



UnLeading invites us to challenge common-sense assumptions and center often-silenced approaches to leadership, allowing us to re/imagine possibilities for leading, learning, and being in relation to ourselves, each other, and the more than human world.

<https://www.yorku.ca/edu/unleading/>

## Facilitator Guide

“UnLeading asks us to engage in the praxis of leadership, a continual interplay of action towards systemic change and deep, inner reflection. In this way, it is a process of becoming, with no predetermined destination or finite goal.” (The UnLeading Project, York University)

UnLeading also asks us to look for leadership in unfamiliar places and challenge the notion of the individual leader.

This podcast series will highlight voices of leaders in classrooms, communities, homes, schools, school districts, and beyond.

The series asks how might we:

- Trouble taken-for-granted assumptions about leadership and learning that reinforce the status quo?
- Engage conceptions of leadership that disrupt, challenge and work against the status quo?
- Center the experiences, knowledge systems, and leadership approaches of the global majority, including Indigenous people, Black and African diasporic people, and people of colour as well as people with multiple and intersecting marginalized identities?
- Redefine leadership to be responsive to the socio-political realities of local, regional, and global contexts in service to historically and systemically underserved students?
- Reclaim and imagine future possibilities for leadership that create radically different possibilities for schooling?

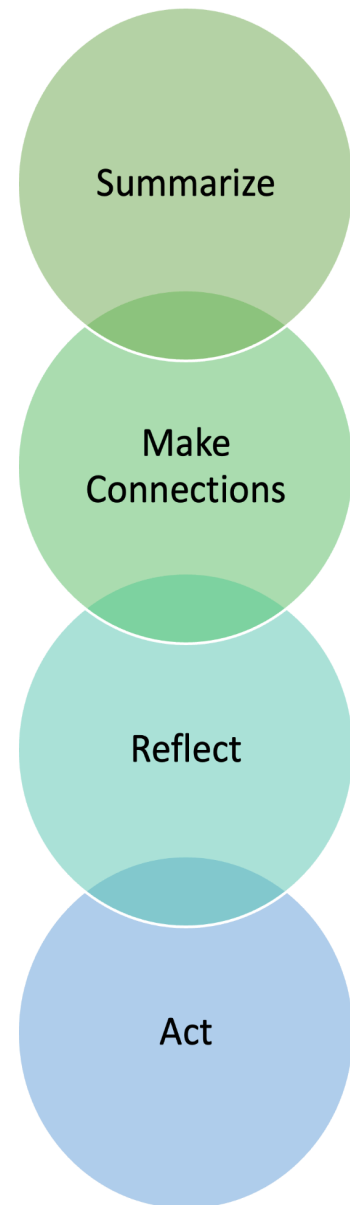
— **A**s you listen to the podcast, we ask that you actively engage in learning and unlearning with yourself and others to deepen your understandings. We offer the following format in support of your journey in unlearning:

**SUMMARIZE** by identifying several themes/concepts that arise in this conversation with the guest speakers. Note similarities, differences, tensions, connections, and possible contradictions between and among them. Additionally, note the perspectives, ideas, and voices that might be missing as well in this conversation. You are also invited to draw out compelling quotes from the speakers and comment on them

**MAKE CONNECTIONS** to your experiences in/with communities and to larger socio-political and historic contexts. Think about and comment on how the thoughts and ideas presented by the speakers connect to similar themes/concepts in other contexts of leadership.

**REFLECT** on how the conversation with the speakers informs your understandings of leadership outside of familiar frameworks using the guided reflection questions posed below.

**ACT** by committing to possible actions (immediate and long-term) that you will engage in to disrupt the status quo, which will steadfastly guide you in actualizing the type of leader you hope to be in and with communities.





