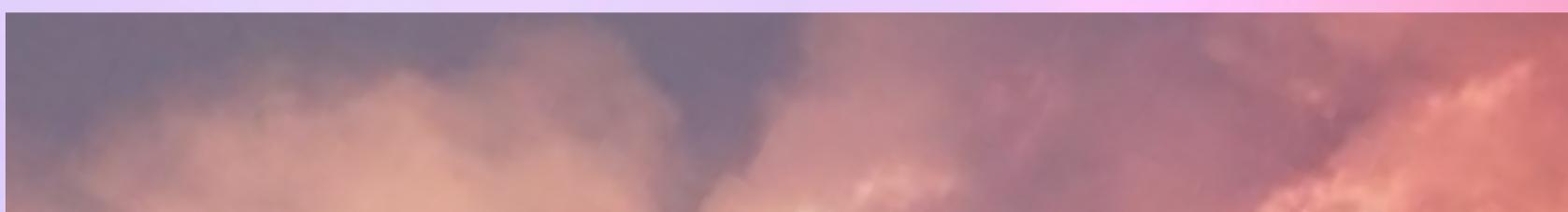


TEACHING FOR SOCIAL JUSTICE



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.

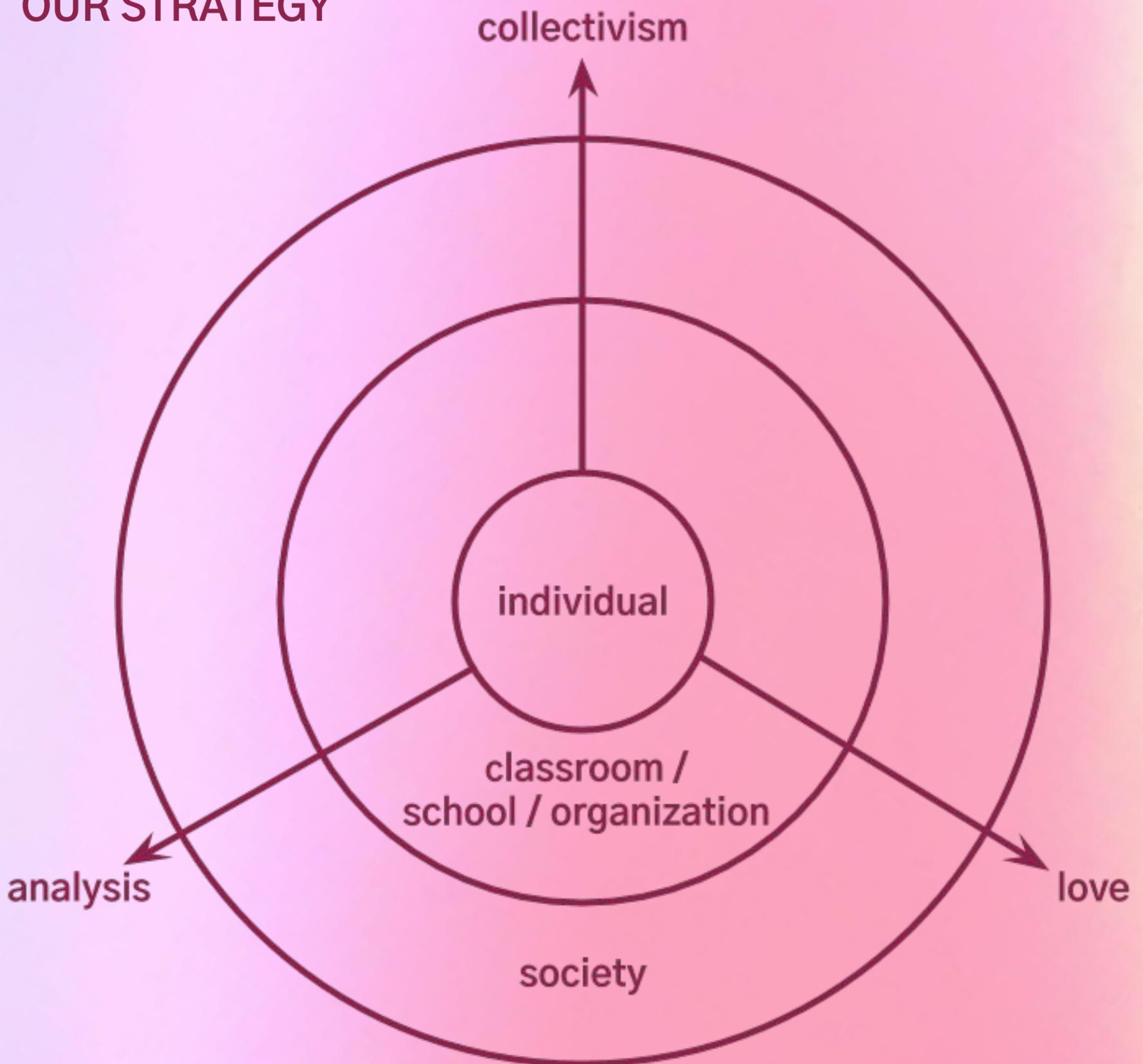
PRINCIPLES

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 STRATEGY



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:

<https://t4sj.org/events/2020-conference-virtual-edition/virtual-resource-fair/>

Co-Conspirator Calendar:

<https://t4sj.org/events/calendar/>

October 17th, 2020

Centering Black Lives



CieraJevae Gordon (she/her)

teaching artist, healer,
poet laureate

Facebook / Instagram:
[@cierajevae](#)

Photo of Cierra 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 McSwain-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 McSwain-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.



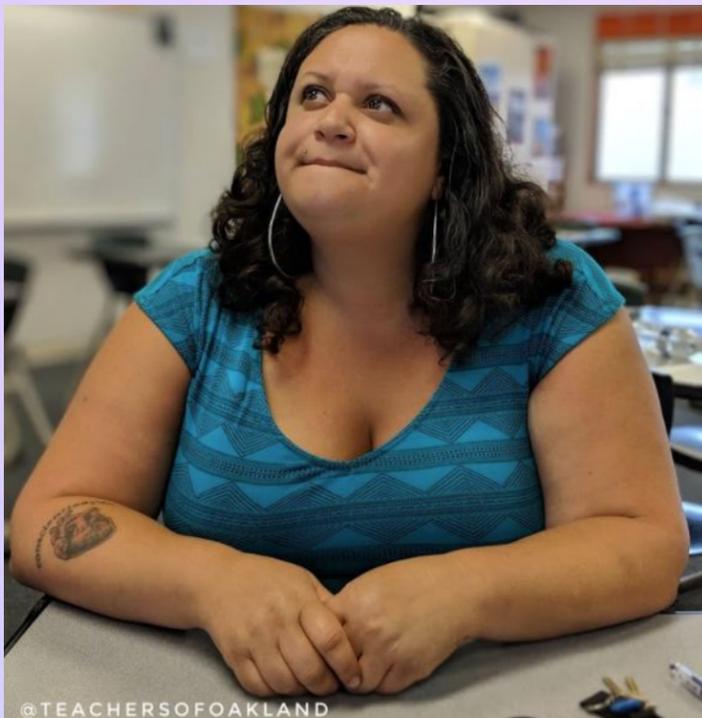
Belinda “Be” Bellinger
(she/they/fam/folx)

[Black Teacher Project](#)

Twitter: @BlackTeacherPro
Instagram:
@noturblackmammy
@BlackTeacherProject

Belinda Bellinger (Black person with chocolate-colored skin, hair braided in loose flat twist crown, rectangle frame gold glasses with blue lips, gold-mirrored cowrie-shell earring, a silver nose ring and septum ring) posing for their first day of virtual school with their left hand holding their chin, showing their teal fitbit while wearing a blue tie-dyed inspired collared button up shirt.

Belinda Bellinger is a co parent, organizer, writer, performer, and 9-year veteran abolitionist middle school teacher-leader. They are also a Black Teacher Project (BTP) Fellow, and Parent Leadership Action Network ([Bay Area PLAN](#)) Teacher Fellow where they think a lot about liberatory learning spaces, transformative family engagement, and speaking truth to power.



Chela Delgado
(she/her)

[Teachers 4 Social Justice](#)
[Black Student Reparations](#)

Photo of Chela Delgado, a mixed Black teacher in her classroom, looking off to the side in thought.

