

Liberatory Pedagogy: Testing and Implementing

August 4th



1. Please do not use the name of specific schools and/or people other than yourself.
2. In each section of this document, add your thoughts on how to incorporate a radically student centered, transformative system. This system doesn't need to be realistic in your current context, but something to aim toward - "a dream" that we can push for. Feel free to add additional categories.
3. Feel a category or statement is off? Switch to commenting in the upper right corner! Leave a suggestion.
4. This course is not about anything in particular...it's whatever you collectively want it to be about!
5. Feel free to write in your own font/size/color to differentiate your voice.
 - a. Ex. This classroom has... - Chris

Ian

Kelley

Lisa

Dan

Ezra

Sonja

Thomas

Welcome Statement

Name and pronoun policy: You have the right to be addressed by the name with which you are most comfortable and for it to be pronounced accurately. You have the

right to choose your pronouns and can always tell me privately or publicly if I have used them incorrectly.

Everyone is a writer, and everyone can improve their writing with practice (your instructor included!). Because writing clearly and effectively is a skill that can be used throughout life, colleges often require all students to take composition classes like this one. So yes, I know you have to take this class, and maybe you're not thrilled about it. That's OK; I'm excited about getting you interested in the subject I love! Together we will discover WHY this class is required, and we will learn about lots of different types of writing, how that writing changes for different readers, and what we can do to make sure our writing is clearly understood.

I really like the welcome statement.

Let's all acknowledge that things are a bit... challenging right now. There are so many things that are not what we were expecting for the start of your senior year, but we have a real world question that we need to answer and we can't do it without your help: "How can we make remote learning work?"... We have tools, we have curriculum, we have different ways to address curriculum and (most importantly) we have you. We (your teaching team) are looking forward to meeting all of you and discovering together what can be accomplished this year.

In this course you will learn how to...

appreciate history through the experiences of marginalized people and make connections between the past and what is happening in our world today. You will learn why history matters.

...trust and refine your own thinking and writing processes. You will write to engage deeply with sources, ideas, people, and the world.

...view our country as an active citizen, rather than a passive consumer.

We have learning objectives, but what you learn is largely dependent on you. We will strive to create situations that facilitate your learning and help you reflect on how you learn, and what habits will serve you going forward. You will have opportunities to practice communication and critical thinking with the aim of developing a deeper understanding of equity, diversity, social justice, ethics, agency and community.

This is a reading and writing course. By reading the words of others and writing your own, you are joining in a never-ending dialogue. It's ok if you haven't read everything that was said before, or if your own contributions are completely different. What's important is that you show up and add your voice. In this course, you will learn to follow your inner voice of curiosity, frustration, and excitement to discover new things to read. You'll develop your voice as a writer and explore "writing as thinking." You will work on projects that are meaningful to you.

... be engaged in coursework that challenges you to be a critical reader, communicate competently and demonstrate knowledge of cultures other than your own.

...Discover ways that we can inspire, motivate, and fulfill purpose-driven ideas based on your imagination and passions.

Student Responsibilities

In our first or second class, students will collaborate on a syllabus statement that outlines student conduct and responsibilities. This shared agreement will cover discussion conduct, lateness, and electronic device use.

I think I will try this !! Thank you

We are a community and healthy communities have strong agreements about mutual respect, care and repairing harm (among other things). As a class community we will talk about what we need (in the form of agreements) to create a healthy learning environment and we will practice that agreement throughout the year.

Instructor Responsibilities

The instructor will provide a safe and supportive environment for learning the habits of mind that foster thoughtful writers. The instructor will provide adequate time for completion of projects and assignments, and will provide feedback in a regular and timely fashion.

The instructor will meet students where they are in their learning and seek to know each student as an individual. There will be no false buy-in (e.g. essential agreements that get hung up on day one and ignored the rest of the year), but rather a genuine environment of collaboration between students and instructor.

