

# CARE AND CARING REALIZED THROUGH THE AUTHENTICITY OF HOPE



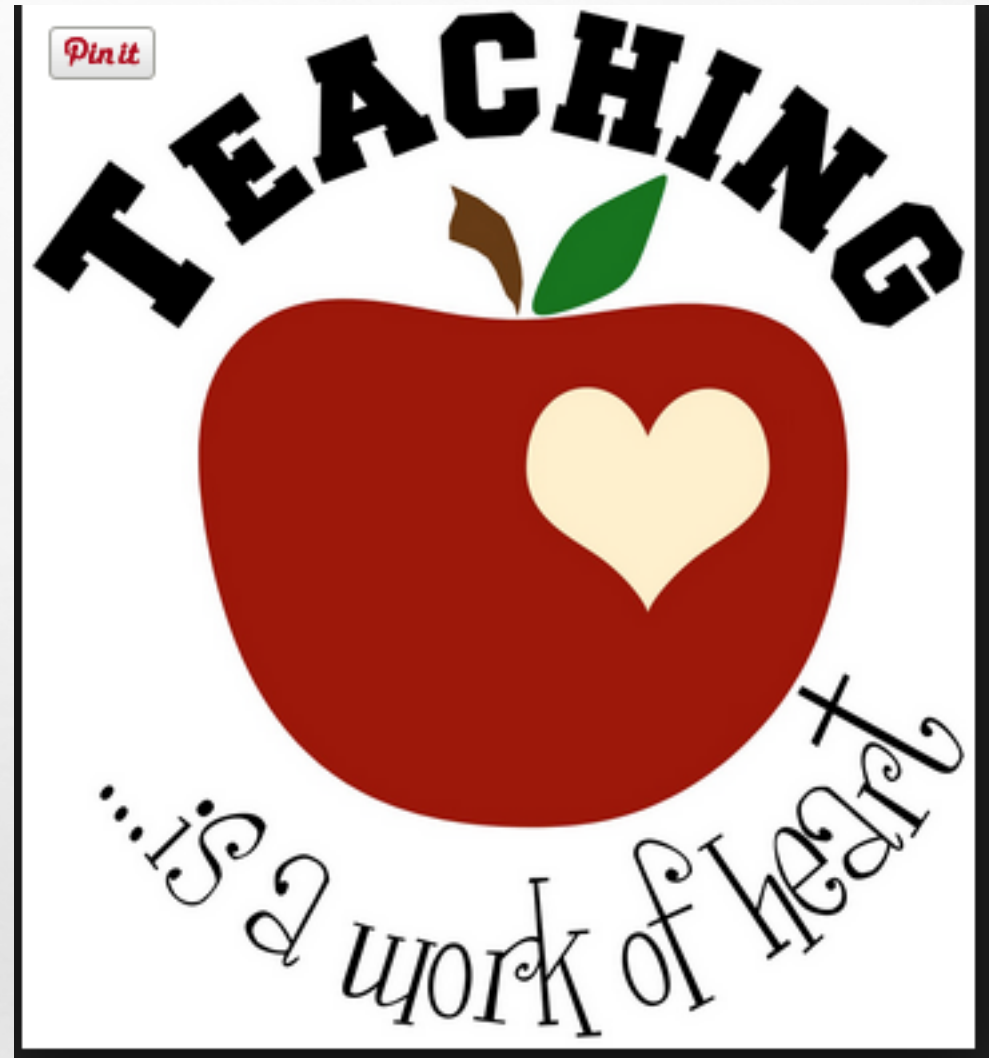
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# WHO AM I?

- **22 YEAR VETERAN EDUCATOR**
- **EDUCATION**
  - **BA ELEM ED**
  - **MA TEACHING AND TEACHER EDUCATION**
  - **GRADUATE STUDIES, EDUCATIONAL LEADERSHIP & POLICY**
- **CERTIFICATIONS**
  - **PRINCIPAL**
  - **MILD/MOD CROSS-CAT SPECIAL EDUCATION**



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# I AM ALSO

- **A MOM**
- **A SISTER, AN AUNT, A COUSIN**
- **A FRIEND**
- **AN ADVOCATE**
- **AN ARIZONA WILDCAT**
- **A CHRISTIAN**
- **A SURVIVOR**



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# AND I...

