

## Inclusive Classrooms: Three Perspectives and Strategies

Consistent with a focus on challenges and opportunities in diversifying our field, its students, and its teachers, the CAMWS Committee on Diversity and Inclusion proposes a panel of three excellent secondary teachers whose work is illustrative of the landscape.

One of our three panelists is a “nerdy white girl” with close to 25 years of experience, at both parochial and public schools, in encouraging students of color to study and to continue studying Latin. Another is chair of a classics department at a public charter school that requires Latin for the more than 800 students (grades 5 – 12) in its two campuses. And our third is a Latin teacher at a progressive independent secondary school “embracing change” The experiences vary. Each inevitably brings personal experiences and unconscious biases into the best of intentions. Each has the opportunity of bringing contemporary topics (slavery, gender, gender identification, globalization, and environmental consciousness) into a Latin classroom]. Each must appeal to varying levels of student interest, sometimes conflicting school and parent expectations, and professional honesty to a broadening definition of our field. Each has been wonderfully successful.

Our approach will be three papers of no more than 12 – 15 minutes each, followed by lively discussion with members of the audience.