

ECS303 Host Critical Reflections (Section 40 & 60)

Name: Courtney Stalwick

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Tasks to complete following your HOST facilitation:

1. At the end of your host session, request guests to email to you a copy of the 3-2-1 notes.
2. Review your own notes (that you prepared in advance & also added to throughout the host session).
3. Review Guests 3-2-1 notes, highlighting key info/quotes that you may want to use in your summary.
4. Using this template, submit your final Host Template to URCourses before the following Thurs class.
5. As stated in syllabus, pg. 4, Assignments submitted (word or pdf documents) to URCourses must be saved using the following format: LastName_FirstName_ECS303_AssignmentTitle

My Hook/Connection for this topic: (article, video, image, etc) Explain the conversation starter/hook that you used (provide a link if used). How did you use it to prompt conversation?

My Hook

Is everyone really equal?

“If you can control a man’s thinking, you don’t have to worry about his actions. If you can determine what a man thinks, you do not have worry about what he will do. If you can make a man believe that he is inferior, you don’t have to compel him to seek an inferior status, he will do so without being told, and if you can make a man believe that he is justly an outcast, you don’t have to order him to the back door, he will go to the back door on his own, and if there is no back door, the very nature of the man will demand that you build one” (Sensoy, O. and Diangel, R., 2017, pg. 136). This quote from the textbook Is everyone really equal, was written in 1933 by Carter Woodson. This quote is talking about internalized racial oppression.

I used this quote to get the group to start thinking about how our current dominant culture leads to and creates internalized oppression through racism. How our cultural messaging, structure, spaces, etc. reinforce racist messaging and how it impacts individuals to internalize oppression.

Another quote from page 136 in the text, is everyone really equal, also states “that the mere threat of the stereotype can diminish the performance of Black students” and “when the steretype is not raised, they perform better” (Sensoy, O. and Diangel, R., 2017, pg. 136).

Another quote from page 137 in the text, is everyone really equal, states “While many people believe that children are innocent and unaware of racial messages, research has shown that children of all races and as young as 3 have internalized the societal message that White is superior to Black. The effect of this on White children is internalized racial superiority; the effect on children of Color is internalized racial inferiority. Internalized racial inferiority has devastating impacts on all aspects of a person’s life” (Sensoy, O. and Diangel, R., 2017, pg. 137)

Prompts/questions I prepared to help lead the critical conversation:

1. Where in the readings do we see suggestions of internalized racial oppression.
2. How can we do better? How can we learn and work towards becoming an anti-racist/anti-biased educators?
3. How would you define the words anti-racist? Someone who challenges pre-existing norms and challenges the existing structure (thoughts, ideas,)
4. How would you define the word equity?
5. What do these words actually mean?
6. What is code-switching?
7. How can we as educators help students love being in their own skin? What are so ways we can start to represent in a positive way our student's identity in the classroom?
8. How do we overcome fear? (teacher of the student) and (student of the teacher)

Quick Summary of Critical Conversation: Be concise (1-2 short paragraphs). Key messages or themes (that emerged through discussion)

Through our discussions, we went over how everyone has some form of pre-existing prejudices/biases. We discussed the importance on working towards becoming anti-racist educators and how we can work towards that goal. We believe it is important to first acknowledge and become aware of our own pre-existing prejudices as well as biases. Once we have recognized our own prejudices and biases we can begin to unlearn and relearn, we can start to identify what resources we are using as appropriate and inappropriate. As an educator we can work towards having an anti-racist classroom by showing the students educational videos, materials, language, books, etc. showing people of colour in a positive light, seeing themselves represented in a positive way. Working towards representing all races, cultures, abilities in inclusive and positive ways. We discussed the importance of continuing to learn and relearn as professionals in order to learn new and appropriate ways of thinking. Being adaptable and open to different ways of thinking. Being open to modifying lessons and materials used to be applicable and representative of your students. Another topic that came up from our conversations, was about being okay with being uncomfortable and working to improve that. Working past our fears, and respecting all our students as individuals, not as a stereotype. Another big topic we discussed was the importance of language which touches back on last week's discussion.