## — The Four I's: From Thinking to Actions in the 4 Domains:

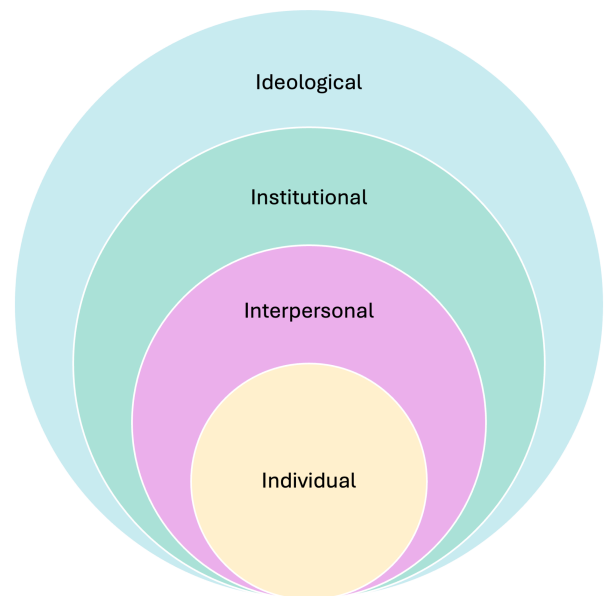
This is a journey towards building new insights and frames of reference while sitting with questions and wonderings that lead to changes in our thinking and meaningful actions in our practices. It is an invitation to recognize the limitations and biases we may have in our understanding of leadership across 4 domains

**Individual** Relates to the emotions, biases, perceptions, thoughts about ourselves.

**Interpersonal** Concerns relationships, how we treat one another as individuals and communities.

**Institutional** Applies to structures, policies, curriculum, professional learning, parent and family engagement, classroom and school climate, and larger policies.

**Ideological** Connection to ideas about each other and the world.



## Season 2

### LEADING FOR CLIMATE JUSTICE

(Click image to listen)



#### Guiding Reflection Questions:

How will we move forward on climate justice in education when it remains such a siloed, periphery topic? (M. Vamvalis)

#### Reflection Questions:

1. How do we move people to a focus on climate justice instead of climate change? How does the climate crisis impact communities differently, locally and globally?
2. How might we acknowledge the important roles that Indigenous communities and youth have on this movement without absolving the rest of us in our responsibilities to end climate injustice?
3. How do we understand and work with eco-anxiety? How do we support people in acknowledging the existential and physical threat that is the climate crisis?
4. Who do we need to be as leaders to lead for climate justice?
5. How might we apply this understanding to the work we do in communities, schools, and academies?

**Individual** Relates to the emotions, biases, perceptions, thoughts about ourselves.



**Quotes to provoke our thinking and guide us in our actions:**

“What ways of knowing and being can support the healing of harm to ecological webs to each other and to ourselves?” (Maria Vamvalis)

“So that justice piece is really about thinking beyond our current paradigms, thinking about beyond the people that we currently center and thinking beyond the current power structures that we operate in to imagine what that possible future could be.” (Julius Lindsay)

“I think climate justice really disrupts normative ideas of schooling and leadership because ultimately climate justice requires collective liberation.” (Naomi Leung)

“It is a call for all of us that are involved in education to really take a good look at how disjointed and disconnected education is from the environmental violence and crisis in which we exist.” (Cristina Delgado Vintimilla)

“The possibilities of reconnecting and feeling, the beauty that has to offer is what comes out of this really important, and I would even say sacred work that's being done. Because what we do to the earth we do to ourselves, we see it in our bodies.” (Jodie Williams)

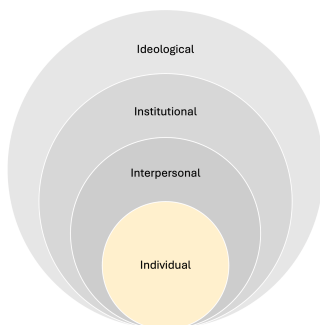


**Reflection:**

How do these statements resonate with you in terms of how you see yourself leading for climate justice?

**Action:**

- Think about a time when you became aware of both your complicity and struggle with human-centric ways of being that impacted the environment in both small and significant ways.
- What are some initial steps you can take to include climate justice as part of your leadership work?



