

**Humanizing Pedagogy:
Changing the Field of Education**

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Abstract

The purpose of this research paper is to provide a discussion of how to incorporate humanizing pedagogy into classroom curriculum and instruction, in order to evoke change in the field of education. This study is broken down into what humanizing pedagogy is, why the need for humanizing pedagogy is prevalent, how culturally responsive teaching practices shape humanizing pedagogy, the facilitation of discussion around diversity and inclusion, and the commitment towards reflective teaching and being a reflective educator. This paper also includes the first-hand teacher experiences in a dual-immersion program and the commitment to humanizing practices. An important implication revealed in this study is that there is no one-size fits all model and every student will have their own set of needs to be met. This paper serves to guide my future self, preservice, and current teachers alike, on how to make sense of and thus commit to humanizing pedagogy in a diverse society.

Keywords: Humanizing Pedagogy, Culturally Responsive Practices, Commitment

Introduction

In an increasingly growing and diverse population, children are entering school systems that lack culturally relevant practices and demonstrate a one-size fits all model. Pre-service and teacher educators alike grapple with the idea of how to approach humanizing pedagogy as a single individual in such a diverse field of work. This paper dives into how to specifically incorporate humanizing pedagogy into curriculum and instruction in order to create change.

Statement of Problem

The problem of practice lies within all levels of schooling in the educational system. Too often than not, our society is witnessing dehumanizing educational practices in classroom curriculum and instruction. While educators may not acknowledge that their practices are dehumanizing, some educators fail to reflect upon their practices and don't distinguish that content must be updated each year to best fit student needs. As our world grows increasingly diverse and multicultural, student needs in the classroom become even more prevalent. As a result, these needs are often counteracted with teachers unknowingly generating dehumanizing pedagogical experiences that shift the learning outcomes and experiences of all students in a negative way. This problem impacts students as dehumanizing practices not only fail student's current and future academic success, but also their lifelong success and the desire to become lifelong learners.

Justification of the Study

The instruction of dehumanizing practices and experiences in the classroom, affects all grade levels of students academically, mentally, and socially. Culp (2022) stated, "students who are dehumanized in schools are more likely to develop a negative attitude toward themselves, hide emotions, and over time disassociate with learning." The purpose of my project is to

highlight specific actions that can be undertaken, in order to generate a humanizing pedagogy in the classroom. As a result, these actions and ways of instructing prompt educators with an increased commitment towards incorporating humanizing pedagogy into the classroom for student success. While the commitment towards humanizing pedagogy can be quite a daunting task for one individual, this paper serves to propose how to incorporate humanizing pedagogy into the classroom through curriculum and instruction. These instructional actions and guides, promote student success and the desire to not only reach academic success, but lifelong success and instill the value of lifelong learning.

Positionality

My personal positionality placed a significant influence over my desire to research humanizing pedagogical practices. Reflecting upon my own schooling experiences, I grew up in a school system where my peers looked similar to me, came from similar backgrounds, similar beliefs, similar socioeconomic statuses, and more. It was not until I entered college, where I started to acknowledge that those around me had not had the same great schooling experiences that I had encountered. This realization along with the desire to enter the teaching profession, made it clear to me how important it is to commit to serving all students and meeting their needs. As a future educator, and to other current educators alike, we need to be reminded that our students come first and we play a significant role in making a positive difference in the lives of children whether that be academically, mentally, socially, or through all means.

REVIEW OF THE LITERATURE

The purpose within this literature review is to evaluate the context of a piece of literature and make sense of that context as it relates to my problem of practice and research. Throughout

my research, some of the key themes that stem off of humanizing pedagogy that I discovered included: culturally sustaining practices, the facilitation of open classroom discussions and communication, and through honest reflections that work towards the commitment of being a reflective teacher. These themes are relevant as they serve to guide educators towards the prominent need and commitment to humanizing pedagogy. The implementation of these ideas and themes drive positive change in education as teachers are better able to meet student desires and needs academically, mentally, and socially and as a result for students, this implementation allows for students to feel motivated and encouraged to put forth their best and have a desire to succeed.

Why is the Need for Humanizing Pedagogy so Prevalent in Education?

