

Fall 2016

Editorial

Arlene Dallalfar

Lesley University, adallalf@lesley.edu

Follow this and additional works at: <https://digitalcommons.lesley.edu/jppp>

Recommended Citation

Dallalfar, Arlene (2016) "Editorial," *Journal of Pedagogy, Pluralism and Practice*: Vol. 8 : Iss. 1 , Article 2.

Available at: <https://digitalcommons.lesley.edu/jppp/vol8/iss1/2>

This Article is brought to you for free and open access by DigitalCommons@Lesley. It has been accepted for inclusion in Journal of Pedagogy, Pluralism and Practice by an authorized editor of DigitalCommons@Lesley. For more information, please contact digitalcommons@lesley.edu, adhembe@lesley.edu.

Editorial

Arlene Dallalfar



I am pleased to introduce the Fall 2016 regular issue of the Journal of Pedagogy, Pluralism and Practice (JPPP). The articles in this issue provide perspectives on important concerns facing educators, practitioners and scholars invested in advancing our understanding of difference and structural inequalities that affect people's lives. I am grateful to the editorial team for their consistent support in providing detailed constructive feedback in reviewing articles resulting in the quality journal we have today. Importantly, this issue of JPPP is a direct result of many meetings and engaging collaboration with Dr.

Lisa Fiore. She graciously assumed the Executive Editor duties of JPPP while I was on sabbatical and partnered with me to finalize the issue as I transitioned back to the role this fall. In addition, a special thanks to the efforts of Danielle Powell, our eLearning and Instructional Support (eLIS) team member for working above and beyond her assigned tasks to problem solve, improve our layout and content management system as well as reformatting our Main Page. Danielle has worked hard to make JPPP more web friendly and to make articles more fully accessible for a global readership. We would love to hear your feedback on these changes. I hope this issue helps provide new insights and understandings of complex issues facing us at the local, national and international level.

Lucy Bunning's article *Narratives of Adult ESOL Learners: Successfully Finding Their Way* examines personal stories told in class as well as written narratives by adult learners in a beginning-level class of English for Speakers of Other Languages (ESOL). She provides a thick description of storytelling activities to illustrate how this exercise provided more extensive engagement with speaking and writing in English. Bunning articulates how a participatory approach to language education, through storytelling, draws attention to the strengths and accomplishments of these learners and opens the door to second language speakers exercising their voices. Furthermore, she demonstrates how this pedagogical strategy of using narratives leads to students advocating for themselves and their communities, in this case mostly Haitian women and men. Her article is an important contribution to ESOL research and pedagogy.

English as a language for social and professional mobility is addressed in Amanda Montes' article *English in Brazil: A Sociolinguistic Profile*. She provides a comprehensive examination of four contexts for understanding the sociolinguistic profile of English in Brazil. First she covers the history of English in Brazil from the 16th century to recent times and the development of English language teaching practices there. Next, Montes addresses the Brazilian variety of English, focusing on several features of loanwords that exist in Portuguese. She demonstrates how Brazilians have made use of English loanwords in Brazilian Portuguese that are used in specific discourse communities. Montes then examines the users and uses of English, focusing on both the symbolic and innovative functions of English in schools and in public discourse. She also examines attitudes of Brazilians towards English and some of the creative uses of English by Brazilian artists. Montes adeptly uses comparison to demonstrate the roles played by English in other countries, illustrating the implications of the power and global status of English.

Ben Mardell and Michael Hanna's article *The Democracy Empowerment Rubric: Assessing Whole Group Conversations in Early Childhood Classrooms* offers an approach to measuring levels of classroom democracy with an examination of both the risks as well as the possibilities of utilizing this rubric. This timely article, given the tone and bifurcated civil discourse across the country demonstrates the importance of cultivating skills in public education that promote values of empathy, emotional regulation, treating others with respect, critical thinking, collaboration and group decision-making. Mardell and Hanna provide a framework for understanding how early childhood classrooms present the possibility of being a democratic community at a micro- level, one that involves trust and more collaborative classroom conversation. Focusing on what a democratic whole group meeting embodies, they provide a detailed illustration of how democratic principles are played out in discussions about creating a classroom mural at the Eliot Pearson Children's School, affiliated with Tufts University. They provide a framework of key elements of the rubric and ways to assess and code the conversations (see Appendix A and B). Most importantly, the Democracy Empowerment Rubric offers an opportunity to delve into relationship based classroom practices and the powerful potential to create 'habits of democracy' among teachers and students. The rubric can also be used as a pedagogical tool by educators who aspire to further democratize their classroom learning community to challenge traditional models of schooling that use authority and punitive action to control classroom dynamics.

