

MINDS ON

As you settle in, consider this question:

What is the purpose of class discussions?

NURTURING COMMUNITY FOR MEANINGFUL DISCUSSIONS

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Draft new Aboriginal education legislation

SUMMARY:

So far there is no Indigenous education legislation being drafted. Regarding the principles it would include, however, there is some progress. Furthermore, in 2017/18, the federal government supported the creation of two First Nations school systems.

THE CALL TO ACTION:

We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.*
- ii. Improving education attainment levels and success rates.*
- iii. Developing culturally appropriate curricula.*
- iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal language as credit courses.*
- v. Enabling parental and community responsibility, control and accountability, similar to what parents enjoy in public school systems.*
- vi. Enabling parents to fully participate in the education of their children.*
- vii. Respecting and honouring Treaty relationships.*

Truth a Reconciliation Commission, recommendation 10

Yonkwaweyentehton'hátýe Kinoomaagasing Learning

21. Thoroughly integrate Indigenous knowledge into curricula across academic programs.

Universities have an important role to play in validating and promoting knowledge systems, and it is therefore crucial that Queen's develop curricula and programs that foster a nuanced understanding of Indigenous knowledge, traditions, cultures, histories, and experiences. Given that Queen's has trained leaders and policymakers in diverse fields, and recognizing that all students stand to benefit from exposure to Indigenous knowledge and experiences, every Queen's graduate must have a basic understanding of Indigenous knowledge systems relevant to their discipline. Thus, each program at Queen's must include significant and meaningful Indigenous content.

Extending the Rafters, recommendation 21

National Day for Truth and Reconciliation

Taking up the Truth and Reconciliation Commission Recommendations in your Classroom

Co-sponsored by the Centre for Teaching and Learning; and the Agnes Etherington Art Centre

Facilitated by Yasmine Djerbal, Centre for Teaching and Learning

Panelists: Clarissa de Leon, Faculty of Education and Centre for Teaching and Learning; Rebecca Hall, Development Studies; Carolyn Prouse, Geography and Planning; Toni Thorton, Arts & Science Online

Tuesday, September 27, 2022; 2:30 to 3:30pm; Agnes Etherington Centre – Atrium



TRC & Me: What Educators can do to Respond to the Truth and Reconciliation Commission's Call to Action

Facilitated by Lindsay Brant and Monica Garvie, Centre for Teaching and Learning

Friday, September 30, 2022; 9:00 – 10:00am

<https://www.queensu.ca/ctl/programs-and-events/programs-all/national-day-truth-and-reconciliation>



ROAD MAP

Scaffolding Students

- Competencies needed class discussions
- Diversifying strategies

Collaborative and Relational Learning

- Accountable spaces
- Community agreements

THINK, PAIR, SHARE

WHAT IS THE PURPOSE OF CLASS DISCUSSIONS?

Think:

Jot down your initial thoughts about this question. Don't worry about being formal! Capture your thinking in whatever way feels authentic.

Pair:

In pairs or groups of three and discuss your responses. What points of connection you share? What new perspectives has your partner introduced you to?

Share:

Let's regroup!



SCAFFOLDING STUDENTS INTO DISCUSSIONS

Minds On:

- Activating prior knowledge
- Welcoming learners into the space
- Giving a "preview" of the lesson

Think, Pair, Share:

- Low-stakes sharing
- Providing opportunities to map responses, change opinions, and refine thoughts
- Multiple chances to have their voices heard and different ways to participate
- Encourages collaborative learning
- Building confidence to share in front of others





COMPETENCIES FOR CLASS DISCUSSION

Skills needed for class discussions include:

- Forming and communicating an opinion
- Attentive and respectful listening
- Thoughtfully responding to others

Discussion strategies like "Minds On" and "Think, Pair, Share" give students opportunities to develop and practice these skills and therefore have richer learning experiences from meaningful discussions.

FUN STRATEGIES TO TRY!

Graffiti

- Discussion prompts are written on sheets of chart paper and posted around the room
- Students circulate and write their responses on the chart paper while also reading what their peers have written

Four corners

- Designate each corner of the room as strongly agree, agree, disagree, and strongly disagree
- Give students a prompt and have them stand at a corner
- Students discuss within their corners

Mentimeter or Padlet

- Incorporate real-time online engagement into discussions

Placemat discussions

- Students write their individual response to a question
- In groups of 3-4, students share their responses and on a shared sheet of chart paper, write down the most salient points from their small-group discussion