We discussed the importance of celebrating our student's identities as well as giving them the opportunity of sharing with their peer who they are. We discussed the celebration of culture days in school, how these types of events can help reinforce their sense of belonging and sense of self-identity. Examples we share in our group included: culture days, a potluck of traditional food, tell me a story about yourself, sharing about their families, having a family wall to showcase themselves and their family, having skin-coloured crayons.

We discussed how to overcome fears as teachers and students. Some points we discussed include: talking to your coworkers, they are your support systems. Your staff is your support system, asking what they can do in classroom activities, dealing with your students. Acknowledge it and move past it (ex. Calling a parent). The mindset of I get to do it rather than the mindset of I have to do it. Working on creating relationships with individual students. Have student-lead parent-teacher meetings, have the student be accountable, have a sense of pride in their work, while creating a

relationship with the students, parents, and teachers.

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?

From my role as a “host”, I learned that being prepared with materials, hooks, questions, icebreakers really help with grabbing the attention of your guest and help in creating engaged conversations. I really enjoyed the flow of this template to help guide and format my host topic and conversation. An aha moment for myself would be teaching by having conversations, not by only lecturing. I really enjoyed having the prompting questions then letting the conversations of my peer go from there (back and forth learning and ways of thinking). I don’t believe anything really surprised me from the host role, I enjoyed prompting questions and receiving everyone’s input. I really loved how the conversations naturally moved from the question to a fuller and broader conversation. I feel I did a good job at coming prepared (having gone through all the readings, having a large range of questions to go off of in order to keep the conversation going. I feel I could do a better job at finding a better flow and order with the questions.

Critical Reflections: How could your understandings of the readings, and the critical conversation, contribute to your teaching philosophy? (1-2 paragraphs)

I really enjoyed the readings from this week, it reminded me of the ECCU course I took last year. Where we used the, *Is Everyone Really Equal*, textbook. I was excited to bring quotes and learnings from this textbook into the group discussion to help relate to this week’s readings on becoming an anti-racist educator.

I believe as a future educator it is so important to be very mindful of the language, the resources, the images, the attitudes we bring into the classroom. I believe it is my responsibility to the students to go into the profession of teaching with an open mind to further my own knowledge by unlearning and relearning ways of thinking and knowing. My responsibility is to each individual student, each individual child that I teach. I am responsible for contributing and creating a happy and healthy environment that contributes to their learning and growth as an individual. I am not only there to teach them the curriculum but also there to make a safe, welcoming environment, to look past any stereotypes and see the child as a child. To provide them with a rich learning environment where they feel a sense of belonging by building relationships with my students, working hard to find resources that are racially and culturally responsible and authentic.

From the textbook, *Is Everyone Really Equal*, one of the quotes I pulled to use in my hook. Talked about **“that the mere threat of the stereotype can diminish the performance of Black students” and “when the stereotype is not raised, they perform better” (Sensoy, O. and Diangel, R., 2017, pg. 136).** I remember first reading this a year ago and it hitting me right in the heart. This really highlighted for me how much of an impact a stereotype can have on a child’s performance and ability to have a full and rich learning experience.

Questions: What are you wondering about now?, i.e. thoughtful questions that arose from the discussion.

How as future teachers can we help bridge that gap of fear between student to teacher and teacher to student?

When should we as future educators start bringing up racisms in the classroom? What is an appropriate way to address any issues of racism in your classroom or school?

What are some good resources we should be using and avoiding to help create an anti-racist classroom?

Peer-Assessment

At what level did each member of your group participate and contribute? *This information will not be shared with your group members.*

Exceeding expectations (E), Meeting Expectations (M), Progressing towards expectations (P), Not meeting expectations (N).

List names of group members, rating & any professional & relevant comments that justify the rating.

1. Vincent Grabowski, (M), came prepared to class, was engaged in the conversations, listened, provided input.

3.Haley Rosso,(M), came prepared to class, was engaged in the conversations, listened, provided input.

2. Madelaine Malang,(M), came prepared to class, was engaged in the conversations, listened, provided input.

4.