In the 21st century, we are witnessing an increase in diversity amongst children in K-12 schools. Students are entering school systems from a variety of backgrounds, socioeconomic statuses, cultural backgrounds and more. As educators, it is our responsibility to meet student needs and desires in order to prepare them for lifelong learning and lifelong success. Generating humanizing pedagogy and incorporating these ideas into the curriculum and instruction is fundamental to this success in life and in learning. Salazar (2013) asserts, “students and educators are constrained from finding meaning in the current educational system as a result of the tension between educators’ pedagogical practices and systematic constraints, such as high-stakes standardized tests and district-mandated instructional curriculum” (p. 124). These examples and others, limit educators from developing humanistic approaches to instruction and curriculum. Too often than not, educators find themselves having to test students in a standardized manner rather than generating lessons and creating instruction that allows the naturalistic manner of learning to occur. This information highlights an increased commitment to

humanizing pedagogy and how to develop a naturalistic curriculum that meets the needs of students. Humanizing pedagogy is student driven and student focused.

What is Humanizing Pedagogy?

Before assessing how and what practices commit to humanizing pedagogy and are beneficial to all student learning, we must understand what humanizing pedagogy is. In Salazar's (2013) article, she highlights educational thinker Paulo Freire. Freire's philosophy guided what we understand humanizing pedagogy to be today. Freire (1970) asserts that humanizing pedagogy, "ceases to be an instrument by which teachers can manipulate the students, but rather express the consciousness of the students themselves" (p.51, as cited in Salazar, 2013, p.127). Rather, this process in creating humanizing pedagogy is fostered through problem-posing education where educators and students engage in meaningful and substantial dialogue. This dialogue, and learning through shared or unshared experiences evokes understanding and empathy. This dialogue can help shape and generate the curriculum and instruction of humanizing instructional practices.

While Freire paved the way to humanizing pedagogy, many educators have found faults with Freire's ideals and reconstructed this idea to fit their own experiences. Bartolome (1994) proposed that rather humanizing pedagogy, "builds upon the sociocultural realities of students' lives, examines the sociohistorical and political dimensions of education, and casts students as critically engaged, active participants in the co-construction of knowledge" (as cited in Salazar, 2013, p.128). This statement emphasizes the idea of really getting to know your students; know their interests, know their families, know their strengths, know their areas of improvement, and most importantly, know them for who they are. Kiang & Museus (2010) proclaim that pedagogy, "takes into account the critical relationships between the purpose of education, the context of

education, the content of what is being taught and the methods of how it is taught” (p.43, as cited in Geduld & Sathorar, 2016). No two teaching districts are going to be alike, and it is crucial in recognizing that humanizing pedagogy and the approaches to this idea are going to look different for every educator because every classroom is going to have different student needs and desires. To meet student needs and desires, educators can turn towards the implementation of culturally relevant teaching practices.

Culturally Relevant Teaching Practices

One way to go about committing to humanizing pedagogy is through the establishment of culturally relevant teaching practices. Salazar (2013) & Bartolome (1994) both provide insightful and helpful pointers towards the creation of culturally relevant teaching practices.

Through her own research and experiences, Salazar (2013) gathered 10 principles and practices towards the commitment to humanizing pedagogy which include:

- “The reality of the learner is crucial.
- Critical consciousness is imperative for students and educators.
- Students’ sociocultural resources are valued and extended.
- Content is relevant and meaningful to students’ lives.
- Students' prior knowledge is linked to new learning.
- Trusting and caring relationships advance the pursuit of humanization.
- Mainstream knowledge and discourse styles matter.
- Students will achieve through their academic, intellectual, and social abilities.
- Student empowerment requires the use of learning strategies.
- Challenging inequity in the educational system can promote transformation.”

(p.138)

Each of these 10 principles further assess the reliability and validity of that statement and how to specifically address these principles and have them play out in the classroom. One subtheme that stood out to me from each principle was that each is brought back to student needs. Each principle is generated with the student in mind. As an educator, it is our responsibility to guide students on the path to success, as lifelong learners throughout school and beyond. These principles and practices are presented in a way that can be broken down from words into actions and are action based. Specific actions drive change.