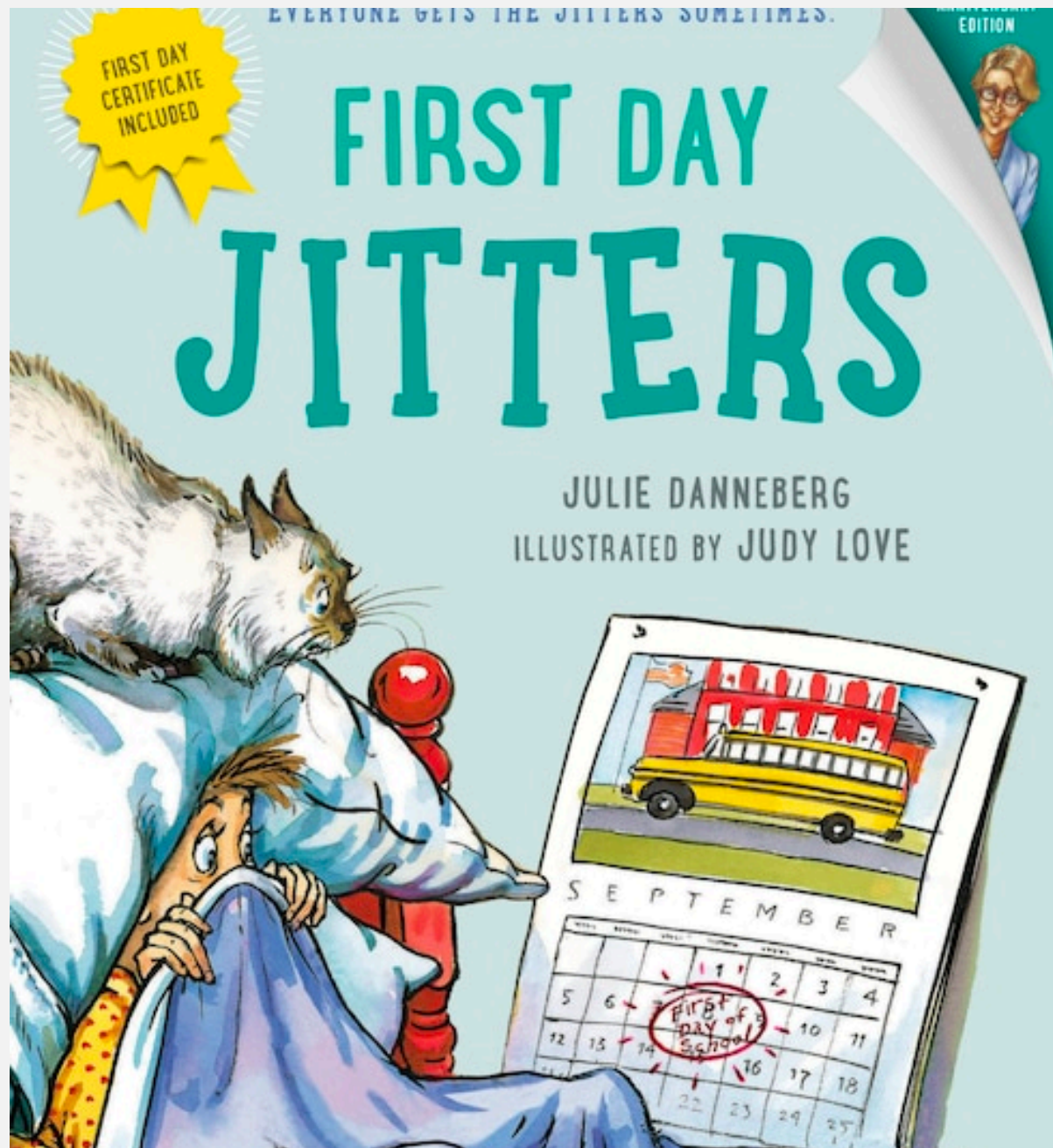


Class discussions are a powerful and crucial strategy for relational and collaborative learning.



What kind of environment leads to relationship building and collaboration?

COLLABORATIVE AND RELATIONAL LEARNING



BUILDING COMMUNITY FROM DAY ONE

As much as possible, spend your first class or tutorial building community

Introduce yourself, share your interests inside and outside of research

Ice breakers

Name tents

Community agreements



SPACE GUIDELINES: A COMPARISON

Safe Space Guidelines ✗

Impossible for organizations to anticipate participants' evolving triggers.

Impossible to guarantee complete safety since **we cannot control people's behaviours or actions** to embed DE&I principles in their actions during and after the conversation.

It does not allow allies and non-marginalized people to **show allyship in action by following a set of guidelines to support accountable conversations** that foster inclusion and equity.

Brave Space Guidelines ✗

An unbalanced onus of bravery of marginalized communities to maintain bravery while sharing lived experiences to ensure allies can grow and learn from it.

Negates the daily bravery marginalized communities need to display to navigate workplaces and society. Also, it does not lighten marginalized communities' "burden of bravery."

It does not allow allies and non-marginalized people to **show allyship in action by following a set of guidelines to support accountable conversations** that foster inclusion and equity.

Accountable Space Guidelines ✓

Places an equal amount of onus for all to behave equitably and inclusively **to foster a deeper understanding of diverse lived experiences in REAL-TIME.**

Creates a **REAL-TIME opportunity for EVERYONE** in the discussion to challenge the conditions that are oppressing marginalized communities by demonstrating accountable and equitable behaviours and actions.

Intent and impact are rooted within accountability to promote actions, thoughts, and behaviours that are equitable and inclusive of marginalized communities.

CO-CONSTRUCTED COMMUNITY AGREEMENTS

Creating an accountable space requires building community on a foundation of consent.

By collaborating on community agreements, we become accountable to each other.

Things to consider when facilitating this discussion

- Building around the principles of accountable spaces
- Setting the expectation to give and receive care
- Incorporating competencies needed for class discussions
- Linking back to the learning outcomes of the course
- Be specific in what each agreement entails (e.g. "be respectful" vs. "understand when it is time to give space to individuals who are part of a marginalized community impacted by the topic being discussed")

MIIGWECH! NIA:WEN! MARAMING,
MARAMING SALAMAT!

If you have specific questions about teaching and learning, contact the EDA team:

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You are also welcome to e-mail me directly:

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