Estelle Archibold continues this critical discussion on the purpose of education in her viewing the classroom as a site of possibility in what hooks calls 'the practice of freedom' in her article *Accessing Freedom: Culturally Responsive Restorative Justice Practices in Schools*. Archibold examines how restorative justice practices and particularly culturally responsive strategies need to be utilized in schools and by school districts to create and restore healthy and supportive relationships among and between students and their families, educators, administrators, staff and community members. She offers her own experiences as an educator and her work with school leaders at Prospect Hill Academy Charter School in Massachusetts to provide an interdisciplinary examination of their efforts to develop a culturally responsive restorative school environment. Archibold address the possibilities and challenges inherent in bringing about systemic change, by discussing initiatives for visioning and implementation of restorative practices in the classroom and at the school. Particularly, she provides examples of how 'listening conferences' implemented at the school allow for culturally responsive practices to motivate learning and enhance the sense of belonging for students and their families. In addition, she asserts the necessity of opportunities for authentic teaching and learning that will result in both personal and societal transformation.

Challenging and rejecting the label 'cancer survivor' in mainstream, academic and oncology literature is the focus of Rachel Murphy-Banks' article *Survivor, It's Not for Everyone: Perception of the Cancer Survivor Label by Individuals Diagnosed with Cancer as Emerging Adults*. She provides a powerful ethnographic study of resiliency and agency drawing on participants' experiences after diagnosis and treatment for cancer. Using ethnographic data, Banks provides accounts of how adolescents and young adults (those between the ages of 15-39) attach various meanings to the term 'cancer survivor', highlighting the value of qualitative data in providing thick description of how members of this particular demographic population experience cancer. Banks' contribution demonstrates the need for age-specific research which

allows for more complex portrayal of the cancer experience and how these individuals negotiate and often reject the label of ‘cancer survivor’. Her research also points to the need for alternative terminology and language among advocates and more importantly among medical professionals treating and understanding the cancer experience among adolescents, young and emerging adults.

The Evocative Role of Literature in the Search for Truth, is a presentation by Edgard Telles Ribeiro, a Brazilian diplomat and author, about his novel *His Own Man* published by Other Press in 2014. Originally published in Portuguese and translated by Kim Hastings, this novel is a work of fiction, yet the backdrop is the military coups and dictatorships replacing democratically elected Presidents in Brazil, Argentina, Uruguay and Chile between the years of 1964-1973. In this transcription of his speech, Ribeiro provides us a window to understanding how he used the literary form of the novel to create an imagined character that would allow him to reflect on the actual and hidden facts about the political, social and cultural role of the CIA and Pentagon in supporting these coups. Ribeiro uses his own personal experiences as a young diplomat in the Brazilian Foreign Ministry, and as a journalist and film critic to create two characters in his novel. Both men work in the Brazilian Foreign Ministry, one is an informer and the other is the narrator and witness. Ribeiro adeptly uses their relationship and experiences to create scenarios of those complicit and acting with impunity in maintaining the dictatorship, and others resisting and challenging the repressive authoritarian regime they come face to face with. It is rare to have an author describe how imagination, memory and reality coalesce to produce a story that is a work of fiction but is grounded in lived experiences of those who are complicit, and those who question and are betrayed in the process.

