

Weekly PLC - Guest Documents
3-2-1 Reflection

Chapter 8:

The Dynamics and Decolonization and Indigenization in an Era of Academic “Reconciliation”

Explain 3 key ideas that helped you to understand the authors’ message.

- Decolonization and indigenization will be necessary for reciprocal, respectful relations between Indigenous and non-Indigenous people.
- There needs to be mutual collaboration between settlers and non-settlers to have efforts of reconciliation.
- It is necessary to let Indigenous peoples define the authentic parameters of engagement of decolonization, Indigenization, and truth and reconciliation.

List 2 significant quotations, with your interpretation notes.

- “Both decolonization and Indigenization pose problems when they are enacted as ledger-balancing acts rather than as transformative processes in which Indigenous peoples and settlers relate to one another” (Grafton and Melancon, 2020, p.147).

This quote is very usefully because it kind of explains the whole chapter. It is necessary to have reciprocal, respectful relations between Indigenous and non-Indigenous people to achieve reconciliation.

- “For universities to take part in Indigenization and decolonization in a manner that will allow for resurgence and emancipation, they must favour developing and maintaining relationships of collaboration based on mutual need” (Grafton and Melancon, 2020, p148).

I found this quote important as well, because it is stating that if the university begins to take action and participation in movements, there will be a process of establishing and maintaining healthy relationships.

Pose 1 question related to the reading that you would like to discuss further.

- Why does there have to be recognition by the universities? Shouldn’t the recognition start while students are in their school years?

For example, I really didn’t receive much Treaty education until I started attending university and I believe it is way too important to miss out on while in school.

Sept 24- Pink Readings

Seeing Ourselves with Our Own Eyes

Reflections on Thin Privilege and Responsibility

Explain 3 key ideas that helped you to understand the author’s message.

- If our education system fails to recognize students who have disabilities and let them show their true selves and shine, we as teachers need to teach those students to recognize they have so much to offer themselves.
- One may never be able to get out of thin privileges but if we try to make connections with others, we can address all forms of oppression and help support others to feel the similar growth one who is in thin privilege may feel.
- By helping students develop a secure sense for their own identity we can work to welcome new and critical perspectives to the students.

List 2 significant quotations, with your interpretation notes.

- “While we can’t make our unearned privileges disappear, by becoming conscious of our privilege we can renounce our sense of “entitlement” and use our privilege responsibly” (Russell & Cameron, 2016, p.46).

I feel it is so important for us as teachers to teach students about how it is okay to notice the differences that may take place throughout the classroom, but just because there is differences doesn’t mean anyone is less than anyone else. We need to be teaching about mindfulness and self-compassion.

- “So much of the time our school system takes away from students with disabilities, takes from them their “compliments,” their strengths and their value” (Alexander, 2018, n.p.).

This quote really stuck out to me, throughout a student’s school years we are so focused on making sure they are meeting the grade requirements and truly devaluing who the students with disabilities really are. Not only as teachers but the whole school system needs to do a better job of acknowledging these students’ differences and allow them to truly see themselves “through their own eyes”.

Pose 1 question related to the reading that you would like to discuss further.

Why do we separate students who have disabilities from the rest of the class? What are the students gaining from that?

Oct.1- Blue Readings

Host Week

Explain 3 key ideas that helped you to understand the author’s message.

-Just because you may be a white teacher and teacher students of colour, we need to acknowledge we may look different but that is no reason to teach or treat those students any different from the other students.

Our strength comes from so much more than our identity, but rather the way we treat our students.

-As a teacher the students name is the first thing, we learn about them, and their name can teach us so much about them. I don’t think teachers should every call student their nicknames unless the student specifically asks us teachers to call them by a nickname.

-The classroom truly is supposed to be a safe space for students to learn. Teachers need to make it a priority in their classroom to allow students to learn about theirs and one another’s culture. Students identities should be included and are so valuable, we don’t have to guess to involve inclusion.

List 2 significant quotations, with your interpretation notes.

- “To give students nicknames or to refuse to pronounce student names is to reject them from their families, languages, and cultures” (Christensen, 2017, n.p.).

