



PiLa-CS

Professional Learning Community Orientation

Welcome! / Bom dia / ¡Bienvenidxs! / 欢迎 /
어서 오십시오 / السلام عليكم / מה שלומך / स्वगत है!

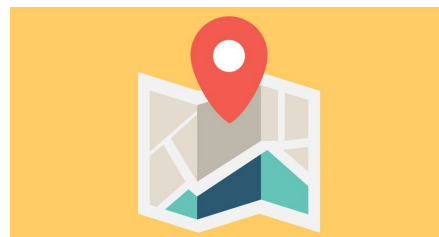


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Roadmap

- **Activity 1:** Introductions: Intros & Ice Breaker
- **Activity 2:** Goals and Norms
- **Activity 3:** Sharing and Grappling with Definitions of Equity
- **Activity 4:** Power and Language and a Translanguaging Refresher
- **Activity 5:** Our Processes of Working Together





Activity 1: Introductions



PLC Member Intros!

Name(s)

Pronouns

Where you teach / your role

Grade levels / subject areas





Ice Breaker - Breakouts

Share a word or phrase that is special to you, your family or community, or an otherwise cool experience you've had with language.

SAFETY IN BOGOTA

DON'T DAR PAPAYA.



"The City" = anywhere in Manhattan.





Activity 2: Goals & Norms

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This activity was stretched over the course of three separate moments. Teachers also contributed ideas asynchronously to our Slack channel and to a Google form to reflect on norms and dynamics.



Summer PLC Goals

- To design computing curriculum together that builds on and reflects our students and their communities' funds of knowledge and diverse language practices
- To challenge ourselves to start with our students and reject deficit-thinking
- To cultivate a supportive, collaborative and reflective learning community
- To grow personally
- For teachers to take up leadership and ownership in our community
- To tell teachers' stories to the wider field





Community Norms

With your group, talk about and jot down some reflections:

- What are the conditions that help you thrive in a learning environment?
- What are the conditions that would lead you to take risks during the PLC?
- What would help you step out of your comfort zone to learn?





Summarizing from our reflections

- Need time to process ideas
- Need structure for how to share designs for feedback
- Valuing equitable participation
- Value addressing 'ouch' moments immediately
- Make sure that everyone steps up (not okay to put all emotional labor on POC or those with 'ouch')
- Respecting identities we share in breakout groups etc. including not being judgmental
- Project lead 'office hours'
- Make sure there's enough time to address essential information
- Respect, safety, and lack of judgment
- Ongoing anonymous feedback



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Judgment -- does that mean we're never critical?



Community Norms Cont'd

How will we all get our needs met and work together?

- What are some norms you propose to help our community move forward on these aspects of our work together?





Turning these into handy norms

- “Take Space / Make Space” (3 before me)
- “Challenge the idea, not the person”
- “Ouch / Oops”
 - Let’s all take responsibility for these moments
- “Red card” - to stop activity for reflection
- “I statements” - avoiding generalizations
- “Still processing”
- “The squeaky wheel”

A more comprehensive version of [our norms](#)





Pulse Check

- How comfortable are you that these proposed norms will create the kind of safe, nonjudgmental space we need?





What I want to learn/What I have to offer

On [this Spreadsheet](#)

Jot down some things that **you want to learn**:

- think not only in terms of discrete skills, but also attitudes, knowledge, dispositions, and approaches. Think broadly of learning!

Think about what **you can offer to colleagues**:

- again consider your broad knowledge, abilities, stances, and approaches that you can provide to the group to enable individual and group growth.





Activity 3: Sharing and Grappling with Definitions of Equity



Why start with equity?

Explore and expand definitions of equity for our curriculum and learning-environment design process.

- We like to say that equity drives our project's approach - but it is important to inquire, [what do we mean when we say equity?](#)
- For us, this isn't theoretical. Depending on what we mean, our curriculum and learning environments will look different.



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Something we noticed was the desire to push beyond your current capacity to not just teach to the standards but to teach your students in culturally and linguistically responsive and sustaining ways that push boundaries that have oppressed students and their communities. Examples:

- Talking about gender and sexuality at your school as "hush hush"
- Deer in the headlights feeling when topics around racism come up

We have similar desires because we know that our students -- including our multilingual learners -- do not code in a vacuum! They are computing in a complex world, a world which often tries to assimilate them, erase them, surveil them, label them. But also a world they are actively participating in, find joy in, and have a lot of ideas about how to re-make and transform.

We like to say that equity drives our project's approach - but it is important to inquire, [what do we mean when we say equity?](#) For us, this isn't theoretical. Depending on what we mean, our curriculum and learning environments will look different.

