

**Developing Social Justice Standards: CESJ SIG Standards Meeting
AERA, San Diego, April 2004**

Group Participants:

Roberta Ahlquist, Sharon Keller, Madeline Grumet, Pat Hinchey, Shelia Baldwin, Rene Antrop Gonzalez, Todd Jennings, Ginny Lea, David Gridwald, Bonnie Mullinax, Julie Andrzejewski, John Allenssio, Candace ?, Beth Swadener, Marta Baltadano, Karen Cadeiro-Kaplan, Audrey Dentith, Peggy Laughlin, Sally Thomas

Meeting Notes: Three Groups were convened to explore various issues regarding the development of Social Justice Standards for the CESJ SIG. The notes below are from each small group discussion and the sharing out process.

The meeting wrapped up by having each group share out their responses and next steps for work. The goal was to share these notes with those who participated and identify those members who are interested in furthering the work started here.

Group 1: What research, theories, national and international laws, agreements or mandates can best inform our documents?

This group developed a list of resources (see above) Suggested that different SIGS can contribute to make a web site ?? If each SIG contributes \$100 to 200 to develop a working bibliography and list of resources for social justice work. The possibility. Of having a graduate class work in a collaborative process. Julie would be responsible to represent the project. Below is a list the group brainstormed followed by suggestions for next steps and action.

Johann Galtung . Transcend Intl Organization does training social development

United Nations Conventions ... Conventions on the Rights of the Child, Linguistic Human Rights

Rethinking Schools

UNESCO .. Decade in a culture of Peace

Hague Appeal for Peace .. youth oriented projects

JAMES BANKS, JANET HELMAS (RACIAL IDENTITY DEVELOPMENT)

Audrey Lourde

Multicultural Competencies from School Psychology ..

Aarando, Patricia; Sue, et al.. operationalizes what means to be multicultural

Bell Hooks

Nel Noddings

Gandhi

Goldman, Emma

Greene, Maxine

Martin Luther King,

Carlos Cortez, The Children are watching

Z Net

Cultural Studies ..Noam Chomsky .. Michael Cole, Michael Apple, Leo Tolstoy, Takiki, Howard Zinn, People History .. Macedo, Donald;

How Shall We Escape .. essay by Tolstoy ..

:Pena Chodron

Ian Harris

Jonathan Kozol

Iroquois League Peace Agreement, first UN Peace Agreement.. first peace agreement .. Bill of Rights

Examining other indigenous agreements and international agreements . could be a good vehicle to keep working closely with the various indigenous SIGs to identify documents ... Maroi agreements and polices .. came out of shared government and facilitated their change .. Montague Agreement articulated this as a process.

Good Friday agreement in Northern Ireland .. State peace curriculum in Northern Ireland from pre-k to higher education . Education for Mutual Understanding (research supported by this). Education in Contested Societies .. Friday a.m.

Brown vs Board of Education and other court cases ..

Oscar Arieas Sanchez ..former president of Costa Rica focus on poverty, women and education.

Nobel Laureates have put out work on these issues .. Mandela, Nelson, Tutu, Desmond Vandana Shiva .. globalization and water rights
Rigoberto Menchu

Group 2: Should AERA SIGs play a leadership role in the promulgation and/or application of social justice and environmental education standards? If so what are the next steps that should be taken? How might standards be helpful in influencing education towards social and environmental justice? Should we use the word standards or guidelines?

Group 2 identified what would be problematic in developing the standards.
Potential of SJ internationally. Language: Naming can be .. empowering, oppressive
Fear paralyzes us ... Wording of “standards” SIGS should be creative to operate at a global level. For the work to continue:

Conceptualizing stages:

Grassroots movement

Creative writing

Global, children, parents

Need to include language that is specific, but not exclusive. The struggle of this as a movement within AERA and what are our goals in influencing the organization or

influencing larger? What are the dangers? If we do end with a singular document the danger of us walking away from the table when the document is done is to be considered. So, does this mean the process has stopped? The concern is that even though we have a watershed document .. we want a document .. BUT making sure it is emancipatory both the document and the process...

