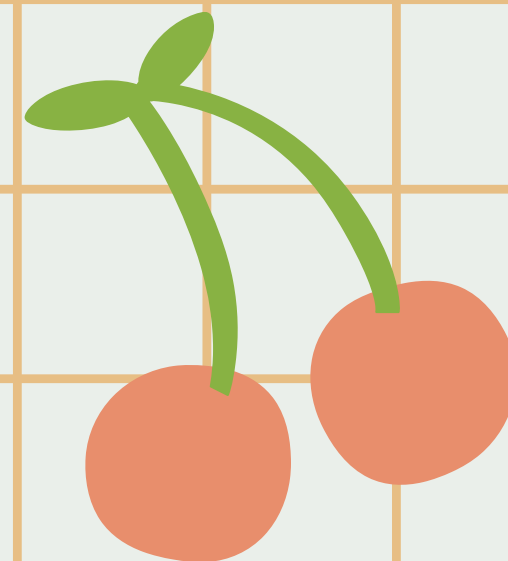
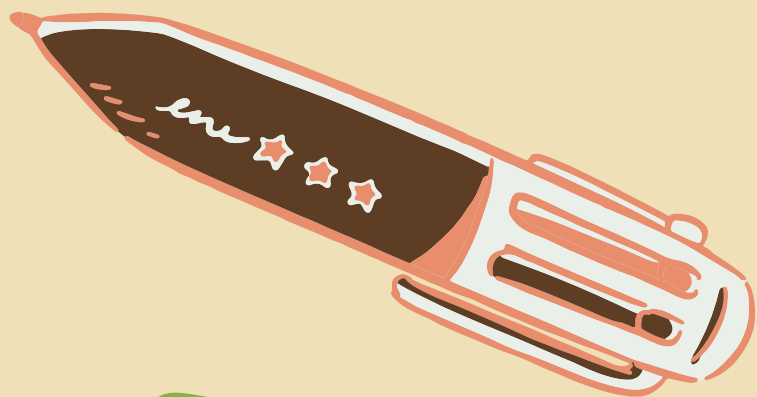
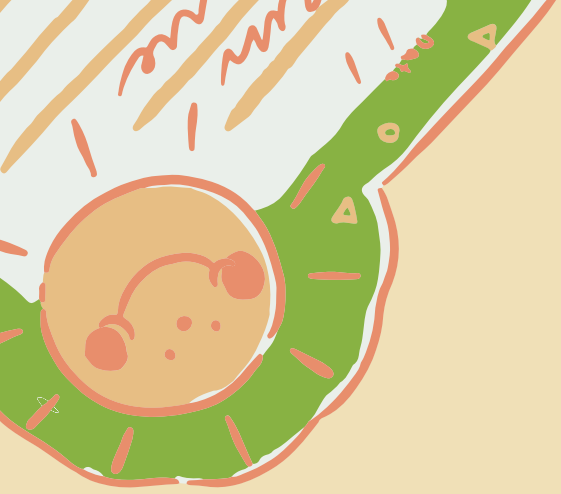


# Ashley, Ethan, Jenna, and Abby



# Land Acknowledgment

We would like to acknowledge we are gathered on the traditional and unceded ancestral lands of the Secwepemc people, who have been the caretakers of this land since time immemorial. As we step into the sphere of education, it is vital to reflect on the lasting impact of colonial structures within these spaces and to work toward decolonizing our practices.





# AGENDA

- 1 Introduction
- 2 The Big Picture
- 3 Words that Shape Us
- 4 Connecting the Dots
- 5 From Theory to Practice
- 6 Activity
- 7 Conclusion





# The Big Picture

- Essay structured around three disciplines  
**History, Philosophy & Sociology**
- Each section framed by illustrative anecdote
- Concludes with essential questions for TC's and educators

## History

- Promotes historical-mindedness and critical historical thought
- Prevents **presentism** (interpreting the past through a modern lens)
- Encourages critical interrogation of historical contexts

## Philosophy

- Philosophy as a **collaborative process**
- Helps TC's reflect on the **virtues of teaching & assumptions** about education
- Builds confidence in teaching practices

## Sociology

- Examines intended vs **unintended functions** of education
- Encourages analysis of schools as: structures that reproduce **social norms & spaces** influenced by **power dynamics**
- Explores concepts such as: **alienation, identity, power, authority** etc.



