

THE CENTER FOR ANTI-OPPRESSIVE EDUCATION

welcomes you to the

3rd Annual

***INTERNATIONAL CONFERENCE ON
TEACHER EDUCATION & SOCIAL JUSTICE***

Waikiki Beach Marriott Hotel, Honolulu, Hawai'i, U.S.A.

14-16 October 2005

Welcome Letter from the Conference Organizer

Dear Participant:

Welcome to the 3rd Annual International Conference on Teacher Education and Social Justice. I am excited that you are able to join this important event, which promises to be an invaluable experience for us all.

What does it mean to prepare teachers to teach toward social justice? Teacher educators face many challenges. Especially troublesome are the economic, social, and political contexts that make difficult our attempts to address differences and oppressions in schools and societies. Yet, in the face of these challenges, teacher educators are continuing to produce new and innovative theories, practices, and coalitions.

This conference offers rare opportunities to exchange ideas, develop resources, build networks, and explore possibilities for new directions in teacher preparation with a diverse group of educators who share commitments and priorities. The program is filled with presentations by dozens of educators from around the world. Preceding the conference is a special workshop on publishing for emerging scholars in the field of teacher education and social justice (Friday, October 14, 4:00-7:00 p.m.).

Some notes:

- Please wear your Conference Badge at all times.
- Please do not use audio or visual recording devices without permission from the conference organizer.
- Please be mindful that this conference addresses controversial issues, that participants will express various perspectives, and that one goal of this conference is to engage respectfully with these differences. Please help to make this conference welcoming, safe, and meaningful for everyone involved.
- Please spread yourselves around so that every session has a full turnout.
- If you have concerns or need assistance, please come to the Registration Table.

I wish to acknowledge and thank the many volunteers who are helping to staff this conference, as well as the many staff members of the Marriott hotel. I especially wish to thank all of you, the presenters and participants, who are making this event meaningful and memorable.

I hope you share my excitement in what lies ahead of us this weekend, and I look forward to working with you and strengthening our abilities to build a truly liberating movement.

With best wishes,

Kevin K. Kumashiro, Ph.D.
Director, Center for Anti-Oppressive Education



Center for Anti-Oppressive Education

Founded in 2002, the Center for Anti-Oppressive Education (CAOE) recognizes that the quality of education cannot improve unless we commit to challenging the racism, classism, sexism, and other oppressions that permeate our schools and societies. Through its projects on research, curriculum, professional development, and local advocacy, CAOE develops and provides innovative resources for educators, leaders, students, and advocates throughout the United States and the world who are interested in creating and engaging in anti-oppressive forms of education.

Center for Anti-Oppressive Education
P.O. Box 21068
Washington, DC 20009

<http://antioppressiveeducation.org>

SATURDAY, OCTOBER 14

BREAKOUT SESSION #1

8:30-9:45

1A Addressing Students with Disabilities

Honolulu Room

Strategies for Boundary Keeping: The Role of Normalcy and Professionalism in Maintaining Ableist Understanding (*Margaret McLean, University of Auckland, New Zealand*)

The Marshallese in Hawai'i: Culture, Diversity, and Education (*Amy T. Nawatani, University of California at Santa Barbara*)

Decolonizing Our Way to Inclusion: The A'o Kipona School Partnerships and Preservice Teacher Education Project (*Julie K. Smith & Mary Jane Fox, University of Hawai'i at Manoa*)

1B Innovative Perspectives on Teacher Education and Social Justice

Milo III Room

Uptake and Out-Take: New Teachers Struggling for Critical Practice (*Tim Mahoney, California State University at Stanislaus*)

When Teachers View Multiculturalism as "Tokenizing": Towards a Curriculum of Difference as Alterity (*Bic Ngo, University of Minnesota*)

Diversity Pedagogy: Equitable Access to School Learning (*Rosa Hernandez Sheets, Texas Tech University*)

SATURDAY, OCTOBER 14

BREAKOUT SESSION #2

10:00-11:15

2A Whiteness and White Racism

Honolulu Room

Dealing with the Complex Problem of Institutionalized White Racism in Education: A Research-Based, Social Justice Perspective (*Michael D'Andrea, University of Hawai'i at Manoa*)

Empowering African American Students and Deconstructing Whiteness in American Literature (*William A. McHenry, Jones College Prep High School, Illinois*)

