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SPECIAL PRESENTATIONS ON NEW OPPORTUNITIES
TO DEEPEN COLLABORATION AND INNOVATION.



**OPEN INVITATION TO ALL SEMILLAS COLLABORATORS,
PARTNERS and ADVISORS AT UCLA**



UCLA
Community Partner

PLEASE JOIN TEACHERS AND STUDENTS FROM SEMILLAS COMMUNITY
SCHOOLS IN EAST LOS ANGELES AS WE CONVENE OUR SUPPORTERS
AT UCLA TO INTRODUCE OUR NEXT GENERATION TO THE UNIVERSITY
AND THE UNIVERSITY TO OUR YOUTH LEADERS.

**For more information
contact: 323-217-2775**



**Special thanks to
Ellie Hernández**
The UCLA César E. Chávez
Department of Chicana and Chicano Studies

DATE: WEDNESDAY JANUARY 30TH 2013

From: [Marcos Aguilar](#)
To: [Perez, Marco](#)
Subject: Thank you for participating
Date: Thursday, January 31, 2013 1:25:05 PM
Attachments: [KALMEKAK 2013 Synopsis.pdf](#)

Dear Marco,

Thank you so much for joining us yesterday. The experience was truly memorable and motivational for all of our students and our staff. I appreciate your participation and contribution of the UCLA souvenirs.

Not only did we succeed in introducing the realities of college application, acceptance and perseverance but we also were able to connect the importance of research, the transdisciplinary relevance of the sciences, and the opportunities of support through Chicana and Chicano Studies, CCP and SACNAS. After reading the manifesto of the Plan de Santa Barbara, our students approached the day a little uncertain as to what to expect. By the end of the tour, many of our students remarked upon how clearly they now understood the Vasconcelos imperative to, "not come to work for the university, but to demand that the university work for our people". We look forward to continuing the strengthening of our pipeline to UCLA and other universities for indigenous Mexican and Central American children.

With your continued support, the public institutions of higher learning will thrive as long as they seek to engage our future generation in the continuing reconceptualization of the human condition.

Attached please find a color pdf copy of the organizational synopsis we circulated at the event.

Marcos Aguilar | **Tlayecantzi Principal**

Xinaxcalmecac - Anahuacalmecac

Semillas del Pueblo - Tzicatl CDC

"Regenerando las matrices del Pueblo, de raíz a maíz"

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ENTRE LA SEMILLA Y LA FLOR,

NACE EL CAMINO DE LA DIGNIDAD Y EL HONOR

Regeneración Radical : Regreso a la Raíz, Sembrando el Maíz

Comunidad - Cultura - Consciencia

Pedagogía - Organización - Libertad

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XOCHIKALMEKAK



The Knowledge in Nahuatl Initiative

The Mexican linguistic and cultural paradigm represented by the continuity of the Nahuatl language is a living body of knowledge of the customs, history, and way of thinking of one of the Americas' most influential cultures, the Toltec diaspora. However, there is now a danger that, in as little as a few generations, Nahuatl could disappear as a functional language as Spanish and English become the dominant means of communication for all Mexican people.



This is not merely a switch to a new vocabulary or grammatical system—it is a profound loss to the world's cultural diversity and ways of knowing.

The *Xochikalmekak – Knowledge in Nahuatl Initiative* is aimed at arresting this decline by working with teachers and administrators and indigenous communities to teach in a more learner-centred, linguistically aware manner focusing upon education which advances: 1) maternal language, 2) autochthonous culture, 3) autonomous education and 4) universal access for indigenous children to national and international educational institutions.

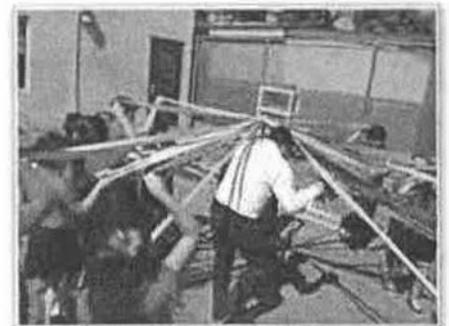
Drawing on more than 10 years experience in education, Semillas is collaborating with international educational organizations as well as state and federal authorities in Mexico and California with the intent of training indigenous teacher leaders in student-centred, linguistically aware, internationally-minded teaching.



