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“Clap Once if You Hear Me”: Setting Expectations and Creating Boundaries

Outline

Mindset and perception of students are key to establishing a classroom that is filled with mutual trust, safety, respect, and learning. Essential to creating this environment are five basic tenets:

- 1.) All children are doing the best they can with what they have
- 2.) Each student has a unique gift when they arrive in the classroom, and that it is the teacher’s responsibility to help the students identify that unique gift and to utilize it
- 3.) Social-emotional content is just as important as the academic content
- 4.) Students are human beings with needs. They get anxious and need breaks just the same as adults
- 5.) Educators and administration must model the desired the behaviors

Training outline

- Setting Expectations
 - Identify educators goals for the class (explain exactly what you would like your students to be able to do and WHY you want them to be able to do those things)
 - Mutually shared upon rules
 - Student-led (parameters, consequences)
 - Guidelines for social-emotional behavior
 - Why do we have conflict?
 - How to deal with conflict
 - Creating Community
 - Encouraging buy-in and ownership of content
 - The difference between liking and respecting
 - DEFINE respect (everyone has a different definition of respect, contextualize respect in the larger context, as well as the context of the subject content)
- Creating Boundaries
 - Why are boundaries important?
 - Moving from “what you can’t do” to “what you can do”
 - Creating a social-emotional roadmap for the class (discussing and unpacking feelings around frustration, encountering challenges, embarrassment)
- Consequences and Discipline
 - Logical consequences
 - Implementing consequences that are logical to an infraction and that promote learning and a deeper understanding of the behavior



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- ❑ Restorative practices
 - ❑ What is restorative justice?
 - ❑ Restorative justice is a trauma-informed practice
 - ❑ Principles
 - ❑ Restorative justice practices
- ❑ Role play and real-life application
 - ❑ How to do what we discussed

The RC Approach is designed to integrate social and academic learning, and to create classroom environments that are productive and focused on learning. The RC Approach has seven essential principles to guide teachers' thinking and action. These principles are: 1) equal emphasis on the social and academic curriculum; 2) focus on how children learn as much as what they learn; 3) the view that social interaction facilitates cognitive growth; 4) emphasis on cooperation, assertion, responsibility, empathy, and self-control as critical social skills for children to learn; 5) focus on knowing the children individually, culturally, and developmentally; 6) emphasis on knowing the families of children, and 7) viewing the working relationships among adults at the schools as critically important (Northeast Foundation for Children [NEFC], 2003). Specific RC practices emerge from these principles. Practices include: 1) Morning Meeting, a daily meeting to create a sense of classroom community with time for sharing, games, and playful intellectual activity; 2) Rules and Logical Consequences, where rules are established to prevent problems and consequences for problem behaviors follow logically from misdeeds, are developmentally and individually relevant to the child, and rely on a trusting and positive relationship between the teacher and the child for their effectiveness; and 3) a shift in teacher language, where teachers learn to comment descriptively on children's effort and learning processes, not only products, as well as use "encouragement" rather than "praise" (NEFC, 1997). These principles and practices are designed to create classroom environments conducive to learning. As such, the majority of the practices emphasize social, emotional, and self-regulatory skills as immediate goals and academic achievement as a culminating objective.

Firing the "Canon": Developing Culturally Relevant Programming

Outline

Classical, conservatory arts training in the United States is rooted in the western canon, which is defined as the most important and influential bodies of work in music, art, and dance. These works are overwhelmingly Eurocentric in origin and only represent a small fraction of the artists who have worked in the various art mediums. When these works are not presented in a culturally contextualized lesson plan, they run the risk of alienating students, and students possibly perceiving the instructor as elevating some works of art over others.



Defining the western canon

- ❑ What is the western canon
 - ❑ Identify 10 works in the western canon for your artform
 - ❑ Unpacking the cultural identity of the artists
 - ❑ What are their ethnic racial identity?
 - ❑ Class?
 - ❑ Era of practice?
 - ❑ Why are they influential?
 - ❑ What are the lessons to be learned by students from studying these works

Translation, Contextualization, and Cultural Relevance

- ❑ Essential lessons
 - ❑ What are the essential lessons of the work?
 - ❑ Identify universal themes
 - ❑ What are essential lessons that are culturally specific, and why are these lessons important?
 - ❑ Identifying work from diverse artists that address essential lessons
- ❑ Contextualizing the work
 - ❑ Explaining the history in the work from a person-centered perspective
 - ❑ Who were the common people/workers? What were their lives like?
 - ❑ What was the political climate? Was the artist mainstream or challenging the status quo? What was the status quo?
 - ❑ Why is this work relevant now: Finding commonalities in your students' lives
 - ❑ Student led exploration of history and contextualization
 - ❑ Students identify a few themes and points of connection
 - ❑ Comparing and contrasting work from diverse artists
- ❑ Establishing Cultural Relevance
 - ❑ Creating a shared understanding and vision of practice
 - ❑ Establishing student buy-in
 - ❑ Creating meaningful reflection
 - ❑ Take time to debrief (in the performance context)
 - ❑ Student led and structured evaluation