Your instructors will show up for you to the best of our ability everyday and listen to your feedback. We will provide feedback on work that you turn in that is designed to push your thinking and help you articulate your learning in a way that feels successful for you. We will do our best to gracefully check ourselves, particularly when called out (We are learners too!). We will advocate fiercely for your right to be heard, to be treated with

respect and to be yourself. We want to know you and we want you to know us, so that we can feel comfortable discussing hard topics and issues that need to be solved.

I believe in bringing out the best in every student and in helping them to reach their fullest potential in my classroom and beyond. I am committed to helping every student to excel academically and to guide them to grow as a global citizen and as an individual.

Required Texts and/or Materials

Some current, diverse, and purposeful teacher-selected texts, some book club options, and some free choice within genre (ELA teacher).

Stamped by Kendi and Reynolds (pipe dream....a copy for each kid), Highlighters, writing implements, earbuds, folder, paper,

All texts will be OER or widely available online. These texts will be curated by the instructor and former students of the course. If you propose a text that is selected for a future section of this course, your name will be added to the Syllabus Collaborators list.

There is a cool YA "Remix" version of stamped by Jason Reynolds and Ibram X Kendi. Do people still say cool???

We have many texts. Some written, some multi-media.... We will make sure that you have access and some of the texts will be your choice.

You will read texts that solve your problems, explore your curiosities, and match your interests.

As we co-create our topic and units of study, authentic texts will be chosen to address our overarching thematic units addressing global issues: Identity, Family & Community, Global Challenges, Science and Technology, Contemporaneous Life, and Beauty & Aesthetics.

Late Policy

Try to be on time. If you're not, feel free to chat to a friend when you arrive to try "catch up", I'll come chat to you ASAP, and I'm available after class or in my office if you have any further questions about the learning you may have missed.

3 freebies, no questions asked. 4th time must come during lunch (with your lunch) to make up missed time or work and discuss causes of lateness and effects on others in the class.

Try to show up on time regularly. You are a vital part of this class and we all learn better when we are all together. Things happen. If lateness becomes an issue for the class, we will talk about it and problem solve together.

In a virtual classroom, it's inevitable that tech issues will happen. Just let me know what's going on so we can figure it out, and we'll do our best to ensure that everything we do is accessible at a later point. Please ensure that you tell me (if possible with pictures!) the issue you're running into.

Dress Code

Dress comfortably and sensibly for active learning.

Dress comfortably and sensibly and if you cannot, stop down to the counseling center to find something you prefer to wear. (Ideally there would be a space with clean, free clothing for kids who need them)

Wear what makes you feel comfortable.

The responsibility for student dress and general appearance rests with each individual student and his or her parent(s) or guardian(s). The purpose of dress standards is to ensure maximum safety for everyone, encourage students, faculty, and staff to dress for successful teaching and learning, and attend school properly prepared to participate in the educational process.

Importantly, the following are not permitted: Any clothing bearing an expression or insignia which:

- is obscene
- encourages, or intends to encourage, violence or violent conduct
- is derogatory to an individual or group
- promotes the use of drugs, alcohol or tobacco

The Principal, Assistant Principal or any faculty member has the authority to require a student to change his or her attire should it be deemed inappropriate under the above guidelines.
(UNIS Student Handbook)

Electronic Devices

You may use your electronic device for learning purposes within the classroom. You can use your electronic devices in the corridors and lounge areas as long as they are not affecting your learning or emotional health.

In this space I hope you see your device as a tool that can help you accomplish your goals. It is one of many tools and methods available to you, and should not be considered essential for the work we do in this space.

Electronic devices are sometimes required for things we will do in the classroom. Try not to distract your fellow learners and be mindful that people notice when we are on devices (this might be something we talk about in community agreements).

I think that my ideal electronic device policy is to not have one.

