



# Teaching Manifesto

**Hayleigh Prentice**

*When I teach like myself:*

## **...I am proactive**

I will utilize differentiated instruction to accommodate diverse learning styles, abilities, and needs in my classroom, offering various resources, learning strategies, and assessment methods.

If I notice a student struggling, I will quickly intervene and work with them to find adequate support and resources, and/or to create a personalized learning plan to assist them.

## **...I empower students**

I will teach students critical thinking skills to be active learners who engage in content rather than passive learners who unquestioningly accept everything as truth (Case & Clark, 2019).

I will allow students to take initiative in their education and learning process by giving them some autonomy to explore topics that spark their individual interests.

I will ask students to apply their classroom learning to real-world situations so they understand the positive impact their knowledge can have.

## **...I am constantly learning and growing**

I will engage in ongoing professional development (i.e., workshops, books, and training sessions) to enhance my knowledge and skills in anti-oppressive teaching.

I will commit to constantly checking myself and working on deconstructing my biases.

I will recognize the inevitability of making mistakes and will view each mistake as an opportunity for learning.

## **...I promote inclusivity, equity, and diversity**

I will provide diverse reading materials, videos, and lessons that represent a variety of perspectives and minoritized voices.


I will advocate for anti-oppression because I “understand that love and silence are deeply contradictory” (Pitts, 2020).

I will encourage open dialogue.

I will recognize my responsibility as a Treaty person and incorporate Treaty Education into my lessons.

## **...I acknowledge student mental health and wellness**

I will take time getting to know my students on a personal level, beginning by learning student names, then consistently building the relationship from there. This will allow me to detect irregular behaviours in students and will make students feel more comfortable reaching out to me for help.



## References

Case, R., & Clark, P. (2019). Learning to Inquire in History, Geography, and Social Studies: An Anthology for Secondary Teachers (4th ed.). The Critical Thinking Consortium.

Christensen, L. (2019). "Honour Their Names." Rethinking Schools, 33(3).

Gregory, Gayle, (2013) Differentiated Instructional Strategies: One Size Doesn't Fit All, SAGE publications.

Pitts, J. (2020). What Anti-Racism Really Means for Educators. Learning For Justice.