	8.8
Empire, Prisons, and	and families, 89–90
Torture, 99	Autoethnographies, critical
Absolute right to exclude, 24–25, 29	self-reflection through,
Academic engagement, 5–6, 69	265–267
Accountability, 52	Autonomous sense of belonging, 51
Achievement gap, 47	Awareness, 92
for ELs, 18	
Advocacy for resources for inclusion,	Bad hombres, 96
188	Banking concept of education,
Affective engagement, 6, 69	31–32
Agape, 285	Banking model, 63-64
Agents of hope, 275, 283–284	Basic Education Sector Reform
historical, 275–287	Agenda (BESRA), 219
America Is In The Heart (1973),	Battle of Mendiola, 248
253–254	Behavioral engagement, 69
American education system, 10	Billionaire education "reformers",
American Sign Language (ASL), 139	104–105
Anti-Black racism in schools, 262,	Black, Indigenous, and other People
264, 269	of Color (BIPOC), 12
critical self-reflection through	Black body, 202–203
autoethnographies,	Black Critical Theory (BlackCrit), 83
265–267	Black people, 177
naming anti-black suffering	Black Prisoners Caucus (BPC),
through poetic perfor-	100–101
mances, 267-269	Black students, 10, 79-80, 262-263
Anti-Blackness, 262	minding the margins, 88–90
Anti-Terrorism Act of 2020, 244	scholar voices, 80-82
Anti-Terrorism Council (ATC), 244	social marginalization of black
Antiracism, 66–67	students, 82–88
Antiracist, 65–66	Blackness, 262
Araw na Lubhang Mapanglaw, 246, 248	Bootstraps Myth, The, 62
Arborescent conversation, dangers of,	California Department of Education,
148	21
Are Prisons Obsolete? (Davis), 96	Catholic Bishops' Conference of the
Assessment, 72–73	Philippines (CBCP), 214
Assimilation, 28, 197–198	Centering students, 120
ideologies, 66–67	Central Intelligence Agency (CIA),
Assimilationist, 65–66	268–269
2	91

Abolition Democracy: Beyond Authentic engagement with parent

Child(hood)	Cultural racism, 36
exclusions, 160	Cultural safety, 201
experiences, 164	Cultural work for teachers, 246–249
impacts on, 159–160	Cultural workers, 245–246
needs during placement, 159	Culturally appropriate curriculum for
outcomes, 160	indigenous learners,
Co-taught courses, 175	223–230
Co-teaching	historical context, 223-224
as program implementation,	IPEd curriculum, 224–225
175–176	policy formulation for curriculum
for systems change, 178–179	contextualization and
Coalition building for and commit-	pedagogy for IPEd,
ment to antiracism, 187	225–230
Cogenerative dialogue, 178–179	Culturally responsive approach to
Cognitive engagement, 6, 69	inclusive education, 113
Cognitive rigor, 53–54	Culturally responsive inclusion
Collaboration, 121	framework, 118-119, 124
Colonizing pedagogy, 31–33	Culturally responsive inclusive
Community, 279–280	education, connections,
building, 92	intersections, and call
engagement, 106–107	for, 116–118
Concientização, 50–53	Culturally responsive pedagogy
Conditions, 181	(CRP), 71, 113, 115–116
Content, 70	Culturally responsive teaching (CRT),
Contextualization, 227–229	254
Core Commitments of Culturally	Culturally sustaining pedagogy (CSP).
Responsive Inclusive	71, 144
Approach, 120	Culture of Poverty Myth, The, 62
Courses, 181	Curricular justice, 252–253
COVID-19 pandemic, 2	Curriculum, 70
Criminals, 96–97	contextualization, 227-229
Critical consciousness of multiple	indigenization, 227
identities, 186–187	
Critical determination, 50–51	Dalawang Bayani ng Bansa,
Critical narrative inquiry, 179–180	253–254
Critical pedagogy theories, 50–51	Dark money, 45
Critical race theory (CRT), 25–26	Deficit ideologies, 66–67
Critical theory, 244	Deficit thinking, 76
Critically examining beliefs, 140	Dehumanization. See also
Critically reflective practices, 67–69	Humanization, 278
Cultural competence, 92	Delinquents, 96–97
Cultural diversity, 214	Democracy, 106–107
Cultural interface, 199–200	Democracy and Education, 106
Cultural politics, 249	DepEd, 219-220, 234

