



# TEN NEWSLETTER

Bimonthly Newsletter of the  
Transformative Education Network  
at Montclair State University

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Aicha Hamlin, TEN Alumna, George Washington Carver Elementary School

## RESPECT FOR OTHERS, AN INTERPERSONAL APPROACH

In the book, [The Four Pivots](#), Dr. Shawn Ginwright asks important questions about what it means to care. “Where do we learn to care? Is care something that we can learn? Why is care important for our movements for justice and healing?” (Ginwright, 113). These rich questions can begin to be answered where most great questions find musings - in the classroom using Element 2 of the [6 elements of social justice](#) (Picower, 2012), respect for others. When teachers provide opportunities for students to share their knowledge about their own cultural backgrounds with their classmates, they exemplify this element. The goal is to create a climate of respect for diversity through students learning to listen with kindness and empathy to the experiences of their peers. Element 2 may seem simple, but it can often be watered down to surface level multiculturalism if an anti-racist lens is not applied. Teaching respect for others is a way to teach students to care because students understand what we share in common. “By developing cross-cultural empathy based on historical knowledge and strengths of diverse communities, students can set a foundation of recognizing shared struggles against oppression, rather than being derailed by cross-cultural conflict” (Picower, 2012).

When addressing element 2 and respect for others, we are directly working to combat interpersonal oppression and advantage. The framework of the four I's of oppression and advantage is one of the first tools used in TEN to engage and activate the justice lens of our residents and mentors. The four I's of oppression and advantage are: Ideological, Institutional, Interpersonal, and Internalized (read more on each [on page 3](#)). This framework matters because “each of these levels are interrelated and mutually reinforcing. Any effort to dismantle oppression must address all four of these levels” ([Debrah Chang](#)). That said, any effort to dismantle one level of oppression has the potential to affect the understanding of all four. When educators create spaces for students to learn about one another, take the perspective of someone positioned differently in society, and to care for someone different from themselves, they are rejecting the idea that one group is inherently better than another or has the right to control another. This can have a direct effect on how students experience oppression and advantage in all four areas. When students begin to see the intersections of how oppression and advantage affect those around them in different ways, it lays the groundwork for an understanding of social movements rooted in unity and care. It illuminates for students that we are not separate from one another, that our struggles against oppression are in fact united. As Dr. King writes, “Injustice anywhere is a threat to justice everywhere.”



# SPOTLIGHT ON...

Molly Rose Kaufman



## UPCOMING EVENTS



January 13 via Zoom

• 1:30 pm - 3:30 pm EST  
Mentor Professional Development

March 2 via Zoom

• 5:30 pm - 7:00 pm EST  
CUE: Panel discussion with author  
Renée Watson

March 10

• 9 am - 3 pm EST  
Mentor Professional Development

**Molly Rose Kaufman, is a community planner, journalist, and youth worker. She cofounded the University of Orange, a free people's university, worked with residents and planners to write the Heart of Orange plan, and codeveloped ORNG Ink, a youth-led, user-driven arts collective.**

- **What do you do on a daily basis?**

I direct the University of Orange, a free school based in Orange, New Jersey. It is a community organization and school, where we offer all our classes and programs for free. They're all really open to anyone. We do all kinds of classes and programs and we say that the city is our university. We also focus on how much we can learn from Orange and from each other. The tours we do with incoming teachers have the theme: everything you want to know about US cities, you can learn in Orange. So it's a people's history walking tour.

- **How and why did you get involved with TEN?**

We met Dr. Tanya Maloney through the Woodrow Wilson Scholars Program. For the past several years, we've offered tours around Orange for the incoming teacher so that they get a sense of the city and the community.

- **What is your "why" for antiracist/social justice education?**

We have a lot of complicated problems to solve as a society. Including an ever-divisive political environment and climate change, and the fact that we're still in the midst of a global pandemic. If we don't 100% wholly and fully acknowledge the truth of the past, and the fact that many of the ways our society operates were built on a foundation that was racist, we are not going to be able to face all the challenges that are before us. We must work to understand what that means, and really pivot to operating in a new way. So it's essential for any conversation to acknowledge this reality.

- **How do you incorporate respect for others in your classroom?**

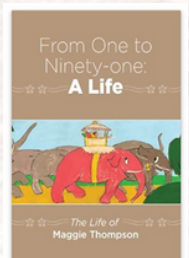
So at the University of Orange, we say that everyone has something to teach, and everyone has something to learn. I think in terms of creating a classroom experience, it's very much about acknowledging that everyone comes in with their own wisdom and that we can all be learning from one another. I think with college students, there's a space for just respecting their whole self and understanding what might be going on in their lives, and all the things that brought them to this moment.

- **What is one change that you would like to see in public education?**

There should be more free higher education for everyone, at every level. So more education, more access for people to the education that they need widely of all ages.