Learning to See: The Development of Race Consciousness in White Teachers (*Kerri Ullucci, University of Massachusetts at Dartmouth*)

2B Reaching Underserved Students and Schools

Milo III Room

Desegregating Computer Science: Lessons from an Urban District (*Joanna Goode, University of Oregon*)

Emerging from the Cocoon of Romani Pride: The First Graduates of the Gandhi Secondary School in Hungary (*Susan Roberta Katz, University of San Francisco*)

Using Photovoice to Promote Youth Activism and Academic Success in Low-Performing Schools (*Lynn Wu, University of California at Berkeley*)

SATURDAY, OCTOBER 14

BREAKOUT SESSION #3

11:30-12:45

3A Symposium on the Achievement Gap, Part I

Honolulu Room

Too Many Children Left Behind: Why Ruby Payne is Contributing to the Reproduction of Current Educational Inequities and Widening the Achievement Gap (*Roberta Ahlquist & Rosalinda Quintanar, San Jose State University; & Virginia Lea, Sonoma State University*)

3B Creating Safer Campuses

Milo III Room

Stopping Verbal Harassment: Teaching to Transform Language and Power in Schools (*Elizabeth J. Meyer, McGill University, Canada*)

Creating Safe Schools for Lesbian, Gay, Bisexual, and Transgender Students (*Susan T. Reardon, Kalaheo High School, Hawai'i*)

Queer Coyotes: Cal State San Marcos's Outreach Efforts to the GLBT Community (*Gilbert Valadez, California State University at San Marcos*)

SATURDAY, OCTOBER 14	LUNCH BREAK	12:45-2:00
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Lunch is on your own. Consider a quick bite in one of the hotel eateries or one of the nearby restaurants.

SATURDAY, OCTOBER 14	BREAKOUT SESSION #4	2:00-3:15
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4A Symposium on the Achievement Gap, Part II *Honolulu Room*

Solutions to the Achievement Gap (*Gilda M. Bloom-Leiva, San Francisco State University; Lynda Bynoe, California State University at Monterey Bay; Jacqueline Hughes, California State University at Bakersfield; & Theresa Montano, California State University at Northridge*)

4B Self-Study and Self-Reflection in Teacher Development *Milo III Room*

Discrimination, Tolerance, and Acceptance: The Journey for Social Justice (*Raymond Ivey, University of Southern California*)

The Social Curriculum as the Foundation for Personal and Social Responsibility: Teaching Pre-Service Teachers to Reflect (*Margaret Richardson & Joy Mosher, State University of New York at Cortland*)

Developing Social Justice Educators through Self-Study Research (*Allison Skerrett, Boston College*)

SATURDAY, OCTOBER 14	BREAKOUT SESSION #5	3:30-4:45
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5A Processes of Learning to Be a Social Justice Educator *Honolulu Room*

Moving Beyond the Simple Logic of Labeling?: Employing "Making Up People" in an Elementary Education Social Studies Methods Course (*Connie North, University of Wisconsin at Madison*)

Acquiring Principles of Justice: Postcolonial and Cognitive Science Perspectives on Developing Teachers' Commitments to Justice (*Thomas M. Philip, University of California at Berkeley*)

The Psychology of the "Post-It": Unfamiliar Male Teachers (*Gideon Unkeless, Wesleyan University*)

5B Connecting Education with the Community *Milo III Room*

Future Teachers and Families Explore Humanization through Chicana/o-Latina/o Children's Literature (*Rosa Furumoto, California State University at Northridge*)

A Collaborative Inquiry into Transformative Pedagogy With and For Yoeme and Latino Fifth Graders (*Gopa Goswami, Tucson Unified School District, Arizona*)

The Value of Civic Engagement: Securing Social Justice by Teaching Human Rights and Social Responsibility (*Barbara Landau, University of Hawai'i at Manoa*)

SATURDAY, OCTOBER 14	GENERAL SESSION	5:00-5:30
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Performance *Milo III Room*

Performance and presentation by the students, teachers, and parents in the Mexica/Aztec dance group, *Danza Mexica Cuahutemoc de Mexicayotl*, of Mexicayotl Academy, Arizona.

