

## NOAH E. ROMERO

Franklin Patterson Hall # 209  
893 West Street Amherst, MA 01002  
415-503-7320 | [nerCSI@hampshire.edu](mailto:nerCSI@hampshire.edu) | [noahromero.org](http://noahromero.org)

### EDUCATION

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- 2023**      **PhD in Education**  
University of Auckland  
Critical Studies in Education/Māori and Indigenous Education (dual concentration)
- 2016**      **MA in Education**  
University of San Francisco  
International and Multicultural Education
- 2008**      **BA in Communication Studies**  
University of San Francisco

### PROFESSIONAL APPOINTMENTS

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- 2023 – present**   **Five College Assistant Professor of Native American and Indigenous Studies**  
Hampshire College  
School of Critical Social Inquiry
- 2023 – present**   **Affiliated Faculty**  
Center for Braiding Indigenous Knowledge and Science (CBIKS)  
University of Massachusetts, Amherst
- Affiliated Faculty**  
University of Nevada, Las Vegas  
The Dr. Porter Lee Troutman, Jr. Center for Multicultural Education
- 2022 – 2023**      **Postdoctoral Scholar of Educator Preparation**  
University of Nevada, Las Vegas  
Department of Teaching and Learning, College of Education

### PUBLICATIONS

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#### Books

Romero, N. (2024, in press). *Decolonial underground pedagogy: Unschooling and subcultural learning for peace and human rights*. London: Bloomsbury.

#### Journal Articles

Romero, N. (2024, in press). Toward a decolonial underground pedagogy. *Knowledge Cultures*.

- Romero, N., Koerber, N., Fasching-Varner, K., & Schrader, P.G. (2023, in press). Relational autonomy in teacher education: Advancing teacher preparation through Indigenous and decolonizing education. *Cultural and Pedagogical Inquiry*.
- Estellés, M., Romero, N., Mutch, C., & Tatebe, J. (2023) Pasifika girls' resisting the regime of safety in New Zealand schools. *Globalisation, Societies and Education*. DOI: <https://doi.org/10.1080/14767724.2023.2191931>
- Romero, N., Grant, W., & Estellés, M. (2022). Theorizing Māori-Philippine solidarities through agential realism and punk rock pedagogy. *Research in Education*. DOI: <https://doi.org/10.1177/000345237221110917>
- Romero, N. & Mutch, C. (2022). A toy bear in lockdown, child-parent attachment, and hegemonic peer-orientation. *Waikato Journal of Education*. DOI: <https://doi.org/10.15663/wje.v26i1.906>
- Romero, N. & Yellowhorse, S. (2021). Unschooling and Indigenous education. *Humanities*. <https://doi.org/10.3390/h10040125>
- Romero, N. (2021). Kalayaan, katarungan, karangalan and kapwa: A provisional exploration of children's responses to the Covid-19 pandemic through Indigenous Philippine virtue ethics. *Journal of Pastoral Care in Education*. <https://doi.org/10.1080/02643944.2021.1951340>
- Romero, N. (2021). Punk rock's messages for the neoliberal university. *Journal of Educational Administration and History*. <https://doi.org/10.1080/00220620.2021.1925229>
- Romero, N. (2021). You're skating on native land: Queering and decolonizing skate pedagogy. *Cultural and Pedagogical Inquiry*. <http://doi.org/10.18733/cpi29548>
- Romero, N. (2020). Punx up, bros down: Defending free speech through punk rock pedagogy. *Educational Philosophy and Theory*. <https://doi.org/10.1080/00131857.2020.1738923>
- Romero, N. (2019). Pilipinx becoming, punk rock pedagogy, and the new materialism. *International Education Journal: Comparative Perspectives*, 18(2), 40-54.
- Romero, N. (2018). Toward a critical unschooling pedagogy. *Journal of Unschooling and Alternative Learning*, 23(12), 56-71.