- **GREW UP IN HAWAII**
- **HAVE NO LIVING PARENT/GRANDPARENT**
- **AM SENSITIVE AND CARING**
- **LOVE ALL THINGS GREEN (EXCEPT VOMIT)- MOUNTAINS, TREES, NATURE...**
- **AM CREATIVE**
- **LOVE ADVENTURE & TRYING NEW THINGS**
- **ENJOY ROAD TRIPS & BOATING**
- **WOULD RATHER SPEND TIME WITH THE PEOPLE IN MY LIFE THAN DO ANY OTHER THING**
- **ATTENDED 8 FUNERALS IN ONE YEAR**



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**IF I WERE YOUR STUDENT, WHICH OF THESE THINGS WOULD BE MOST IMPORTANT TO KNOW?** PLEASE USE ANNOTATION TOOLS TO RESPOND.

# WHICH WOULD YOU BE LEAST LIKELY TO KNOW/FIND OUT?

PLEASE USE ANNOTATION TOOLS TO RESPOND.



# TAKE A MOMENT TO VISUALIZE YOUR LEAST FAVORITE TEACHER



**TAKE A MOMENT TO VISUALIZE YOUR  
FAVORITE OR MOST INSPIRING TEACHER**



# 3 WORDS

- **MOST INSPIRING/MOST LIKED TEACHER**

- **LEAST INSPIRING/LEAST LIKED TEACHER**

# LEAST LIKED

MEAN/CRABBY	NOT FAIR/UNEQUAL TREATMENT	EMBARRASS STUDENTS	DID NOT EXPLAIN THINGS WELL	OTHER

Leipold (1959)



# MOST LIKED

UNDER- STANDING	SENSE OF HUMOR	FAIRNESS	PERSONALITY	MAKES LESSONS INTERESTING	OTHER

Leipold (1959)

**“KIDS DON’T LEARN FROM PEOPLE THEY DON’T LIKE.”**  
**-RITA PIERSON**





# FRAMEWORK OF HOPE

- **JEFFREY DUNCAN-ANDRADE (2005)- HOPE REQUIRED WHEN GROWING ROSES IN CONCRETE**
- **CRITICAL HOPE**
  - **MATERIAL HOPE- RESOURCES, SOCIAL CAPITAL**
  - **SOCRATIC HOPE- COURAGE**
  - **AUDACIOUS HOPE- SOLIDARITY**

# CULTIVATE RELATIONSHIPS

- **STUDENT INTEREST SURVEYS**
- **COLLECTIVE GOALS/REWARDS**

"...MY CLASSROOM [IS] A MICRO-ECOSYSTEM...BOTH PAIN AND HEALING ARE TRANSFERABLE FROM PERSON TO PERSON INSIDE THE CLASSROOM...I SHOULD BE AWARE OF THE EXTERNAL TOXINS THAT WILL BE CARRIED INTO IT...I HAVE VIRTUALLY NO CONTROL OVER THE ARRAY OF SOCIAL TOXINS TO WHICH MY STUDENTS ARE EXPOSED...I CAN CONTROL HOW I RESPOND TO THEM IN MY CLASSROOM. THIS GIVES ME, AND MY STUDENTS, THE AUDACITY TO HOPE" (DUNCAN-ANDRADE, 2009, P.190).



# **BELONGING, OWNERSHIP, & VALUE**

- **CHOICE**
- **(STRUCTURES TOWARD) INDEPENDENCE**
  - **RESPONSIBILITY**
  - **ASSIGNING COMPETENCY (GROUPS)**
- **BE CULTURALLY RESPONSIVE- ESPECIALLY  
AROUND HOLIDAYS**
  - **TEACHER REPORT CARD**

"THIS IS AN INSTRUCTIONAL DILEMMA INHERENT IN GROUPWORK, A PROBLEM ROOTED IN THE STUDENTS' PERCEPTIONS OF THEMSELVES AND OTHERS...AN EQUITABLE CLASSROOM REQUIRES DELIBERATE INTERVENTIONS TO PRODUCE EQUAL-STATUS RELATIONSHIPS WITHIN THE GROUPS. FAILING THIS LAST STEP WILL MEAN THAT SOME STUDENTS WILL NOT HAVE EQUAL ACCESS TO LEARNING" (COHEN, LOTAN, SCARLOSS, & ARELLANO, 1999)

# **INSTILL CONFIDENCE- ACADEMIC SUPPORT**

- **CELEBRATE STRENGTHS!**
- **BE AN ARTIST – WEAVE CONNECTIONS**
- **BE A SCIENTIST – EXPERIMENTATION**
- **ASSIGNING COMPETENCY**

"IT SEEMS LIKE A SIMPLE POINT, BUT TEACHERS WHO WANT TO BUILD MATERIAL HOPE MUST UNDERSTAND THAT QUALITY TEACHING IS THE MOST SIGNIFICANT 'MATERIAL' RESOURCE THEY HAVE TO OFFER YOUTH" (DUNCAN-ANDRADE, P. 186).



