

STEMS² Unit Plan

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BACKGROUND

Background:

The content of this unit incorporates pilina and gift-based practices through the integration of Na Hopena A‘o’s Strengthened Sense of Aloha and Strengthened Sense of Belonging, Nā Honua Maui Ola’s ‘Ike Pilina Pathway, as well as Aunty Puanani’s Building the Beloved Community framework. Teacher candidates will practice Ma ka hana ka ‘ike (through doing one learns) and A‘o (teaching and learning as a reciprocal relationship where one is both the learner and teacher at all times) through developing, implementing, and reflecting on their pilina mini lesson. As teacher candidates work with their mentor teacher and students in the field, the hope is that they gain a sense of place in the education profession.

Community Partner:

Since pre-service teachers learn best by being in the field, this unit is designed to give them the opportunity to apply teaching strategies and practices in a real classroom setting, then reflect on their experiences. In order for the teacher candidates to engage in the application of strategies and practices, mentor teachers are needed in the field who are willing to open their classrooms to allow the candidates to work with their students. Mentor teachers in our Hawai‘i public schools play an important role as community partners in this unit as they provide teacher candidates with guidance, meaningful ‘ike, and hands-on experiences. Through this process, teacher candidates will gain a deeper understanding of what it means to care for students and be an effective educator in Hawai‘i.

The University of Hawai‘i West O‘ahu has a field placement coordinator who assigns teacher candidates to mentors. Mentors are determined by the grade level and content area that the teacher candidates are specializing in. Personality traits are also taken into consideration when placing candidates with mentors.

Unit Overview:

The purpose of this unit is to help pre-service teachers understand the importance of building and strengthening pilina with students to create a safe and inclusive classroom environment. This unit challenges teacher candidates to take a holistic approach to teaching, rather than viewing students at face value. In this unit, teacher candidates will explore and engage in cultural frameworks with an emphasis on aloha, pilina, and gift-based practices. Teacher candidates will then apply these practices in the field, gather feedback, reflect on the outcomes, then share their findings and future implications.

STAGE 1:

Unit Plan Title: Creating a Safe and Inclusive Classroom Environment Through Pilina

Essential Question:

How can I build and strengthen pilina with my students to create a safe and inclusive classroom environment?

Enduring Understandings:

- 1) Teacher candidates understand that having a strengthened sense of aloha in their teaching fosters healthy student to student and student to teacher relationships.
- 2) Teacher candidates understand that teaching from a gift-based approach creates an inviting environment that welcomes student diversity.
- 3) Teacher candidates understand that healthy relationships are necessary to create a space where students feel safe.

Standard Benchmarks and Values

Science	Technology	Engineering	Mathematics	Social Science	Beyond
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Charlotte Danielson's Framework For Teaching

Domain 1: Planning & Preparation

1b: Knowing and Valuing Students

- Respect for Students' Identities: Recognize and appreciate students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.

Domain 2: Learning Environments

2a: Cultivating Respectful & Affirming Environments

- Positive Relationships: Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.
- Sense of Belonging: Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
- Cultural Responsiveness: Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.

Domain 3: Learning Experiences

3b: Using Questioning and Discussion Techniques

- **Critical Thinking and Deeper Learning:** Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world. Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.

3d: Using Assessment for Learning

- **Overall:** The teacher uses formative assessments to elicit evidence of understanding, analyze progress, and provide feedback.
- **Timely, Constructive Feedback:** High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Domain 4: Principled Teaching

4a: Engaging in Reflective Practice

- **Self-Assessment of Teaching:** The teachers' assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design of execution of elements of instruction on student learning and development.
- **Analysis and Discovery:** The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.
- **Application and Continuous Improvement:** Based on reflection, the teacher considers multiple paths forward, communicates a commitment to the success of all students, and plans, practices, and implements improvements.