### Encyclopedia Entries

- Romero, N. (2020). Postcolonial philosophy of education in the Philippines. *Oxford Research Encyclopedia of Education*. Oxford: Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1575>

### Policy Papers

- Koerber, N., Romero, N., & Delgado, G., & Fasching-Varner, K. (2022). Addressing the teacher

shortage: The Nevada Educator Preparation Institute & Collaborative (NV-EPIC) as Educator Preparation Accompaniment. *Policy Issues in Nevada Education*, 5(2). Las Vegas, NV: National Institute for the Advancement of Education, UNLV Center for Research, Evaluation, and Assessment. [http://crea.sites.unlv.edu/wp-content/uploads/2022/11/PINE\\_Addressing-the-Teacher-Shortage-Full-Paper-Final-Online-Version.pdf](http://crea.sites.unlv.edu/wp-content/uploads/2022/11/PINE_Addressing-the-Teacher-Shortage-Full-Paper-Final-Online-Version.pdf)

## Book Chapters

Pasley, A., Romero, N., Jaramillo-Aristizabal, A. (2023, in press). More-than-posthuman: On the tensions of posthumanism in a postcolonial world. *Critical Posthumanism and Education: Key Debates, Theoretical Perspectives, and Pedagogies*.

Mutch, C. & Romero, N. (2022). Using visual images to explore young children's responses to the Covid-19 lockdowns in New Zealand. *Utilizing Visual Representation in Educational Research*.

Romero, N. (2021). Toward a critical unschooling praxis. In English, R. (Ed.). *Global perspectives on home education in the 21<sup>st</sup> century*, 65-75. IGI Global. <https://doi.org/10.4018/978-1-7998-6681-7.ch005>

Romero, N. (2016). Rise above: Filipina/o-American studies and punk rock pedagogy. In Sandoval, D., Ratcliff, A., Buenavista, T., & Marín, R. (Eds.). *"White" washing American education: The new culture wars in ethnic studies*. Santa Barbara, CA: Praeger.

## Book Reviews and Editorials

Romero, N., Thompson, A., & Mutch, C. (2022). Editorial: Education in turbulent times. *Pacific Asian Education*, 33(1), 1-6.

Mutch, C., Tatebe, J., Estellés, M. & Romero, N. (2021) Editorial: a pedagogy of love and care in the time of Covid-19. *Pastoral Care in Education*, 39(3), 175-177. DOI: [10.1080/02643944.2021.1966227](https://doi.org/10.1080/02643944.2021.1966227)

Romero, N. (2017). Book review: Human rights education: Theory, research, and praxis. *International Journal of Human Rights Education*, 1(1), 1-4.

## Journals, Guest Editing

Romero, N., Mutch, C., & Grant, W. (Eds.) (2024). The remembered children of Maui: Pedagogies of Indigenous solidarity in Australasia, Oceania, and Southeast Asia. *Cultural and Pedagogical Inquiry*.

Romero, N., Thompson, A., & Mutch, C. (Eds.) (2022). Education in turbulent times. *Pacific-Asian Education*.

Mutch, C., Estellés, M., Romero, N., & Tatebe, J. (Eds.) (2021). A pedagogy of love and care in the time of Covid-19. *Pastoral Care in Education*

## PRESENTATIONS

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### Keynotes and Peer-Reviewed Conference Papers