# TRANSFORM BEHAVIOR

- **PRAISE AUTHENTICALLY**
- **POSITIVE, SPECIFIC FEEDBACK**
- **INDIVIDUAL AND COLLECTIVE GOALS/REWARDS**
- **PROVIDE OPPORTUNITIES FOR THEM TO EXPERIENCE/DEVELOP A SENSE OF PRIDE IN THEIR ACHIEVEMENTS**

"ALL MY STUDENTS ARE INDIGENOUS TO MY CLASSROOM AND THEREFORE THERE ARE NO WEEDS IN MY CLASSROOM' (K. WANG). FROM THIS PERSEPECTIVE, THE DECISION TO REMOVE A CHILD, RATHER THAN TO HEAL HER IS NOT ONLY BAD FOR THE CHILD BUT IS ALSO DESTRUCTIVE TO THE SOCIAL ECOSYSTEM OF THE CLASSROOM"

DUNCAN-ANDRADE (2009).

# **AUTHENTIC VS. AESTHETIC CARE**

## **AESTHETIC**

- **EMPHASIS ON TEACHER-STUDENT RELATIONSHIP AS IT PERTAINS TO TEACHING AND LEARNING**

## **AUTHENTIC**

- **EMPHASIS GOES BEYOND THE SCHOOL WALLS; TOWARD THE STUDENT AS AN INDIVIDUAL- WITH A CULTURE, BACKGROUND, AND VALUES**

**Valenzuela (1999)**

# AUTHENTICITY

- **“BEING LIKED COMES FROM AVOIDING UNPLEASANT SITUATIONS, WHEREAS BEING LOVED IS OFTEN PAINFUL” (DUNCAN-ANDRADE, 2009, P. 186).**
- ***“BUT MORE OFTEN THAN NOT TEACHERS WHO WERE CONSIDERED “FAVORITES” DURING HIGH SCHOOL WERE NOW SEEN AS HAVING ‘DEFAULTED ON THEIR RESPONSIBILITY TO EDUCATE AND SUPERVISE, TO OPEN MINDS AND CHALLENGE... STUDENTS” (BREault, 2013).***
- **“WHEN I CARE, MY MOTIVE ENERGY BEGINS TO FLOW TOWARD THE NEEDS AND WANTS OF THE CARED-FOR. THIS DOES NOT MEAN THAT I WILL ALWAYS APPROVE OF WHAT THE OTHER WANTS, NOR DOES IT MEAN THAT I WILL NEVER TRY TO LEAD HIM OR HER TO A BETTER SET OF VALUES, BUT I MUST TAKE INTO ACCOUNT THE FEELINGS AND DESIRES THAT ARE ACTUALLY THERE AND RESPOND AS POSITIVELY AS MY VALUES AND CAPACITIES ALLOW” (NODDINGS, 2005, P. 2).**



# **SUGGESTED ACTIVITIES**

- **ABC OF ME (BY LAURA CANDLER)**
- **6 WORD MEMOIRS**
- **LETTER TO MY TEACHER- “IF ONLY MY TEACHER KNEW...”**
- **COMMUNITY BUILDING OPPORTUNITIES**

# ABCs OF ME — BY LAURA CANDLER

**A** An **adventure** I would like to have would be \_\_\_\_\_  
\_\_\_\_\_

**B** One of my favorite **books** is \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

**C** The **craziest** thing I have ever done is \_\_\_\_\_  
\_\_\_\_\_

**D** The most **difficult** thing I have ever done is \_\_\_\_\_  
\_\_\_\_\_

**U** Something **unique** about me is \_\_\_\_\_  
\_\_\_\_\_

**V** My favorite **vacation** spot is \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

**W** I wish \_\_\_\_\_  
\_\_\_\_\_

**X** I get really **eXcited** when \_\_\_\_\_  
\_\_\_\_\_

\*This is a freebie available on the web and can be found easily on Google.

# RECOMMENDED READINGS

**DUNCAN-  
ANDRADE**

**FRAMEWORK OF HOPE**

**YANG**

**PUNISHMENT GAP**

**"CULTURE OF REMOVAL"**

**COHEN**

**COMPLEX INSTRUCTION**

**EQUITY OF COOPERATIVE  
LEARNING**

**ASSIGNING COMPETENCY (TO  
LOW STATUS STUDENTS)**

**NODDINGS**

**CARING IN EDUCATION**



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