



WINTER MEETING

Reading Leadership Institute

NLU's Wheeling Campus

February 23, 2024, 11:00-2:30

Join us from 10-11 a.m. for an optional pre-presentation discussion of articles related to our speakers' presentation.

Dr. Hannah Graham and Dr. Greg Bartley present:

***“You don’t have to think that much” vs. “I could see where I stand”:
Student perceptions of humanities classrooms dedicated to social justice***

(This meeting will be held in person but with the option of attending via Zoom.)

Literacy as a political project is, once again, making headlines in K-12 education. While some states are looking to only retain texts in schools that promote singular (hetero/white/male/Christian/xenophobic) world views, others -including Illinois- are looking to enshrine the ability of educators to promote inclusiveness and social justice principles through acts which effectively ban book bans (see: HB2789) and the adoption of the CRTL (Culturally Responsive Teaching and Leading) standards. These conversations often focus on teacher agency with regards to text and curricular choice, and are undoubtedly urgent. However, they also obscure the need for an interrogation of how students are faring in classrooms when teachers are actively pursuing social justice using reading and writing as core tools.

This session presents a cross case study analysis of two year-long ethnographies which sought an answer to the question: How do students experience literacy instruction in classrooms dedicated to social justice? During the course of the session, we will outline the specific ways two teachers (one middle grades, one high school) with similar pedagogic goals quashed and encouraged considering social justice amongst their students.



Dr. Hannah Graham's work focuses on disrupting labeling practices in schools and creating radically youth-centered classrooms. Her primary work is in community with pre-service candidates, young adolescent students, and local school leaders to (re)imagine education as an anti-adultist and critical humanistic project. Her current research examines how everyday interactions with teachers shape students' perceptions of themselves and others, and how teacher dispositions and practices spur or quash students' interest in disciplinary tools. Dr. Graham has presented her work at NCTE, LRA, AERA amongst many other venues and co-written a bestselling book, *Restorative Justice in the English Language Arts Classroom* (NCTE, 2019). She currently serves as an Assistant Professor in Teacher Preparation and the Program Chair of Middle Grades Education in the National College of Education at National Louis University.



Greg Bartley, Ph.D. is an Assistant Professor of Social Foundations of Education in the Department of Teaching and Learning at Oakland University. He is interested in understanding students' perceptions of and experiences in social justice-oriented secondary classrooms. As a literacy researcher, Dr. Bartley examines how secondary students use and think about literacy in response or resistance to theories of literacy and curriculum in everyday high school English classrooms. As a teacher educator across K-12 programs, he studies how novice teachers develop their professional and political identities over time and space, and how their identity development supports or constrains their commitment to interrupting inequitable schooling practices, spaces, institutions, and systems.