- Romero, N. (2024). Rez metal as decolonial underground pedagogy for a third space of sovereignty. *American Educational Research Association Annual Meeting*. Philadelphia, PA.
- Romero, N. (2023). Decolonial underground pedagogy: Decolonizing education through subcultural teaching and learning. *American Educational Research Association (AERA) Annual Meeting*. Chicago, IL.
- Romero, N. (2023). Theorizing Māori-Philippine solidarities through punk rock pedagogy. *American Educational Research Association (AERA) Annual Meeting*. Chicago, IL.
- Romero, N. (2022). Decolonizing pedagogies: Unschooling and Indigenous education. *Center for Humanistic Inquiry*. Amherst College, Amherst, MA.
- Romero, N. (2022). Keynote address: Queering gender, race, and Indigeneity toward a decolonial unschooling. *Northeast Unschooling Conference*. Hampshire College, Amherst, MA.
- Romero, N. (2021). The remembered children of Maui: Theorizing public pedagogies in Aotearoa through Indigenous Philippine philosophy. *New Zealand Association for Research in Education (NZARE)*. Victoria University of Wellington, Wellington, NZ.
- Romero, N. (2021). Disabled BIPOC in SDE: Unschooling autonomy and crippling postcolonialism. *Disability Studies Conference*. University of Auckland, Auckland, NZ.
- Romero, N. (2021). Kapwa: Being for the other in Indigenous Philippine Psychology. *Educational Psychology Forum*. University of Otago, Dunedin, NZ.
- Romero, N. (2020). Critical unschooling: Pedagogy and praxis. *Oceania Comparative and International Education Society (OCIES) Virtual Conference*.
- Romero, N. (2020). Gender panics, White nationalism, and the Philippine diaspora. *New Zealand Association for Research in Education (NZARE) Virtual Conference*.
- Romero, N. (2020). Decolonizing self-directed education. *Summit on Education for Democracy: Research, Policy, Practice and Activism*. University of Southern Queensland, Ipswich, AUS. (conference postponed)
- Romero, N. (2020), Free speech, human rights, and punk rock pedagogy. *Summit on Education for*

*Democracy: Research, Policy, Practice and Activism*. University of Southern Queensland, Ipswich, AUS. (conference postponed)

Romero, N. (2020) Critical Unschooling: Critiques and futures [Paper Session]. *American Educational Research Association (AERA) Annual Meeting*. San Francisco, CA, <http://tinyurl.com/rbxnqbc> (conference cancelled)

Romero, N. (2020). Dominate, undermine, dismiss: A material-discursive model of oppression and its relational becoming. *Educational Psychology Forum*. Massey University, Palmerston North, NZ.

Romero, N. (2019). A new world blossoming: Punk rock, agential realism, and the Pilipinx diaspora. *Australian Association for Research in Education (AARE)*. Queensland University of Technology, Brisbane, AUS.

Romero, N. (2019). Awakening from the deepest sleep: Diffracting Pilipinx becoming through punk rock pedagogy. *Oceania Comparative and International Education Society (OCIES)*. National University of Samoa, Apia, Samoa. (conference cancelled)

Romero, N. (2019). Critical unschooling messages for the mainstream. *New Zealand Association for Research in Education (NZARE)*. University of Canterbury, Christchurch, NZ.

Romero, N. (2019). Critical allyship and the countercultural counternarrative. *The Inclusive Education Summit*. University of Auckland. Auckland, NZ.

Romero, N. (2019). Critical unschooling, decolonization, and agential realism. *Faculty of Education and Social Welfare Doctoral and Postgraduate Symposium*. University of Auckland, Auckland, NZ.

Romero, N. (2019). Schooling and the modern/colonial gender system. *Rainbow Research Symposium*. University of Auckland, Auckland, NZ.

Romero, N. (2018). Critical unschooling: Decolonizing (through) self-directed education. *Oceania Comparative and International Education Society (OCIES)*. Victoria University of Wellington, Wellington, NZ.

Romero, N. (2017). Screams from the underground: Punk rock, pedagogy, and decolonization. *Asian Pacific Americans in Higher Education (APAHE)*. Oakland, CA, USA.

Romero, N. & Avila, M. (2015). Critical pedagogy, decolonization, and the model minority myth. *Asian Pacific Americans in Higher Education (APAHE)*. San Francisco, CA, USA.

### **Invited Talks and Guest Lectures**

Romero, N. (2023). Emergent pedagogy: Lessons from informal learning. *Scholarship in Practice Seminars*. University of Nevada, Las Vegas.

Romero, N. (2023). Talking back to the Ancestors: Ancestral communion as decolonial praxis. *Five College Asian Pacific American Studies Works-in-progress Sessions*. Five Colleges Consortium.