4c: Engaging Families and Communities

- **Engagement in Learning Experiences:** Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4d: Contributing to School Community and Culture

- **Relational Trust and Collaborative Spirit:** Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

4e: Growing & Developing Professionally

- **Developing Cultural Competence:** The teacher accepts and respects cultural differences.
- **Seeking and Acting on Feedback:** The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.

4f: Acting in Service of Students

- **Acting with Care, Honesty, & Integrity:** The teacher acts honestly and with care and integrity.

Nā Honua Mauli Ola - 'Ike Pilina

Nurturing respectful and responsible relationships that connect us to each other through the sharing of history, genealogy, language, and culture.

Na Hopena A'o

- 1) Strengthened Sense of Belonging: A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future.
 - a. Know who I am and where I am from
 - c. Build relationships with many diverse people
 - d. Care about my relationships with others
 - e. Am open to new ideas and different ways of doing things
 - f. Communicate with clarity and confidence

- 2) Strengthened Sense of Aloha: A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all.
 - a. Give generously of time and knowledge
 - b. Appreciate the gifts and abilities of others
 - c. Make others feel comfortable and welcome
 - d. Communicate effectively to diverse audiences
 - f. Give joyfully without expectation of reward
 - h. Spread happiness

STEMS² Pillars

A'o – Teaching and learning is a reciprocal relationship in which one is both a learner and a teacher at all times.

Makawalu – Literally meaning “eight eyes,” represents the need to see real world problems and solutions through multiple lenses and many angles at the same time.

Mo'olelo – Story, tale, myth, history, tradition, literature, legend, journal, log, yarn, fable, essay, chronicle, record, article; minutes, as of a meeting. From the phrase mo'o 'ōlelo, a succession of talk; all stories were oral, not written (Ulukau Hawaiian Electronic Library, n.d.).

Sense of Place – An identity construct made up of how an individual sees themselves in a space and how they perceive others see them. Our

sense of place drives our actions and/or inactions.

Advocacy – The act or process of supporting a cause or proposal. Specific to STEMS² advocacy is related to educational transformation and addressing issues of access and equity.

Critical Concepts:

- 1) Na Hopena A‘o
 - Strengthened Sense of Aloha
 - Teaching with Aloha
- 2) Nā Honua Mauli Ola
 - ‘Ike Pilina Pathway
 - Powerful, positive relationships are necessary for successful teaching and learning
 - Healthy relationships celebrate diversity
- 3) Building the Beloved Community
 - Help people find and acknowledge their gift
 - To get a deeper understanding of our gift, we must acknowledge and honor how it came to be
 - Honor and share who is a part of you and what community you want to belong to

Critical Skills:

- Demonstrate the outcomes of a Strengthened Sense of Aloha in teaching practices
- Apply the principles of Building the Beloved Community to teaching practices
- Apply concepts of the ‘Ike Pilina pathway to teaching practices
- Plan and implement a mini lesson
- Use technology effectively and ethically
- Observe and critically analyze the actions of self and others
- Reflect on observation

STAGE 2:

Authentic Performance Tasks:

- 1) Teacher candidates will create a pilina mini lesson that integrates the frameworks from the unit.
 - The mini lesson must focus on creating a safe and inclusive classroom environment through pilina.
 - Guiding questions for designing the pilina mini lesson:
 - How does the activity demonstrate teaching with aloha?
 - How does the activity recognize and acknowledge student gifts and diversity?
 - How does the activity build or strengthen pilina?
 - How does the activity create a safe and inclusive environment?
- 2) Teacher candidates will implement this activity with their students in their field placement.
- 3) Teacher candidates will collect feedback from their students and mentor teacher at the conclusion of the lesson. The form of feedback will be determined by the teacher candidate.
- 4) Teacher candidates will also record themselves doing the mini lesson with their students, then watch the video on their own.
- 5) Based on the feedback collected from their students and mentor teacher and their own observations of their recording, teacher candidates will reflect on the following:
 - In the data collected, is there evidence of...
 - Aloha in your approach? Explain.
 - Gifts or diversity being recognized or acknowledged? Explain.
 - Pilina being built or strengthened? Explain.
 - Students feeling included? Explain.
 - What were the strengths and areas of improvement of this lesson?
 - Would you use this lesson in your future classroom? Explain.
 - What would you keep and what would you do differently? Explain.
 - In what ways does this pilina lesson benefit the classroom environment, the teacher, and the students?
- 6) In pairs, teacher candidates will present their video recording and response to the reflection questions.
 - Partners will watch each other's video and respond to the following reflection questions to provide additional feedback.
 - What are some strengths of this lesson?
 - What are some areas of improvement?
 - What recommendations do you have to enhance this lesson?