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.

October Youth Artist



Isabella Bonini
(she/her)

artist, youth leader

IG: isabella_bonini

Photo of Isabella smiling at the camera, her curly brown hair flying in the wind and her head slightly tipped to the right. She wears a pink knit sweater and is surrounded by a desert like setting (sand dunes) with a vibrant blue sky.

Isabella is a slo high school student in her junior year. She's an rising artist who loves to paint, draw, and work with ceramics. She attempts to use her art as a tool to raise awareness for social issues. She is also a part of [True Leaders in Equity](#), working towards creating equity across California.

November 14th, 2020

Unsettling

Settler

Colonialism



Firefly (he/him)

Penobscot

Facebook: @fireflythehybrid
IG: @fire.fly.the.hybrid

Photo of Firefly during a performance. Shown from the knees up on stage washed in magenta lights with blue lasers firing in all directions. Firefly is wearing all white, holding a traditional hand drum and wearing sunglasses and a headwrap.

Firefly is a Native American and Swedish Hybrid, born and raised in ancient Wabanaki Territory. Deeply influenced by the traditions of his people, Firefly performs both traditional hand drum, shaker and vocal songs as well as cutting edge musical compositions rooted in his ancestral traditions. A hyper creative, Firefly's artistry involves powerful vocals, eye popping visuals and cutting edge costumes created by his team.



Mariposa (they/them)

Mohawk and Southern
Tagalog

FB/Twitter/IG/TikTok:
@solomamihood

Photo of Mariposa sitting on a block of hay in front of a sign with the letters HOO-ray! next to a child dressed as Spinel, a crystal gem. Mariposa does cos-play being Steven Universe wears a dark haired curly wig, a covid-facemask, and a red shirt with a gold star on it, with a rose quartz belly.

Mariposa is Indigenous feminist, parent, poet/writer/organizer, 2spirit, speaker n anti-colonial. creator of [#twospiritstorytime](#), a organizer in [#paintitdown](#) of LOWMurals.



Charlene Francis
(she/her)
Penobscot and Ojibwe

Facebook:
[@charlene.francis.90](#)

Charlene with a smiling Penobscot youth. Charlene is smiling, wearing a maroon hat and matching scarf, a black and white hoodie and a long black skirt. Her silver hair is visible under her hat and she has glasses. Beside her is a non-binary child in a Halloween costume that looks like a pink Barbie Doll box.

My name is wahbahzhiishii Marten of the Fisher/Bear Clans, a member of the Penobscot Nation, a mother, grandmother, great-grandmother, maybe even the greatest. Grin. I am also a member of the three fires mide lodge in Wisconsin. I was employed by Flint Community Schools during the 70's as a Resource Person for Title IV, Part A, better known as Indian Education. I was also the director of the environmental and survival skills for inner city Native students, grades 7-12. One of the responsibilities as a Resource Person was to provide culturally sensitive training to educators and future educators..even social workers now and again. Full Bio is [here](#).



Dawn Neptune Adams
(she/her)
Penobscot

Facebook:
[@PenobscotWarrior](#)

Photo of Dawn from the shoulders up. Dawn is smiling, wearing a red top, red lipstick, and a Thunderbird headband beaded in black, red, white, and teal design that crosses Dawn's forehead over long, black, and curly hair. In the cream background, the partial face of a young person smiles from behind Dawn's shoulder.

Dawn Neptune Adams is a member of the Penobscot Nation, a Journalist with [Sunlight Media Collective](#), and, among other positions held, serves as a Racial Justice Consultant to the Peace & Justice Center of Eastern Maine. When not battling polluters, plutocrats, and patriarchy, Dawn spends her time raising a pre-teen and building fine furniture. She dreams of a day when we can all eat Salmon from the Penobscot River and live together in peace.



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

December 12th, 2020

**Another
World is
Possible**



Cat Brooks

(she/her)

[Justice Teams Network](#)

[Anti Police–Terror Project](#)

FB: @CatBrooksforOakland

IG: @theRealCatBrooks

Twitter: @CatsCommentary

Photo of is close-up of Cat Brooks (a Black woman with honey colored skin, freckles and long black-brown hair in twists) looking into the camera. She wears black eyeliner, silver drop earrings with white beads and a heather gray top.