- Romero, N. (2023). Decolonial Underground Pedagogy: Decolonizing education through subcultural learning. *Indigenous Education Speakers' Series*. University of Wisconsin-Madison.
- Romero, N. (2023). Decolonizing teaching and introducing Indigenous Education. *Department of Ethnic Studies Invited Talks*. California State University, East Bay.
- Romero, N. (2022). Unsettling teacher preparation through critical race theory, post-humanism, and decolonial feminism (roundtable discussion). *Center for Humanistic Inquiry*. Amherst College, Amherst, MA.
- Romero, N. (2022). An introduction to decolonizing education. *International and Comparative Studies in Education*. University of Nevada, Las Vegas, Las Vegas, NV.
- Romero, N. (2022). From land acknowledgements to #landback. *Northeast Unschooling Conference*. Hampshire College, Amherst, MA.
- Romero, N. (2022). Decolonizing the self, decolonizing self-directed education. *Northeast Unschooling Conference*. Hampshire College, Amherst, MA.
- Romero, N. (2022). Decolonizing (education) is not a metaphor. *Critical pedagogy in higher education*. University of San Francisco.
- Mutch, C. & Romero, N. (2021). Young children's responses to Covid-19. *Early Childhood Seminar Series*. University of Auckland, Auckland, NZ.
- Romero, N. (2021). Decolonizing critical feminist leadership through Moana/Indigenous feminisms. *Critical feminist leadership*. University of San Francisco, San Francisco, CA.
- Romero, N. (2021). Fa'a Sāmoa, te ao Māori, and Indigenous approaches to intercultural communication. *Intercultural Competence*. Auckland University of Technology, Auckland, NZ.
- Romero, N. (2021). Nonhierarchical learning, Indigenous Philippine theories, and a praxis of decolonial healing. *Indigenous Communications Seminars*. University of Auckland. Auckland, NZ.
- Romero, N. (2021). Punk rock, DIY, and the Philippine diaspora. *Hamilton Zinefest*. Hamilton, NZ.
- Romero, N. (2021). Pakapa-kapa: Indigenous Philippine research methods. *Kirikiriōa Conversations*. University of Waikato. Hamilton, NZ.
- Romero, N., Grant, W., Jensen, A., & Te Pania, C. (2020). Indigenous punk 101: Punk rock, indigeneity, and mātauranga Māori (Māori knowledge). *Mesaverse*. Hamilton, NZ.
- Romero, N. (2020). Mana wāhine: Māori approaches to feminist leadership. *Women in Management*. University of San Francisco. San Francisco, CA.
- Romero, N. & Ibeka, V. (2020). The teaching portfolio. *Doctoral Academic Leadership Initiative*. University of Auckland. Auckland, NZ.

Romero, N., Christina, E.; Bokhari, S., & Yellowhorse, S. (2020). CircleOut: Winners of the Velocity Innovation Challenge COVID-19 Social Innovation Prize. *Education and Social Welfare Faculty Meeting*. University of Auckland. Auckland, NZ.

Romero, N. (2018). Critical unchooling: Theory into practice. *Schools, Community, and Society*. University of San Francisco. San Francisco, CA, USA.

Romero, N., Bañales, X., Sandoval, D., and Gonzalez, P. (2017). White-washing American education: The new culture wars in Ethnic Studies. *UC Berkeley Ethnic Studies Symposium Series*. University of California, Berkeley. Berkeley, CA, USA.

Romero, N. & Tu, D.L., and Yang, K. (2016). Black Lives Matter and Asian Pacific American solidarity. *APASA Race Talks*. University of California, Berkeley. Berkeley, CA, USA.

Romero, N. & Tu, D.L. (2016). The Peter Liang controversy. *APASA Race Talks*. University of California, Berkeley. Berkeley, CA, USA.