Xinaxcalmecac (K-8) and her sister school Anahuacalmecac (9-12), collectively known as Semillas Community Schools (“Semillas”), are the only two comprehensive public schools in the City of Los Angeles that serve the intellectual and cultural needs of Indigenous children. Founded and operated by Indigenous educators, mostly from original Peoples from Mexico, Semillas provides an educational alternative for Native parents in the greater Los Angeles area, a region that boasts the highest density of Indigenous Peoples in the United States – in a way no other school attempts to address their needs.

Semillas is a non-governmental, community-based, educational organization led by Indigenous Mexican educators whose mission is to promote academic excellence rooted in the cultural and intellectual heritage of Indigenous Peoples and the advancement of social justice.

The *Xochikalmekak – Knowledge in Nahuatl Initiative* is based on the work of Semillas Community Schools and Tzicatl CDC, which represent two IB World Schools in Los Angeles California. For ten years, Semillas has engaged in the experience of community building through community-based education. As indigenous educators and parents, we know that a culturally rooted and culturally designed education not only defends the rights of our children as indigenous people, but also promotes a higher quality, more universally accessible, humanistic education for all. Over the past ten years, Semillas educational initiatives have advanced the development of international indigenous Mexican education in Los Angeles and across the continent. As you may know, Semillas is at the forefront of a national movement of indigenous peoples in the United States as indigenous educators and communities establish autonomous, community-based schools in reservations and urban centers throughout Native America. In Mexico, our work has elevated the attention given to the need for high-quality indigenous teacher preparation, and successful maternal language programs. In California, we have become the first and only school authorized by the California Department of Education to recruit and train Nahuatl language teachers as participants in the U.S.-Mexico California Department of Education (CDE) Exchange Visitor Program. Additionally, in 2009, Semillas became the first public institution to successfully authorize not one, but two, International Baccalaureate World Schools in the City of Los Angeles.





Xochikalmekak – Knowledge in Nahuatl Initiative

Participants in the *Xochikalmekak – Knowledge in Nahuatl Initiative* receive training in the form of workshops and mentoring over a two year period. The goal is to build a first generation of leaders who can propagate exponential change as future trainers and coordinators of model schools both in Los Angeles, California and in communities of origin in Mexico and abroad. The *Xochikalmekak – Knowledge in Nahuatl Initiative* will also work with administrators in 20 selected indigenous schools in Morelos and Guerrero to help them develop the leadership strategies and pedagogical understanding to support student-centred, linguistically aware teaching.



The *Xochikalmekak – Knowledge in Nahuatl Initiative* consists of two parallel areas of training:

- 1) **Teaching well, in any language** The study and application of effective, student-centered teaching as a way of making lessons more engaging, relevant and intercultural, and
- 2) **Teaching Nahuatl** The language's grammar, effective means of teaching it, cultural significance of the language for Nahuatl-speaking peoples, as well as the profound philosophical and spiritual connections between the Nahuatl language and mathematics.

The ultimate beneficiaries of the project are the children of Mexican migrants to the United States as well as children being taught in indigenous schools in Mexico. The Initiative aims to assist teacher leaders within Nahuatl speaking communities in Mexico to improve the way teachers within their schools teach, and students within their classrooms learn.

Participating schools represent some of the more economically deprived schools in the Mexico. For the most part, schools are located in rural areas, though some are in small towns. Teachers from these schools are chosen based on criteria emphasizing initiative, skills, and respect among colleagues and administration.



The *Xochikalmekak – Knowledge in Nahuatl Initiative* has advanced the the work of Semillas Community

Goal

To improve educational outcomes and language proficiency for indigenous children in Nahuatl-speaking communities of Mexico and the United States.

Objectives

1. To provide teacher training for Nahuatl-speaking teacher leaders (from 20 schools), focusing on the fundamentals of student-centered education, together with strategies for incorporating Nahuatl language acquisition and maintenance within the curriculum.
2. To train Nahuatl-speaking teachers in Nahuatl grammar, ancestral culture, and traditional mathematical theory and application.
3. To provide training to administrators working in indigenous education focusing on methods to support student-centered and Nahuatl-based learning.
4. To increase the availability of Nahuatl-language resources to the indigenous schools in the *Initiative*.

Semillas through the *Xochikalmekak – Knowledge in Nahuatl Initiative* currently works with four Nahuatl speaking communities to develop practical, community-centred approaches to learning that draw upon the knowledge and wisdom of elders in the community and connect children to their grandparents and wider family. The *Xochikalmekak – Knowledge in Nahuatl Initiative* stresses pride in one's culture and the importance of strong language skills to mediate and exchange ideas across cultures for the benefit of Nahuatl-speaking people and for Mexico as a whole—linguistic *addition*, rather than subtraction.