# Visualization





# Words That Shape Us

“Given the often unresolved nature of historical inquiry, teacher candidates who have the opportunity to “do history” learn that teaching is particular, sometimes messy, and invariably complex. Memorizing and regurgitating names, dates, or ideas is quite remote from the historian’s craft. In fact, historians essentially tell stories that reflect human realities from bygone eras and from which we can generate universal understanding (Buchart, 2011, p.246). We argue that when teacher candidates engage with stories of events and individuals from diverse historical contexts, they can better prepare themselves for human realities they too will encounter. Take for example, the reality that in today’s saturated market, newly certified Canadian teachers must often leave their urban settings and “do their time” in remote rural areas.” (page 5)



# Words That Shape Us



“The sociology of education can also help teacher candidates understand the role of social structure in our lives. By virtue of our membership in social structures such as families, teams, community groups, schools, and classrooms, we are expected to conform to the specific norms of those structures. Such norms control our attitudes and behaviour so that, for example, we soon learn that conduct which is acceptable at a football game is unacceptable in the classroom or at a concert. In other words, as Sam Sommers (2011) argues, “situations matter”. In addition, schools, like other social structures, resist our efforts to change them and even go so far as to sanction group members who try to do so. It is not uncommon for teachers who try to use unconventional teaching methods to be reminded subtly or even overtly by their colleagues to fall into line and stop confusing their students.” (page 15)

# Words That Shape Us

## Alienation

- **Definition:** The state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved.
- **Sentence:** “The teacher stopped the alienation that was happening between classmates.”

