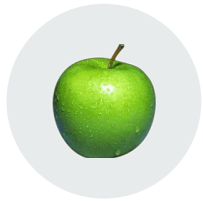




The CCLCS Deconstructing Norms in the EL Classroom Field Guide

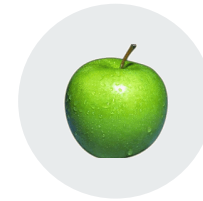
Welcome to the Field Guide



The Field Guide is designed to help us understand how we connect with the **principles** of creating open norm learning experiences.



We will use this Field Guide to drive conversations in order to build an understanding of these concepts and see how these ideas and values shape our work..



The activities on these pages are a jumping off point for more discussion – we hope they encourage you to keep talking..



We cannot stop the desire to know. The desire to know is balanced with our desire to communicate, to share, to connect, and our desire to make sense, to understand – to know the meaning.

George Siemens, *Connectivism: A Learning Theory for the Digital Age*
December 12, 2004

We are essentially social beings. We live in societies, of course; but more fundamentally perhaps, it is our participation in social communities and cultural practices that provides the very materials out of which we construct who we are, give meaning to what we do, and understand what we know.

Etienne Wenger, *Communities of practice: where learning happens*,
Benchmark Magazine, Fall Issue 1991



Never forget that justice is
what love looks like in public
- Cornel West



Photo by [Nadine Shaabana](#) on [Unsplash](#)

A Himalayan mountaineering expedition adopted three rules (principles) that guided them through the trip.

1. We all return safely.
2. We return as friends.
3. We climb the mountain.

These rules, in order of priority, then informed all their actions and ensured that they maintained a healthy perspective on what signified success.



Jones, M. (2002) [MSc Dissertation](#), School of Educational Studies, University of Surrey, [p. 27](#)



My name _____

My role at work _____

My passion _____

My superpower _____

What have your experiences with learning been like? Describe ...



a delightful experience



a favourite experience

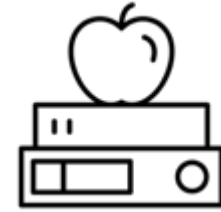


a sensible experience



a weird experience

What have your experiences with teaching been like? Describe ...



