About This Workshop / Grades 3–12

What does it mean to be appropriately equipped to serve a community and its most precious resource—its children? During this workshop, we’ll break it down and discuss what it means to be appropriately equipped with not just the resources, but with the content knowledge, the teaching methods, the interpersonal skills, the social consciousness, and the kind of audacious attitude required to serve children powerfully.

As teachers, we cannot guarantee outcomes—that all kids will start businesses, lead their families, and contribute in their communities—but we can guarantee access. We can ensure that everyone gets a shot. This workshop will focus on how we can begin that brilliantly messy work. We got this!

About This Author

Cornelius Minor is a Brooklyn-based educator. He works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. Whether working with educators and kids in Los Angeles, Seattle, or New York City, Cornelius uses his love for technology, hip-hop, and social media to bring communities together. As a staff developer with the Teachers College Reading and Writing Project, Cornelius draws not only on his years teaching middle school in the Bronx and Brooklyn, but also on time spent skateboarding, shooting hoops, and working with young people. Cornelius is also author of the Heinemann book, We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be, which informs this workshop. You can connect with him on Twitter at @MisterMinor.

Who Should Attend

Classroom teachers of grades 3–12, administrators, curriculum coordinators, writing teachers, reading specialists, literacy specialists, coaches, and staff developers.

For further reading

Heinemann books and resources will be available for purchase at this workshop.
We know the research: girls are underrepresented in science and technology; children of color continue to be suspended at exponential rates compared to their white peers; poor children are more likely to attend schools with fewer resources to support their academic growth; school can be an institutionally constructed nightmare for language learners, LGBTQIA+ children, or children with disabilities. These outcomes are exclusionary, and school, as an institution, continues to perpetuate them. People often ask, "How can schools be sexist or racist or classist if I’m not?" Sadly, systems of oppression continue to work against children—despite our best intentions.

This day will explore how grading practices, classroom routines, teaching methodologies, discipline codes, and other school structures can perpetuate the kinds of exclusion that keep some children from fully accessing and benefiting from a school curriculum. We will study how inquiry/action research can be a tool that practitioners use to dismantle these structures and to change them to truly benefit all learners.

The day will start with an exploration of anti-oppressive methodologies, including universal design for learning and culturally sustaining pedagogies. We will explore the relationship that listening to children and to their communities plays in fostering growth and ensuring achievement. All of this work will rest on a foundation of strong literacy practice. No matter the discipline or the curriculum, we all teach children to read. That they read fiction, informational texts, media, lab reports, social situations, or primary sources is secondary to the reality that they must read powerfully, think critically, write expressively, and speak convincingly.

**LEARNING OBJECTIVES**

Participants will:

- Learn and apply classroom-based research that supports student learning and sustainable teaching while still reaching your kids where they are
- Practice the in-classroom moves to connect your teaching to children’s social-emotional needs
- Reflect on the role that identity plays in your pedagogy and on student learning plans, lessons, activities, and ongoing classroom practices that support deep comprehension and powerful creation across all disciplines
- Identify the daily challenges of our work to develop a sense of active hope, possibility, and institutional bravery
Cornelius Minor presents
We Got This: Becoming the Teachers
Our Students Need Us to Be

PARTICIPANT INFORMATION

First Name

Last Name

Position/Title/Grade Level Taught

Email Address

This form may be reproduced for multiple registrants.

School Name

School Mailing Address

City State Zip

School Phone

METHOD OF PAYMENT

$249 per person (see Workshop Fee for discount information)

Registration must be prepaid with one of the following:

- Check enclosed (payable to Heinemann Workshops)
- Purchase Order attached
- MasterCard
- Visa
- American Express

Account #

Exp. Date Billing Zip Code

Print name that appears on credit card

Signature

WORKSHOP DATES AND LOCATIONS

- April 27, 2020 Portland, OR
- April 28, 2020 Lynnwood, WA