

# TransformED



## PEDAGOGY BRAINSTORM

*IMPORTANT NOTE: In striving for growth, not perfection, **choose 1 area of focus** at a time. Trying to integrate all of the pieces of the 4 Rs at once is not reasonable.*

### Room setup:

- **MINDFUL:** Does the physical orientation of the classroom foster mindfulness and address the subtle energies of the space?
- **VOICE:** Is the space designed in collaboration with students? Does it provide students with a choice of work space?
- **POWER:** Does the position of the teacher and the location of the teacher's desk signal she/he/they are part of the learning community (not separate)?
- **COMMUNITY:** Do visuals and artifacts in the room celebrate cultural diversity that exists in the community and beyond?

### Routines/Rituals:

- **MINDFUL:** Are students given time to bring awareness to their bodies?
- **VOICE:** Do students have an opportunity to advocate for a grade through rubric-based self-assessment and/or conferences? Do students have an opportunity to give feedback and propose next steps for instruction and pedagogy?
- **POWER:** Are students leading the routines? Are students, co-teachers, paraprofessionals, and parents given opportunities to participate in classroom decisions that deal with teaching, learning, and conflict resolution?
- **COMMUNITY:** Does the lesson explicitly build classroom community? Are students encouraged to share cultural/familial/community practices with the class? At some point in the lesson/unit, are students invited to seek out community resources or local experts in order to answer a question?

### Relevance:

- **MINDFUL:** Are students given flexibility to choose how they will participate in the lesson, considering external factors may impact a student's capacity to engage?
- **VOICE:** Did students have or will they have an opportunity to co-create learning activities? (e.g. before the lesson through co-planning or during the lesson through choice of project topic, final product, or content delivery method)
- **POWER:** Did students co-construct the rubric or outcomes on which their work will be assessed?
- **COMMUNITY:** Is the content/project designed to address a real community issue? Do community members serve as authentic audience members for completed project-based assessments? Are students studying topics and authors that deepen their cultural awareness of diverse communities?

### Relationships:

- **VOICE:** Is there time for students and teachers to develop mutually respectful and trusting relationships? Are students given opportunities to share emotions and experiences, either 1-on-1, in small groups, or in whole class activities (i.e., circles)? Are teachers and students actively listening to others?
- **POWER:** Do youth and adults approach relationships with a desire for mutual growth?
- **COMMUNITY:** Is tolerance practiced and not just spoken about? Does the classroom provide safe/brave spaces for fostering growth and conflict management using civil discourse?

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## LESSON PLAN TEMPLATE with suggested strategies

### Set-up:

*MINDFUL: burn Palo Santo*  
*VOICE/POWER: students co-design space, students co-plan activities*  
*COMMUNITY: arrange for guest speaker*

### Opening:

*MINDFUL: 3-min body scan*  
*VOICE/POWER: collectively decide on the plan for the day, students lead intro activity*  
*COMMUNITY: community circle share*

### Learning activity(s):

*MINDFUL:*  
*VOICE/POWER: choice boards (how/what to learn), students make project calendars (when to learn), students choose from diverse learning spaces in room (where/how to learn)*  
*COMMUNITY: guest speaker, interview a community member, resources created by people from diverse backgrounds and explore multiple perspectives*

### Closing:

*MINDFUL:*  
*VOICE/POWER: students provide feedback on lesson via Google Forms or class discussion, collectively identify needs and decide next steps*  
*COMMUNITY: Students reflect on the community engagement experience through a chosen format (i.e., journal, presentation, artistic expression, etc.)*

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## JOURNALING

*BEFORE the lesson*

*AFTER the lesson*

<p>How will I leverage my <b>strengths</b> during this lesson?</p>	<p>Name 3 things that <b>went well!</b></p>
<p>What <b>life events</b> (personal, current events, school structure, change, student-related) do I need to name in order to follow/detour from the lesson as planned?</p>	<p>What could I do differently <b>next time?</b></p>