a delightful experience



a favourite experience

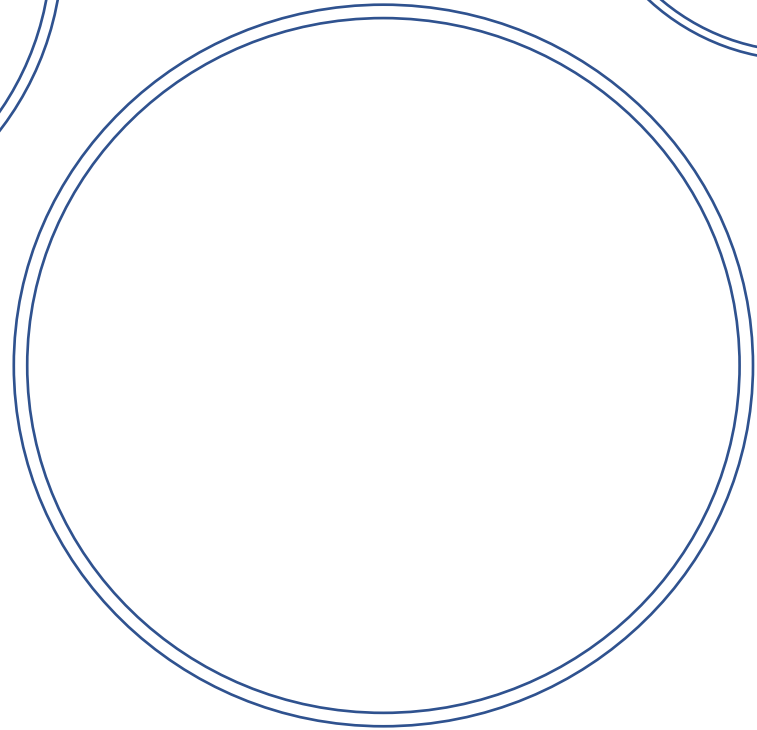
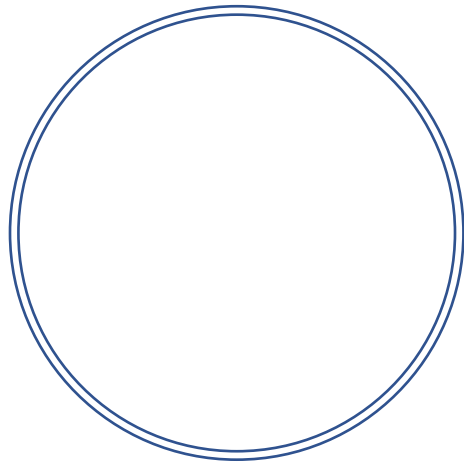
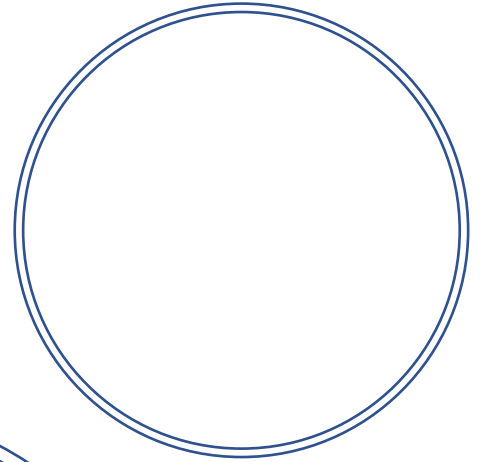
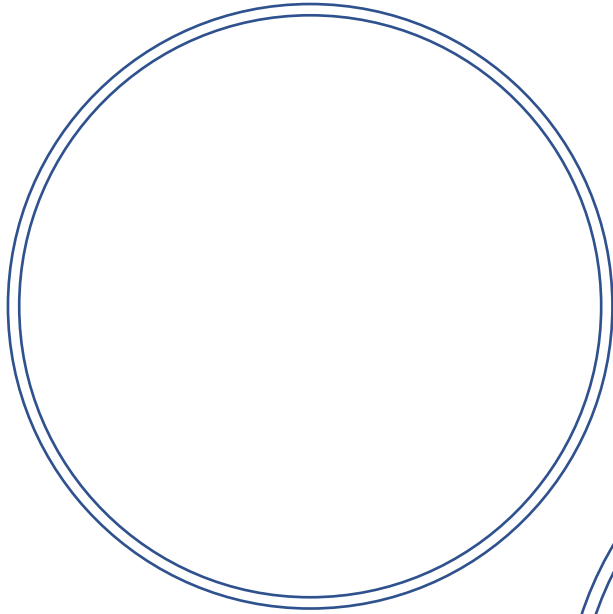
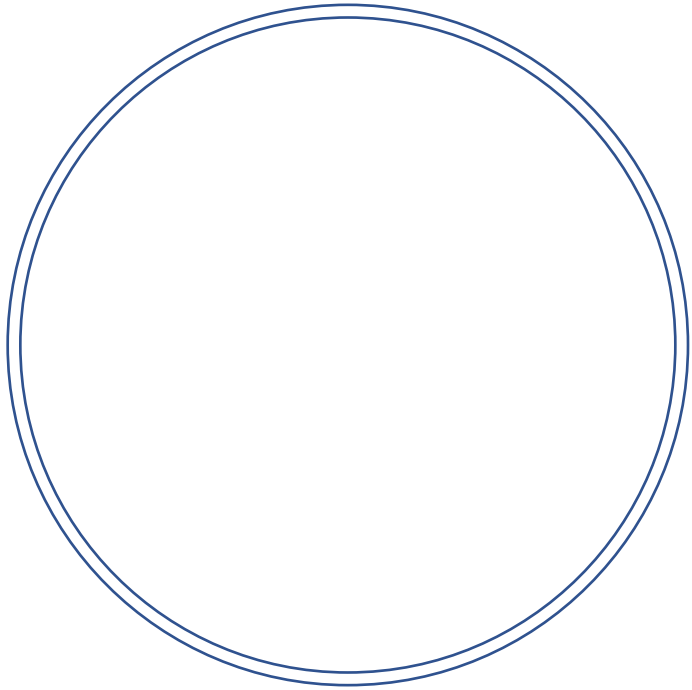