In Bartolome's (1994) article, she pinpoints the specific methods and the why behind it. Bartolome focuses upon why effective methods are needed for diverse students, why certain teaching strategies and methods are deemed effective or ineffective, why educators need to be reflective, and more. While the methods are provided again, Bartolome assesses the validity and reliability of that method toward the need of humanizing pedagogy and makes that connection. Bartolome (1994) emphasizes that through culturally relevant teaching practices, teachers and students are learning through each other. Change can only occur through dialogue and through this communication, specific actions can be brought forth to implement the commitment to humanizing pedagogy. This communication working towards change in education, starts with the facilitation of open discussions.

In Peercy et al's (2022) article, authors evaluate the gap between core practices (CP) and the enactment of humanizing pedagogy. Peercy et al (2022) present that this gap lies in practice-based teacher education. Authors present the idea that these core practices can be leveraged to support new teachers (NT's) of multilingual education and the enactment of humanizing pedagogy. Looking at the specific experiences of NT's Catherine and Kendra, Peercy et al (2022) generated a table where the NT's enactment of core practices showed

emerging evidence of humanizing pedagogy conceptualized by Salazar (2013). Peercy et al (2022) determine that there is no singular approach to enacting humanizing pedagogy, however, assert that CP's can be enacted in different ways depending on the content and context.

Facilitating an Open Discussion towards Embracing Diversity and Inclusion

Many teachers grapple with the idea of how to facilitate an open discussion towards embracing diversity and inclusion. As one individual, it can be challenging and overwhelming to make sure all students are being met: academically, socially, mentally, and more. In their 2018 study about the role of culturally responsive leadership in shaping curriculum, and instruction, authors Marshall & Khalifa discovered that trust has a strong, positive relationship with coaches' (instructional leaders and specialists who are employed by school districts) ability to promote cultural responsiveness. Marshall & Khalifa (2018) assess that teachers would not be open to equity-oriented dialogues about their practices until after some degree of trust is established in the classroom. Furthermore, these instructional coaches learned more about their roles as culturally responsive leaders when they learned professionally with cultural and community liaisons (2018). This highlight of the role of culturally responsive leaders within a cultural and community based lens, can be passed along through teachers, if it is learned from coaches first. These coaches can pass along their experiences and this can allow teachers to establish for themselves trust in the classroom and promote cultural responsiveness. Once this establishment is acquired, teachers can more readily facilitate these open discussions around diversity and inclusion centered on trust.

Open discussion centered upon the embracement of diversity and inclusion is fostered in student interaction, engagement, and dialogue. Gleason (2020) determined that social interaction is one of the key components of learning. We have the ability to learn from each other and

others' experiences in generating a better understanding and building empathy towards those around us. Gleason (2020) presents that teacher-learner interactions are just as important to learner-learner interactions in that, "in critical humanizing pedagogy, learning is a process of self and community transformation that creates new knowledge as students engage in reflection, artifact creation, and societal inquiry and critique" (p. 53). Facilitation of open classroom discussion, highlights just how important both student-to-student and teacher-to-student interactions are. This new knowledge through self and community transformation can occur through the engagement in reflection between student-to-student interactions as well as teacher-to-student reflections. The establishment of meaningful dialogue can help facilitate these open discussions around diversity and inclusion in order to create change as educators work towards implementing humanizing teaching practices and instruction.

Reflective Teaching

Reflective teachers evoke change. Reflective teachers embrace student differences and incorporate humanizing teacher practices into their curriculum and instruction. Titus et al (2010) discover that reflective teaching practices are grounded in the assessment of teaching philosophy and through the assessment of teaching behavior. Titus et al (2010) present a teaching-style audit model that rather than identifies a single "best" teaching philosophy or style, serves as a means for teachers to assess and reflect upon their teaching style and philosophy. This model presents teachers with ways to assess their philosophies and behaviors, in an attempt to commit to change and reflexivity. Basing this model in teacher philosophies and behaviors is key to committing to change as teaching philosophies are grounded in theory and morality. These philosophies allow for teachers to become self-critical and thoughtful and engage in meaningful reflection. Teaching

philosophies convey educators core ideas about being an effective educator, and thus allows them to be reflective. Reflective educators are effective educators.

Sandelowski & Barroso (2002) as cited in Zinn et al (2016) entail the process of reflexivity. Reflexivity is a process and, “implies the ability to reflect inward toward oneself as the inquirer; outward to the cultural, historical, linguistic, political, and other forces that shape everything about inquiry” (p.74). This reflexivity involves a connection between self and evaluation, a humanizing pedagogy, and a critical consciousness. This reflection must be considered inwardly and consider morality, character, and philosophy.

