**Name:** Jaihra Collado **Topic:** Becoming an Anti-Racist Educator

**Date:** September 26, 2021

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| **3 Big Takeaways, New Understandings**   1. In the article “Dear White Teacher”, I took away the importance of caring deeply about our students. When a student of color is having troubles in your classroom, do not send them to a teacher who is also a person of color, hoping to get the problem fixed. This does not solve any problems but only hurts your relationship with your student. In the article, Mrs. Lathan says, “*My strength in the classroom does not come from my racial identity, and neither does yours. It comes from the way we treat—and what we expect from—kids and families*.”   As teachers, we need to: “*Care enough about this student to build and fortify your own special relationship with them. Care enough about this student to work at figuring out where communication breaks down between you. Care enough about this student to make them pull their weight and work when it’s time to work. Care enough about this student to see if there are academic, health, social, or emotional reasons for their work avoidance. Care enough about this student to call on their parents for help, knowing that a parent is more of an influential teacher than you are. And care enough about your colleagues of color to stop using them to clean up your mess*.”   1. I found the article “Message from a Black Mom to her Son” very powerful. I find it sad that there are parents who worry about their children not belonging in the classroom. So, as teachers, we need to help students embrace their identities, see their potential and let them know that they have an integral part in society. In addition, it is very important that we are selecting anti-racist and anti-bias materials to use in the classroom. 2. From the article, “What Anti-Racism Really Means for Educators”, my biggest takeaway is that anti-racist work begins with our self. As teachers, we need to grapple with our beliefs, mindsets, and biases about the world, education and our students in order to provide an anti-racist education. Another take away from this article is that racism is connected to other forms of oppression. It’s not possible to care about racism and disregard other issues like sexism, classism, homophobia and more. As teachers, we need to look at oppression in a bigger picture and understand how different forms of it are interrelated. |
| **2 Connections**   1. I’ve heard one of my White friends say the exact statement “People are just people, I don’t see color.” This was something that upset me. I thought about how inconsiderate this statement was, because just like the article “Detour Spotting” explains, a statement like this assumes that everyone has the same experiences, standards and problems in life, when in fact we do not. Saying we are all the same denies the experience of systemic racism within the BIPOC community and denies the experience of privilege that White people have. I ended up explaining to my friend that his statement was wrong. Even though it took him some time to fully understand the concept, now he understands.   As a person of color, I have taught myself to be patient when sharing my knowledge and experiences with others because I have realized that anti-racist education is something that was not implemented effectively in past years.   1. Even though I have personally experienced racism growing up, I definitely also held stereotypes and biases against other cultural groups. I also have to constantly unlearn and unlearn things. In the video “6 Ways to be an Antiracist Educator”, a couple of ways mentioned are 1) to learn with others and 2) to hold each other accountable. I agree that these two things along |
| **1 Question**   1. How can we engage students in conversations about race and racism in the classroom and how can we encourage parents to do the same thing at home? |

**Name:** Jaihra Collado **Title or Topic:** Restorative Justice Pedagogy **Date:** October 4, 2021

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| **3 Big Takeaways, New Understandings**   1. One thing I took away from the article “What Teachers Need to Know About Restorative Justice” is that restorative justice improves teacher-student relationships that results in better outcomes for students, unlike Zero tolerance. Restorative justice addresses root causes and let our students see the reasons and effects of their actions. 2. One thing that I took away from the video “Raising Responsible and Self Disciplined Kids Restitution” is that when a child is upset, they cannot think properly. So, when a student does something wrong, as teachers, we can use the restitution triangle approach which consists of 3 things:   *1) Reassuring your students that it’s okay to make mistakes*  *2) Ask them if they could’ve done worse*  *3) Ask them what kind of person they want to be, what their*  *family believes in and what they need.*  Students build self-awareness when they let their beliefs guide their actions. This is the opposite of saying to them “Do what I say or else”, which instills fear and guilt in them.   1. The main thing that I took away from the article “Teaching Kindness Isn’t Enough” is that teaching kindness is a great thing but we need to move away from simply teaching kindness and move toward real justice that is incorporated into our classroom’s daily culture and routines. |
| **2 Connections**   1. In my elementary years, I remember other students in my class getting detention from talking back to teachers. After reading the articles this week, I realized how damaging this was to students. The problems were not being resolved the right way, but setting up barriers between the teachers and the students. This is something that I don’t want to happen in my classroom. I want to maintain a good relationship with my students so they can keep learning in a positive environment. The restitution triangle is something that I will use with my students one day. 2. Growing up, I was always reminded of the phrase “Love is kind”. I was taught that if I wanted to show that I loved others, I needed to be kind to them. I believe that teaching kindness to students is something very important, however, I do agree that teaching ally ship, equity, inclusiveness and justice should go hand in hand with teaching kindness. |
| **1 Question**   1. In what ways can we incorporate real justice (not just simply teaching kindness) in our classroom’s daily routines? |

**Name:** Jaihra Collado **Title or Topic:** Equity, Diversity and Inclusion

**Date:** October 11, 2021

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| 1. **Big Takeaways, New Understandings** 2. From the article “The Gender-Friendly Classroom”, one of my takeaways is that teachers need to teach like they already have transgender-spectrum students or students with transgender- spectrum friends and family in the classroom.   Also, one quote that stood out to me from the article is “*If there are no out transgender students at your school, it doesn’t mean they are not there. Rather, it means that they cannot come out and live who they are at school*”. So, as teachers we need to automatically welcome gender diversity in the classrooms no matter who we think our students are so that they can openly express their gender identities.   1. One thing that I took away from the article “Working Effectively with English Language Learners” is that small groups works well in supporting ELL students, that way you can work with them more directly or pre-teach vocabulary that ELL students may not know prior to teaching a lesson. 2. One takeaway from the article “Creating Classrooms for Equity & Social Justice” is that as teachers, we need to admit that we do not know everything, and that we can also learn from our students.   One thing that the article talks about is that “*Classrooms can be places of hope, where students and teachers gain glimpses of the kind of society we could live in and where students learn the academic and critical skills needed to make it a reality*.” This quote supports the idea that students and teachers work together and learn from each other to make learning a reality. |
| **2 Connections**   1. One of the points that the article “Working Effectively with English Language Learners” give is that teachers should encourage students to maintain and develop their first language at school, at home and in the community. I feel like this has just become more common recently, because I remember when I first came to Canada in 2009, some of my teachers did not appreciate when I spoke in my first language with another friend in the classroom – even though it was to help each other out with an assignment. I am glad to see that teachers these days are being taught to encourage students to maintain their first language both at school and at home. 2. Stating your pronouns when introducing yourself is becoming a part of the norm. When I started to notice this, I was a little confused until one of my ECS profs talked about the purpose and the importance of doing so. In the article “The Gender-Friendly Classroom”, one of the practices that they suggest is to “create moments of dissonance.” I agree that this is a really useful practice to get students thinking. One thing that I will need to do is to help my students understand that there is a very diverse range of gender identities. Sharing your pronouns to everyone in the class can help create a safer atmosphere for learning. |
| **1 Question**   1. Oppression and the different forms it comes in is a very important topic to discuss in the classroom. In what ways can we bring in the topic of “oppression” in primary grades? |