Desegregation through intersectional	Education(al), 2, 79, 88, 106–107, 212
praxis, 176–178	280–281
Determination, 50–51	experiences of ELs, 20
Dialogic consciousness, 136	experiences of First Nations
Dialogic praxis as teaching, 186	peoples in Australia,
Dialogue, 177–178	195–196
Differentiated design, 135–136,	reform, 44
138–139	from wider perspective, 44–46
Differentiated Instruction (DI),	Educators, 3, 12, 18, 60–61, 65–66, 89
114–117	148, 157, 169, 203–204
Dis/ability, 156, 165–166	significance to, 73–74, 204–205
studies, 113, 116, 137	Elementary and Secondary Education
Disability studies in education (DSE),	Act (ESEA), 49
117	Emotional engagement, 69
to a DisCrit lens for learning,	Encouragement, 53
117–118	Engagement, 5–6, 69
Disarticulation of knowledge, 30	English as second language learners
Discourses in teaching ELs, 22	(ESLs), 20
DisCrit, 113, 116, 137, 160-161	English Language Arts (ELA), 3, 18
Dislodging, 30	English language learners (ELLs), 4,
Divide and conquer, 262	19, 139
DO32, 226–227	English Language Proficiency
DO50, 235	Assessment of California
DO61, 225–226	(ELPAC), 28–29
DO62, 219, 223–224, 235	English learners (ELs), 9-10, 18, 34
Doctorate program, 281	addressing needs of, 23-24
Dominant narrative, 144	critical reimagining in working
Dropouts, 96–97	with, 37–38
Dual credential programs, 174	educational experiences of, 20
Dual language instruction, 27	history matters in addressing needs
Due recognition, 22	of, 26–28
	language development and aca-
Economics of policy making	demic achievement, 19
education from wider perspective,	reading the word and world
44–46	mindset in teaching,
equitable policies, 50–54	29–31
policy environment of education,	and understanding racialized
48–50	world, 21–23
wealth gap affects frontlines of	viewing English language as
education, 47–48	property, 28–29
Educability Myth, The, 62	Episcopal Commission on
Educating for Insurgency: The Roles of	Indigenous Peoples
Young People in Schools of	(ECIP), 214
Poverty (2014) 54	Equality 135–136

protectionism and segregation, 196–197
suspensions, exclusions, and incar-
ceration of First Nations
Boys, 202–203
First Quarter Storm, 248
Foster care experience, 164–165
Foster placement, 156
Foundational dynamics of IPEd,
227–229
Funding inequities, 63
Funds of knowledge, 70, 73
Goals-Activity Matrix Education
Plan (GAME Plan), 121
Gramsci's Theory on Hegemony
(1971), 194, 200
(1) , 1 , 1 , 1
Hampton University, 78
Hegemony, 199–200
of normalcy, 144
Hidden curriculum, 103–104, 140
Higher education. See also Inclusive
education, 156
History matters, 22
Hope, 273–275, 283
Hopeless realities, 274
Hopelessness, 283
Horizontal violence, 265–266, 278
Human dignity over labels, research
terminology, and jargon,
187
Humanization, 285–286
through critical literacy, 264–269
framing education for, 263–264
Humble reflection, 52
T1 4'4 162
Identity, 163
Ideological clarity, 66–67
Incarceration of First Nations Boys,
202–203
Inclusion, 116
Inclusive context for learning,
121–122

Inclusive education, 113–116 culturally appropriate curriculum for indigenous learners, in K to 12 basic education reform, 215-216 223-230 tools and systems for, 114-115 dialogue and participatory policy Inclusive pedagogy, 9 formulation, 219 framework for, 118-124 going distance to nurture teachers Inclusive teaching. See also Teaching, for, 230–236 historical challenges, 230-233 111-112 connections, intersections, and call historical context, 217–219 for culturally responsive inclusive education in K to 12 inclusive education, basic education reform, 116-118 215-216 marginalization of indigenous culturally responsive pedagogy, 113-116 peoples in Philippines, disabilities studies, 113-116 213-214 discrit, 113-116 narrative inquiry, 216-217 inclusive education, 113-116 policies developed to enable affirmative government review of literature, 112-113 subjectivity, 112 actions for, 220-223 unit planning tool for culturally traversing education policy gaps with inclusive actions for, responsive approach to inclusive instruction, 217 - 223124-128 Indigenous Peoples' Rights Act of Indigenization, 227-229 1997, 214 Indigenous cultural communities Individual Faults Myth, The, 62 (ICCs), 213 Individual racism, 26 Indigenous Knowledge Systems and Individuality, 25–26 Practices (IKSPs), 214, Individualized Education Plan (IEP), 223-224 121 Indigenous Learning Systems (ILS), Quick Glance Plan, 121 218, 223 Individuals with Disabilities Educa-Indigenous peoples (IPs), 213 tion Improvement Act marginalization of indigenous (IDEIA), 112 peoples in Philippines, Ineffective instruction, 63-65 213-214 Inequity, 209 Indigenous peoples education (IPEd), with inclusion, justice, and hope, 214 8-9 capacity building and two-pronged Information processing, 93 policy directions on teacher Inquiring techniques, 53 development, 234-236 Inside-out course, 101–106 conversations in search of Inside-Out Prison Exchange program, solutions, 233-236 10-11, 101