Authentic Audience:

Since teacher candidates will implement their pilina mini lesson in their field placement, the students and the mentor teacher are the authentic audience. Students and mentor teachers will be given the opportunity to provide candidates with feedback on the lesson, which the candidates will use to do a post-lesson reflection.

Other Evidence to Measure Student Growth:

- Conversations through discussion and participation.

STAGE 3:

Teacher candidates learn best by taking the information they're given in class, applying that to the field, and then reflecting. They learn by doing (ma ka hana ka 'ike), interacting, and engaging with the activities, especially since the focus of this unit is building pilina with students to create a safe and inclusive classroom environment. In order to do so they must fully immerse themselves in the activities with their students, gather feedback, and reflect on the outcomes to identify future implications and ensure growth in their practice.

Learning Plan

- Na Hopena A'o
 - Strengthened Sense of Aloha
 - Teaching with Aloha
 - Focus is mainly on a sense of aloha, but still acknowledge that all components are connected.
 - "Aloha" used too loosely → loses the value of its meaning
 - What does showing "aloha" mean to you? What does it look like?
 - How have educators shown you aloha?
 - How have you shown aloha to others?
 - How will you show aloha to your students?
- Nā Honua Maui Ola
 - 'Ike Pilina (Relationship Pathway, Pg. 39)
 - Designed to be a foundational resource for elevating teacher practice and instructional delivery that foster culturally healthy and responsive places for learning and living.
 - Focuses on nurturing respectful and responsible relationships that connect us to each other through the sharing of history, genealogy, language, and culture.

- Building the Beloved Community Framework
 - Introduction to Auntie Pua and the purpose of her framework
 - Weatherball & Blue Sky Moment
 - Providing space and time to allow students to share how they're feeling makes students feel that they're cared about.
 - The way students are feeling can inform your teaching practice.
 - Mo'olelo: Boy with a Gift (guts on the table)
 - Principle: Help people find and acknowledge their gift.
 - Gift-based approach
 - Students who aren't good at academics (math, reading, writing) are invisible to the education system.
 - "What would happen if the schools were gift based, that we would find and teach to the gift of each child and each teacher would teach from their gifts."
 - Mo'olelo: Where I'm From
 - Principle: To get a deeper understanding of our gift, we must acknowledge and honor how it came to be.
 - Tell the story of how your gift came to be.
 - Where do you think your gift came from?
 - Place, a person, object, experience
 - Mo'olelo: Red Haired Hawaiian (culture in a bag)
 - Principle: Honor and share who is a part of you, and what community you want to belong to.
 - Pressured by the demands of high scores on standardized testing in schools, teachers focus more on students meeting standards rather than caring for the student as a whole.
 - Give students the space and opportunity to share who they are and what they bring to the space: the culture they come from, the culture they're in, the culture they want to belong to.
 - Helps teachers get to know their students on a deeper level and build a healthy relationship.
- Connection of these frameworks to education in Hawai'i.
- Frameworks foster healthy pilina building which creates a safe learning environment that motivates students to want to learn.
- Educators can implement these practices and activities to get to know their students on a deeper level, and use that to inform their teaching to support the whole student.