

ECS311 HOST Summary & Reflections

Name: **Carina de Paz**

Date: **23 October 2018**

Chapter/Topic:

1. Creating Classrooms for Equity & Social Justice p. 157 - 162
2. Curriculum is Everything that Happens p. 163 - 168
3. Teaching Controversial Content p. 199 - 205

My Hook for this topic:

My hook is my high school souvenir doll named Jopay. I introduced Jopay to the group and told them that Jopay is a Philippine nickname for Josephine, and it is befitting to name my doll as such since I went to St. Joseph's College, an exclusive high school for girls run by Franciscan sisters. Jopay has a school backpack with her and inside it are three cards (report card, standardized testing, and controversial issues) that I unpacked each time I asked them based on my guide questions. I initially asked my guests to cite any observations about my doll. My guest imagined that all high school students that goes to my high school were required to wear the same uniform as to what Jopay is wearing. I confirmed it and we learned that Khadar and I experienced wearing school uniforms throughout our education in our respective countries while Jacob and Laquisha never did. They also noticed that Jopay has fair skin compared to my brown skin. They wondered why such and if brown skin is dominant in my school or not. I said that most of us have brown skin, but some students were fair skinned because of the interracial marriages from history of colonialism. I told them that I have Spanish and Chinese blood but I was born with brown skin. They further discussed that Jopay looks more like a Caucasian rather than coming from the Philippines or anywhere in Asia. I then presented that our topic would revolved around how colonial curriculum and socially constructed classroom affects both the students and an emerging teacher.



REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	4/8		
	Absent	0		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

3 Key Messages or Themes (that emerged through discussion)

1. The teacher's philosophy is in constant examination to know if we are promoting a socially just, inclusive and diverse lesson.

2. The positive and negative side of Standardized testing/Mass promotion

- Khadar and I experienced a lot of standardized testing in our student life and that it gave both pressure and a guide for us to know our strengths and weaknesses.
- It may be said that we tried to avoid any form of discomfort to the students, parents, teachers and school if we retain the students. However, there should be consistent support for students who are promoted to the next higher level even if they barely meet academic expectation.
- We discussed that in Saskatchewan, it is only in high school that they started to retain a student who has academic difficulty. However, we were thinking that in high school students, may be older but they are more emotional than during elementary that may lead to more issues rather than dealing it the soonest in elementary.

3. Handling Controversial topics

- The fear of what to teach, as well as fear criticism of what you teach is common thing that new teachers have for their first few years. I learned that teachers have the authority to decide what.
- We talked about how the curriculum guides us to what is the expected outcomes and expectations that a student at a certain grade should learn.

2 Thoughtful Questions (that arose from discussion)

- a. How do you question a curriculum that you think is not addressing social justice effectively?
- b. How to merge an interdisciplinary lesson plans with socially just pedagogy?

1 Thing that Surprised You (that happened in discussion)

- Khadar's brought the topic about questioning a curriculum that we think is not addressing social justice effectively because I was thinking about the same question when I was tasked to prepare lesson for social studies in my pre-internship. Most of the textbook or resources that are often used in the classroom has a colonialized theme. Hence, I am trying to look for ways that I would prepare socially just lesson plans for Social Studies that I am really looking for allies on how to go through this predicament.

Summary of Topic Discussion: Review your jot notes and summarize the overall discussion into 1-2 short paragraphs.

From the moment I started my hook activity, our group were sharing our contentions that revolves around how the colonial curriculum and socially constructed classroom affects both the students and an emerging teacher. Khadar and I grew up somehow having a similar educational environment wherein our countries have a history of colonialism. Jacob and Laquisha openly acknowledged the marked difference of their history. With that in mind, we

all tried to reflect on how our histories have somehow influenced how a school should be and that we are altogether reflecting to redirect our mindset towards a more socially just pedagogical philosophy. On the one hand, we are all continuously pondering that despite that fact that we are gearing towards a progressive teaching philosophy, we are still bound to consider the curriculum and grading system that comes with the school system that we would belong to when we start our teaching career.

Questions: What are you wondering about now? What questions did your group have? What do you want to learn more about?

