

Minnesota Writing Project

---Demonstration Lesson---

Title of lesson: The Link between Self and One's Teaching Philosophy

Suggested grade/age: To be used with preservice teachers or current teachers in developing their teaching philosophy.

Approximate time needed to complete lesson: One hour or so.

Learning objective(s) and significance of lesson

In- and pre-service teachers will consider their own identities and how these identities influence their teaching and interactions in a school environment, as well as how these identities impact their own teaching philosophy.

Brief summary/outline of lesson

Timing:

With in-service teachers, this could be done at any time during the school year. It would be especially helpful in an induction program with early career teachers, perhaps done at both the start and end of the school year.

With preservice teachers, this would likely be done near the end of a licensing program, during/after students have worked in their field placements.

Steps:

- 1) The presenter talks briefly about their own teaching philosophy and how it was developed.
- 2) Share the spoken word poem "No Child Left Behind" by Dominique Christina and Denice Frohman (<https://www.youtube.com/watch?v=RHSqUyi6GUU>). Ask participants to consider what aspects of students are "hidden" in this poem.
- 3) Remind participants that there are various levels of disclosure and that they will choose whether to share their writing or not.
- 4) Prompt: Participants will brainstorm a list of things people always, sometimes, or never know/assume about them. They could also include what people incorrectly assume about them. *This will not be shared.*
 - a) For example, people see that I am a white woman. They sometimes know that I am a first-generation college student. They almost never know I am childfree. They often assume I grew up middle class.
 - i) Consider race, class, gender and gender identity, sexual orientation, religion, health considerations, family structure, experiences growing up, educational history, immigration status, etc.
 - (1) Facilitator may choose to share to model risk-taking, but participants *do not* share.
- 5) Prompt: Participants will choose one of those characteristics to write and reflect on. It is up to the participant if they choose something people can always see, sometimes see, or never see. Consider

how that characteristic affects the self, students, interactions with students, interactions with adults and community members.

- a) This *will* be shared, but *with* an alternate teaching philosophy related question.
- 6) Share: Participants will share which identity piece they chose, where it falls on the scale of (in)visibility and their response to the prompt. Alternate question: How do you interact with students who are different from yourself?
 - a) Facilitator may choose to share their writing as a model before participants share.
- 7) Prompt: Participants will consider how this characteristic shows up in their day-to-day teaching. How does it matter in their pedagogy?
 - a) This *will* be shared, but *with* an alternate teaching philosophy related question.
- 8) Share: Participants will share how the identity piece relates to their teaching philosophy. Alternate question: What is a core part of your teaching philosophy? Has that changed over time?
 - a) Facilitator may choose to share their writing as a model before participants share.
- 9) At this point, the facilitator may choose to:
 - a) Continue conversation about teaching philosophy with the group.
 - b) Continue a writing prompt where participants craft a teaching philosophy.

Related Resources

“No Child Left Behind” by Dominique Christina and Denice Frohman at

<https://www.youtube.com/watch?v=RHSqUyi6GUU>

Possible extensions or adaptations for different purposes/student needs

Participants could be asked these questions instead:

- Consider a time that a teacher showed you care as a student. How does this influence your teaching philosophy?
- Consider a time that a teacher did wrong by you when you were a student. How does that experience influence your teaching philosophy?
- What assumptions do you make about people you view as similar to you? How does this impact how you interact?
- What assumptions do you make about people you view as different from you? How does this impact how you interact?

I believe that this could be scaled for middle and high school students if the teacher focuses on steps 1-5 and adjusts the follow-up questions.

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