

From “Electing to Heal: Trauma, Healing, and Politics in Classrooms”

“We need to locate the political in our work, and locate ourselves within it.” (p. 382)

Jot your thoughts down.

Home Group Members	Thoughts...
Hannah, Lisa, An	“It is striking that the greatest unmet needs in classrooms are not reflected in policy documents such as the Common Core State Standards”. This quote resonated with our group because we all agreed that we need to work to meet the child’s social emotional needs before we can meet their academic needs. We are thinking about our position with standards and how we have to work within and beyond. We put focus on “achieving important life tasks”. We are always focused on preparing our children for the “real world”, yet so often we cut out SEL. How can we expect children to do everything we are asking them to do in school today when there are so many more layers to their being? Kids need to feel stability and comfort from their teacher. We discussed teaching grit, PBIS, restorative practices, and SEL strategies for meeting our students. Students (and staff) come into the classroom with all kinds of baggage and we have to recognize and validate emotions. We are doing a disservice if we are not allowing children to have this space in our classrooms. We feel it is important for the district to adapt a universal calm down strategy and put emphasis on mindfulness. We also feel that teachers should be trained more frequently in SEL strategies so that we can be using consistent language and practices with our students. One great program is Second Step. Peace corners. https://pin.it/2oMq2uN https://pin.it/342fKTI

	https://heartmindonline.org/resources/turtle-time-a-calming-technique https://www.weareteachers.com/restorative-justice/ https://www.iirp.edu/news/time-to-think-using-restorative-questions - questioning technique for challenging behaviors
Emmy, Jada, Eli, Adina	-This moment has made some school leadership be more open to teacher ideas and sharing power--energizing to feel like teachers have a voice -Advocacy around school reopening plan is about teachers feeling their voice is worth hearing and we are the experts -Discussing our disgust with the lack of leadership and advocacy at the top in making school reopening plans→ Need for there to have been the hard decision to go remote made in June and then loosen from there
Debbie, Ariel, Karen, Tiffani	Every stance is political including the idea of schools. ; Thinking about how inclusive I make my students as a part of decision making. (Benign dictatorship or more democratic) You can't untangle the politics. Engage students in civics and government. Teach students how to be cynical and see how they can be empowered with inquiry. Guide students as co-conspirators. Teach our students to be "doers" in the thinking process. 'You are in charge of your thoughts' and you should use information to build confidence in that area.
Allison, Javaha, Rayla, Mary	We need to bring the things we learned back to our schools, but it can be difficult if you are going back to a community of oppression. The importance of SEL and discussed how that can be difficult with certain administrators. We need to advocate for our kids and do what is best.
Sherese, Kisha, Beth, Zoë	-Having students go to Board of Ed meetings to ADVOCATE. -Centering on affirmation of students -Storytelling Friday -"Family of the Week": artifacts of what their family means to them -Building increased connection/ relationship to families -Reframing curriculum: beginning with "Becoming an Active Citizen": Connecting <i>One Crazy Summer</i> to this one crazy summer -Using the Teaching Tolerance Social Justice Standards -"We're not the same after this summer. Our classrooms won't be the same." -Building new curriculum bit-by-bit until what it used to be is all burned down -Kids need to feel that stability from their teacher -Accountability around blindspots -Writing into the day: self-reflection to think about how you're contributing to certain spaces

	-Positioning students as the authority/ holding the power: teaching others within the classroom space -Teachers are learners; we need to position ourselves to learn from students. We are facilitators/ guiding conversations instead of leading them/ speaking all the time. Not making it about me or my lesson. Focus on the discussion and let students take you places. -Teachers sharing what they are thinking and feeling as a way to connect and be vulnerable with students -Teachers as autobiography: we bring our values with us.
Melissa, Katie, Shelly, Gwen	-This political climate calls out teachers' need to have a political stance and communicate the importance of having a perspective. -Stance that teachers need to be political- being political about many topics is more acceptable. What does this mean? -Positioning your teaching around critical literacy, providing space for students to form their own opinions and oppose and support views with evidence and to have dialogue. -Teaching debate, having productive arguments (sentence stems, frames, etc). -Critical thinking can't be measured, it takes time -Teacher preparation in having a critical role in supporting students to critically think. (Teachers intentionally creating an environment where students are asked to think critically). -Decisions adults make influence children and talking to children about how they have their own voice. -Help students make informed decisions, be critical thinkers and make them political thinkers from the base of what you're doing. -Reminding students of their power.