**Interpersonal** Concerns relationships, how we treat one another as individuals and communities.

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### Quotes to provoke our thinking and guide us in our actions:

“It is distinct Indigenous knowledge systems rooted in particular places that offer ways of knowing and being that deepen a sense of interconnection and support the development of a consciousness that understands our interrelationships with all forms of life, informing our actions from a place of decolonial solidarity.” (Maria Vamvalis)

“I am a woman from the Andes and I work there with Indigenous communities and Campesino Communities to, on one hand unsettle and trouble, and also understand the intricate, monstrous work of Canadian neo-colonialism through mining corporations.” (Cristina Delgado Vintimilla)

“A lot of Indigenous, Black and communities of colour with a lot of youth organizers and land defenders who've been doing this work far longer than a lot of white youth. I think it's really important to honour those voices and to seek out those voices and not only to tokenize them, but to really listen.” (Naomi Leung)

“How many amazing ideas we're missing out on because we're centering experts and we're centering these systems that ultimately do not work for the majority of our society.” (Julius Lindsay)

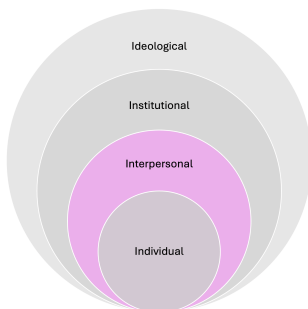
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### Reflection:

How might we collectively center and uplift the work of Indigenous, Black, 2SLGBTQIA+, and racialized communities and youth towards climate justice?

### Action:

- Practice creating relationships with the natural world. Reflect on how building relationships with the natural world connect to challenges and possibilities you might encounter with other equity deserving groups.





**Institutional** Applies to structures, policies, curriculum, professional learning, parent and family engagement, classroom and school climate, and larger policies.

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### Quotes to provoke our thinking and guide us in our actions:

“Recognize the important role educational policy plays in creating the conditions for social and ecological justice through education. Climate justice, more explicitly than climate action, reflects the recognition that the adverse impacts of a warming climate are not experienced or caused equitably.” (Maria Vamvalis)

“So Indigenous knowledge systems, and when I say that, it also means the languages, our languages hold the code on how to live on these lands. Just like if we were to go to some other land, the languages from those lands hold the code on how to live sustainably, on how to live in balance.” (Jodie Williams)

“We are trying to take climate action on a paradigm of leadership that is based in 1913. And our planners who are working in cities are being trained in a paradigm that was created in 1913.” (Julius Lindsay)

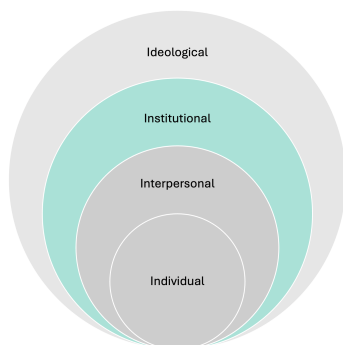
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### Reflection:

How can educational institutions put climate justice at the forefront and support educational leadership approaches that support climate justice?

### Action:

- What might climate justice look like in the systems you work within? What is needed to disrupt the supremacy of values rooted in consumption, human-centrism, and an attachment to modernity in these systems?



**Ideological** Connection to ideas about each other and the world.

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**Quotes to provoke our thinking and guide us in our actions:**

“Petro-pedagogies work to center, legitimate and entrench a set of beliefs related to climate change, energy and environmentalism that align with the interest and discourse of industry actors.” (Maria Vamvallis)

“Before we even have a conversation about climate justice in education, which is where I reside, we have to back up the conversation to really get at the root causes of it and understand that there's a direct correlation between colonialism and climate change.” (Jodie Williams)

“Part of taking climate action is about de-centering the government and about de-centering the power structures that we operate within.” (Julius Lindsay)

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**Reflection:**

What might it mean to undo and unlearn educational leadership ideologies and practices that perpetuate environmental degradation and climate crisis?

**Action:**

- Identify a way to address climate change that will recognize the justice component of the work. As you engage in this practice, consider professional learning opportunities that will support thinking about the practices that overlook the experiences and voices of certain communities.

