**ECS303 Host Critical Reflections** *(Section 40 & 60)*

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**Tasks to complete following your HOST facilitation:**

1. At the end of your host session, request guests to email to you a copy of the 3-2-1 notes.
2. Review your own notes (that you prepared in advance & also added to throughout the host session).
3. Review Guests 3-2-1 notes, highlighting key info/quotes that you may want to use in your summary.
4. Using this template, submit your final Host Template to URCourses before the following Thurs class.
5. As stated in syllabus, pg. 4, Assignments submitted (word or pdf documents) to URCourses must be saved using the following format: LastName\_FirstName\_ECS303\_AssignmentTitle

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| **My Hook/Connection for this topic:** (article, video, image, etc) Explain the conversation starter / hook that you used (provide a link if used). How did you use it to prompt conversation?   * For my hook I brought a pad of sticky notes. I remember one of my teachers leaving note in our desk to complement us or give us a boost of encouragement for the day. I think this is a great way to make students feel they matter in your classroom. When students know you are thinking of them and you take the time to write them a little note they will be excited and probably feel better about their day.   **Prompts/questions I prepared to help lead the critical conversation:**  1.I thought restorative justice was a new and interesting way to approach to the classroom atmosphere. In the readings it shared that by using restorative justice it will create better relationships with students.   * Do you feel you could use this approach in your classroom? Why or why not?   2. In the video the example of “Morning Routine” stood out to me because I have been in many classrooms that have students do many things in order to get ready for the day. For example putting shoes on, putting stuff away, getting planner out, taking library books to bin, etc. This would be a very structured classroom setting with little freedom.  - Are there any ways to do this to allow students more freedom?  Some students like structure and some like freedom. It may be hard to find a solution that works for all the students. I personally liked order so I would have struggled if we were given freedom in my classroom.  - have you ever experienced a classroom with freedom?  3. Restorative justice also includes making solutions to problems in your classroom or with individuals with the students in your classroom.  -How will you incorporate the students into your decisions for the classroom?  4. While doing the readings,  - what was your favorite reading this week and why? | | |
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| **Quick Summary of Critical Conversation**: Be concise (1-2 short paragraphs). Key messages or themes (that emerged through discussion)   * We all thought the restorative justice was a new way to think of the classroom atmosphere. We all said we would like to try implement this into the classroom, but we all said it might be difficult because we haven’t seen it done in any of our classes in the past. We also all liked structure so we thought it would be hard to let go and let the students have freedom, but we would like to try our hardest to make this happen. * Some of us explained that in the classrooms we EA in this idea of restorative justice is often never used. It has become habit to punish the students as soon as you know we are doing something they aren’t supposed to do. Often teachers are very quick to send students to the principal’s office without talking to them first. If using restorative justice, the first thing that should be done is have a conversation with the individual(s) to see if they think there is a problem. Then go from there to find a solution with them. Every student needs different things and might need something a little different to be successful. When teachers try to use all strategies with all students there many be some that just don’t work for some individuals. | | |
| **Reflections:** Think about your role as ‘host’. What did you learn about yourself (as teacher)? What surprised you? Were there any AHA moments? What did you do really well? What would you do differently?   * I think I thought it would be easier to get conversations rolling. I found I asked my questions and there wasn’t much conversation around them. It was mostly myself sharing my own thoughts. I’m not sure if this was my own fault and the questions I asked or if it was my group not being prepared or not wanting to talk about it. I hope next time I am over prepared incase things go quicker than expected. I should have had more questions around my topic to fill the time better. * I think I was really good at commenting on others comments and making them know I was listening and engaging in their conversation. In previous groups I am usually the person who answers the question first and leads the answer conversations, I found it a little awkward when nobody wanted to talk and I had to answer back my own question. * Maybe I should have chosen different questions to make the conversation easier. I didn’t think they were very difficult question because there was no one right answer to them but maybe that’s what made them hard. * I would also maybe make a visual for next time such as a PowerPoint to engage the group more. | | |
| **Critical Reflections:** How could your understandings of the readings, and the critical conversation, contribute to your teaching philosophy?(1-2 paragraphs)   * During this week’s readings I realized. One of the favorite readings from this week was “kindness isn’t enough” because it was an eye opener. I think it was interesting because before this week I was a teacher who wanted to implement kindness into my classroom to encourage my students all to be “little angels” but I have realized that is not how it works in the perfect world. By using restorative justice students will gain independence, help other and feel valued. This will result in overall kindness. I think the kindness part of my future classroom has changed. In my teaching I hope to make every child feel valued and like they have a voice. I think this will be beneficial for student to be better humans in the future. | | |
| **Questions:** What are you wondering about now?, i.e. thoughtful questions that arose from the discussion.   * I am wondering how to meet the needs of all students, while still allowing them to have both freedom and structure for those who like one way or the other? * What strategies can I use in my classroom to lead to restorative justice strategies in the classroom? | | |
| **Peer-Assessment** | At what level did each member of your group participate and contribute? *This information will not be shared with your group members.*  Exceeding expectations (E), Meeting Expectations (M), Progressing towards expectations (P), Not meeting expectations (N). | |
| *List names of group members, rating & any professional & relevant comments that justify the rating.* | | |
| 1. Kennedie Henrikson - M  - her 321 was handed in the day of in the early hours of the day. I was not able to look at it before class because I didn’t have time in my schedule  - she has minimal input into group conversations | | 3. Brooke Striha - E  - Brook was the only person who sent me their 321 on Monday. I was thankful I got one to help with my discussion.  - she had the most input into our conversation |
| 2. Tamantha Kirsch – M  - 321 was not provided before class so was not able to see what she said for input before hand  - she has minimal input into group conversations | | 4. |