

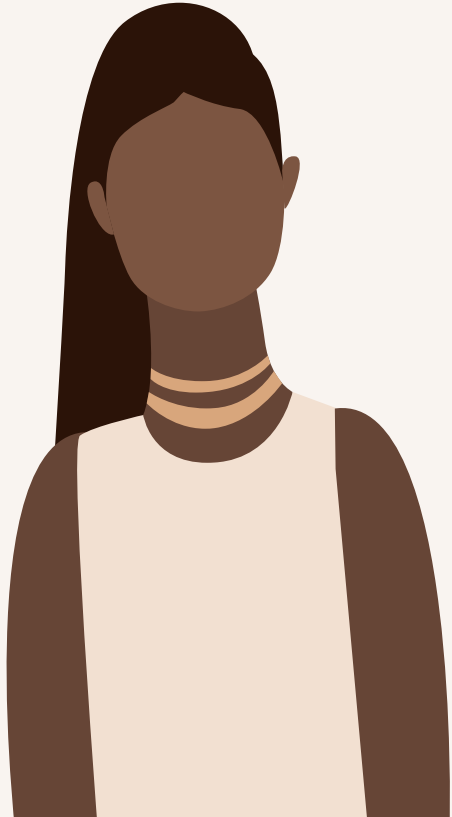


Pedagogy and Power during a Pandemic

with Janelle Naomi
December 8, 2022

12:40 - 1:30 pm PT / 3:40 - 4:30 pm PT





“We have not inherited this land from
our ancestors; rather we have
borrowed it from our children.”

— **Kenyan Proverb**





Janelle Naomi Rouse

Program Director
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Flow of Time

01

Welcome

Grounding / Breathing
Things that will serve
you.

02

Framing

Pedagogy and Power:
How both were
manipulated during the
global pandemic

03


SCRR Program

Re-Writing Our
Narratives: A Critical
Friends Group

04

Discussion

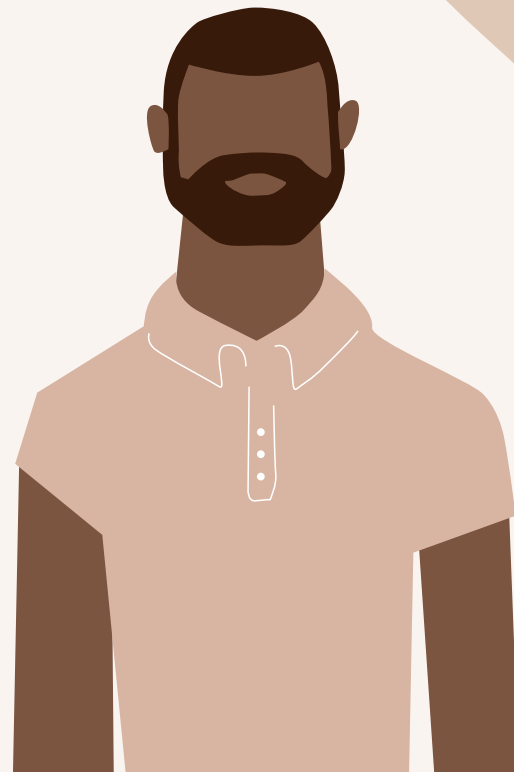
Space and time to share
thoughts and
takeaways



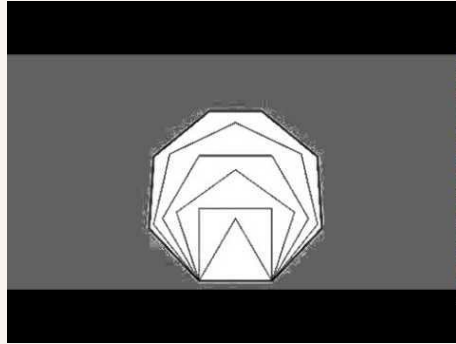
01

Welcome

Grounding / Breathing
Things that will serve you



Let's BREATHE



A reason to breathe

Grounding helps you to remain present in the here and now. Connecting the mind to the body, so that you do not drift off into dissociative states. Grounding helps you remain focus, stability and a sense of safety when you're overwhelmed by intense emotions and anxiety.

<https://www.enduringmind.co.uk/breathing-grounding/#:~:text=Grounding%20helps%20you%20to%20remain,by%20intense%20emotions%20and%20anxiety.>

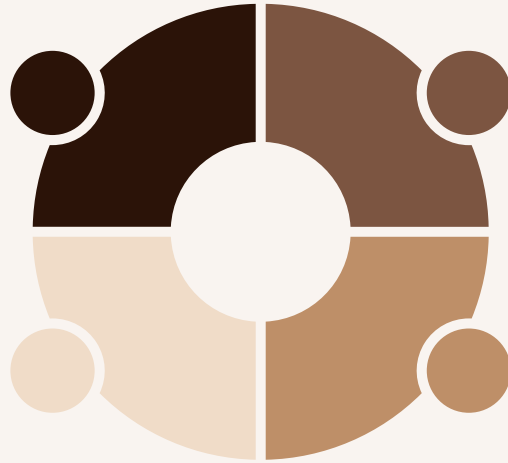
Things that will serve you

A space to be

Find a space where you can hear, write, and speak comfortably.

