

Foundations for Education III: Philosophy of Education

UTEP 35506

Spring Quarter 2019

Instructors:

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Class time: Wednesday: 9:00 am--2:30pm

Room: 329 Carter G. Woodson

SPRING QUARTER OVERVIEW

Through this course we will be reading various educational philosophers, theorists, pedagogues, and practitioners to think about how we approach teaching and learning in the context of Chicago. We will examine the “purpose” of teaching from a variety of perspectives and articulate our own motivations, intentions, and underpinnings that will inform our curricular and pedagogical decision-making in years to come. As part of our fieldwork strand this quarter, we will be visiting various neighborhood, charter, and private schools as a cohort. We will practice being careful observers of schools and classrooms, school culture, administration and leadership styles, teachers and teaching styles, students and learning styles, and curriculum in practice. Simultaneously, we will also practice building dialogic relationships with school community members and continue to engage in a process of self-reflection and awareness.

ESSENTIAL QUESTIONS

Our work together will be guided by the following essential questions:

Philosophical

- How does my understanding of self lay the foundation for my teaching practice?
- What role do my own personal beliefs and values play as an urban teacher? Your beliefs will manifest in your teaching - consciously and unconsciously.
- Why is learning important? What is the object/purpose of knowledge?
- Whose knowledge is valued - in urban schools? in urban communities? in school systems?
- What sorts of things should we know, and why?
- What is my philosophy of teaching and learning? How is it changing as a result of this class?

Pedagogical

- What frameworks and theories of curriculum influence my beliefs and practices of teaching and learning in urban schools?
- How do our beliefs translate into pedagogical practices?
- How do I do this? What does it look like? How will I continue to learn and grow?

LEARNING OBJECTIVES

Through this course, you should be able to:

- Engage in a critical dialogue around philosophy, epistemology, curriculum, and pedagogy.
- Recognize and identify the studied theoretical elements of philosophy, epistemology, and curriculum being enacted in the various urban schools that we visit.
- Engage in respectful dialogic relationships with school community members and each other.
- Develop and articulate a philosophy of education that pertains to urban contexts and students.
- Exercise a practice of self-reflection and draw upon that self-reflection as part of a working *praxis* that includes theory that leads to action.

COURSE REQUIREMENTS

- **Adhere to and embody the Professional Code of Conduct.**
- **Actively and respectfully participate at all times, including school visits.** Be punctual, alert and aware, and prepare to engage both your cohort mates and the various school community members in dialogue. Collaborate and cooperate with the cohort, and students and staff at school sites. Your ability to work well with others and to be a positive, contributing member to a learning community has deep implications for your work as a future urban teacher.
- **Deepen your self-awareness of your positionality and the complex role it plays in being an urban teacher.** Being in a classroom, community, or among people who are racially, socially, economically, and politically different from you will call you to be aware of how you present yourself, your intention and motives, and your perception of power in relationships. Part of developing self-awareness comes through an internal conversation that challenges us to see the multifaceted ways we can be seen and understood/unseen and misunderstood. As we get better at seeing ourselves, we become more proactive in resolving conflict, avoiding externalization, and building trusting relationships.

GRADING SUMMARY AND ASSIGNMENTS

- Adheres to and embodies the Professional Code of Conduct (10)
- School Visit Assignments (20)
- Critical Reflection Logs (30)
- Final Learning Portfolio (40)

Weekly Structure of Class time

Time	Task	Grouping	Students draw from
9:00 - 9:30	Discuss readings	Small group	Course readings
9:30 - 10:30	Discuss readings	Whole group	Course readings
10:30 - 11:00	Debrief previous week’s school visit	Whole group	Notes from previous week
11:00 - 11:30	Debrief previous week’s experience and plan for the afternoon visit	School Community Member Dialogue groups	Notes from previous week’s visit.
11:30 - 12:30	Travel to School Visit Site /Lunch		
12:30 - 2:30	School Visit	School Community Member Dialogue groups	-Administrator presentation -School Tour/ Classroom Observation - Dialogues with School Community members

CRITICAL REFLECTION LOGS

Paulo Freire defines praxis as *reflection and action directed at the structures to be transformed*; your Critical Reflection Log (CRL) will be a vehicle for continuing to enact your own praxis and will continue to document your understanding of who you are and how you want to be in the world. For winter quarter, use the CRL to capture your observations and thoughts from the most recent two school visits and place them *in dialogue with* the various readings and class discussions you have had. Full citations are not necessary, but you should make specific references to individual people and authors as you write. Critical Reflection requires time, effort and a willingness to question underlying beliefs and values, actions, and to consider multiple perspectives and viewpoints.