Institutional racism, 26 Instructional methods, 71–72	Know, understand and do ("KUDs").
Integration to self-determination,	Knowledge of Self, 263–264
198–199	
Intergenerational trauma, 199	Labor, 64–65
International Fund for Agricultural	Lakas and the Makibaka Hotel,
Development (IFAD), 214	253–254
Intersectional agility, 175	Language, 9–10, 19
analysis, 181–185	matters, 22
co-teaching as program	as property, 28–29
implementation, 175–176	for situated cultural action, social
co-teaching for systems change,	interaction, and meaning-
178–179	making, 19–21
desegregation through	Leadership, 287
intersectional praxis,	Learned helplessness, 165
176–178	Learning, 3, 5–6
findings, 185–188	through crisis, 99–101
implications, 188	language, 22
methodology, 179-188	partnerships, 93
Intersectional formative childhood	Learning Statements and Educational
experiences	Stance, 120
educators, 169	Legitimate knowledge, 64–65
impacts on child, 159–160	Lesson planning, 114–115
implications, 169	Limited-English proficient (LEP), 20
literature review, 157–158	Linguistic diversity, 214
Lucy, 161–163	Localization, 227–229
marginalization, 156–157	Logos, 137
need for understanding, 157	Long-term English learners (LTELs),
prismatic phenomenology, 161	20
problem, 156–157	Lucy, 161–163
profile of child, 157–158	childhood experiences, 164
theoretical framework, 160–161	college, 167–169
trauma, 158	dis/ability, 165–166
Intersectionality, 163, 177, 182	foster care experience, 164–165
Iti	identity, 163
Justice matters, 22	K-12 schooling experiences,
Juvenile justice system, teaching	166–167
inside, 101–106	story, 163–169
K-12	Macroeconomics, 44
schooling experiences, 166-167	Marginalization, 96, 156–157
students, 53	of indigenous peoples in
Kindergarten achievement gaps,	Philippines, 213–214
47–48	of students, 140
.,	

Marginalized students, 2–3	Narrative inquiry, 216–217
equity influences student	National Council on Disability
engagement, 6–9	(NCD), 113
learning, 3	National IPEd Policy Framework,
learning, motivation, and	219–220, 224
engagement, 5–6	Naturalization Act (1790), 23-24
margins, 4–5	New South Wales (NSW), 196
Margins, 4–5	No Child Left Behind (NCLB), 49
Martial law, 246–249	Non-English speaking (NES), 20
conversation, 249–250	Non-Indigenous educators, 204
few resources for courageous	Nongovernment organizations
teaching, 252–254	(NGOs), 221–222
influenced my critical thinking with	Nonrecognition, 22
regards to, 250-251	
making sense, 251–252	Objectivity, 31
Meaning-making, 251–252	"One-size-fits-all" system, 218
Mechanical uniformity, 63–64	Oppression, 62, 66, 81–82, 277–278
Mendiola, 246, 248	Oppressor, 278
Mentorship as act of humanization,	Outsiders, The, 62–63, 65
286–287	
Meritocracy, 66–67	Parent involvement, 86-87
myths, 25–26	Parent-Teacher Association, 87
Mind(ing) the margins, 2, 9, 13, 88,	Parramatta "Native Institution",
90, 144	196
authentic engagement with parent	Pathos, 137
and families, 89–90	Pedagogy of Freedom: Ethics,
connecting with care, 88–89	Democracy, and Civic
opening academic doors of	Courage (1998a), 253
opportunity, 89	Pedagogy of Hope, 274
Minority, 156	Perceptions about parents and fam-
Miseducation, 20	ilies, 86–88
Misrecognition, 22	Phileo, 285
Modeling, 53	Philosophy and purposes of IPEd,
Mother-to-infant adrenocortical	227–229
transmission, 61–62	Phonology, 19
Motivation, 5–6, 33	Planning for consistency, improve-
Multicultural education, 116	ment, and sustainability,
Myths about poverty, 62	184–185
	Policy, 199–200
Nakata's Indigenous Standpoint	environment of education, 48-50
Theory (2007), 194	formulation for curriculum
Naming, 163	contextualization and
anti-black suffering through poetic	pedagogy for IPEd,
performances, 267–269	225–230

