**ECS311 HOST Summary & Reflections**

**Name:** Caia Chiverton **Date:** October 16, 2018 **Chapter/Topic:** Chapter 2 Creating Classroom Community

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| **My Hook for this topic:** (article, video, image, etc)  “Everyone’s Welcome” video by CBeebies. <https://www.youtube.com/watch?v=1MJrRvpjB1I>  Young children of all different backgrounds and abilities are asked what is different between them and the friend they are standing beside. The children have very obvious physical differences but are able to find similarities and commonalities between one another to make great friendships. It’s a really cute and feel good video that expresses how despite differences, we all can get along and can work together. The take home message is that you don’t have to be just like someone else in order to be able to treat them with kindness and respect.    **My Treaty Education connection:**  Treaty Education in the middle years does not connect very well with this topic in particular, however, the Kindergarten Treaty Education topic is perfect for this chapter. It is called: Getting to Know my Community and has outcomes such as making connections to the land and people around you and that can be something a teacher strives to achieve by making students more aware of their surroundings and making connections between themselves and the people around them. It also explores diversity of different First Nations people and that could be an interesting comparison students learn to appreciate and better understand. I think we often overgeneralize First Nations people and place them into one category to make it more simple; it should be noted how unique each group of people actually are.  **My 3 Key Questions:** (to lead discussion)  1. How can you get students to accept each other’s differences and create a place of belonging in your classroom?  2. Do you think getting students to state the discriminatory comments they hear about people of colour was an effective method that the teacher used? Would you do the same or what would you do differently?  3. How would you respond to racist/homophobic comments in your classroom? | |
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| **3 Key Messages or Themes** (that emerged through discussion)  Celebrate differences but also allow for students to find similarities between themselves and their peers.  You can have “grown up” conversations about power, privilege, racism and other social issues with young students.  Diversity is a beautiful thing. Families can look very different depending on each students’ circumstance. To make it easier to understand these difference, family can be described as “The circle of people who love you”  **2 Thoughtful Questions** (that arose from discussion)  1. Are home visits something that you would do when you’re a teacher? Do you think that is an acceptable practice to have and when would be the right time to do those visits?  2. At what age is it appropriate to begin discussing diversity and have conversations about racism and where racism comes from? Should parents be involved or informed about these types of discussions?  **1 Thing that Surprised You** (that happened in discussion)  Cass shared a story about how she knows people who refer to their black coloured dog as “Nigger”. It surprises me that people can still speak so ignorantly and refuse to change their ways despite how much effort society is making in trying to improve the treatment and equality of all people. It is surprising that people still find racial slurs to be entertaining and acceptable to be saying. | |
| **Summary of Topic Discussion**: Review your jot notes and summarize the overall discussion into 1-2 short paragraphs.  As a group we talked a lot about how important it is to create an environment in the classroom where the expectations are that all students treat one another with respect regardless of sex, gender, race, nationality, culture, religion, etc. By having these high expectations it prevents students from making inappropriate comments towards each other or anyone in the world because they understand what is expected of them. One important thing we noted is that you need to model this behavior and treat all students fairly so they have a clear visual of what they should also be demonstrating. If students do end up making any sort of inappropriate comment, it can be quickly dealt with by enforcing and reminding students what the classroom expectations are and use it as a teaching moment. Students may be saying things they don’t fully understand and therefore don’t know why they shouldn’t be saying something; it can be up to the teacher to correct that lack of knowledge and create well informed, conscientious students.  We also discussed the type of language you would use at certain ages to best explain sensitive topics. We decided it is best not to over complicate nor over simplify things for students; you need to find the right balanced approach and vocabulary depending on who your audience is. | |
| **Questions:** What are you wondering about now? What questions did your group have? What do you want to learn more about?  How can you ensure that you are properly discussing topics such as racism and privilege if you are a white middle class person who has never truly felt the racism or marginalization that some of your students have? How can you relate to them if you have no idea what it is like?  How can you prepare for the questions children are going to ask when you discuss sensitive topics such as this? | |
| **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?  I enjoyed being able to guide the discussion with certain questions and be able to listen closely to what my peers had to say about the readings. It’s much different when you’re a guest because you want to talk a lot and share everything you read but with a host it definitely felt like it involved more listening and allowing the others to express their thoughts. I think I did a good job of allowing my guests to speak openly and equally without interrupting them and just hearing what each of them had to say. I think the small group discussion idea would be really great in an elementary class and you could use it as a teacher to give all students a better chance of having others hear what they want to say compared to what typically happens in a large classroom lecture. I liked having a video I could share with the group and have them begin the discussion in a positive mood.  One aha moment could be that you are not always aware of the type of background a child is coming from so you do not know the certain biases and beliefs they are bringing with them so you need to be ready to hear students express certain stereotypical beliefs they’ve been taught at home and be ready to deal with those accordingly. You should not inflict your own opinions and biases on students but rather expose them to more ways of thinking to allow them to make decisions on what types of beliefs they will have for themselves. | |
| **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) |
| *List names of group members, rating & any professional & relevant comments that justify the rating.* | |
| 1. Reagan – Outstanding. Came prepared. Contributed to the discussion and listened to what other group members had to say. | |
| 2. Cass – Outstanding. Came prepared. Contributed to the discussion and listened to what other group members had to say. | |
| 3. Karlee – Outstanding. Came prepared. Contributed to the discussion and listened to what other group member had to say. | |

**Tasks to complete following your HOST facilitation:**

1. Collect the hard copy of your PLC Guests 3-2-1 notes
2. Use Guest notes as well as your PLC conversation to complete the Host Template.
3. Print & hand in your final Host Template along with your guests’ notes to your instructor in hard copy on the following Tuesday (so you have one week to complete).