

Decolonial and Anti-Oppressive K-12 Pedagogies Panelists

1. Nikitha Fester

Nikitha Fester (she/her/elle) is a French Immersion teacher and department head with the Vancouver School Board. This year she is teaching Sciences Humaines 10 and Français Langue 11 Langue et culture and a course on BC Black History.

Meaningful Reconciliation

Pedagogically my focus is teach for joy and critical thinking and to avoid curricular violence. As I look to incorporate more Indigenous content in my courses, I have noticed much of the available resources focus on the painful history that is shared between Canadians and Indigenous People. While I do not seek to minimize the horrors experienced by First Nations communities, I do not want my students to believe that Indigenous people do not exist outside of their trauma. To that end, I will share a project my gr 10s and 11s completed inspired by the first National Day of Reconciliation and a strategy used in my Black history course that is rooted in Indigenous practice.

2. Rina Mazor

Rina Mazor (she/her/hers/elle) has been teaching French for 15 years at Lexington High School, outside Boston, where she teaches grades 9-12. She is a queer cis fat Jewish Middle Eastern woman who lives with her wife, twins, and two very demanding cats.

Beyond the Binary: Teaching Expansive Gender in the French Classroom

With Le Petit Robert's announcement of the addition of the non-binary pronoun "iel" to the dictionary, Francophones across the globe - led by the Académie Française - are weighing in with their opinions on the matter. Trans and gender expansive identities, however, are not a matter of debate or opinion. Affirming pedagogies and welcoming spaces are essential and life-saving. We will discuss the how and why of non-binary and inclusive language in the French classroom by examining resources, teaching methods, and potential challenges in the process.

3. Naima Sait

Naima Sait (she/her) has been teaching French as a second language at Somerville High School for the past 7 years. She teaches all levels of French: 1, 2, 3, Heritage and AP. The French program in Somerville is a small one compared to the Spanish program. Students take Spanish at the middle school level and once in high school, they can keep taking Spanish or switch to French, Italian or Portuguese.

Equity in Advanced French Courses

One of the equity issues the French program has been experiencing is the cancelation of advanced levels (French 3 and French AP) or combining levels with different proficiency levels instead of hiring more teachers. Most of the students in the French program are from Haitian origin. A lot of them shared that their goal is to keep taking French until they get to French AP class and one of the reasons is the ability to earn college credits after passing the AP exam. By cancelling advanced levels, students are not giving the opportunity to advance their proficiency, therefore they cannot get to French AP class. By choosing to not run certain levels, the school is denying access to many students of color to an AP class that would help them earn college credits.