As a feminist social justice activist, Eleanor Roffman, in her essay and article *Learning from the Past to Build for the Future: Reflections on Psychosocial Support Programs in War-torn Countries*, first describes her experiences in 2008 of being denied entry into Gaza at the Israeli checkpoint to present her research at a conference that had been organized there. She explains the creative alternative plan that the conference organizers had prepared in anticipation of this scenario and how through video conferencing, they were able to hold the conference in Ramallah in the West Bank. She then describes how the youth in Gaza spoke about their experiences of humiliation, violence and injury living under Israeli occupation and how the ongoing occupation fuels their passion to maintain their identity and culture. Roffman returned to Palestine in 2014, still under occupation, and witnessed the efforts of Khitam Edelbi, in realizing her dream of buying a bus and transforming it into an ‘Art Bus’. Edelbi drives the ‘Art Bus’ to schools and community centers to work on expressive arts projects with teachers, youth and their parents to reinforce Palestinian ethnic, cultural and national identity and to help provide support for children who have experienced trauma and violence in their daily lives. In her article, Roffman provides a theoretical framework of various psychosocial healing models used in war-torn settings, focused on not pathologizing the impact of trauma. Using diverse case studies from post war Bosnia-Herzegovina, Cambodia, Sudan, South Africa and Aboriginal communities in Canada, Roffman presents a range of strength-based counseling approaches that have served to create supportive environments for both personal healing as well as community building for individuals experiencing violence, displacement, ethnic cleansing or occupation.

Rakshanda Saleem and her research team at the University of Massachusetts Boston, expand on the necessity of addressing systemic barriers and stressors when examining mental health of individuals from disenfranchised communities. In their research proposal *The Effects of Structural Violence on the Well-being of Marginalized Communities in the United States* they examine the negative impact of economic, political and social inequities on individual well-being. They provide an overview of studies that both define and utilize the structural violence framework to examine mental health of individuals from marginalized communities. Their proposal focuses on three groups: immigrants to the USA from Latin America with undocumented legal status, LGBTQt persons who are within 6 months of release from incarceration and persons who are members of the Muslim community. They explain why and how individuals in each group were chosen for this qualitative research project and provide a review of the particular challenges faced by each of these groups. The research proposal illustrates how utilizing a structural violence framework alongside intersectional analysis, based on personal narratives, allows for composite descriptions of data that illustrates multiple marginalized identities within each of the three groups identified. Saleem and the research team hope the results will help facilitate advocacy work in each of these communities as well as promoting solidarity across communities that experience systemic injustices.

Continuing our section on student scholarship, Andrea Nunes won first place in the Esther Kingston-Mann Students as Scholars Essay Awards competition hosted at the University of Massachusetts Boston. The competition reflects entries from undergraduates enrolled in seven colleges in the New England region. Nunes graduated from the College of Liberal Arts and Sciences at Lesley University in 2015 and is currently a master's student in the Refugee and Forced Migration Studies at De Paul University. Her paper *Life in the Dominican Republic's Sugar Fields: Resistance from the Bateyes* examines processes of globalization in the Dominican Republic, focusing on Haitian labor in the agricultural sector. Nunes exposes human rights violations experienced by the Haitian migrant labor force working in the sugar cane industry. She also examines how state policy and anti-immigrant attitudes keeps Haitians and Dominicans of Haitian descent marginalized and impoverished. Nunes' article clearly illustrates systemic discrimination experienced by the Haitian cane cutters. In addition, she focuses on resistance movements seeking to go beyond addressing human rights violations to addressing changes needed in the economic, political and cultural systems that perpetuate human suffering.

We hope JPPP can provide a medium for leading minds in the arts, sciences, education, social sciences and human services to promote cultural criticism and pluralistic approaches to teaching and learning. The editorial board seeks to present a balance of practitioner-research, philosophical essays, systematic theoretical research, literature, and the visual arts to showcase interdisciplinary lenses for diverse forms of education. The Editorial Board is enthusiastic about encouraging submissions for our next regular issue as well as possibly reviewing appropriate books. In addition, our goal is to increase and enhance access, both within the Lesley academic community as well as reaching teachers, learners, and practitioners across national and international borders. The Journal is particularly interested in directly addressing linguistic pluralism by publishing articles in languages other than English, when possible. Authors who can submit two versions of their article, one in English and one in another language, are encouraged to do so. For further information, contact us at jppp@lesley.edu.