a sensible experience



a weird experience

5 places to have a language learning experience besides a classroom



Theme for English B Background Notes



Langston Hughes was a central figure in the [Harlem Renaissance](#), the flowering of black intellectual, literary, and artistic life that took place in the 1920s in a number of American cities, particularly Harlem. A major poet, Hughes also wrote novels, short stories, essays, and plays. He sought to honestly portray the joys and hardships of working-class black lives, avoiding both sentimental idealization and negative stereotypes. As he wrote in his essay "[The Negro Artist and the Racial Mountain](#)," "We younger Negro artists who create now intend to express our individual dark-skinned selves without fear or shame. If white people are pleased we are glad. If they are not, it doesn't matter. We know we are beautiful. And ugly too."

www.poetryfoundation.org/poets/langston-hughes

Theme for English B Background Notes

The Harlem Renaissance refers to the flowering of African American cultural and intellectual life during the 1920s and 1930s. Centered in the Harlem neighborhood of New York City, the movement moved to urban centers throughout the United States. Across the cultural spectrum (literature, drama, music, visual art, dance) and also in the realm of social thought (sociology, historiography, philosophy), artists and intellectuals found new ways to explore the historical experiences of black America and the contemporary experiences of black life in the urban North.

[\(Wikipedia\)](#)



Theme for English B by Langston Hughes



Listen to the poem



The instructor said,
Go home and write
a page tonight.
And let that page come out of you--
Then, it will be true.
I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem,
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me--we two--you, me, talk on this page.
(I hear New York, too.) Me--who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records--Bessie, bop, or Bach.
I guess being colored doesn't make me not like
the same things other folks like who are other races.
So will my page be colored that I write?

Being me, it will not be white.
But it will be
a part of you, instructor.
You are white--
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me--
although you're older--and white--
and somewhat more free.

This is my page for English B.

Places to learn

Think about a time when you felt that you could really learn at your best. It could be something you learned in a formal learning environment or an informal one. It could be something that you learned in a class, in your home, with family, with friends or something you learned by yourself.

What was it like? What supported you as a learner? If you had the freedom to create your ideal learning place, what would it be like?

What would the norms be in your ideal classroom?



Photo by [GEORGE DESIPRIS](#) on [Unsplash](#)



Photo by [Christina @ wocintechchat.com](#) on [Unsplash](#)



Jamboard Gallery

Go to the jamboard link in the chat and create a page for yourself.

Create a representation of your ideal learning place.

Use pictures, drawings or words to describe your perfect place to learn.

Note: To upload or view pictures in Google Jamboard, you need to be signed into a Google account.



Contract

Go to the jamboard Contract page.

Make a sticky note. Choose any color you like.

Write one condition that would help you fully participate in, and contribute to, the workshop and post it.

For example:

I learn best when I'm having fun.



Contract

We don't have to agree with all the conditions, but this will be our contract with each other for the workshop so that everyone will be able to participate to their fullest

We will leave our contract up for the workshop.

We will add new points as they come up.

We will refer to the contract as needed.

Classroom Guidelines

Have you ever used guidelines in a class?

How did you create them?

What do you think about creating guidelines for a class?

Does it contribute to or detract from creating an open, collaborative learning environment?