Sustenance

Water / juice / tea and snacks are encouraged.



A space to write

Use what is best for you — a pen or a pencil, a paper or a tablet, a phone, or a graphic organizer.

Presence

Be fully here as much as your can without ignoring or neglecting what is happening where you are.



Introduction

Who is in this virtual room?

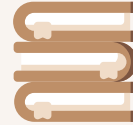
Please share in the chat:

- Your name and role as an educator
- Your location (borough/ state/ country)
- What brought you to this workshop?

Impact Review

Pedagogy (practice of teaching)

- Shift to virtual learning widens opportunity/ achievement gap
- "Stunted behavioral and socioemotional development" in students.
- School to Prison Pipeline: The New Normal or The Old Status Quo?



Power (Control/ influence over one's' future)

- The Great Resignation
- Higher levels of teacher stress and burnout.





Let's Inquire! (journaling encouraged)



What impacted
your power?

What impacted
your
pedagogy?



Bonus:

What was missing
from the list of
Impacts?

What else has
been
impacted?

How have you
coped?





My connections and takeaways from the Critical Friends Group

What do you notice
about the journey?
The tools? The
journal?

What do you wonder
about the journey?
The tools? The
journal?

The Course of our CFG Journey

The Course of Our CFG Journey



Session One: Understanding Wellness

What is Holistic Wellness and Why does it matter to our collective Wellbeing?

March 23, 2022

Session Three: Data Collection

Examining our School Ecosystem and efforts to survive within it

April 20, 2022

Session Five: Reflecting on our Wellness Pivots

How have shifts in our wellness pedagogy & practice influenced individual and collective states of being?

May 18, 2022



April 6, 2022

Session Two: Developing Essential Questions

Inquiry into barriers that prevent us from actualizing individual and collective wellness

May 4, 2022

Session Four: From Surviving to Thriving

What values, practices, resources and tools might increase wellbeing for me and my school community?



