

Social Justice in Elementary Classrooms-what might this look like?

- Equity – gender issues in math (5th/6th grade in particular)
- Ability equity – providing students with tools to be successful
- Conscious awareness. What is poverty? – always in Africa
- Access – to whom much is given, much is required. Our students have a lot of access to resources. Need to be aware of what is going on, and use resources they have access to to help improve others' lives. Be socially responsible, be good stewards of the resources they have.
- As teachers we have a responsibility to raise the awareness of the students.
- Class differences within the school—extreme differences in income levels
- Power and authority – who benefits and who does not benefit? Who tells the story? Who has the power? Perspective, point of view, authority, agency.
- Message—persuade, inform, entertain
- Social construction of things in society—norms, rules and roles (created by people for a particular purpose). Consider their agencies.
- Words have power—their relationships with each other and with the outside of the world.
- Kids can look at anything through this lens (read a book—that's an example of bullying)
- Self-agency—they have the ability to make change. Looking at situations and not accepting the status quo. Identify inequities and doing something about it.

Coaching Principles from the Articles

- Believe the best and say it (positive presuppositions)
- Coaching is long-lasting. Provides ongoing sustainable opportunity for change over a long period of time
- Language matters
- Withholding personal opinions and judgments
- Coach stands with teacher—partnership, collegiality
- Speak the truth about data, values, ideas, facts
- Use data for reflection
- Need for better data
- Model of continuous improvement—coach is learning too
- School/community needs to understand the purpose and parameters of confidentiality:
 - Confidentiality
 - Principal support
 - Clear roles

Trust Relationships

- Telling the truth no matter what...honesty with kindness
- Telling the truth in a way I can receive
- Listens and remembers what I say
- Accountability, consistency, follow-through.
- I can count on you—dependability
- Shares own struggles with you
- Vulnerability
- Respect their opinion
- They are respectful to me
- Do things for me without being asked (know me well)
- Believe the best in me

- Don't let me speak negatively about myself
- Sees an incident as one incident—doesn't generalize
- Able to admit "I was wrong"
- Transparent, open
- Data-based, uses multiple measures

Dismantling Trust Relationships

- False praise, insincerity
- Inflexibility, no chance for dialogue
- Avoidance of conflict
- Takers (one-way relationship) – no reciprocity
- Poor work ethic – lazy thinkers and doers
- Lack of respect
- Lack of passion
- Lack of preparation—consistently
- Lack of communication
- Neglect due process
- Caste system (competition, hierarchy)