Social Identities

An individual's social identity indicates who they are in terms of the groups to which they belong.

Social identity groups are usually defined by some physical, social, and mental characteristics of individuals. Examples of social identities are race/ethnicity, gender, social class/socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs.



A large, dark blue circular graphic on the left side of the page, partially cut off by the edge.

Important Social Identities

Which social identities are the most important in Ontario today?

Which social identities have the greatest impact on people's lives and how they access resources and services?



Name the important social identities in Ontario today

A vertical rectangular box divided into two horizontal sections. The top section is brown and the bottom section is light blue.

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How it started

- 2002 -

Exposing the face of corporate power... and the CEOs who pull the strings

Introducing the real "special interests" in Canada - the 100 largest companies and their CEOs.

- 2002, 100% of the top 100 publicly traded companies received an average 37% increase in compensation.
- There's \$1.2 billion for these companies to spend each year on executive pay, but the average executive took \$26.4 million.
- Most of the money went to the top 10% of CEOs, with the top 1% getting the most.

By 2002, the top 100 CEOs had received an average 37% increase in compensation. That's the same as the average CEO in the U.S. - but the average CEO in Canada took \$26.4 million.

FINANCE

RESOURCES

MANUFACTURING

SERVICES

INFLUENCE GROUPS

FAMILY DYNASTIES

CONGLOMERATES

BAY ST.

How it's going
- 2021 -

The Power Gap via
The Globe and Mail

THE ONLY WOMEN IN THE ROOM

The death of women in Canada's C-suite has been a concern for decades, and yet few companies are willing to do anything about it - even when evidence shows female leadership is good for the bottom line. Now, with the pandemic threatening to undo even meager progress, women's place in the work force - and the country's economic recovery - are at risk. **Tania Grant** reports



How it's going

- 2021 -

Premiers of Canada



Social Identities

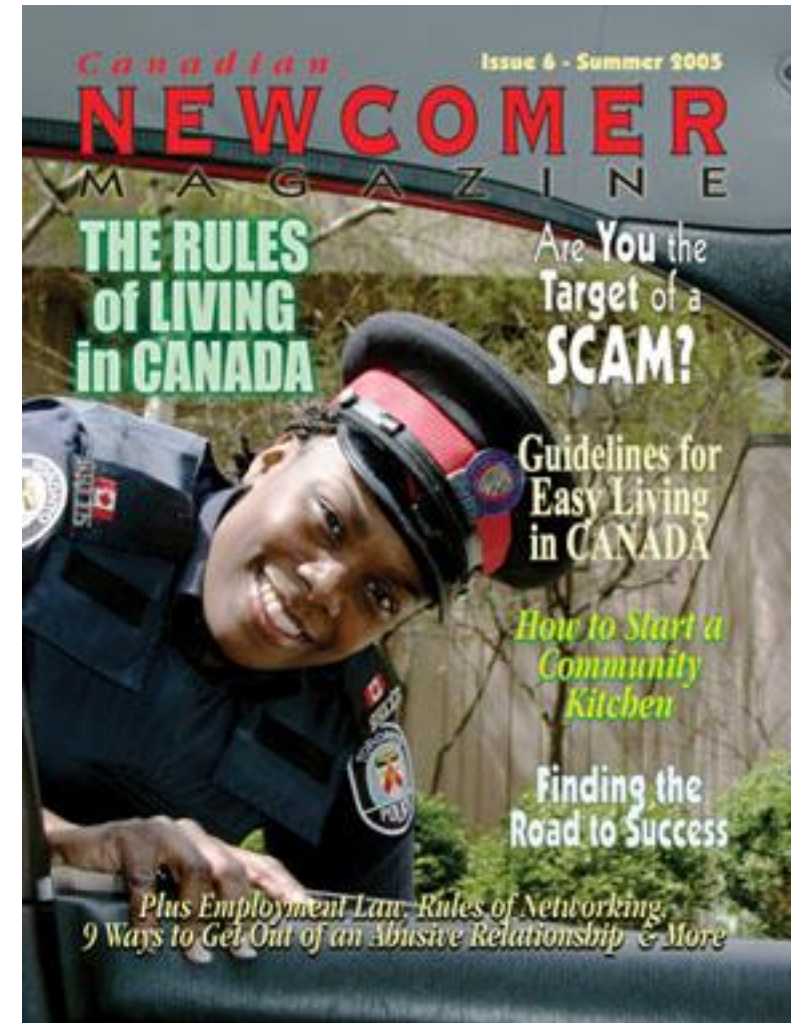
What do you see when you look at this magazine cover?