In the light of Truth and Reconciliation and promoting an Inclusive/diverse pedagogical mind frame, how would teachers be able to manage all of it in his or her daily activities in school?

Reflections: Think about your role as ‘host’. What did you learn about yourself (as teacher)? What surprised you? Were there any AHA moments? What did you do really well? What would you do differently? How would you use this strategy in an elementary classroom?

As a host, I learned that I could draw something from my experience growing up, and work experience in school. It is a good thing that I have my high school memento that reminds me of my life experiences and to continuously challenge myself and/or be in uncomfortable situation as I confront my history of colonialism. In so doing, I would be able to become more reflective in my education as a socially just teacher. I could definitely use Jopay in every opportunity that I can.

Peer-Assessment	At what level did each member of your group participate and contribute? Rating Scale: Outstanding (O); Very Good (VG); Good (G); Fair (F); Poor (P)
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List names of group members, rating & any professional & relevant comments that justify the rating.

- All actively shared their contentions and are reflective of the readings.*

1. Khadar Tawane Hilowle (Very Good)
2. Jakob Dickson (Very Good)
3. Laquisha Hackl (Very Good-Good)- Will still give me her written paper.

Name: Khadar Tawane Hilowle

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Course: ECS 311

Guest 3-2-1 Document on October 16 presentation

1. The three take away ideas from the reading.
 - I learned that classrooms can be places of hope, where students and teachers gain glimpses of the kind of society we could live in, and where student learn the academic and critical skills needed to make it a reality. The various practices of curriculum and classroom that model social classroom.
 - The good advice for a new teacher who finds a job where students are from different culture is to work hard in getting to know who their students are, establish good relationship with the families of the students. Allow the kids bring their stories to school, and ensure to locate the history and culture of the community.
 - The fear of what to teach, as well as fear of criticism of what you teach is common thing that new teachers have for their first few years. I learned that teachers have the authority to decide what to teach. Before you teach a controversial unit, inform the parents and principal explaining about what you will be teaching and how it fits in the curriculum and the standards.

2. Write about two connections you make to teaching from your personal experience as a student/ or as a pre-service teacher.
 - My first day of pre-services in the field, I had conversation with the students during the recess time and some of them were telling me their plans of Christmas holiday, one of them told me he wants to travel to the Philippines, this is now reminding me that if you open up, the kids will share with you their stories and things they value.
 - The other interesting things I noted last in the field is that kids want to know more the teachers, they were asking me how many kids do you have? How do you manage them? One of them made a connection and said my grandmother had eight kids.

3. Write one question you now have or one challenge you wish to bring forward regarding the discourse being presented in the chapter.

- How do you question a curriculum that you think is not addressing social justice effectively?

Jakob Dickson: October 16, 2018

3 Big Take Aways:

1. It is more important to try to do what you can do in the classroom to benefit your students rather than focusing on the obstacles in the way of creating a perfect classroom.
2. Staying connected with likeminded teachers in your district and making personal connections with parents will aid you in creating a classroom environment that speaks to all students. I can start making these connections right now in the university.
3. You as a teacher are the only one with the authority and capability to teach how you want to and what you want to as long as you meet the curriculum in some way.

2 Connections:

1. In my early education, there were many students who did not see themselves in the curriculum they were being taught and, because of this, struggled immensely in school. Before taking these kinds of classes in university, I always thought that it was because these students were problem children or something along those lines. I now realize what it was that those students were missing when they came into the classroom. I also realize that I didn't see this back then because I was very accustomed to the "traditional classroom" and the expectations that go along with that.
2. In my education, teachers would often say things like, "we're going to skip this chapter in the textbook, I don't like how they teach this." At the time, I never thought of this as a defiance of the system or as a teacher using their privilege to teach how they wish. Now, I am glad that I had a few teachers that were not afraid to travel off the beaten path in order to teach their students how to see fit.

1 Question

The readings state that it is imperative to form lessons around subjects' student care about. Is it also important for teachers to form their lessons around topics they care about or that they like? If you were a teacher who really liked movies, would it be acceptable to frame some lessons through the lens of film, or does a teacher's own interest have to fall to the wayside for the benefit of the students they're teaching.