

Name: Carina de Paz

Class: ECS 311

Professor: Julie Machnaik

Role: Guest

Host: Khadar

Topic: Creating Classroom Community p. 67-82  
Framing the Family Tree

### **3 Keys Messages or Themes**

- Promoting diversity in the classroom and inclusivity in the classroom. The readings make me recall lessons of Treaty Education and TRC call to action, Racisms and discriminations., LGBTQ and white privilege. How the reading and the lessons that I have from my previous classes enables me to see that it entails a lot of work to ensure that my students would feel accepted and secure and it is one of my utmost responsibility that I inculcate this kind of environment.
- A curriculum with empathy.
  - Classroom community is not always synonymous with warmth and harmony that as much as a teacher wanted to have
  - Part of my schedule is to create a room that would keep in touch with my students. I would not only plan my schedules to teach but to spend a time to develop rapport with my students.
  - The diversity of students in the classroom
  - How to enable the students to stand up against bullying.
- Sharing personal stories:
  - Sharing personal stories is one way to build community inside the classroom. As a teacher, I should provide a venue for my students and I to share personal stories to each other, if they are comfortable to do so. I find it sharing stories develop a more profound understanding of each other and to know what are underlying factors that may hamper a child to become more effective in the classroom. I agree about our discussion that as a teacher, we have to learn

### **2 Thoughtful Questions**

- There are issues of at-risk students that may become violent in school. Could there be an extra training for teachers and interns on how to de-escalate students with violent behaviour?
- There are times that we might handle at-risk students who could be members of a gang. As teachers, how are we protected from different gang members in the community when we are trying to guide the students in making proactive choices?

### **1 Thing that Surprised You**

I have been living here in Canada for 6 years now and it amazed me how there is a marked improvement on how the community approach the Truth and Reconciliation Call to Action. I arrived here with lots of questions about the situation of Indigenous community and how that affects the schooling and I am witnessing how the school shows great effort to be more inclusive and making it a safe and secure learning environment

Name: Carina de Paz

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Professor: Julie Machnaik

Host: Jakob

My Role: Guest

**Topic: Time to Learn p. 9.-19; Teaching for Social Studies p. 35.37; 12 Tips for New Teachers 39-42**

### **3 Keys Messages or Themes**

- “You can present the material, but you can’t make me care.” Jakob presented a comic picture of Calvin and Hobbes as his hook and it makes me reflect on how I would handle students with this mind frame. As a teacher, it does not matter how well prepared my materials are if my students are not ready to learn it and are instead caught up with different issues that they have to deal with everyday. With that, I have to consider giving time to reach out to my students.
- Ideals vs Reality of a classroom. As a teacher, I always have this hope to create an ideal classroom where all children are happily doing their work and I could follow the curriculum. However, reality reminds me that it is not always the case and setbacks will always occur everyday. I also have to reflect on my life as a student to remind me that it was not always the case in my classrooms growing up.
- There are a lot of teaching tips that I have learned how to handle a students from all my experience working as school counselor, educational assistant and day care assistant. However, I have learned that it is always a continuous reflection on how to consider the diversity of the needs of the child. In connection, among the 12 tips for new teachers, number 7 strikes me the most : “ Build students’ confidence in their intelligence and creativity. I’ve often heard my students call kids from the suburbs or those in AP classes “the smart kids”. Don’t let that go unchallenged. I start the year talking about “multiple Intelligences” and how “being smart” can take many forms. I find daily examples of students’ work and views to talk about as smart and intelligent”. The tip makes me reflect that I should be aware that my students will learn

### **2 Thoughtful Questions**

- Standardized Test has always been an issue in the school system regardless of the country. As much as we do not want to categorize the level of intelligence of our students, it may still be useful in guiding the students to understand themselves and help also a teacher know what kind of approach he or she will do lesson planning. With that in mind, how can we constructively use standardized test to help the learning outcomes and curriculum evaluation?
- There are many ways where we could promote social justice in the classroom. However, what are various support system at school and at home where we could help at-risk students gain a better self-concept?

## **1 Thing that Surprised You**

There has been a recent advocacy of mindfulness to help the teachers manage their overall health. The readings state that we should protect and nurture oneself as part of promoting social justice. To give ourselves the deserving social justice before we could teach social justice to our student. It does help a great deal to promote this concept to teachers so that we would less likely experience burn out in our teaching career.

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My Role: Guest

Host: Laquisha

## **Topic: Brown Kids Can't be in our club; Heather's Moms Got Married**

### **3 Keys Messages or Themes**

- The first theme of the article pertains that teachers need to acknowledge that we live in a racist society. Wherein the students and the teachers themselves typically mirror the attitudes of society that is greatly influenced by centuries-deep legacies of bias and racism.
- The second theme is that teachers can have profound conversations with their students, regardless of what age or Grade level that they are in about power, privilege, and racism in our society. More so, students, if given the opportunity, are capable of exploring rules, collect data, make inferences and form conclusions about different experiences of people on racism. Hence, teachers should provide activities or venues for students to explore a more positive mindset on skin colours and improve their interpersonal relationships in school and society.
- The third theme is promoting family diversity such as same gendered parents to students and parents. This brought up the question, Is it fair to exclude some families from the right to marry? A teacher should be aware that the concept of refusing to extend equal rights to families with gay and lesbian parents hurt the students because it gives a message that their families are not equal and somehow inferior to other families. Teacher should promote a classroom that celebrate economic, racial, linguistic, and family diversity.

### **2 Thoughtful Questions**

- I am reflecting on how to incorporate the themes as a reference for creating diverse lesson plans and link it with different subject matters. For example, creating unit plans

connecting ELA outcomes, Math Outcomes, Treaty Education and the like. Hence, I could promote a more diverse and inclusive classroom.

- I am likewise reflecting on different big buddy activities that could help me collaborate with other teachers in promoting diversity and inclusivity in the school.

### **1 Thing that Surprised You**

- The school system become more active in promoting family diversity through various activities and community participations, compare to when I first arrive in 2011. Although there are still people who are bias and still have discriminatory thoughts about family diversity. There are now more support systems that are readily available for different families and advertise themselves so that the community would be more aware of their services.