Politics of Education: A Critical Introduction, The, 252 Poverty, 10, 59–60 effects on children, 47	Report of the Parliamentary Select Committee on Aboriginal Tribes 1837 (RPSCAT), 195
myths about, 62	Reproduction, 64
statistical data on poverty in	Research-based knowledge, 2
United States, 61–62	Resistance to historical
systems of oppression and	marginalization, 187–188
manifestations of class in	Restorative justice, 108
schooling, 62–66	Retributive justice, 103
teaching models for children	Revolution, 284–285
experiencing poverty,	Right of use and enjoyment, 24–25, 29
69–73	Right to reputation and status
Power, 200, 281–282	-
Power of Money and Other Stories,	property, 24–25, 29 Rights of disposition, 24–25, 29
The (1990), 253–254	Rights of disposition, 24–23, 29
Pragmatics, 19	Scholar(s)
Praxis, 177–178	in disability studies, 174
· ·	
PreK-16 educators, 2	voices, 80–82
Prismatic inquiry, 136–137	School(ing), 88, 96–97, 177, 262
Prismatic phenomenology, 156, 161	funding inequities, 63
Prismatic theory, 136, 160–161	ineffective instruction, 63–65
Prison, 96	institutions, 4–5
abolition, 108	and prisons on the margins, 98–99
abolitionists, 98	racism, 65–66
Privilege, 281–282	systems of oppression and mani-
Productive struggle, 53	festations of class in, 62–66
Professional learning communities,	Scott-Hall Segregated School, 196–197
1.0	
Program Support Fund (PSF), 219	Segregation, 174, 196–197
Protectionism, 196–197	forms, 174–175
Public schooling in United States,	of students, 113
111–112	Segregationist, 65–66
	Self-determination, 50–51, 199–200,
Questioning labels, 139	263–264
	Self-efficacy, 54
Race, 9–10, 19, 23, 25–26	Self-hate, 262
in America, 23–24	Semantics, 19
matters, 9–10, 19, 22	Shame of a Nation, The, 47
Racial socialization, 26	Sharing instruction, 183
Racialized practices, 193–194	Skepticism of separation of learner
Racism, 25–26, 65–66, 199–200	groups, 187
Racist, 65–66	Smarter Balanced Assessment
Relationships, 73	Consortium (SBAC), 4, 18

Social capital, 64	Systematic marginalization, 113
Social engagement, 5-6, 69	Systems and Tools, 120, 122, 124
Social exclusion, 82	
Social functions of knowledge, 140	Talented Tenth, The, 81
Social justice, 282–283	Tame problems, 136
critically reflective practices, 67-69	Teacher(s)
foundations of growth for social	as agents for black life, 270-271
justice educators, 66–69	as cultural workers, 244
ideological clarity, 66–67	education programs, 174
pedagogy, 10	of ELs, 37–38
Social marginalization of black	in prison, 99–101
students, 82–88	recognition and utility of teacher
compliance for sake of control,	positionality and power, 187
82–83	reflection, 178–179
limited course offerings, 83-86	in socially and culturally situated
perceptions about parents and	classroom, 245–246
families, 86–88	Teachers as Cultural Workers: Letters
Socialism and Man in Cuba, 285	to Those Who Dare to
Socially and culturally situated	<i>Teach</i> , 246
classroom, 245–246	Teaching. See also Co-teaching, 2, 99,
Socially and culturally situated	101, 263–264, 287
context, 19	analyzing assessment, 72–73
Socioeconomic status (SES), 157	analyzing content and curriculum,
Sociopolitical consciousness, 93	70
Solidarity, 263–264	analyzing instructional methods,
Souls of Black Folks, The, 79–80	71–72
Storge, 285	analyzing relationships, 73
Strategic co-teaching, 179	inside juvenile justice system,
Strategies, 181	101–106
Structural inequality, 199–200	models for children experiencing
Structural racism, 26	poverty, 69–73
Student engagement, 5	on student learning, 9–10
equity influences, 6–9	Tensions, 174, 176, 181
Student(s)	Theory and Resistance in Education
of color, 4	(2001), 252–253
with disabilities, 4	Third space, 276
needs of, 146	Thought leaders, 104–105
voice, 140	TLC Public Charter School, 118
Stupidification, 30	Training facilities for Black children,
Subjectivity, 31, 112, 136, 138	79–80
Suboppression, 262	Translanguaging, 37–38
Suspensions of First Nations Boys,	Trauma, 158
202–203	True equity, 7–9
Syntax, 19	framework, 287

True generosity, 278–279 True love, 285 Trusted parent, 156 Two-tiered system, 86

Unit planning tool for culturally responsive approach to inclusive instruction, 124–128
Unit pre-planning, 126–127
United States public schooling in, 111–112

statistical data on poverty in, 61–62 Universal design, 135–136, 138

Universal Design for Learning (UDL), 114–117, 138 University Belt, 250 University of California at Los Angeles (UCLA), 78, 90 University of the Philippines (UP), 244 Center for Integrative and Development Studies,

Unsettling Education, 102-103

Voice from the South (1892), 80

War on poverty, 49
Wealth gap affects frontlines of education, 47–48
Whiteness, 23–24
as property, 24–25, 28
Wicked problems, 136
Willpower, 283
Work and Financial Plans (WFPs), 221–222

Youth of color, 158