

## Descriptions of TODOS Live! Online Sessions

Glanfield, Gutiérrez, & Tsinnajinnie [Beyond Land Acknowledgements: A conversation around the significance for mathematics education](#)

It's become a common practice for many educational institutions to acknowledge the traditional territories of Indigenous peoples. You might see the territorial acknowledgements in signature lines on email messages; on websites; and you might hear them when groups of people are gathered. Each of the three panelists will share their interpretations of the significance of land acknowledgements in relation to mathematics teaching and learning.

Zavala & Ward [Social Justice Math in Early Elementary Classrooms](#)

Young children are curious about the world in all its complexities. They ask big, deep questions. Rarely are they supported to explore their questions and take action on issues they care about through mathematics. In this session, Jennifer and Maria share core ideas and a lesson example from a new book on teaching mathematics for social justice to early elementary children (PreK to 2nd grade).

Adams Corral & Krause [How do I work with my newcomer students?: Labels and their implications for Teaching](#)

In this webinar, we share our learning experiences working with students in two U.S. high schools. We interrogate the labels newcomers and English Learners and the terms' power to shape teacher perceptions and expectations, as well as students' experiences. We also explore what it might mean to listen to these students and center their thinking and desires at school.