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**How I found more overt ways to bring social justice to action in
my secondary disciplinary literacies methods course**

Problem: The purpose of this oral presentation reflects how I transformed my literacy course with the goal of building a more empathetic, inclusive and just society, aligned to themes in Condition 5 and 11. One example includes how I used the social justice (SJ) standards expressed within "Teaching Tolerance" for the first time and required teacher candidates to write lesson plan objectives using these SJ standards within their discipline area, coupled with literacy strategies.

Method: My self-study was inspired after my colleagues and I redesigned our teacher education program to include a SJ mission. Forced to examine my own practice towards this mission, I asked: "How can I more overtly address SJ in my literacy course?" I used qualitative self-study methods to examine my understandings, curricular changes, student outcomes, and my transformation. Data sources included: a) transcripts from each class, b) artefacts, and c) researcher's journal.

Findings: Analysis identified four themes: identity, diversity, justice, and action. Comparing the findings to my previous courses, significant transformation in my practice was largely due to these SJ standards and my ability to work through the tensions I faced.