

ECS303 HOST Critical Reflection Assignment

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Connection item: Explain the conversation starter / hook that you used (explain it; provide a link if possible). How did you use it to prompt conversation?

- I started off with a video on My Name, My Identity.
- <https://www.youtube.com/watch?v=Dsnaytwk2ug>
- I felt this was a good fit to really show how kids feel when they are always having their name mispronounced and showing how even kids know the importance of their name.
- I used this as a prompt starter to ask my group if they know what the importance of their name is and if they had to constantly correct people on the pronunciation of their name.

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

- 1.
- Did you have anyone in your classes growing up who had to use a “white name”?
- Did you have any nicknames that accumulated throughout your school years? and did you like being called them?
- What would you do if you had a student in your class where you really struggled with pronouncing their name?
- 2.
- Did you ever have a teacher of a different colour than you? Did you feel you were treated differently than other students?
- Did you have diversity in your classroom, and did you feel your teacher taught students of different colours differently?
- 3.
- How did your teachers throughout school make your classroom a safe inclusive learning space?
- What are you going to do as a teacher to make your classroom inclusive and a part of your everyday routine?

Summary of Critical Conversation: Be concise (1 short paragraph). Use these suggestions to help organize your thoughts:

- Key messages or themes (that emerged through discussion)
- Think about your role as ‘host’: What did you learn about yourself (as teacher)? Were there any interesting pedagogical moments? What did you do really well? What would you do differently (why)?

Throughout my critical conversation there were a few themes that arose within it, the main two were the importance of students' names and our own experience with our own names and what inclusion in the classroom truly looks like and how as teachers we will show inclusion in our classroom.

As a host I think I did a good job of keeping the conversations engaging and interactive. I felt I did a good job of providing examples from my own experiences and then allowed the rest of my classmates to share their own experiences or ones they may have encountered in their schooling time. One thing I learnt is to always have more questions for engagement than not even because some questions do not take as much time to discuss as others. One thing I would do differently is doing a better job of keeping track of my time as I feel I could’ve shortened up a few questions so I could get through them all. One pedagogical moment I had throughout the conversation was how lucky I am to be a part of white majority as I haven’t

experienced times of mispronunciation of my name or any times of not feeling included in my classroom.

Explain how the readings help(ed) you to understand the topic through a critical lens. (1 short paragraph)

These four readings all had similar topics of racism and inclusion. These readings were targeting the racism that is present in the white teaching style throughout the classroom. We as a white majority group have inherited these beliefs and teaching styles. It is now our responsibility to make a change throughout the classrooms to make it a safe and inclusive environment. The readings have made me wonder why teachers have used these styles within the classroom (e.g., having children change their names, not including children's cultures into the teachings) because nobody is really gaining anything other than students simply not feeling included. These readings have really opened my eyes to how the simple things can really go a long way and totally change the respect that students are feeling from the teacher.

Critical Reflections: How could your understandings of the readings, and the critical conversation, contribute to your personal education/teaching philosophies? Describe how the main ideas in the readings may impact your developing teacher practice. (2 succinct, edited paragraphs max)

These readings were very valuable for teachers who are going to be in the classroom. I truly learnt a lot from them, although I was already aware of how important inclusion and names are, it really made me think of my teachers in the past. Learning your students names is the first step in knowing who they are. Students feel a sense of respect when you call them by their name, and it helps them remember who they are as individuals. The students name is truly where you learn the most about the person, as I begin to enter the schools I am going to remember these readings about the importance of students names. I will always call my students by their names unless they specifically tell me to call them by something other than their name. Teachers should be making their work easier, not harder, and inclusion is one way we can make this happen. Why would we want to guess where students are from, when we could simply incorporate the students culture and religions into our teachings. Students feel respected when you include their identity into the class. We as teachers may not know about all cultures and religions, another way students will feel included is if you allow them to direct the class with their knowledge. If anyone knows their culture and religion it is you yourself as you are the one who follows it. Simply by creating an inclusive environment all students will feel safe and have a sense of belonging. Overall, these readings really made me think of ways I could incorporate these learnings into my future classroom.

Throughout my group's conversations I had learnt a lot about how everyone's experiences can be completely different in schools even if the teaching strategies are very similar. As a future teacher I want to be sure to remember this, although it may feel like I am teaching all the students the same there is always more that can be done. We also talked about how the teaching strategies we as pre service teachers are being taught are much different from the way our teachers may have been taught. I want to get out of the 'normal' teaching strategies and think of my students and not what's easiest for myself. We also discussed ways that we feel ourselves will include all students' cultures into the classroom and we felt we struggled with this, it is definitely something that I will need to think about before entering the schools. I learnt a lot about how my energy and encouragement can impact the students greatly and feel welcomed into a safe environment.

Questions: What are you wondering about now?, i.e. thoughtful questions that arose from the discussion. How might you continue to grapple with these questions? (1 brief paragraph)

I felt after everything my biggest wonder I had was why is the white society so sensitive to the topic of racism? Even in our discussions we talked a lot about how the topic of racism was clearly lacked in our school years, while we all had only white teachers growing up. One question that arose from the group that I found quite engaging was; how can you be equal and incorporate all holidays and celebrations into the school year? Like stated above, I think this is something I need to work on and start brainstorming ideas of how I can incorporate all students' culture and religion into my future classroom.

Peer-Assessment	At what level did each member of your group participate and contribute? Exceeding expectations (E), Meeting Expectations (M), Progressing towards expectations (P), Not meeting expectations (N).	
List names of group members, rating & include relevant comments that justify the rating (i.e. why did you rate them as you did? Clearly distinguish between the categories.)		
1. Madison Boychuk (E)- Madison engaged well with all of the prompts I had provided throughout the conversation. She also provided examples from her own school experiences.	3. Jessica Linton (E)- Jessica gave good personal experiences from school about the topics that were presented. She engaged well with conversations and all the prompts that were provided throughout the critical conversation.	
2. Colton Mayer (E)- Colton had a lot of great input on the prompts I had provided and he engaged well with his own personal experiences while he was in school.	4.	