Title: Pedagogies of Care, Dignity, Love, and Respect: An Epistle to Our Future  
Authors: Keisha L. Green, Justin A. Coles, Jamila Lyiscott, and Esther O. Ohito  
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In "Pedagogies of Care, Dignity, Love, and Respect: An Epistle to Our Future," authors Keisha L. Green, Justin A. Coles, Jamila Lyiscott, and Esther O. Ohito present a compelling argument for integrating principles of care, dignity, love, and respect in educational practices. The article underscores the dehumanizing experiences of marginalized students, highlighting incidents of racial and cultural insensitivity in schools. The authors call for an educational framework that not only acknowledges but actively resists the erasure and dehumanization faced by Black, Brown, and Indigenous students.  
  
The authors advocate for a pedagogy rooted in a "love ethic," inspired by bell hooks, which encompasses care, respect, knowledge, integrity, and cooperation. They emphasize the importance of love as a political act in education, proposing that authentic care and dignity in teaching can foster a transformative and healing environment for students and teachers alike.  
  
The article also explores various examples of how communities and educators can cultivate such an environment. These include the concept of "life-giving pedagogy" that emphasizes interdependence and racialized healing, as discussed by Mia A. Sosa-Provencio and colleagues. Another example is the strategic resistance to linguistic surveillance practiced by Latinx transfronterizx families, as examined by Idalia Nuñez.  
  
The importance of addressing and embracing the emotional work of teacher candidates of color is highlighted by Jihea Maddamsetti, who argues for the acknowledgment of the racialized emotional labor these educators endure. Additionally, the necessity of recognizing the inherent dignity in all students, particularly those with disabilities, is discussed by Margaret R. Beneke and colleagues.  
  
In conclusion, the authors stress the ongoing need for educators to embrace and practice care, dignity, love, and respect, not only as ethical imperatives but as foundational elements for achieving equity and excellence in education.  
  
Key Terms and Definitions:

1. Love Ethic: A principle that involves showing care, respect, knowledge, integrity, and the will to cooperate, proposed by bell hooks.
2. Life-giving Pedagogy: Educational practices that emphasize interdependence and racialized healing.
3. Linguistic Surveillance: The monitoring and regulation of language use, particularly in marginalized communities.
4. Racialized Emotional Labor: The emotional work that individuals, especially educators of color, perform in navigating and resisting racialized experiences in educational settings.
5. Dignity Work: Efforts to recognize and affirm the inherent dignity of all students, especially those from marginalized backgrounds.
6. Critical Theory of Love as Justice Work: A concept that frames love as an active and political force in the pursuit of social justice. This theory emphasizes that love is not just an emotion but a practice that involves fighting against injustices, inequalities, and dehumanization, especially within educational contexts.
7. Restorative Pedagogy: An educational approach that focuses on building relationships and community, repairing harm, and restoring relationships when wrongdoing occurs. Restorative pedagogy seeks to create a supportive and inclusive learning environment where all members feel valued and respected, emphasizing healing and reconciliation over punishment.