Your Critical Reading Log should address the following questions over the quarter:

- What are you seeing, hearing, and feeling in different schools?
- What are you learning about dialogue? Why is it important? How is it similar or different as contexts change?
- How are your values deepening and broadening? How do they impact how you show up?
- How are you aware of your positionality and how are you sensitive to your navigation of space and relationships?
- What is your philosophy of teaching and learning?

As with any work you engage in at UTEP, remember to

- Demonstrate your ability to connect new learning with existing knowledge.
- Examine multiple perspectives or aspects of an issue in context and provide nuanced, complex understandings and explanations.
- Provide connections to culture, the field, knowledge, skills, or experiences in a broader, more complex framework.
- Perceive underlying beliefs and assumptions and question if former constructs of understanding should remain intact or shift.
- Make appropriate judgments or draw meaningful conclusions based on reasoning and evidence.

CRLs should be submitted through Google Classroom. The rubric for the CRLs is below.

Spring 2019 CRL Rubric			
	Yes (1)	No (0)	

Submitted on Time			
	1 Unsatisfactory	2 Needs Improvement	3 Meets Expectations
Captures your analytical thoughts from the school visit(s). Goes beyond observation and highlights.			
Incorporates specific elements from the readings as well as examples from in-class or school visit dialogues			
Demonstrates a deliberate, critical reflective approach to the process of developing a philosophy of education			
Total: /10	Comments:		

Learning from School Community Members

Dialogue is a moment where humans meet to reflect on their reality as they make and remake it. Through dialogue, reflecting together on what we know and don't know, we can then act critically to transform reality.. (from a dialogue between Paulo Freire and Ira Shor in *A Pedagogy for Liberation: Dialogues on Transforming Education*, p. 98-99)

Teachers are in an ideal position to play this role, to attempt to get all of the issues on the table in order to initiate true dialogue. This can only be done, however, by seeking out those whose perspectives may differ most, by learning to give their words complete attention, by understanding one's own power, even if that power stems merely from being in the majority, by being unafraid to raise questions about discrimination and voicelessness with people of color, and to listen, no, to hear what they say. I suggest that the results of such interactions may be the most powerful and empowering coalescence yet seen in the educational realm — for all teachers and for all the students they teach. (Lisa Delpit, *Other People's Children*, p. 47)

Eight times this quarter (weeks 2-9) we will spend the afternoon portion of Foundations Seminar (12:30-2:30) at a Chicago school. During those visits, we will follow a protocol that includes a school overview by an administrator, classroom observations, a school tour, and - as the centerpiece of these visits - dialogues with school community members. Each school we will visit has been arranged so that representatives from the following six groups will be present at our visit:

- Administrators
- Teachers
- Non-Teaching Staff
- Students
- Parents/Family
- Community members/partners

However, these are not panel talks or presentations, but opportunities for you - in small groups - to have *dialogues* with these members of the various school communities we will visit. During the morning of our Week 2 session, prior to our first school visit, we will form six School Community Member Dialogue groups. Each week, you and the other members of your group will meet together during the morning session to plan for the visit that afternoon. During each school visit, you and your group members will engage in a dialogue with members of the representative groups at the school, on a rotating basis (e.g. Visit 1 - Administrators; Visit 2 - Teachers). This way, every cohort member will see all six groups at some point in the quarter. **Each week, your School Community Member Dialogue group will be responsible for capturing and submitting your notes from each site via Google Classroom.**

These dialogue circles are part of this course based on research that shows that our graduates do not have enough opportunities to engage with the various members of school community and tend to struggle with these aspects post-graduation. We see these dialogues as opportunities to learn what various members of school communities want, need, and value. Consider what you are hearing from different stakeholders and think about how you might apply the information you are receiving to how you will build relationships as well as practice humility and active listening, and position yourself as a learner. Beyond the content that you learn from these dialogues, we also want to bring awareness to the process of dialogue with members of school communities that may be similar or different from us. Dialogue is complex and necessary to good teaching and as teacher candidates, we need as many opportunities as possible to practice.