Cat Brooks is a momma, actress, activist, advocate, poet, and performer. She serves as the Executive Director of the Justice Teams Network, a network of grassroots activists providing rapid response and healing justice in response to all forms of state violence across California. She is the co-founder of the Anti Police–Terror Project (AFTP) whose mission, through a pioneering First Responder process, is to rapidly respond to and ultimately eradicate state violence in communities of color.



Talila A. Lewis

(aka TL, no pronouns)

*Community lawyer,
consultant, educator,
organizer, artist*

FB: Talila TL

IG/Twitter: @talilalewis

Photo of TL smiling, wearing a bright blue button-up, hands clasped below TL's chin. Behind TL is an office, out of focus.

[Talila A. Lewis](#) (aka TL) is a community lawyer, consultant, educator, organizer and artist. TL has been at the cutting edge of critically intersectional thought, education, organizing, advocacy and litigation that highlights and addresses the nexus between race, class, disability, other marginalized identities, and structural inequity for over a decade. TL currently serves as a consultant on various topics including racial, economic, gender, and disability justice and as an expert on cases involving deaf/disabled people.



Lizbeth Ibarra & Isha Clarke
(she/her) (she/her)

Youth Vs Apocalypse

FB/IG: @youthvsapocalypse

Twitter: @Y_Vs_A

Photo of [Youth Vs Apocalypse](#) at the youth-led climate strike march on September 20th, 2019. Signs reading YVA's demands are: "We demand a safe, healthy, and just planet, We demand justice and asylum for people displaced by climate change, We demand policy based on science, which means we must make immediate plans to get off fossil fuels and reverse carbon pollution in the next 5 to 10 years, We demand that people, not corporations, influence politics, We demand equal rights for all, We demand that humans protect the rights of nature, & We demand a just transition."

We are a Bay Area-based diverse group of young climate justice activists. We work together to amplify the voices of youth, in particular, youth of color to fight for a livable climate and an equitable, sustainable, and just world. We organize youth-led actions and bring more young people into the movement.



Diana Gameros
(she/her)

singer, songwriter,
activist

FB: @dianagamerosmusic

IG/Twitter:

@dianagameros

Photo of Diana sitting down on a tall rock, resting her acoustic guitar on her lap. She's surrounded by dry grass and tall fennel plants, behind her there's a view of water, at Berkeley Bay. Diana is a Mexican light-skinned woman with long black hair. She looks to the horizon, she's wearing white pants and light pink blouse.

Diana Gameros is a singer, songwriter, music instructor and activist. Her music reflects the 21st century experiences of an artist at the borderlands between cultures, languages, and genres. Originally from Ciudad Juarez, Mexico, Diana moved to the Bay Area in 2008. Since then, Diana has used music as a platform to bring light to her Latinx heritage and to expand the conversation around social justice issues, especially those involving the immigrant community.



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.



Andrew Yeung
(he/they)

*educator, organizer,
storyteller*

FB: @andruu.yeung

Twitter: @DRUU_DU

Andrew, a light-skinned East Asian person with dark brown hair, cut short on the sides, smiles in three-quarter profile. He is wearing glasses, a brown vest, gray button-up, with green and yellow leaves in the background.

Andrew Yeung is a community-based educator, organizer, and storyteller. He co-creates at the RYSE Youth Center, organizes with Teachers for Social Justice, and builds with his neighborhood mutual aid project. He resides on unceded Huchiun Ohlone land.

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

*& our T4SJ Children,
Partners & Families*

To our revolutionary performers and presenters:

CieraJevae Gordon	Firefly	Cat Brooks
Akiea “Ki” Gross	Mariposa	Talila A. Lewis (aka TL)
Angela Harris	Charlene Francis	Lizbeth Ibarra
Desiree McSwain-Mims	Dawn Neptune Adams	Isha Clarke
Belinda “Be” Bellinger		Diana Gameros

And our comrades at:

Woke Kindergarten, Black Lives Matter in School, Black Organizing Project, Black Teacher Project, Abolitionist Teaching Network, Penobscot Nation, Sunlight Media Collective, Justice Teams Network, Anti Police-Terror Project, Youth Vs. Apocalypse, and others

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.