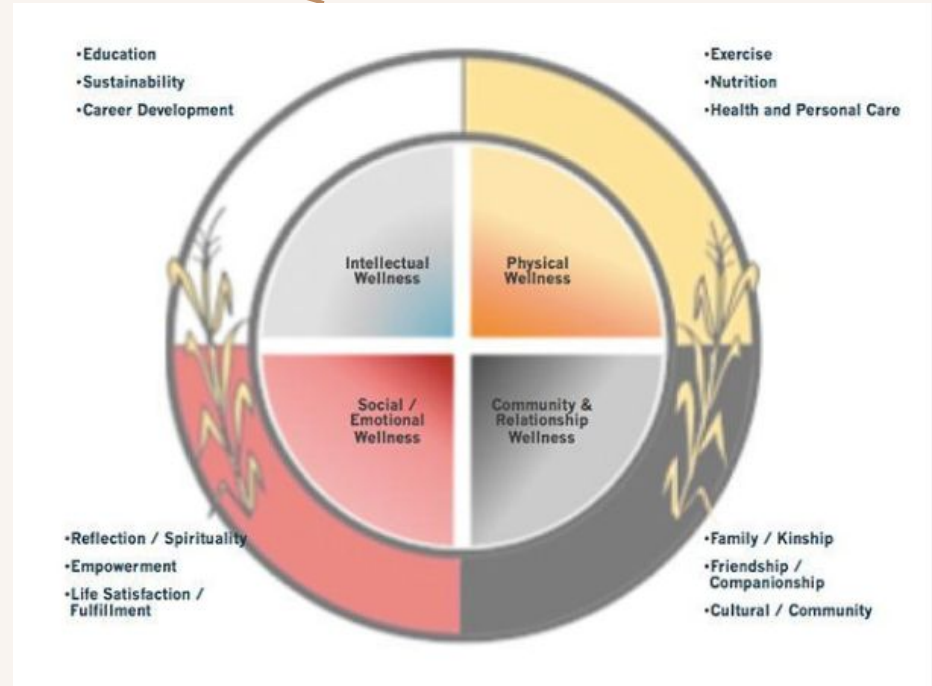
Tools we Used

The Medicine Wheel

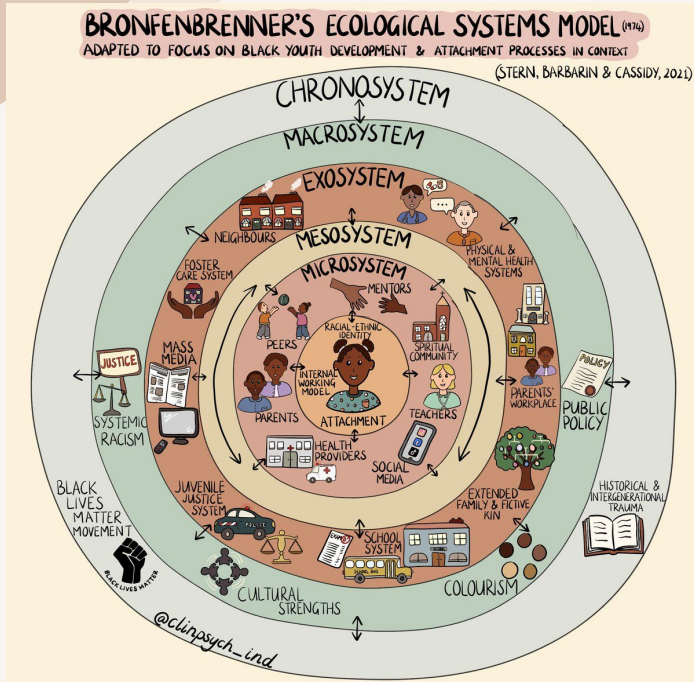
Adapted from Say Mag “The Seven Lessons of the Medicine Wheel”
from Vancouver Aboriginal Child & Family Services Society (VACFSS)
2022

The Medicine Wheel has been used by generations of Indigenous populations in North America for health and healing as a tool for learning and teaching.

The four colour quadrants on the medicine wheel can represent the four directions: north, south, east, and west. The teachings of the four directions start with the east, or yellow, quadrant and run clockwise around the circle.



Tools we Used



Brofenbrenner's Ecological Systems Model

Adapted to focus on Black youth development and attachment processes in context (Stern, Barbarin, & Cassidy, 2021)

This model includes both classic contextual factors identified by Bronfenbrenner (1974), and specific factors of particular relevance to attachment and Black youth development, such as: internal working models of self and others (IWMs); racial-ethnic identity (ID), as shaped through racial-ethnic socialization processes; systemic racism in its multiple forms (including environmental and medical racism), colorism, and historical trauma related to the legacy of slavery and Jim Crow. Public policy encompasses social and economic policies with direct or indirect effects on children and families, including: parental leave, education, childcare, housing, voting rights, labor, and criminal justice policies.



Tools we Used

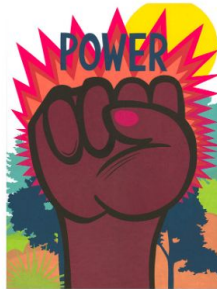
Participatory Action Research Project Planner

“PAR seeks to understand and improve the world by changing it. At its heart is collective, self reflective inquiry that researchers and participants undertake, so they can understand and improve upon the practices in which they participate and the situations in which they find themselves. The reflective process is directly linked to action, influenced by understanding of history, culture, and local context and embedded in social relationships.” -National Center for Biotechnology Information

Participatory Action Research Project Planner

What is Participatory Action Research (PAR)? “PAR seeks to understand and improve the world by changing it. At its heart is collective, self reflective inquiry that researchers and participants undertake, so they can understand and improve upon the practices in which they participate and the situations in which they find themselves. The reflective process is directly linked to action, influenced by understanding of history, culture, and local context and embedded in social relationships.” -National Center for Biotechnology Information

What values, practices, resources and tools might increase wellbeing for me and my school community?



What is the issue?

Who is being affected?

Why is this important?

What is the community or individual response?

What is the structural response to the issue?

What are your recommendations for change?

Given this knowledge, what is your stance about this issue?



Sample Journal

**What do you notice about the journey?
The tools? The journal?**

**What do you wonder about the journey?
The tools? The journal?**

Thorn/Dilemma:

After working for almost 14 years in education, I feel so disengaged and unmotivated. I feel very defeated and wonder how I can move into entrepreneurship in education with a lackadaisical attitude toward it.

Question:

How do I stay motivated?

What do I do now if this is the only work I have ever known?

How do you renew passion in this work and faith in self?

What do I know?

I know that I was made to educate and support learners.

What don't I know?

I don't know how to move into an entrepreneurial space and how to renew the passion and energy that I once had in this work.



**It's your
turn now...**



Journal* to the prompts below



Thorn/Dilemma:

Question:

What do I know?

What don't I know?

**This journal activity is adapted from the Listening Guide
by Carol Gilligan*

Bibliographical references

- ["How the pandemic has changed teachers' commitment to remaining in the classroom"](#) (Zammaro, G., et.al), Brookings.edu, 2021.
- ["7 Things We Learned About COVID's Impact on Education From Survey of 800 Schools"](#) (De Leon, J.), The 74 Million, 2022.
- ["Back to School: How The Great Resignation is Changing Education"](#) (Varghese, N.) Forbes (2022)





Thanks!

Do you have any questions?

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