We expect that you will draw on what you've learned in the Fall quarter about positioning yourself in new situations - both as a curious and respectful learner and a humble and collaborative teacher. We also expect that you will critically examine each new context so that you present yourself respectfully and professionally, cognizant of the time and effort that our dialogue partners will be taking/making in order to participate in these dialogues.

At each of the schools you will be expected to capture your observations and submit them through Google Classroom.

These observations will be based on the curriculum frameworks we discuss during week 1. During class the following week we will take time to debrief these visits. As a reflective practice, consider how you understand schools in Chicago and where you see yourself within those schools. People sometimes enter this program thinking that urban schools all need the same help and that they are the perfect people to provide that help. This is a myth. Many times residents and first year teachers decide to teach in schools that they are not well aligned with and therefore spend a school year struggling in all aspects of teaching. This is where your self-awareness is critical in finding a place to plant yourself. We will also unpack the following questions:

- What surprised, shocked, impressed, (insert adjective) you? What made you smile, question, feel uncomfortable?
- What elements of schooling, learning, teaching left an impression on you? Why?
- What are your reactions/responses telling you about where you might locate yourself in the school system?

FINAL PROJECT- LEARNING PORTFOLIO

The final project in this quarter's Foundations Seminar will be a series of documents that capture your thinking about your position in a Chicago school during this quarter. The final written document will be to put action to values and to create a personal accountability system that will help you navigate your experiences of the residency year.

Philosophy of education (3 pages)

Identifying a philosophy of teaching and learning will activate the your guiding principles of behavior in schools, communities, and with children. Develop a statement that captures your thinking around the following:

- What is my current understanding of the world that I am preparing children to inherit?
- What am I teaching towards?
- What do I believe is important for children to know and be able to do?
- How is/will my teaching be an enactment of my values?
- Why do I want to teach in an urban context and why now?

Dialogic relationships (2 pages)

You spent each week of the quarter in two distinct groups using dialogue to build new knowledge and learn across differences. Reflect on the process of dialogue within these groups, and what it has prepared you to do as a future teacher.

- What do I know now about what members of school communities want for their children and from new teachers? What did they value?
- How will you enact radical love, faith, and humility in getting to know students, their families, the school, and the surrounding community, personally, professionally, and academically?

Looking ahead to the short term (2 pages)

This Spring quarter, in your three other courses, you will be planning sets of lessons that you will then teach this summer. How will you apply what you've learned in this Foundations Seminar course to those lessons?

Write a reflection about the ways that the elements of this course - the readings, dialogues with cohort mates, whole class discussions with instructors, school community member dialogue circles, and school visits - influenced your thinking and planning for summer instruction. Be specific, in terms of both citing elements from this course and also specifically how elements of your planning evolved or shifted as you considered the elements of this course.

Looking back and looking forward . . . Personal and professional development over the year (3 pages)

Think back on your development over the past year. Given your learning experiences, think about the following questions:

- What excited your learning this year and what excites your future learning?
- What personal strengths did you discover and what challenges did you encounter that helped your growth?
- What are you taking away from Foundations Seminar that you hope to apply and implement in your teaching? How will you create accountability?

CLASS SESSIONS: COURSE TEXTS and FIELD VISITS

All readings will be posted to the Google Classroom Class Drive Folder as PDFs. **Please look at the schedule and plan your transportation accordingly.**