Do any of the things that others are saying about the picture surprise you?

What are some other ways that English language learners might understand this cover?

As an instructor, how will you create an environment where these interpretations can be discussed?

As an an instructor, how will you create an environment where students feel that their interpretations are valid?



What are the assumptions underlying each of the statements?

What are the "norms" that are being reinforced?

What might the students think about the instructor who is making the statements?

Are there open norm alternatives for each statement?

In Canada, we don't talk about religion or politics with people we don't know.

Open Norm Statement

Being late for class shows a lack of respect for the teacher and the other students.

Open Norm Statement

For a successful marriage, men and women must split the work equally.

Open Norm Statement

You cannot use translation (English-to-First-Language) apps in this class.

Open Norm Statement

Case Study 1

In a Valentine's Day assignment gone horribly wrong, you ask a normally cohesive and jovial Level 3 class to write a valentine's card to a classmate. One male student writes a note to a female student expressing that he is attracted to her and why. The woman is very upset and embarrassed.

What opportunities do you see for making progress on this challenge?

How would you handle this situation?

What ideas or actions do you recommend?

Case Study 2

When an openly gay writer is invited to the school to read from a book about a coming out experience, you and your Level 5 class are at odds. You feel that the students should be open to the experience of a writer coming to speak to the school, regardless of his sexuality.

The students insist that they don't believe in homosexuality and that they do not want to attend the reading. What starts out as a mild discussion quickly deteriorates into a heated debate that ends at break time when one of the students announces that in his country, gays are killed.

What opportunities do you see for making progress on this challenge?

How would you handle this situation?

What ideas or actions do you recommend?

Case Study 3

In an open discussion segment of a Friday class with your Level 3 students, shortly before the American invasion of Iraq, one of your Muslim students relates a news story he had seen in which a Jewish politician had said that if any Arab country attacked Israel, that country would be annihilated. He says, "All Jews want to kill all Muslims."

What opportunities do you see for making progress on this challenge?

How would you handle this situation?

What ideas or actions do you recommend?

Case Study 4

A family comes to the school. The wife / mother wants to attend ESL classes and enroll two children in the daycare. The family is taken to see the daycare. During their visit, the children are singing. The husband says that his children cannot attend a program where there is music and if his children cannot come to the daycare his wife will not be able to attend classes.

What opportunities do you see for making progress on this challenge?

How would you handle this situation?

What ideas or actions do you recommend?

Case Study 5

It is time for some students to move to the next level. You inform the students who you feel are ready to move. Two of the students approach the supervisor and say they do not want to move. The students say they want a "real" Canadian teacher because they want to learn "real" English.

What opportunities do you see for making progress on this challenge?

How would you handle this situation?

What ideas or actions do you recommend?

Case Study 6

It is time for some students to move to the next level. You inform the students who you feel are ready to move. Two of the students approach the supervisor and say they do not want to move. The students say they want a "real" Canadian teacher because they want to learn "real" English.

What opportunities do you see for making progress on this challenge?

How would you handle this situation?

What ideas or actions do you recommend?

Case Study 6

In the Discover Canada guide for the citizenship test, the students read: "In today's Canada, Aboriginal peoples enjoy renewed pride and confidence, and have made significant achievements in agriculture, the environment, business and the arts."

