

DIFFERENT TYPES OF OPPRESSION

Understanding Context/Historical Oppression Around Schools

The ways in which Indigenous, Black, Brown, and other minoritized students are currently treated in school is deeply connected with how their bodies, knowledge, land and communities were constructed at moments in history.

COLONIALISM

Settler colonialism should be seen as an ongoing structure. The logic, tenets, and identities reproduced by colonialism continue to negatively shape the lives of minoritized students through *coloniality*. It also invisibilizes European colonial practices and understandings as 'normal' throughout organizations.

ANTI-BLACKNESS

Africans were thought of as biologically subhuman and with no soul; this was used as justification for their enslavement. They were seen closer to apes than humans. Today, modern versions of these biological deficit discourses often shape descriptions and treatment of black parents and students.

EXOTICIZING

This is a type of "*othering*." It's a way of claiming--without explicitly stating--that Whiteness/Westernness is the correct way people should exist. It is the process of making a person or their community seem exotic or in some ways super-human, thereby justifying oppressive treatment.

SAVAGIZING

This is the process of claiming that Indigenous, Black or Brown people were "savages." After establishing them as savages and animals, White Westerners were able to justify the strict control, murder, surveillance, and punishment of Black and Indigenous people.

CHRISTIANIZATION

Christianity was used as an excuse to classify Africans and indigenous peoples as 'non-human.' This thinking still influences the dehumanization of minoritized students. This view of Christian superiority, which is now invisibilized throughout American institutions, affects the way schools & educational structures are organized.

MINORITIZATION

Minoritization refers to the ever-morphing nature of how and on whom oppression is enacted. It can happen along racial, ethnic, cultural, linguistic, national or other lines. By focusing on minoritization, school leaders acknowledge the structural and historical oppression that impacts people and space.

CULTURALLY RESPONSIVE SCHOOL LEADERSHIP

The Culturally Responsive School Leadership text is about how leaders can humanize and promote equity in structures, climates, practices and contexts in and around schools. It is also about how school leadership practices can either confront or reproduce oppressive contexts.