoing work in moving beyond acknowledgement towards material decolonization, we are donating funds to:

- Sogorea Te’ Land Trust
- Indian People Organizing for Change
- Black Earth Farms
- Shellmound Defense Fund

We hope you will also consider supporting these folks, as we live, teach, learn, and organize on Ohlone land.
VISION

Teachers 4 Social Justice believes in evolving a society based on equity and love, where each person has access to resources regardless of race, gender, ability, age, socio-economic status, sexual orientation, or faith, for intellectual, spiritual, artistic, and emotional growth. This visionary society’s political, economic, and cultural systems and structures uphold the people’s right to participate in the decisions that affect them and ensures interactions that are based on respect and cooperation towards a sustainable future.

T4SJ is united in the belief that children are the foundation of our future and that teachers, parents, and communities are crucial to a child’s growth and development. Toward this end, we need to foster relationships that preclude violence and incarceration.

T4SJ shall actualize schools as an extension of the community, reflecting the different histories, issues, and forms of resistance of our diverse peoples. These schools support the efforts of people to develop a critical understanding of their power and role in affecting meaningful change at the local, national, and global levels.

MISSION

Teachers 4 Social Justice is a grassroots non-profit teacher support and development organization. Our mission is to provide opportunities for self-transformation, leadership, and community building to educators in order to affect meaningful change in the classroom, school, community and society.

T4SJ organizes teachers and community-based educators and implements programs and projects that develop empowering learning environments, more equitable access to resources and power, and realizing a just and caring culture.

PRINCIPLES

1. Involvement of teachers of color in all aspects of the organization is crucial.
2. Democratic decision-making processes need to be upheld, ensuring the meaningful participation of every member in systems and structures.
3. Shared accountability for our actions as individuals and as an organization.
4. Learning and collective action is a partnership between the students, teachers, parents, and community.
5. Our actions address root causes of systems of oppression at individual, group, and societal levels (racism, sexism, homophobia, age-ism, able-ism, etc.)
6. The development of our organization is based on the evolution of our individual and collective processes.

GOALS

1. Maintain a network of progressive educators to develop an environment of support and professional development.
2. Sustain a membership that is engaged in a continuing process of critical self-reflection and growth.
3. Evolve an education system that is responsive to the needs of the communities it serves and promotes equitable access to resources and power.
4. A membership with a level of competency in creating empowering learning environments.
OUR CONFERENCE COMMUNITY NORMS

- Be aware of your relative power and privilege in the world (including this space)
- Chat mindfully
  - Be aware of your purpose (affirming speakers, sharing resources, building connections with folx, etc.)
  - Monitor your own space-taking in chat (ex. refrain from white-splaining, man-splaining, cis-splaining, hetero-splaining, etc.)
- Use Q&A function for access and tech issues only
CALENDAR OF EVENTS

Centering Black Lives
Saturday, October 17th, 2020, 1–3pm PDT

Reflect and Build (R&B) session:
Wed. Oct. 21 – 5:30pm–7:00pm PDT

Unsettling Settler Colonialism
Saturday, November 14th, 2020, 2–4pm PST

Reflect and Build (R&B) session:
Wed. Nov. 18 – 5:30pm–7:00pm PST

Another World is Possible
Saturday, December 12th, 2020, 1–3pm PST

Reflect and Build (R&B) session:
Wed. Dec. 16 – 5:30pm–7:00pm PST

RESOURCES

Panel Discussion & Reflection Guide

Virtual Resource Fair:

Co–Conspirator Calendar:
https://t4sj.org/events/calendar/
CieraJevae Gordon  
*(she/her)*  
teaching artist, healer, poet laureate  

Facebook / Instagram: @cieraJevae

Photo of Ciera Jevae, wearing a gray headscarf, black top, and blue jeans, with a yellow brimmed hat on her lap. She is sitting on the ground with her legs crossed in front of her, palms flat on the ground.

CieraJevae is a Richmond Native serving her community as a teaching artist, a healer, a past Poet Laureate, writer, activist, and scholar. She reps her ancestors, & shines light on the lived experiences of the divinity in Black women & girls through poetry and performance. She is the published author of her new collection of poems, *Unto Ivy’s Rib*, as well as the author of two chapbooks, Testimonies of Richmond, and Incarcerated Words.