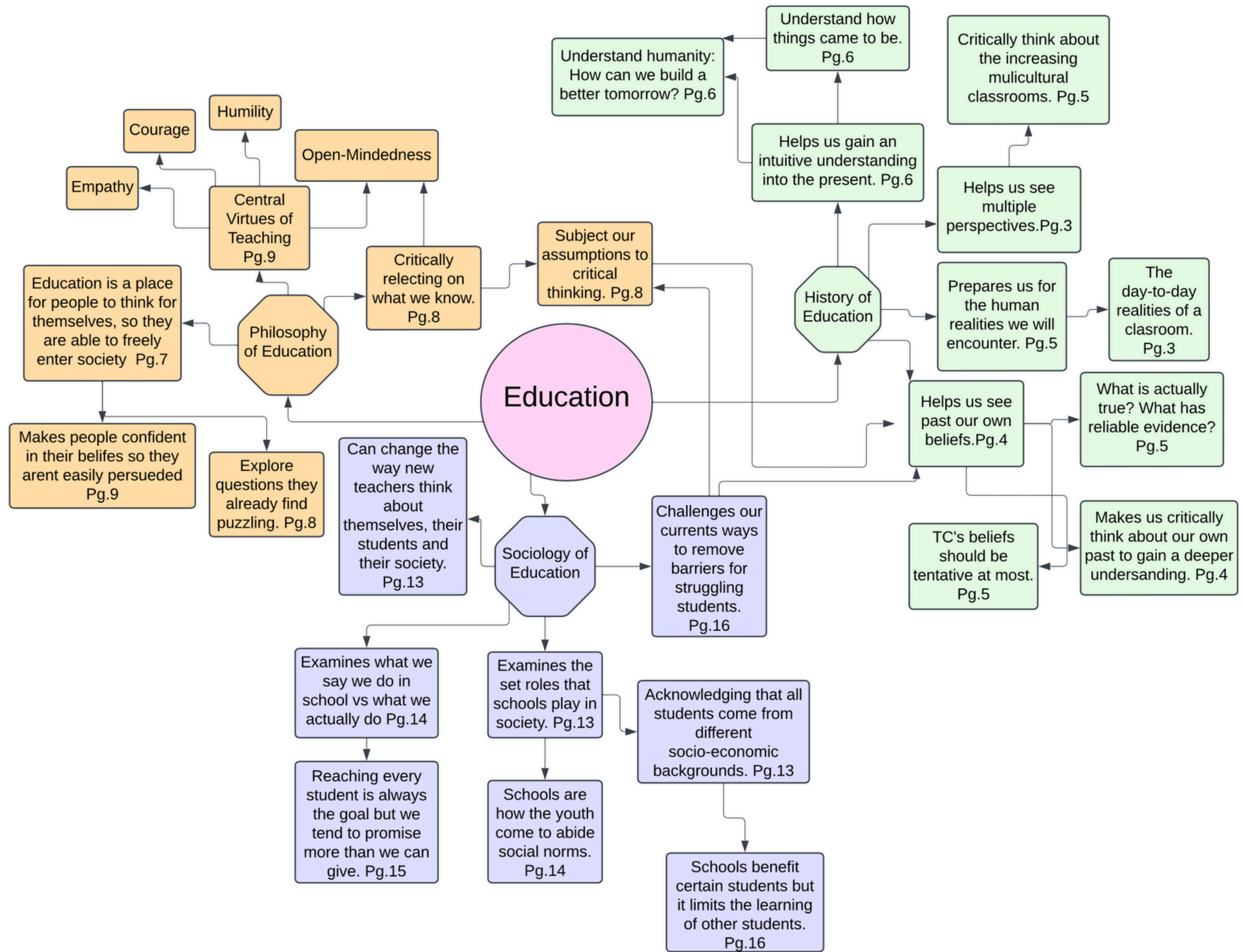
## Succumb

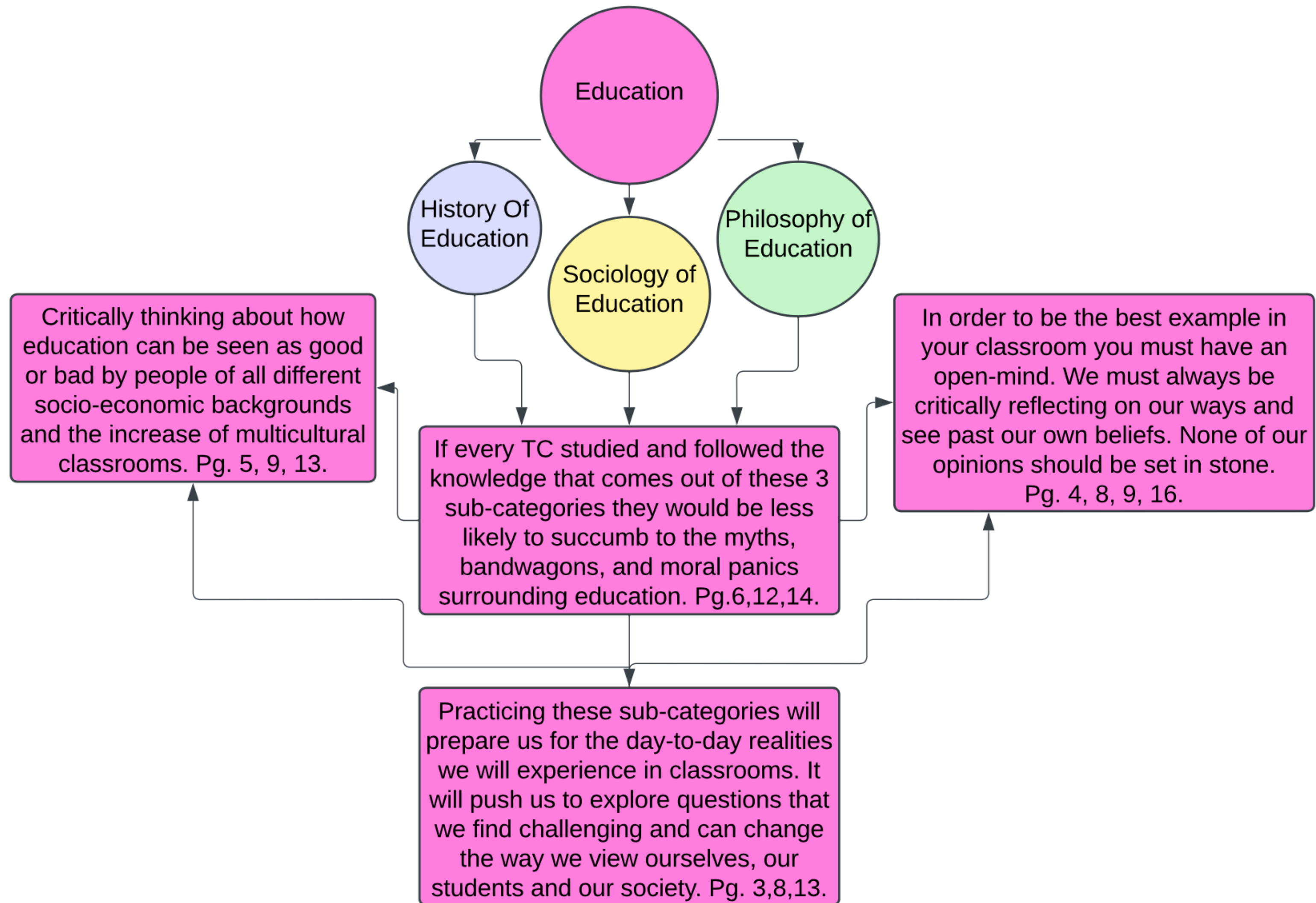
- **Definition:** The failure to resist pressure, temptation, or some other negative force.
- **Sentence:** “Do not succumb to the temptation to just have one cookie.”