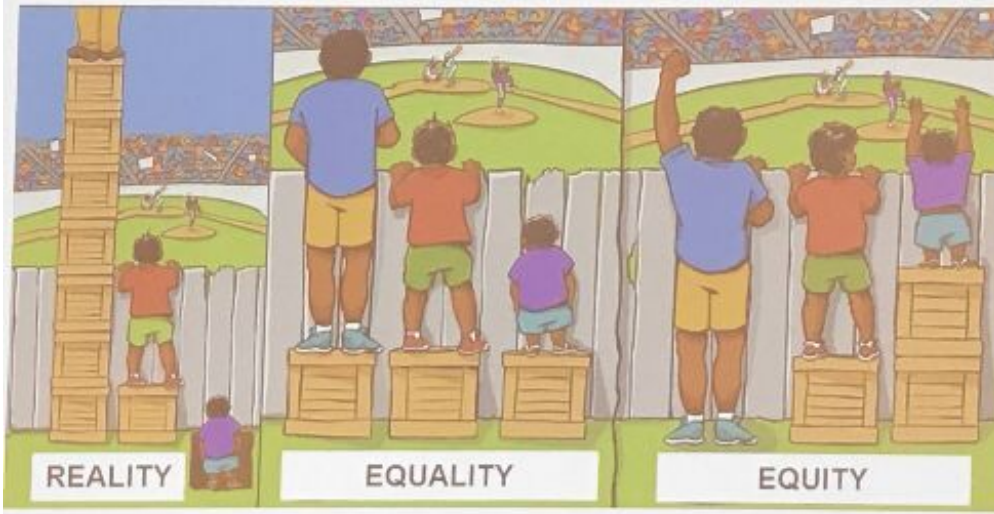
We hope to explore and expand definitions to enlarge people's capacity to plan - instead of just remaining in their lane of equity, they will aim to push themselves to not just plan for one static end, but to consider many outcomes, definitions of success, ways to be smart



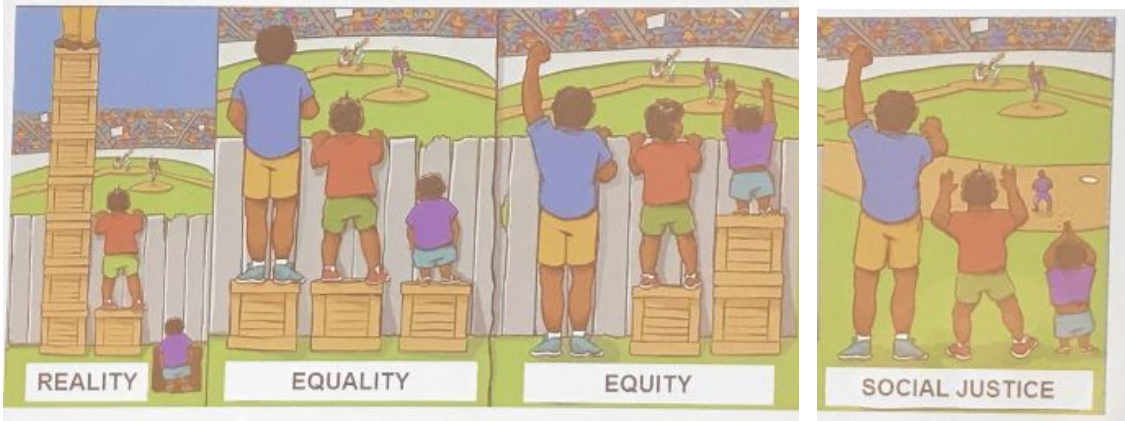
What is this metaphor?

What are the strengths of this metaphor?

What are its limitations?



What is this metaphor?
What are the strengths of this metaphor?
What are its limitations?





Our definition of equity

- **When we think about equity, we acknowledge**
 - Injustice is historical, structural, and ongoing.
 - Systems of oppression shape our own interactions and work in classrooms, as well as broader institutions and structures around us, leading to unjust outcomes for marginalized students and communities
- **Equity looks like**
 - partnering with communities to dismantle oppressive systems
 - creating supportive learning environments where each student has what they need to thrive and participate meaningfully
 - actively elevating often marginalized / multiple ways of knowing, languaging, goals, pathways for success



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- Injustice is historical, structural, and ongoing stemming from processes like settler colonialism and slavery
- We as educators must recognize how racism, sexism, ableism, classism, homophobia, xenophobia shape our own interactions and work in classrooms, as well as the broader school systems and structures around us
- Equity means acknowledging these realities, and partnering with communities to dismantle oppressive structures
- Equity means creating supportive learning environments where each student has what they need to thrive and participate meaningfully
- Equity means making space for multiple pathways for success -- defined by the multiple communities students care about and are part of
- Look beyond labels, generalizations, and deficits
- Deeply learn about students' and their communities unique contexts, language practices, strengths, and goals



Breakout: Processing our PLC's discussion of equity

Jot down some ideas reflecting with one of these sentence starters...