CONCLUSION: We need to keep the process alive and make sure the document is not the end goal .. That is to effect change as a goal, not the singular document. Regarding the word standards, statements was a more comfortable word but weren't reading to build standards at this juncture the group felt that creativity is better than having a standard format .. The process is emerging and we should carry on and we will have to come together at some point. We do have to have the discussion where the intersections are between peace environment and social justice? Some statement that identifies the problem

NEXT STEPS: Mini Institute to focus on this as a topic .. look at the writing format and language for CESJ

Below are the notes from the Group 2 Dialogue, the above was what was reported and discussed with the larger group.

Advanced "Dialogue .. form understanding that then initiate policy, off setting existing state and federal standards that are overly restrictive. Pro active and not reactive, at least trying to build positive and direct activist experience
Useful for lobbying and informing organizations. Having standards and guidelines for our work will influence topics for research areas. Here are the areas of needs, advancing research by articulating areas where we need more information. Building coalition and alliances. Could legitimate social justice classroom and curricula and teaching; puts teachers at risk .

Strategy of co-opting what is there?.. Taking the national mandates and policies and turning them into socially responsible pieces? .. Taking the existing language and incorporating it with our new guidelines and standards? ..

Creation of a web site .. maybe link with Peace SIG. Leadership to develop resources and action. Equal Opportunity to learn Metaphor is believable is when it's negative rather than Herda "Critical Hermeneutics"

PROPOSAL FOR ACTION ..

List of Resources,

Teacher Education program in Social Justice .. program that inspire and support the work.

Accountability .. Fiscal .. where is thenaitonal and state money going .. is it going into socially just practices?

GROUP 3: Addressed the four questions below, The goal was to capture the mosaic of ideas .. clean safe democratic .. discussion with community. How curriculum is defined? Stake holder definition? Distributed leadership, representation, adult force .. partnership resources, .. need to consider the skills teachers would need .. within the aesthetic of caring .. and take care of teachers with respectful working conditions .

Guiding Question: What would a socially just teacher education program look like?

Questions the group responded to and shared:

1. What do you think a socially just school looks like?

Clean, safe, democratic practices, the work of the school comes from within the community, safeguards language and culture of the community, comes from respect, extends the language of the culture, mutually contributes in engagement with the community. Protects the democratic sphere within the school that protects one from the overall effects of capitalism. Protect the school and give space for dialogue. People working in the school and with those in the school represent many of the children and families of the community. Such schools will have flexible work groups and sizes that foster much dynamics among those involved. Equipment is ample and fosters learning and productivity. Fluidly working knowledge is apparent. Teachers from home community and so on. Teacher is not the only “teacher” of the children. Trust is built within relationship. Many positions are “teaching” relationships. Works toward increasing the representation of cultures of community. Community representation is sought after. Socially just school consists of various adults, differing status. Stakeholders held define goals of schools. Authoritative leadership is not coercive – leadership is not top-down but distributed among leaders of the schools. Community workers are not brought into just do” display” but rather to be a part of the leadership and decision making among them. Doing this work in teacher education, teaching leadership. Different working structures needed. Teachers are competent in areas that facilitate such democratic community work.

2. What would students be learning? What skills would be they developing? In what ways would they be learning?
3. How would teachers be fostering social and environmental justice education?

Questions 2 & 3 addressed through 1 above and 4 below

4. What would the curriculum look like?

Social justice is not something we give to students. Conceptualize work in the discipline for the purposes of action, justice, action. Curriculum as a means of connecting community, families with children. Community as source of curriculum. Connect curriculum, deconstruct and reconstruct. Defining first from local level and moving into eventually to the global. Multiple visions, views of

what the world is about. Children learn to be critical through understanding scaffolding. Learning is shifting and moving. Extend our understanding of what is meant by 'critical'. Critical praxis – what can we do as a result. Working within processes for growth and diverse perceptions.

We need to have places to critically examine . Schools must have an aesthetic of caring. /Reasonable conditions for school teachers, remuneration for work done, sabbaticals for teachers, adequate and appropriate skills to do the job that needs to be done. Time for communication, collaboration. Equipment needed to do your job.

Teacher Education: Must be part of the conversation about teacher education. Collaborative educational programs embedded in the community. What do schools of education. Chapel Hill program for masters' exams.

Assessment is not used as punitive measure. Assessment is on-going, shaped by socio-cultural ideals and constructivist work. It is not an outcome but rather an everyday activity that shapes teaching and the work of the classroom.