- **What's the book that changed your life?**

My grandmother wrote a memoir of her life when she was 91. And it's called [From One to Ninety-one: A Life](#). She said that her writing her own story helped her feel freer. She was making all these really important contributions to the Civil Rights movement and other fights for justice and equality. So seeing that experience of what it meant for her to be able to tell her story is very inspiring. At U of O we work to make space for other people to tell their stories.







# THE FOUR I'S OF OPPRESSION AND ADVANTAGE



## Ideological

A historical and institutionally perpetuated system of ideas that one group is superior and has the right to control others. This system of ideas creates a dominant narrative and an "us vs. them" dichotomy.



## Institutional

The policies and practices that perpetuate a cycle of inequity and are promoted (overtly or subtly) by institutions (i.e. schools, government, housing, media).



## Interpersonal

Verbal or nonverbal communication and/or actions by those with privilege that consciously or subconsciously harm, discriminate against, isolate, and/or minimize the experience of those with no historical/structural power,



## Internalized

Internalized is the acceptance and affirmation of a hierarchy of power. This manifests through one's conscious or subconscious thoughts and behaviors.



- [4I's of Oppression and Advantage explained in 3 minutes](#)
- [The Four I's of Oppression with Luna Malbroux](#)
- [What are the Four I's?](#)

### The Four "I's" As An Interrelated System

It should be clear that none of these four aspects of oppression can exist separately. As this Venn diagram suggests, each overlaps with the others. It is crucial to see any oppression as a system. It should also be clear that trying to challenge oppression in any of the four aspects will affect the other three.



## TEN HONORS IS BACK!

TEN will honor two educators at our 2023 May Gathering, where they will each share their project, be featured in the TEN Newsletter, and receive a special gift. Last year's recipient, Mr. Peter De La Cruz, received a Newark-based gift card as well as a plaque, to honor his submission entitled "The Ableism Project." In this unit, he engaged his 10th grade students at University High School in understanding the history and impact of ableism in society and schools. We invite any educators who teaches in the NBOE or OPS or who are alumni of MSU's Transformative Education Networks teacher ed programs, (UTR, NTP, or WWTF), to submit artifacts exemplifying how they promote racial or social justice in their classroom. The deadline for submitting your artifacts is April 15, 2023. Click [HERE](#) to apply or scan the QR code on the flyer.

**APPLY NOW**



If you would like to nominate someone else you know who is doing racial and/or social justice teaching in their classroom and meets the eligibility requirements, please complete the nomination section of the Google Form by March 15, 2023, so that we can reach out and invite them to submit artifacts.



## TEN HONORS

Submit an application or nominate someone today!

At our 2023 May Gathering, TEN will honor two educators who are teaching for racial and/or social justice in their classrooms!

Submissions may include lesson plans, unit plans, curriculum overviews, instructional materials, short video recordings, and/or student work.

Selected entries will be added to a shared Google drive.



**Timeline**  
★ Submissions Accepted Dec 12 - Apr. 15  
★ Nominations Due March 15



**Eligibility**  
★ Currently teaching PK-12  
★ In a NBOE or OPS school, or an alum of MSU's UTR, NTP, or WWTF

See all eligibility requirements and submission details by scanning the QR code, or [by clicking this link](#).



<https://forms.gle/i6CaVf4io4ZQYWaDA6j>

The Transformative Education Network (TEN) at Montclair State University prepares, supports and develops teachers who teach toward antiracism and social justice.





# DID YOU KNOW?



You can build Respect for Others in your classroom by creating opportunities for your students to build empathy, respect, and cultural awareness. Here are a few activities to consider conducting to engage Element 2 in your classroom.

★Tip: Lessons should be modified based on the needs of your classroom community!

Click the titles below to view the complete lesson plans

## Elementary School Lesson Activities



### The Heart Story

Encourages students to consider the effect of "put-downs" and to think about how to express "put-ups".

### What is Empathy?

This lesson explicitly teaches students to be more conscious of other people's feelings to create more accepting and respectful school community.

Nadia Williams, UTR,  
Inclusive Kindergarten,  
Salomé Ureña Elementary School

Alize Plaza, NTP,  
Mentor Ray Marín,  
Salomé Ureña Elementary School

## Middle School Lesson Activities

### Reflection: What's your Frame?

This activity encourages students to reflect on their individual cultures and histories, their backgrounds, the things they grew up with, and their values.

### See World Differently Activity

Students will play a perception game that reveals how individuals perceive and interpret words and ideas differently.



## High School Lesson Activities

### Constructively Engaging in Digital Communities

This lesson will introduce students to the need for practicing inclusivity and empathy when engaged in digital communication.

### Healing Center of Engagement Activity

This activity encourages students to display personal items of significance that represent who they are to build an understanding of where others come from and the diverse stories that brought us where we are today..



Delaney Tice, NTP,  
Arts High School