This quote really stood out to me, mainly because coming from a rural community we didn’t have a lot of diversity in our school. Although a Chinese family did attend our school in my later years. The children specifically talked about how they had to change their names, so it was easier for us as Canadians to pronounce. Which truly is sad because like Linda mentions we are devaluing the student’s true culture.

- “As essential as it is to create inclusive spaces for students to simply be, we should also aim to create opportunities to incorporate their culture and religion into projects and lessons” (Vaught, 2017, n.p.).

I found this quote really summed up the entire reading. We as teachers know it is essential to create an inclusive space, but it feels we can often forget about incorporating the student’s culture and religion within the class. I definitely think students feel more included when you incorporate something, they are passionate about into the lessons and many students are passionate about their own culture and religion.

Pose 1 question related to the reading that you would like to discuss further.

What would you do if you had a student in your class where you really couldn't pronounce their name?

Honor Their Names:

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?

Name:

The importance of getting to know each student by their name and what it means to them.

What would you do if you had a student in your class where you really couldn't pronounce their name?

Dear White Teacher:

Did you ever have a teacher of a different colour than you? Did you feel you were treated differently than other students?

Inclusivity is not a guessing game:

What are you going to do as a teacher to make your classroom inclusive and apart of everyday routine?

Yellow Readings

Explain 3 key ideas that helped you to understand the author's message.

-Even though you as a teacher may not be transgender is it important to use appropriate language as you never actually know if any of your students and/or coworkers could classify as transgender.

-Teachers are the ones who can be the start of students opening up to who they really are by welcoming a gender diversity classroom.

- To properly engage and deepen the discussion of gender and sexual diversity, we need to educate ourselves on the topic, so we know the proper terms and meanings behind things. It all starts with us teachers the make a change and make this topic acceptable in society.

List 2 significant quotations, with your interpretation notes.

- "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" (Airton, 2019, n.p.).

As teachers it is our responsibility to create a safe classroom where everyone is accepted for who they are. Students shouldn't have to worry about being called out for their gender expression or being told by others that they are not who they are. Although students may not have expressed who they are we as teachers need to use the appropriate language for all students.

- "I felt panic at the thought of losing my job for being a transgender and queer teacher leading transgender and queer students" (Deych, 2019, n.p.).

I was shocked when I read this in the article. Nowhere should someone have to panic about losing their job only because they are transgender. It really is sad the society we live in today that people simply can't accept the differences people may have. By reading this it really makes me want to do more to make my

classroom accepting of all students, so nobody has to come to school every day in fear of their gender and losing opportunities because of it.

Pose 1 question related to the reading that you would like to discuss further.

Why is our society so hard accept the ongoing changes?

Green Host Week:

Explain 3 key ideas that helped you to understand the author's message.

-There is a lack of support for children in the schools with mental health challenges mainly because there is minimal training that teachers can receive to further their knowledge to help the children in their classes or schools.

-Educators who are serving as loco parentis need to familiarize themselves with strategies to create an inclusive learning environment and supporting students in their social roles.

-For teachers to fully fill the roles of natural supports for the students we truly need to understand what the desired roles of a natural support is and gain knowledge of mental health and the experiences.

List 2 significant quotations, with your interpretation notes.

-“Every student's school and learning experiences are unique. Each learner has different interests, past experiences, and learning preferences” (Luzius-Vanin & Butler, 2019, p.101).

I found this so important, when I read it this made me right away think of how it is so important to get to know each and every one of you students in your classroom. If we as teachers are not taking the time to get to know our students, we may never know what mental health challenges one may be facing.

-“For educators to effectively fulfill their roles as natural supports and mentors, they must understand what it means to be a natural support for students” (Luzius-Vanin & Butler, 2019, p.105).

I felt this was a very important part of the text, it really shows that us as teachers cannot be making diagnoses or discussing that with the students themselves. We as the educators simply just want to show the students that we are another support system for them. If we can't build strong relationships with the students, we won't be able to be that natural support for students.

Pose 1 question related to the reading that you would like to discuss further.

When do educators gain knowledge on how to support students with mental health difficulties in the classroom?