## TEACHING

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<b>2023 – present</b>	Hampshire College <i>Indigenous and Decolonizing Education</i> <i>Decolonial Undergrounds: Indigenous Sovereignty, Self-Determination, and Liberation through Subculture</i> <i>Indigenous and Decolonizing Pedagogy</i> <i>Critical Indigenous Studies</i> <i>Education for Liberation: Decolonizing Teaching and Learning (Fall 2024)</i> <i>Global South Perspectives on Indigenous Liberation (Fall 2024)</i> <i>Human Rights Education: Theory and Praxis (Spring 2025)</i>
<b>2022 - present</b>	University of Nevada, Las Vegas <i>Multicultural Education</i>
<b>2019 - 2021</b>	University of Auckland <i>Learning Sexualities</i>
<b>2016 - 2018</b>	University of San Francisco (Graduate Teaching Assistant) <i>Schools, Community, and Society</i> <i>Peace, Conflict, and Education in Global Contexts</i> <i>Theoretical Foundations in International and Multicultural Education</i> <i>Human Rights Education: History, Philosophy, and Current Debates</i>

## FUNDING & AWARDS

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BIPOC Faculty Grant Hampshire College, \$5000	2023
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Five College Consortium New Faculty Grant Five Colleges, Incorporated, \$6000	2023
Nominee - Vice Chancellor's Prize for Best Doctoral Thesis University of Auckland	2023
Center for Humanistic Inquiry Honorarium Amherst College, \$500	2022
Center for Teaching and Learning Honorarium Amherst College, \$250	2022
Postdoctoral Scholar Start-up Funding University of Nevada, Las Vegas, \$4000	2022
University of Auckland Doctoral Scholarship University of Auckland, \$37,000 p.a. (\$136,500 total)	2018 - 2022
University Review Chairperson Honorarium Nueva Ecija University of Science and Technology, \$900	2021
UNESCO Minor Grant New Zealand National Commission for UNESCO, \$5000	2021
Centre for Arts and Social Transformation Honorarium UNESCO/University of Auckland, \$500	2021
Academic Career Advancement Award University of Auckland, \$2,000	2020
Velocity Innovation Challenge COVID-19 Social Enterprise Award University of Auckland, \$1,000	2020
Performance Based Research Fund Grant University of Auckland, \$600	2020
Oxford Research Encyclopedia Honorarium Oxford University Press, \$250	2020
Poststructural Theory SIG Competitive Grant Australian Association of Research in Education, \$500	2019
New and Emerging Researcher Scholarship Oceania Comparative and International Education Society, \$500	2018
Social Justice Scholarship University of San Francisco, \$3,900	2017



## **MEDIA APPEARANCES**

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Romero, N. (2020, August 31). Home education and 'unschooling' could very well be the way forward. *EducationHQ News*. Retrieved from: <https://educationhq.com/news/home-education-and-unschooling-could-very-well-be-the-way-forward-81268/>

Lucas, F. (2020, August 17). Uni of Auckland student innovation could change the way children connect while online. *The Sector*. Retrieved from: <https://thesector.com.au/2020/08/17/uni-of-auckland-student-innovation-could-change-the-way-children-connect-while-online/>

Uzgun, D. (2020, July 28). Potential game-changing digital learning platform focuses on kids self-directing. *Education HQ News*. Retrieved from: <https://educationhq.com/news/potential-game-changing-digital-learning-platform-focuses-on-kids-self-directing-79758/>

Gallagher, E. (2020, July 10). Innovation meets education. *University of Auckland News*. Retrieved from: <https://www.auckland.ac.nz/en/news/2020/07/10/innovation-meets-education.html/>

Centre for Innovation and Entrepreneurship (2020, May 28). *CIE Newsroom*. University community rises to the challenge of creating solutions for New Zealand's problems. Retrieved from: <https://www.cie.auckland.ac.nz/newsroom/university-community-rises-to-the-challenge-of-creating-solutions-for-new-zealands-problems/>

## **PROFESSIONAL SERVICE AND EMPLOYMENT**

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Co-Chair, Five College Asian/Pacific/American Studies Program

Thematic Working Group Member, Formal and Informal Science Education Working Group  
Center for Braiding Indigenous Knowledge and Science (CBIKS)  
University of Massachusetts, Amherst, 2023 – present

Independent Study Supervisor, *Decolonizing Anti-fascist/Fight the right Movements*  
Hampshire College, Spring 2023

Independent Study Supervisor, *Guaraní: Indigenous Language(s) and Histories*  
Hampshire College, Fall 2023

Independent Study Supervisor, *Modular community housing in Inner Mongolia*  
Hampshire College, Fall 2023