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SUNDAY, OCTOBER 15

BREAKOUT SESSION #6

9:00-10:30

6A Symposium on Intolerance

Honolulu Room

Open Dialogue in the Face of Student Belief that "Multiculturalism is a Bunch of Crap"

(Donald Cardinal, Anaida Colon-Muniz, Suzanne SooHoo, Kimberly A. White-Smith, Anna Wilson, & Tom Wilson, Chapman University)

6B Education for Peace and Non-Violence

Milo III Room

Anti-Plagiarism and Anti-Oppressive Education: A Symbiotic Relationship *(Patricia Ann Brock, Pace University)*

Give Peace a Chance: Promoting Peace Education in the Public Schools *(Judy Daniels, University of Hawai'i at Manoa)*

A Critical Look at the "Coaching for Character" Movement: What Would Gulick Say? *(Stephen D. Mosher, Ithaca College)*

Social Contexts of "Fag" and "Dyke": An Engagement with Concepts to Foster Inclusion in Schools *(Gerald Walton, Queens University, Canada)*

SUNDAY, OCTOBER 15

BREAKOUT SESSION #7

10:45-12:15

7A Collaborations between Universities and Schools

Honolulu Room

Toward Improving Professional Development in High Need Schools *(Anne M. Mungai, Adelphi University)*

Young (i.e., Untenured) Teacher Educators Focusing on Social Justice Issues: Fears, Compromises, and Lessons Learned *(Deidre B. Sessoms & Janet Hecsh, California State University at Sacramento)*

Investigating School Discourses for Social Justice *(Carol Schick, University of Regina, Canada)*

7B Education at Risk of Losing Students

Milo III Room

Learning Without Borders: Utilizing the Arts as a Tool for Social Justice *(Miko Lee & Pia Guerrero, East Bay Center for the Performing Arts, California)*

Utilizing Alternative School Programs as Educational Opportunities for At-Risk Students that have Dropped Out or been Kicked Out or Pushed Out of Traditional School Programs *(LisaMarie P. Miramontes, University of California Cooperative Extension)*

African American Youths and Other Dilemmas of the Discipline Gap *(Carla R. Monroe, College of Charleston)*

African American Students' Opportunities to Learn Mathematics in Two Central City Schools *(Joi A. Spencer, University of California at Los Angeles)*

SUNDAY, OCTOBER 15

LUNCH BREAK

12:15-1:30

Lunch is on your own. Consider a quick bite in one of the hotel eateries or one of the nearby restaurants.

*Be sure to check out
the Booksale and
the Free Resources!*

8A Service Learning and Community Engagement

Honolulu Room

Service Learning and Social Justice: Pedagogical Implications and Pre-Service Teacher Resistance (*Fatima Hafiz, Temple University*)

Community Engagement of Youth from African Communities: Implications for Educational Practice (*Beverley Hamilton, S. Nombuso Dlamini, & Maryszka Clovis, University of Windsor, Canada*)

Speak Up and Act Out Against Racism: A Course Designed for Activism and Service (*Pamela A. Taylor, Seattle University*)

8B Multiple Identities, Multiple Oppressions

Milo III Room

What can Queer Students of Colour TEACH Us? (*Ka'ren Feder, York University, Canada*)

Social Justice in Adult Learning: Anti-Oppressive Education and the Intersection of Race and Sexual Orientation (*Mitsunori Misawa, University of Georgia*)

Achieving Diversity (*Kim Perrier, Santa Fe Rape Crisis Center, New Mexico*)

9A Teachers at the Center of Teacher Professional Development

Honolulu Room

Community-Based Activism to Combat Colorblind Instruction: A Report on a Professional Development Initiative with New Teachers (*Dawn Abt-Perkins, Lake Forest College; & Kathy Babcock, Waukegan Public Schools, Illinois*)

Growing Inclusive: Perspectives from the Inclusion Working Group, River East Elementary School (*Jen Lee, River East Elementary School, New York; & Nicole T. Marquez, University of Hawai'i Laboratory School*)

Social Justice Study Groups: Towards a Network of Teacher Activists in New York City (*Edwin Mayorga, New York Collective of Radical Educators*)

9B Creating Socially Just Schools

Milo III Room

A Framework: What a Socially Just School Might Look Like (*Camille Lee, University of Massachusetts at Amherst*)

Freirean Culture Circles in Brazil: A Framework towards Socially Just Schools (*Mariana Souto-Manning, University of South Carolina*)

The Solutions of the Past Created the Problems of Today (*Laurie Wood, Utah Valley State College*)

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Thank you for all that you do in making our schools and society better places for all!