In the midst of a pandemic, many educators faced difficulty in facilitating open discussion and connections with students. In Blum & Dale’s (2021) article, authors present how valuing care and compassion is key to really getting to know students, and thus can guide reflective teaching. Leah, a preservice teacher, provided testimony about the care and compassion evident from her teacher stating, “by being aware of her students’ realities, she not only proved her compassion through action, she also raised the likelihood for our academic success” (p. 11). Reflective teachers acknowledge that we are all human and that we are humans with basic needs before being a student. Being a reflective teacher is being an aware teacher. Humanizing pedagogy can be established in a space that highlights awareness and reflectivity.

Conclusion

Valuing care and compassion over productivity is fundamental in really getting to know your students, and with the goal of committing to humanizing pedagogy in order to evoke change. In an increasingly diverse society, we are witnessing more students entering our schooling systems with their own needs and expectations to be met. When attempting to meet all students needs no matter what background, gender, age, sex, socioeconomic status, etc. that

students present, it is our goal to commit to humanizing pedagogy and evoke change. Through the implementation of culturally relevant teaching practices, open and honest discussion fostered around diversity and inclusion, and through reflective teaching, educators are on the path to change and the commitment to humanizing pedagogy.

METHODOLOGY

This section will include my own theoretical framework and community partner interview. My interviewee provided her experiences in the field and provided helpful insight into the teaching profession.

Theoretical Framework

The theoretical framework that guided me in my research was self-study theory by Schulte (n.d.). Schulte (n.d.) claims, “much of my self-study centered on how my autobiography shaped my understanding of difference and I sought to use this approach with my students.” This theory resonates with me, as I too reflect upon my school experiences and how those experiences have shaped my understanding of difference as I got to the college level and recognized that my peers' experiences were different from the ones I was fortunate to have. Bullough & Pinnegar (2001) as cited in LaBoskey (2004) claim that, “the aim of self-study is to provoke, challenge, and illuminate rather than confirm and settle” (p.20) as cited in (p.818). Within self-study, researchers like myself are involved with both the enhancement of understanding in teacher education and with the desire to improve our practice (LaBoskey, 2004). My problem of practice is geared towards understanding why the need for humanizing pedagogy is so prevalent in teacher education, and as a result discovering the specific actions that can be taken to ensure that commitment. As a future educator, it is my goal to utilize self-study theory in order to ensure this commitment.

Community Partner Interview

I had the opportunity to interview Ms. Smith (pseudonym), a second-grade teacher at Roses Elementary School (pseudonym). Ms. Smith has been teaching for 22 years, with all of those years taking place at Roses Elementary School. When asked about her role in the profession, she replied with the statement that she always knew that she wanted to work with kids. Growing up, she had done a lot of babysitting and nannying. Originally, she thought that she wanted to be a school psychologist, however, realized that she wouldn't be spending as much time with the kids as she wanted to. I selected Ms. Smith for the Capstone partnership due to her background in working with children at a bilingual or dual immersion school.

Roses Elementary is a bilingual school, meaning that students are taught instruction in two different languages, English and Spanish. When the students enter the school, they are taught Spanish from Kindergarten through sixth grade. Gradually, the amount of English instruction will increase. I believe that interviewing Ms. Smith about her experiences and background working with L1 and L2 learners, would tie in to my inquiry paper topic nicely. L1 learners are students who are learning through their native language, or mother tongue. L2 learners are students who are learning through a language that is foreign to them and non-native. My inquiry paper topic is centered around humanizing pedagogy and meeting the diverse needs of all students. In Mrs. Smith's 22 years of teaching specifically second-grade students, I believe that she has knowledge and expertise that can guide my own research. Not only did Ms. Smith provide me with her knowledge about working with diverse learners, but she also gave me some advice and tips on how to plan and develop a curriculum that includes culturally relevant instruction. Additionally, she provided helpful advice for first-year teachers.