Doctoral Internship Advisor, *The Beauty and Power of Black Hair*, University of Nevada, Las Vegas, Fall 2022

Instructional Faculty, University of Nevada, Las Vegas, 2022-present

Consultant and Policy Analyst, Papatoetoe East Primary School, 2021

Affiliated Researcher, Center for Indigenous Peoples Education, Nueva Ecija University of Science and Technology, Philippines, 2021

Assistant Director of Academic Affairs and Director of the Public Policy and International Affairs Junior Summer Institute, UC Berkeley Goldman School of Public Policy, 2016-2018

Chair, UC Berkeley Public Policy and International Affairs Junior Summer Institute Admissions Committee, 2016-2018

Student Services Advisor, University of California, Berkeley, 2013-2016  
 Student Services + University Relations Officer, Lorenzo de' Medici Institute, 2011-2013  
 Director of Development, Cinema41, 2010-2012  
 Advisory Board Member, Northeast Unschooling Conference, 2022-present  
 Assistant Managing Editor, International Journal of Human Rights Education, 2016-2018  
 Copy Editor, First American Arts Magazine, 2023-present  
 Guest Editor, Cultural and Pedagogical Inquiry, 2021-present  
 Guest Editor, Pacific-Asian Education, 2021-present  
 Guest Editor, Journal of Pastoral Care in Education, 2020-present  
 Reviewer, Curriculum Matters, 2022- present  
 Reviewer, Gifted Education International, 2022- present  
 Reviewer, Research in Education, 2021-present  
 Reviewer, Journal of Homosexuality, 2020-present  
 Reviewer, Pastoral Care in Education, 2020-present  
 Reviewer, Studies in Higher Education, 2020-present  
 Reviewer, Global Perspectives on Home Education in the 21<sup>st</sup> Century, 2020  
 Reviewer, Educational Philosophy and Theory, 2018-present  
 Reviewer, International Education Journal: Comparative Perspectives, 2018-present  
 Reviewer, Whiteness and Education, 2023 - present  
 Reviewer, Session Discussant, and Chair, American Educational Research Association, 2021-present  
     Division G – Social Context of Education  
     Indigenous Peoples of the Pacific SIG  
     Indigenous Peoples of the Americas SIG  
 Session Chair, Australian Association for Research in Education Conference, 2019  
 Session Chair and Discussant, American Educational Research Association, 2022-present  
     Indigenous Peoples of the Americas SIG  
     International Studies SIG

## **SERVICE TO DEPARTMENT, COLLEGE, AND UNIVERSITY**

Member, Decolonization and Reciprocity Working Group  
     Hampshire College, 2023 – present  
 Member, Academic Freedom Working Group  
     Hampshire College, 2023 – present  
 Member, Faculty for Justice in Palestine  
     Hampshire College, 2023 - present  
 Co-Chair, Center for Multicultural Education Skate Pedagogy Initiative  
     University of Nevada, Las Vegas, 2022-present  
 Coordinator, Global Education and Mental Health Working Group  
     University of Nevada, Las Vegas, 2022-present  
 Chair, Social/Education Research Panel, University Research Review  
     Nueva Ecija University of Technology, 2021  
 Postgraduate Representative, Critical Studies in Education Postgraduate Committee  
     University of Auckland, 2019- 2021  
 Fellow, Doctoral Academic Leadership Initiative  
     University of Auckland, 2020  
 Panelist, College of Graduate Studies Doctoral Workshops,

University of Auckland 2020-2022  
Education & Advocacy Co-chair, Asian Pacific American Staff Association  
University of California Berkeley, 2016-2018

## **AFFILIATIONS**

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American Educational Research Association (AERA)  
Australian Association for Research in Education (AARE)  
New Zealand Association for Research in Education (NZARE)  
Oceania Comparative and International Education Society (OCIES)  
Philosophy of Education Society of Australasia (PESA)

## **LANGUAGES**

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English (fluent)  
Filipino/Tagalog (fluent)  
Spanish (intermediate)  
Māori (basic)