## Indoctrination

- **Definition:** The process of teaching a person or group to accept a set of beliefs uncritically.
- **Sentence:** “They have been indoctrinated by television to believe that violence is normal.”









# Connecting the Dots

## Why do the central virtues of teaching have nothing to do with teaching?

While teaching is a lot about curriculum and learning, before you can successfully do that you must start with connection. If your students don't feel welcomed or comfortable in your class they will not be able to succeed, no matter what the circumstance is. This is why the central virtues are; Empathy, Courage, Humanity and Open-mindedness.

## As a TC, how can I ensure I am being the best teacher possible?

Through this text what I absorbed was that to be the best teacher for your students, you must have an open-mind and understand that all students view things differently. When we are stuck in our own opinions is when we run into trouble. If we are able to approach a problem with understanding every viewpoint, this will help us succeed as teachers.

# From Theory to Practice

For our activity we wanted to focus on the general ideas and concepts of the reading rather than just on one specific theory. This is because the whole reading is quite honestly the backbone of this course and the entire thing has equal importance to us as teacher candidates learning to navigate the forever evolving world of education. In light of this, we created a trivia-like game based on facts and information from the reading that encourages new ways of thinking and learning when it comes to the three foundations of education (history, philosophy, and sociology) and how they relate to, and impact our futures as teachers.







Two dice are shown in the top left corner. One is white with black pips, and the other is red with black pips.

# ACTIVITY

## NAME THAT DISCIPLINE!

An orange notepad with a black binder ring and two yellow flower stickers is in the top right corner.

“Name That Discipline” is a game we designed to teach our fellow TC’s about this week’s reading, “Why The Foundations of Education Matter,” that summarizes the articles’ content in a fun and interactive trivia-like game. Our activity specifically emphasizes the impact of these three disciplines on education as whole and how vital it is to understand each facet of education in order to support your students and run your classroom at full potential. “Name That Discipline” ultimately encourages a personal connection to this week’s reading by asking the players educational questions that relate both to the content in the article and potential or lived experiences in the classroom.

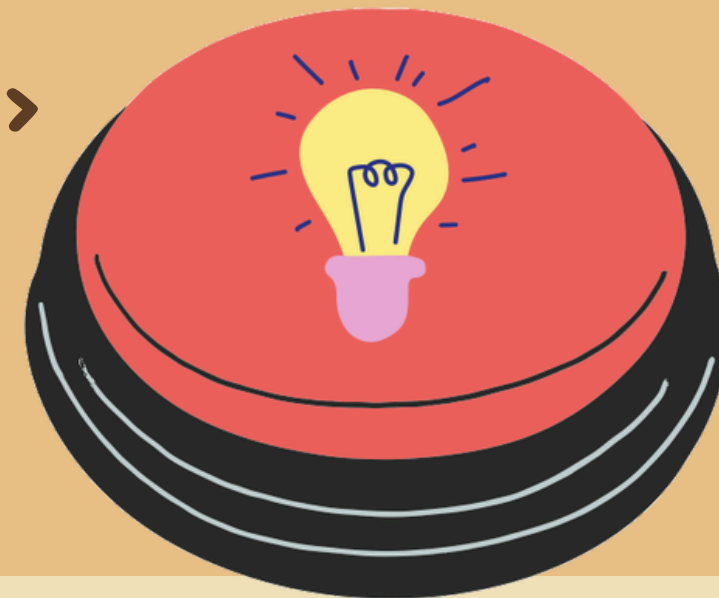
A smiling sun with a green face and rays is in the bottom left corner.A checklist with four rows, each with a colored header (yellow, red, green, blue) and a question mark, is in the bottom right corner.




# HOW TO PLAY

## What You Need

- 3-6 Players
- 1 Game Guide Card
- 1 Set of Playing Cards
- Buzzer ----->
- Optimism



**NAME  
THAT  
DISCIPLINE**



# Conclusion





## Key Takeaways:

- Educational foundations - history, philosophy & sociology - shape how we teach and learn.
- Critical reflection in these areas help us challenge assumptions to improve educational practice.
- Teaching through these disciplines empowers TC's to engage with education thoughtfully & intentionally.

## Closing Thoughts:

This essay reminds us that education is a dynamic and collaborative field. As future educators we must reflect critically on our practice & educational structures in order to make meaningful changes.










# References



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