

Critical Teaching Manifesto

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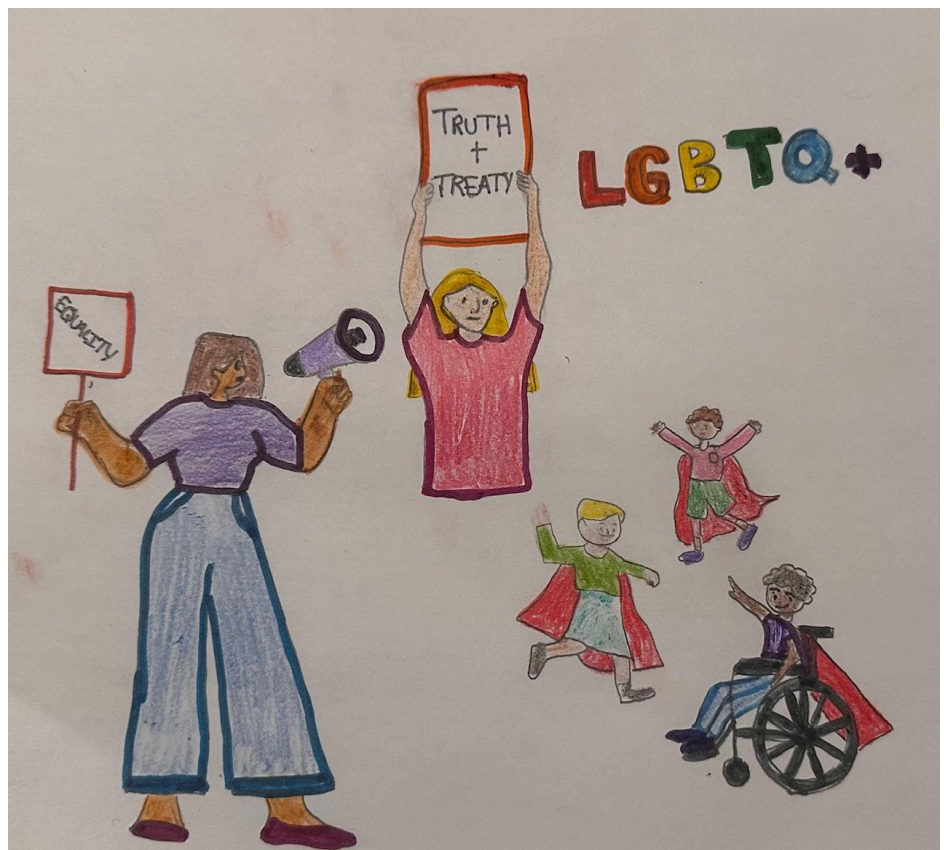
ECS 303

Audrey Aamodt

There are various core beliefs that I have as a future educator that reflect my personal beliefs about education, teaching, and students. My goal as a teacher is to classroom learning environment that encourages students centred learning by fostering life-long learning, critical thinking, and encourages curiosity. I will do this by creating learning experiences that involve teaching strategies such as inquiry, group work, interactive, experiential, and efficacy. Furthermore, I see the opportunities in each student to be respectful and engaging citizens by making connections to the curriculum and life-long skills that allow students to grow into their most capable selves. To do this, I will nurture an inclusive educational teaching philosophy to encourage every student, no matter their background or abilities.

This includes having anti-racist, gender-friendly, and treaty education pedagogies in my classroom to continue on a path of celebrating diversity and creating equitable opportunities for all. I believe it is fundamental to have anti-racist, gender-friendly, and treaty education pedagogies in my classroom to create generations of kind, inclusive, accepting, and respectful people. Treaty education and anti-racist pedagogies also are essential because of the communities and diverse students I will be teaching. I need to continue the path of Truth and Reconciliation starting by teaching treaty education in my classroom and establishing future generations that will continue it on.

My teaching philosophies are like a bee hive where I am the queen bee setting the teaching philosophies and beliefs I want in my hive or classroom. I believe that each of the bees in my hive has a specific role that connects with other beliefs and philosophies. These bees, or philosophies, work together to reach the success of fostering life-long learners, future-engaging citizens, and generations of respectful people.



Quotes for my Inspiration:

- “Inquiry overarches all instructional practices, and offers multiple opportunities for increasing student engagement, insight, and depth of understanding.” (STF, 2011, p. 1)
- “Consciously attending to students’ perceptions of self-efficacy can enable them to be more successful in all academic situations.” (STF, 2011, p. 106)
- “Anti-racist work is the practice of healing and of restoring; it is a practice of love.” (Pitts, 2020)
- “*When someone with the authority of a teacher describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.*” - Adrienne Rich
- “Culture refers to the customs, languages, values, beliefs, and achievements of a group of people. Students’ culture and lived experiences that influence how they understand and make sense of the world or themselves are an integral part of who they are as learners.” (Najarro & Will, 2022)