XOCHIKALMEKAK

The Knowledge in Nahuatl Initiative:

El Re-Encuentro sobre la Educación en Nahuatl

In late 2009, representatives of the International Baccalaureate traveled to Mexico to follow up on months of initial contacts. Semillas has since then continued talks with IB World Schools in Mexico and in the United States, which led to the development of a full proposal for an 18-month project in which the whole IB global community would participate.

In August of this year (2012), and with the support of the General Coordination for Intercultural and Bilingual Education, Secretary of Education, the community-based network of Nepohualtintzi practitioners, the office of Bilingual, Migrant Education (PROBEM) in the state of Morelos, Mexico and Semillas convened twenty-five educators in Mexico City and in Xochicalco, Morelos for the international theme of the Project of Promotion of Education in Mexican Nahuatl.

Several agreements were established over the methodology of the meeting:

- 1) Conduct the meeting in Nahuatl with Spanish translation for non-speakers.
- 2) Include direct experiences in ancestral sites with official interpretations and oral tradition guided by elders of the area.
- 3) Share the space of dialogue between teachers, administrators and cultural experts.
- 4) Include cultural exchange through songs, stories and social gatherings.
- 5) Conceive of the experience of Xinaxcalmecac and Anahuacalmecac in Los Angeles, California as both valuable praxis and as a model design.



From Xinaxcalmecac to Xochicalco and Back

In December 2012, at the invitation and with the sponsorship of PROBEM in Morelos, Mexico under the leadership of Laura Penalosa, Semillas was invited to return to the ancestral ceremonial site of Xochicalco, Morelos to conduct a second gathering of Nahuatl educators to coincide with the winter solstice and ceremonial honoring of the Mayan calendar count renewals. Over twenty educators participated in this successful gathering that yielded among other experiences a Student Profile based upon the values enshrined in an important story from the Nahuatl oral tradition kept by Tata Cuaxtle Evodio of Copalillo, Guerrero, Mexico.



The stage is set now for the third international gathering of Nahuatl educators. Semillas envisions this gathering, or *Re-Encuentro* taking place in Los Angeles, California with the support of local educational authorities and university institutions over the summer of 2013. This unique opportunity to host the *Xochikalmekak – Knowledge in Nahuatl Initiative Re-Encuentro* is a historic opportunity to both expand and improve education for hundreds of thousands of indigenous students in Mexico AND enhance the study of Nahuatl language, writing and knowledge about the continuing legacy of Toltec Peoples on this continent. University level research and instruction in the areas of Mesoamerican, Chicana/o, Mexican and Native American studies would benefit greatly from a sustained and informed relation with the over 1.5 million Nahuatl speaking survivors of the

colonization and domination of Indigenous Mexico, or Anahuac. Most importantly, the continued attention to the future of our next generation and the continuity of a viable system of community-based education in Nahuatl will define a precedent setting difference between the passive observation of the demise of one of the world's most renowned sources precious knowledge and the assertion of the internationally recognized rights to peace with justice and dignity, including language and culture, for all Indigenous Peoples.



Towards an Aztec Multidimensional Learner Profile

Makuilxochitl tlamachilisponajle:

Flowering knowledge of the five petaled flower

- Tlamachioltentle – Terminal knowledge
- Tlamachilistlasalojle – Transdisciplinary knowledge
- Tlamachilischualyiotl - Praxis
- Nechikottlamachilis – Holistic knowledge
- Tlamachiotekipanotilistli – Life-long knowledge



	<u>Tlamachioltentle</u>	<u>Tlamachilistlasalojle</u>	<u>Tlamachilischualyiotl</u>	<u>Nechikottlamachilis</u>	<u>Tlamachiotekipanotilistli</u>
	TERMINAL	EN CE	PRAXIS	CONJUNTO	VIVENCIAL
Yolchikualistli Fortitude					
Nemilistle Integrity					
Yolyemanilistle Tranquility	 The Knowledge in Nahuatl Initiative: <i>Toward an Aztec Multidimensional Learner Profile</i> Makuilxochitl tlamachilisponajle This reconceptualization of what we seek as the qualitative results of the learner's experience is a values-based guide for teachers as well as learners. This table is only a linear representation of the matrix of the learning experience, which can occur at any point, over time, in any setting, formal and informal.				
Temakani Reciprocity					
Nektokilistle Honesty					
Tekakilistle Trustworthy?					
Tejchiuile Service					
Tlajtlakolte Meticulous					
Tlajtolmatkalistli Communicator					
Tlajtoltilistle Inquirer					
Tekiyolistle Comunal					