

Harpreet - 7 Oaks principal and vp

- Came to Canada in 2006, and she was a chem lecturer at uni beforehand
- How did she unlearn what she learned at home?
- 7 Oaks k-8 and k-5 lens

They look for...

- When she comes to the classroom, what will she see kids doing in an English language arts class?
  - Access point
- Unfortunately, we have candidates talking about catchphrases, but no concrete examples
- Don't look for complex things you have studied in textbooks, she thinks about reading and writing, how will that be structured in 21st-century classrooms?
- How are you going to meet the diverse needs of your students?
- What kind of text will you expose your kids to? They want to see concrete examples
- How are you meeting the range of learners? Don't give generalized answers. Not all of the answers, but some of the things you are thinking about, be considerate and think
  - What will you do for struggling students? What does it look like?
- Have you thought of concrete assessment? How are you going to assess? How are you going to respond to the needs of that child?
  - Not of, as, or for
  - What have you thought in terms of your practice?
- Are you thinking about the right things? Are you reflective? Are you a learner?
- Have you read something?
- Diverse learners - what are you going to do?
  - What will the differentiation sound, feel, and look like
- They want to see diverse staff → she brought in an Indigenous educator
  - When working in collaboration with each other, you get some really beautiful things with a lot of important things highlighted
  - Highlight the community

- You can't do everything, but think about how you can collaborate with other people

## Math

- Building thinking classrooms – collaborating with them
- How does his approach unfold in the classrooms?
- When structuring math programs in classrooms, what are the key points?
  - Conceptual or algorithm?
  - How are you creating space in your classrooms where they can show their mathematical thinking?

Admin hasn't even figured things out. They don't expect brand-new teachers to have it all figured out, they want to see that we are thinking, reflecting, and learning. To stand alongside teachers, they need to learn about things themselves

Looking for teachers willing to take risks and learn

## Indigenous Education

- How can we decolonize the spaces in our building?
- How are you going to decolonize your classrooms? No easy answer to this, she hasn't found an answer
- How are you going to infuse this in your classroom through structure?
  - She hears → medicine wheel, circle of courage, 7 teachings
  - How will it be infused throughout the day in classroom structure
- Text, Indigenous perspective, damage that has been done through English language arts programs
  - Red Wolf - In 1800, Europeans came and displaced Indigenous North Americans, residential experience, the displacement of wolves as deforestation occurs
  - “True history”
  - Consider other texts

- The pace in school is very fast, it's activity after activity
- Are we moving in the right direction? Ask yourself if your teaching is making an impact. If yes, how do you know that?
- How are we giving voice to our students? Are we listening to them?
- Is it tokenism? Or is it authentic? When these things come up, are we building student leadership?
- Social justice, climate, and racism → big topics, how are we bringing these topics into our schools?
- The books being read in the classroom when she started were not representative.

### Decolonizing Education

- We still work in a very colonized context
- Challenge to decolonize in a colonized context
- Start with your own practice
- In 7 Oaks, they have educational clinical services
  - If a child is struggling → that child is asked to go for a psych assessment
  - Generally, it is an Indigenous kid
  - We already know the child is struggling, the psych assessment and labelling aspect ignores the outside factors that will impact that student → as an educator, ask yourself if it's really needed
  - She has challenged the structures set up by colonization → a process that begins in the classroom

Read the mission statement. See if your philosophy is aligned with theirs. Only sign up to interview if you truly believe in what they do.

She once hired a teacher who did not know what she was going to do with math yet. She was honest, didn't use catchphrases, and did some unpacking, now she is teaching math and doing great!

Truth and rec and decolonization are one thing. When we talk about TRC, you need to give the children the tools to empower them, so they can go out into the world and fight the imp[act of colonization. The tools to fight this are reading and writing.

- If we look at kids from an equity lens and give them what they need “half the battle is won”
- See why a child might be out of the classroom
- The impact is not just going to happen by including important dates in schools, they are important though

## Resources

“Literacy essentials” Regie Routman

“Building thinking classrooms” Peter Liljedahl

“Inclusive Education”