One student shows the class an article that says: "Some of the poorest First Nations communities (such as Attawapiskat) have mines or other developments on their land but do not get a share of the profit. The taking of resources has left many lands and waters poisoned - the animals and plants are dying in many areas in Canada."

The student asks the instructor which paragraph is true.

What opportunities do you see for making progress on this challenge?

How would you handle this situation?

What ideas or actions do you recommend?

Your principles

Read about **Founding Stories**.

www.cityyear.org/cleveland/stories/the-corps/seven-generations

Find a story or proverb as the guiding principle for your class.

Explain how you will put this principle into action in creating an open norm environment.

Ubuntu

I am a person through other people.

My humanity is tied to yours.

– Zulu Proverb

Seven Generations

In every deliberation, we must consider the impact of our decisions on the next seven generations.

– Iroquois proverb

How would you categorize things that happened today?



delightful



favourite

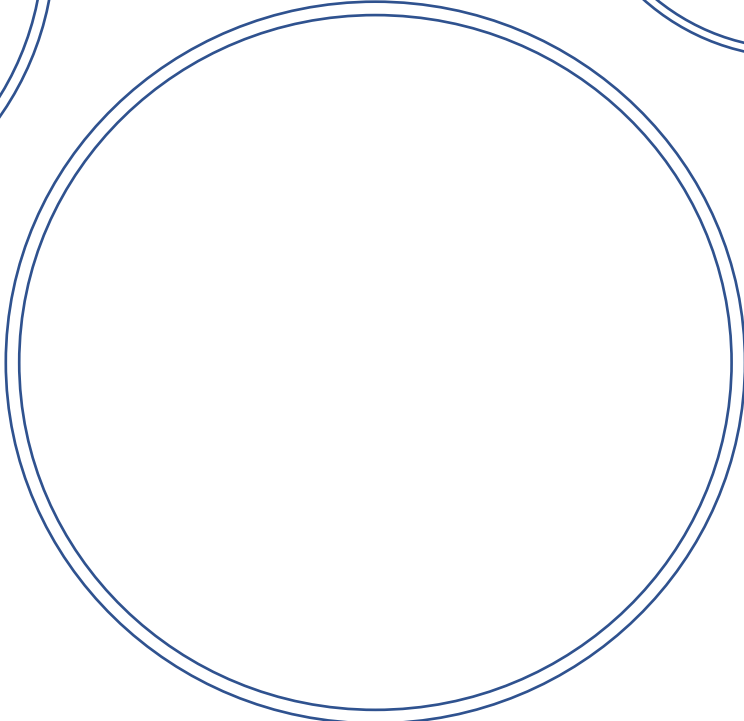
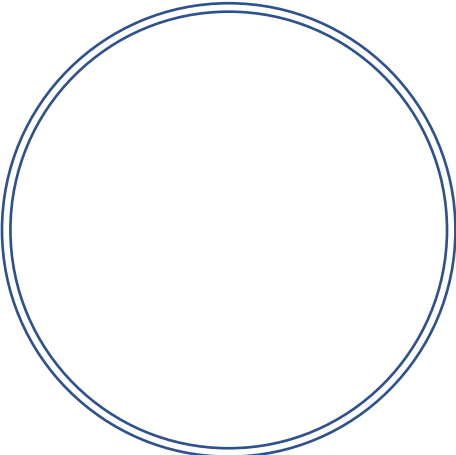
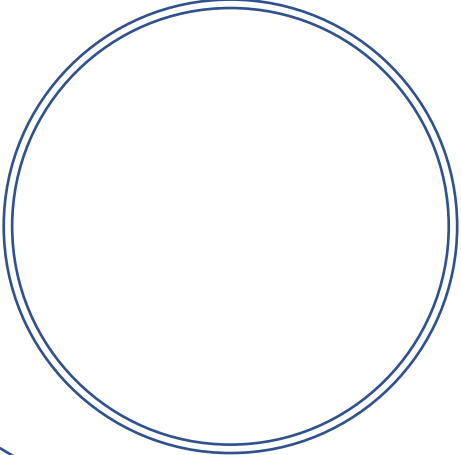