Equality/Equity Statement

Have obvious messages throughout the classroom (painted on the walls, posters, etc) supporting BLM, LGBTQ+, different religions and equality while also putting in writing and verbalizing the idea that any child who feels uncomfortable can contact you directly or anonymously and their concerns will be taken seriously and be addressed.

Our intention is that this is an inclusive, anti-racist space. This is an aspirational goal and we might sometimes fail, but we will keep trying to live that intention.

During this course, you will expect to encounter, question, and empathize. Most of this course is in your hands. You will guide, cooperate, and compromise to ensure each project is successful. Throughout, we will always ensure that we work together to find solutions that are realistic and also, not patronizing or demeaning. It is expected that you will respect your classmates, your community, me, and yourself.

Our classroom will be tolerant of each other and each other's viewpoints. We all come from different backgrounds. We do not discriminate because of race, color, national origin, religion, sex or sexual orientation, economic situation, or handicap with regards to treatment. Harassment and hurtful comments will not be tolerated.

Grading Policy

ePortfolio containing video and written evidence of content applied through selected skill-based standards. A mixture of reflection via blogging and vlogging. Single point rubrics used in conversation with peers, teacher, and for self reflection. The teacher will record video and written feedback in your portfolio.

Grading will be done collaboratively between instructor and student [if grades are required at this institution]. One-on-one conferences at mid-semester and end-semester will be opportunities to reflect student progress and learning. We will discuss products (e.g., drafts, discussions, peer reviews) but also reflections on what was learned from creation of products and how processes may help or hinder learning.

Building on the idea directly above, I would love for the conferences to whenever possible, involve a parent/guardian. So often the grading side of school is completely opaque to

parents/guardians--even more opaque than to the students--and bringing them into the process and to witness the reflection and discussion would be very powerful.

There will be multiple forms of assessment. Some grades will be participation based, some you will grade yourselves, some grades will be evaluative. All evaluative work can be rewritten for a higher grade.

Throughout our course, you will be presented with various scenario-based formative assessments FOR learning which will then serve as a guide OF your learning in preparation for your summative assessment. We will use IPA (Integrated Performance Assessment) that are directed to your *communicative competence* and not on the memorization of grammatical rules and/or vocabulary.

Group Learning

Encouraged. Opportunities will be provided to communicate and learn socially within this course.

Always. Desks should be in groups or students should be at tables. Zoom sessions should allow for grouping students (even if that means the district needs to pay for a more advanced version of Zoom).

We will work in groups!!! Collaboration not only lightens the load, it helps us practice a valuable skill! We will work with you so that you develop good agreements within each group with the goal of equitable distribution of labor.

Example Assignments (e.g. journals, projects)

Weekly current events readings and reflections. Possibly in a journal or as a collage or digitally.

I like to give students the opportunity to present things that are important to them, such as a biographical object or favorite piece of art. I think it is important to help the students establish that there is a place for them and their likes in the classroom.

Digital reflections on the importance of storytelling, developing an academic identity and the importance of community. Collages as reflection. Undergraduate research experience (with digital workbook and reflection), showcase ePortfolio... lots of discussion!!!

I'm a huge fan of journaling (multimodal) no matter the subject or class...we do a lot of "advisory like" SEL check-ins.

Classroom Layout (physical space)

Desks in groups of three or 4, some alternate(comfy) seating/standing spaces, extra tables for alternate work groups. Wall space for students to create continual questions for others to consider and for teacher to incorporate into lessons.

I would love to have the space to do different layouts for different assignments, even have a relaxed space where students could sit on the floor, and be comfortable.

Different surfaces for different purposes, e.g. large elevated tables for group collaboration, writable walls for brainstorming, individual desks for independent work

IN class we have tables that we can arrange in different ways, but this year we are starting remote, so our classroom looks like the Brady Bunch intro.

In a virtual space I'd love a "home base" with very clear indicators of what's going on each week, with easy-to-read feedback, instructions, and ways to get in contact with an educator (all at a glance.)