Akiea “Ki” Gross  
*(they/them)*  

Woke Kindergarten  

Facebook / Instagram: @WokeKindergarten

Photo is close-up of Ki looking at camera with one index finger outstretched touching their lower lip. They are wearing a blue sweatshirt and a grey beanie cap with lighter and darker short curls coming out from under the beanie. They are holding up a red book cover with “Angela Y. Davis” in white capital letters, “Freedom is a Constant Struggle” in black capitals, and “Ferguson, Palestine, and the Foundations” in white capitals.

Ki is an abolitionist early educator, coach and creative entrepreneur working towards liberation with their pedagogy Woke Kindergarten. all power to the little people!
Angela Harris (she/her)
Black Lives Matter at School

Facebook / Instagram: 
@BLMatSchool
@msangieb31

Angela Harris (Black woman with caramel colored skin, shoulder length Black wavy hair with a side part, square framed Blue glasses, and red lipstick) standing in front of a microphone reciting the poem, “Hey Black Child” by Euseni Ugene Perkins at the Black Lives Matter Week of Action in our Schools Poetry and Open Mic Night in Milwaukee, WI

Angela Harris is a member of the Black Lives Matter at School National Steering Committee, Chairwoman of the Black Educators Caucus MKE, and a first-grade teacher at Dr. Martin Luther King Jr African American Immersion School. As a Black educator she understands the urgency of centering the voices, lives, and experiences of Black students in curriculum, classroom and community.

Desiree McSwaine–Mims (she/her)
Black Organizing Project

Facebook / Instagram:
@BlackOrganizingProject
Twitter: @BlackOrgProject

Desiree McSwain–Mims, 2018 on a megaphone at an OUSD community board meeting speaking on behalf of the immediate need to eliminate the Oakland Schools Police Department. She is wearing a Black shirt that says “B.O.S.S Bettering Our School System”

Desiree McSwaine–Mims is a mother, BOP member leader and Communications Coordinator with the Black Organizing Project, a Black member–led community organization working for racial, social, and economic justice through grassroots organizing and community–building in Oakland, California.
The Black Teacher Project’s mission is to sustain and develop Black teachers to lead and reimagine schools as communities of liberated learning. Our vision is that every student will benefit from the diversity, excellence, and leadership of an empowered Black teaching force.

I was born and raised in Oakland, California, and am a graduate, parent and teacher of OUSD. I have been teaching high school for over ten years, and like to use critical theory, discussion and skits in my classroom.
Farima Pour-Khorshid
(she/her)

Teachers 4 Social Justice

IG: @dr.farima_
FB: Farima Pour-Khorshid
Twitter: @dr_farima

Photo of Farima Pour-Khorshid smiling with caramel colored skin, black and red hair and her head is tilted toward the right.

Farima Pour-Khorshid is a former elementary school teacher and now serves as a professor at the University of San Francisco. She is also a grassroots organizer with the Teachers 4 Social Justice and a board member for the Education for Liberation Network, the Abolitionist Teaching Network, Abundant Beginnings and Quetzal Education Consulting.

TEACHERS 4 SOCIAL JUSTICE
#T4SJ2020

www.t4sj.org
Facebook: @T4SJBayArea
Instagram: @teachers4socialjustice
Twitter: @T4SJ
At Teachers 4 Social Justice, we end every meeting with appreciations —

To the T4SJ core group and others who helped organize this conference:

TR Amsler
Chalida Anusasananan
Sarah Brant
Mira-Jean Carberry
Chela Delgado
Karina Hwang
Jeremiah Jeffries
Liana Koehler
Amber Lancaster
Jamil Moises Liban-Ortaleza
Gabriela López
Andrea McEvoy-Spero
Liz Murray
Farima Pour-Khorshid
Nicole Ramirez
Tara Ramos
Cady Sitkin
Maureen Sullivan
Pui Ling Tam
Andrew Yeung
Karen Zapata
& our T4SJ Children,
Partners & Families

To our revolutionary performers and presenters:

Ciera Jevae Gordon
Akiea “Ki” Gross
Angela Harris
Desiree McSwaine-Mims
Belinda “Be” Bellinger

And our comrades at:

Woke Kindergarten
Black Lives Matter in School
Black Organizing Project
Black Teacher Project
Abolitionist Teaching Network

To our ASL interpreters, Amber Burley and Valerie McMillan, youth artist Isabella Bonini, the Teachers 4 Social Justice Advisory Board, and fiscal sponsor Community Initiatives

And our resource fair contributors, volunteers, caregivers, friends, families, and all who make this work possible.

THANK YOU!

Amidst the crises and within the uprisings, Teachers 4 Social Justice remains in solidarity.