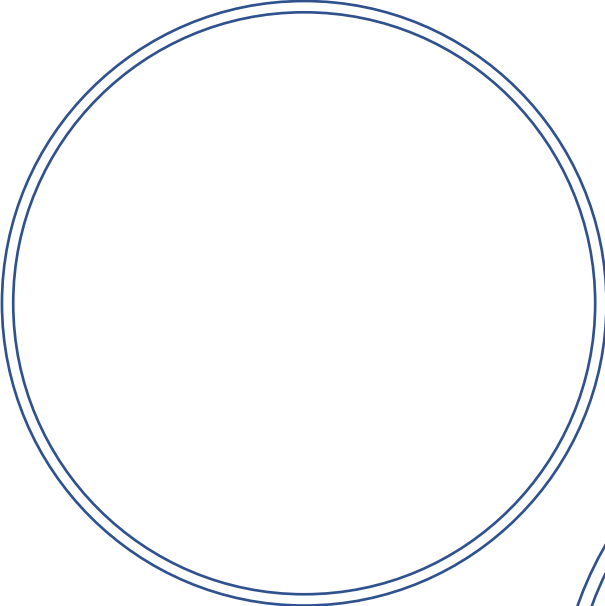
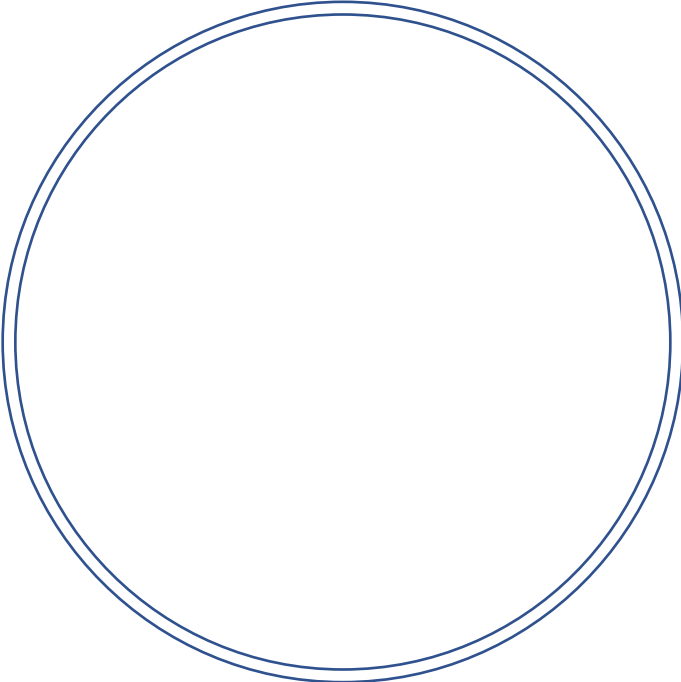


sensible



weird

5 things I would like to know more about



principles



Last Saturday I facilitated a workshop about teaching across diversity and creating inclusive learning environments. It was a great group. Funny, exuberant and wise.



We did an activity where we thought about principles for creating inclusive learning environments. One man, who has vast teaching experience and shares what he has learned very respectfully and openly, proposed the following:

- know yourself – understand your social identities and your teacher identity
- know the universal – learn about the things all people share
- know them – learn about this group of students
- know their differences – learn about the diversity in this group
- know their strengths – and teach to them

I think I remembered that fairly accurately. I just wanted to write it down somewhere.

I, Too, Sing America *by Langston Hughes*

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.



Resources

esolliteracy.blogspot.com/p/saturday-workshop-links.html

Tracey Mollins

www.greedymouse.ca

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