

harrancoa1

EDCO 3100-01

First week reflections

About Me

"The one that comes from the sea"

My sibling and I took this photo by the beach while I was visiting my home country, Panama, last month. As you can see, I was completely overjoyed to be nearby blue waters and my favorite person in the whole world after being away for such a long time.

I also selected this photo because it goes perfectly with my name Adriana, which literally translates to "the one that comes from the sea". An appropriate name for a girl born and raised in a country bordered by water. I am originally from Cueva and Gunadule territory, commonly known as Ciudad de Panamá. Who I am as a person has been shaped by my experiences as a mestizo woman raised in a colonized country and as an immigrant currently living on stolen land. After three and a half years living in Canada, I have learned to love and care for the land in which I reside, as well as to carry my culture and my name proudly with me wherever I go.

This fall, I am starting the BED program at Thompson Rivers University where I hope to learn plenty about connecting different cultures and furthering the inclusion of indigenous teachings and ways of being into my classroom.

I am very excited to be in this class!

Gracias, Adriana Lucía Barranco Muñoz



Tuesday

Indigenizing a classroom through language

- 1. One thing that resonated with me on our first class was the use of language (particularly Secwepemctsin) as a tool to decolonize and indigenize classrooms. I liked that many of the teachers that came in to introduce themselves did so in two or more languages to encourage the acceptance and inclusion of different languages and cultures into western educational settings and classrooms.
- 2. As an international student whose first language is not English, the simple act of saying "Weytk" or "Hola" alongside the usual "Hello" made me feel ten times more comfortable and accepted in a predominantly white classroom. As I reflect on how happy and at ease I felt when I kept hearing different teachers include a language different than their own into their introductions as an act of inclusion, I thought about how that same introduction could ease a student from a different cultural background into viewing a classroom as a safe space for their language, culture, and identity.
- 3. Today, the teachers' use of Secwepemctsin to encourage the sharing of different languages and cultural backgrounds in a classroom made me picture myself in the near future preparing similar introductions for my students. I see myself doing a short introduction in the language of the original owners of the land, the language commonly used among my students, my own language to connect myself to my introduction, and any other language that my students know or would like to hear as an effort to constantly indigenize my classroom and make it into a safe space for my students to be proud and open about who they are.

Wednesday

Communication and collaboration

- 1. In today's class I was particularly drawn to the "communication scenarios" exercise we did to prepare ourselves for future interactions with students and their parents. In the exercise we (a group of four) were meant to take a role (teacher, student, parent, and mediator) and simulate the different ways in which the scenario could go depending on our approaches.
- 2. I really liked the fact that the scenario was designed for us to collaborate and communicate with each person in the group in search of solutions for the problem and ways in which we could strengthen the parent-teacher relationship through communication and trust. It was only through our communication to each other that we were able to come up with a few successful plans of action to ensure the security and comfort of the student and parent.
- 3. I believe the exercise we did today was incredibly beneficial for future teachers so that we learn to rely on interpersonal relations and seek advise and help from others to improve our teaching, as well as teach our kids through similar activities and games to relate, communicate, and share with fellow students their thoughts and ideas. In the future, I hope to teach my students how to communicate and collaborate with each other so that they can learn different perspectives and make personal relationships with ease.

Thursday

Multiple Intelligence Survey

- 1. In the multiple intelligences survey we did today we would mark some things that we resonated with to find out our areas of strength and improvement in learning. In my case, nature and mathematics have never been a strength or an interest of mine but music and intrapersonal learning were accurately shown as my strength, which allowed me to learn or label my learning process through a simple test.
- 2. I particularly liked this bit of our class today because it made us acknowledge as learners and future educators that people think or resonate differently to each subject and that can help us support our students better depending on their strengths.
- 3. I especially liked the survey and what it taught me today because it can be easily used as a learning tool to understand and support each of our students depending on their areas of expertise. With the survey, I could teach the students to know that is okay to struggle or need help with a particular subject and also be pretty good at another, as well as encourage them to learn and rely on other students that have different strengths and subjects of improvements.

Friday

Indigenous Dance Pl3y

- 1. Today's class was a bit different from our past classes since we focused on Dance Pl3y and how it teaches kids Indigenous stories and cultures through dance.
- 2. I was was surprised of enjoying Dance Pl3y as much as I did, since I was initially nervous and self conscious of dancing in front of my peers. Nevertheless, I ended up learning tons, having fun, and letting loose without thinking about my initial worries. I can see how Dance Pl3y can be a fun activity to do with students alongside a lecture of Indigenous peoples' teachings and stories, so that they can have fun, let loose, and learn so much about Indigenous peoples' stories, culture, and traditions.
- 3. Indigenous Dance Pl3y was really significant to me because I learned how to apply identity and culture through dance. Through the use of movement and storytelling, I was able to engage with Indigenous cultures in a fun way.

Teaching Philosophy

My main focus as an educator is to shape my kids into accepting, kind, and intelligent people. I believe that kids learn and develop better when there is as much focus on their emotional and social development as it is on their cognitive development, which can be achieved through teachings of their emotions, ways to connect and socialize, and correct ways to treat other people.