- Something new related to equity that I'd like to integrate into my thinking and practice around CS ed this summer is...
- Something I'm grappling with around issues of equity in CS ed...





Share out

- What are your priorities around equity this summer?





Activity 4 - Power and Language → Translanguaging Refresher



Language & power

“Three Ways to Speak English”

Jamila Lyiscott

- Listen
- Transcript [here](#)
- Breakout rooms
 - What lines struck you? Why?

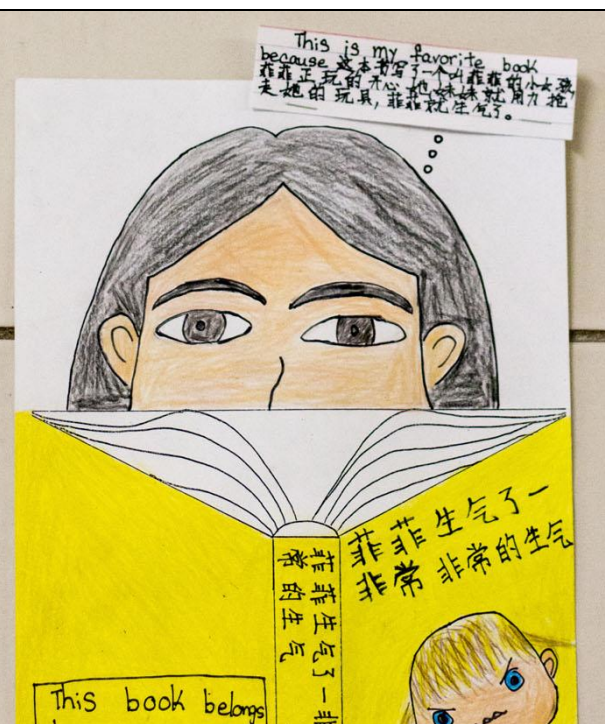


Translanguaging

What bi/multilinguals do when they use **ALL of the language they know** (home language, English, gestures, drawing, etc) to make meaning.

Translanguaging practices are often viewed by society as **defying “standard named languages”**, but really, translanguaging questions the nature and politics of those “standard” categories (García and Li Wei, 2014). FOR MORE RESEARCH and INFO: www.cuny-nysieb.org

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When we take up a translinguaging perspective, we question:

- Why do there exist “standard” languages in the first place? Who decides what the “standard” is?
- Why are certain kinds of language (e.g. Spanglish, Black English) seen as more/less “proper” or “academic”?
- How can we **elevate speakers** of varieties of language typically de-valued in schools?



The Black Language Podcast

Anansa Benbow

+ Subscribe



Linguistics allows us to see the beauty, rawness, and complicatedness in what it means to be human. This is a podcast dedicated to talking about Black people and our languages, and the beauty, rawness, and complicatedness of our various realities. Have you ever wondered why your cousins up north or down south talk differently? Or why your teacher won't let you say "ain't" or "aks"(ask)? Were you ever confused at why someone kept switching between English and Spanish at the bodega? Have you wondered why we change our slang as soon as the mainstream uses it? If you've ever asked yourself any of these questions, this is the podcast for you.

Available episodes

6 days ago

Defund the Grammar Police, The Revolution Will be Multilingual

In this episode of The Black Language Podcast, your host, Anansa provides the vision for this podcast.

27 min



Translanguaging
also happens in
contexts we
wouldn't think of
as traditionally
"bilingual"



27 min



Translanguaging Theory

Describes how people use language and defy traditional categories as they do it.

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Translanguaging Pedagogy

A framework for mobilizing students' diverse language practices in teaching & learning

Translanguaging Pedagogy is NOT...



- A linguistic “free for all”
- Translating everything you say in one named language right after you said it in another all the time.
- Only a scaffold to help kids engage or access material.

Translanguaging Pedagogy IS...

- Teaching students to strategically leverage different kinds of language for different contexts and purposes, and to think critically about language.



Why use this approach this summer?



Translanguaging can help us...

Notice and build on the resources of our students in unit designs

Support students to use what they know to engage with new language, content, skills

To use computing tools to become multimodal, multilingual designers & programmers

Engage in critical thinking about how language is used in different settings Eg: community, disciplinary, and computing





Activity 5: Our Processes for Working Together

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Equity in our work this summer

How can our designs...

- ...remove barriers and push back against systems that oppress or silence?
- ...support students to participate in meaningful conversations that bring computing communities, their communities, and school disciplines together?
- ...support students to gain skills and knowledge they can use to exercise power in the world?

How can we do it without burning out? How can we transform PD?



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Prefacing notes: it's not just about transmission and us facilitating. We aim to create environments where people can talk and work



Establishing Your Design Team

- Connect with others this summer
- [Use this document to guide your team's first meeting](#)





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