Week	School Visit	Theme/ Topic	Epistemology and Philosophy Curriculum and Pedagogy	Contemporary Examples from Urban Classrooms (Optional)	Due
1 4/3		Intro	<ul style="list-style-type: none"> Freire, Paulo (2000). <i>Pedagogy of the oppressed</i>. Bloomsbury Publishing. Chapter 1, 2, 3 Au, W. (2012) <i>Epistemology and Educational Experience in Critical Curriculum Studies</i>. Chapter 3 	Souto-Manning, M. (2010). <i>Freire, teaching, and learning: Culture circles across contexts</i> .	
2 4/10	Montessori School of Englewood	Progressive Education - Montessori	<ul style="list-style-type: none"> Woodson, C.G. (1933) <i>The Mis-Education of the Negro</i>. Preface, chapter 1-4 Debs, M. (2019) <i>Diverse Families, Desirable Schools</i>. Chapter 2 “Montessori for all?” 	Gandini, L. (1993). <i>Fundamentals of the Reggio Emilia Approach to Early Childhood Education</i> . Young Children, 49(1), 4-8.	
3 4/17	Lab School	Progressive Education	<ul style="list-style-type: none"> Dewey, J. (1915/2013). <i>The school and society and the child and the curriculum</i>. University of Chicago Press. Kumashiro, K. K. (2002). <i>Troubling education: Queer activism and antioppressive pedagogy</i>. Psychology Press. Chapter 1 and 2 Alfie Kohn, (2008). “<i>Progressive Education: Why It’s Hard to Beat, But Also Hard to Find</i>” Independent School. 		DUE: CRL 1 At the start of class
4 4/24	Village Leadership Academy	Critical Race Theory	<ul style="list-style-type: none"> Ladson-Billings, G., & Tate, W. F. (1995). <i>Toward a critical race theory of education</i>. Teachers college record, 97(1), 47. Yosso, T. J. (2002). <i>Toward a critical race curriculum</i>. Equity & Excellence in Education, 35(2), 93-107. Yosso, T.J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth, Race Ethnicity and Education, 8:1, 69-91 	Gutstein, E. R. (2012). “ <i>Mathematics as a weapon in the struggle</i> ” in <i>Opening the cage..</i> Sense Publishers.	
5 5/1	AGC	Critical Pedagogy	<ul style="list-style-type: none"> Hooks, B. (2014). <i>Teaching to Transgress</i>. Routledge. Introduction, Chapters 1, and Chapter 4. Darder, A., Baltodano, M., & Torres, R. D. (2003). <i>Critical pedagogy: An introduction. The Critical Pedagogy Reader</i>. Introduction. 	Camangian, P. “Real Talk” in Ayers, W., Quinn, T. M., & Stovall, D. (Eds.). (2009). <i>Handbook of social justice in education</i> . Routledge.	DUE: CRL 2

6 5/8	NTA	Culturally relevant or responsive teaching and Ethnic Studies	<ul style="list-style-type: none"> • Villegas, A. M., & Lucas, T. (2002). <i>Preparing culturally responsive teachers rethinking the curriculum</i>. Journal of teacher education, 53(1), 20-32 • Cati, V., López, J., & Morrell, E. (2015). <i>Toward a critical pedagogy of race: Ethnic studies and literacies of power in high school classrooms</i>. Race and Social Problems, 7(1), 84-96. 	Chapter 2, Cynthia Nambo in Michie, G. (2005). <i>See you when we get there: Teaching for change in urban schools</i> . Teachers College Press.	
7 5/15	Fiske	Critical Care/ other-mothering A Feminist perspective	<ul style="list-style-type: none"> • Beauboeuf-Lafontant, T. (2002). <i>A womanist experience of caring: Understanding the pedagogy of exemplary Black women teachers</i>. The Urban Review, 34(1), 71-86. • Rolón-Dow, R. (2005). Critical care: <i>A color (full) analysis of care narratives in the schooling experiences of Puerto Rican girls</i>. American Educational Research Journal, 42(1), 77-111 		
8 5/22	Prieto Math and Science Academy	Culturally sustaining pedagogy / Ethnic Studies	<ul style="list-style-type: none"> • Alim, H. S., & Paris, D. (2017). What is culturally sustaining pedagogy and why does it matter. <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i>, 1-21. • Kinloch, V. (2017). 'You Ain't Making Me Write': Culturally Sustaining Pedagogies and Black Youths' Performances of Resistance. <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i>, 25-41. • Irizarry, J. G. (2017). For us, By us. <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i>, 83-98 		DUE: CRL 3 At the start of class
9 5/29	Clinton Elementary	Funds of Knowledge	<ul style="list-style-type: none"> • Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). <i>Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms</i>. Theory into practice, 31(2), 132-141. 		
10 6/5		Reflection and Conclusion	<ul style="list-style-type: none"> • Baldwin, J. (2008). <i>A talk to teachers</i>. Yearbook of the National Society for the Study of Education, 107(2), 15-20. • Ayers, W. (2014). <i>To Teach</i>. Teachers College Press. Introduction and Chapter 1 		DUE: Learning Portfolio by midnight