Before the interview, I had looked at Roses Elementary's website. Under one of the sections it stated that Rose's two-way immersion program ideally, includes half Spanish speakers and half English speakers. Further, when asked if she saw this statement reflected in the demographics of her students and whether she felt like this statement fully reached both demographics, she remarked by stating that, "the Spanish speaking students get more support at a Spanish speaking school. They [Spanish speaking students] feel successful and there is good communication between staff, parents, and the teachers. For the students who have English as a first language, the dual immersion program almost acts similar to that of a G.I.F.T.E.D. program and they get that added challenge." This statement stood out to me as it allowed me to put my own beliefs about entering the profession into perspective. Ms. Smith stated that it can be a challenge sometimes developing Spanish worded lesson plans and curriculum that meet the needs of those Spanish speaking students. However, she is reminded that those challenges show the ever prevalent need towards a stronger commitment to evolving pedagogy and reflective teaching practices. Reflective teachers are effective teachers, evaluating and modifying the curriculum to appropriately meet student needs. The challenge(s) that Ms. Smith's encounter reminds me how important committing to humanizing pedagogy is. While I have not fully entered the teaching profession yet, I firmly believe that student success lies within good communication between families, staff, teachers, and students. Hearing that these students are being met and are feeling the support that they need in order to succeed, again reminds me how important my role is as a future educator.

In the second half of the interview, I had focused upon my problem of practice: the commitment to humanizing pedagogy. When asked what this term means to Ms. Smith or how she applies it she stated, "[I] use experience with students, their families, and the community.

When you have a school with siblings, you really get to know the families and use that as an aid to create instruction. Use what you know about the kids. The best thing to do in the first month, really get to know the kids and the details about their lives and in turn, this can help guide the instruction and tie into the lesson.” When facilitating classroom discussion around embracing diversity and inclusion, Ms. Smith states that she hosts a lot of discussions. The beginning of the year sets the tone. She emphasized how the classroom is like a family, where there are a lot of things that all students share. However, she highlights the differences amongst the class. She teaches students about important figures in our world and how they may look a little different or even similar to students. Again, really getting to know the families and students well is key to facilitating an open classroom discussion around the embracement of diversity and inclusion.

In conclusion, I gained a lot of new knowledge and helpful information from Ms. Smith. Throughout the interview, I was able to generate some main themes that I took away from the interview. These themes that stem off from what humanizing pedagogy is in general and can guide educators towards effective teaching include: culturally sustaining practices, facilitating open classroom discussions and communication, and through honest reflections and the commitment towards being a reflective teacher.

FINDINGS AND DISCUSSION

This section presents the findings of my research. This research was conducted upon humanizing pedagogy and the ways in which teachers can commit to humanizing pedagogy.

Discussion of Findings

Throughout my research, I generated a lot of key ideas around humanizing pedagogy. A key figure seen within my research was philosopher Paulo Friere. Friere (1984) as cited in

Salazar (2013) claimed that humanization, “is the process of becoming more fully human as social, historical, thinking, communicating, transformative, creative persons who participate in the world” (p.126). While Friere guided the idea of humanization and what became later on the idea of humanizing pedagogy, many educators have discovered faults with his ideals. With these faults, educators have taken Friere’s vision and reinvented what it means to fit their own context. Furthermore, reshaping this idea to fit the needs of the students, curriculum development, and the facilitation of instruction. This discovery has presented me with the idea that every thought and idea can be built upon, meaning that each year we can learn from our previous experiences and ways of thinking and doing to create new meaning and modes of instruction for our students. I wanted to highlight that this idea is a “process” (p.126) meaning that just as there are steps in a process and steps towards humanization, there are steps that we can take as educators to enact humanizing pedagogy. The enactment is a process and it is currently evolving and adapting to meet student needs and desires.

Building upon Bartolome’s (1994) culturally relevant practices, Salazar (2013) generated 10 guiding principles to enact culturally responsive and relevant teaching practices. Through analyzing each principle and practice, I was reminded that each is brought back to a student focus. Learning style and modality is varied, yet, each child is going to have their own learning style and modality that works best for them. These principles have to be applied as the teacher sees best fit. Teachers can apply these practices as they see best fit, through getting to really know their students and what makes them who they are. These practices tie into reflective teaching.

While each practice has its own goal and purpose, it is the goal of the teacher to reflectively think about what specific practice and its implementation for that student will

promote the most success. For teachers, building upon what we know about our students and what experiences have shaped them and have cast them into who they are, is commitment towards reflective teaching. It acknowledges what we know about our students and what learning style or mode of instruction will work best for them. Reflective teachers assess and evaluate what specific practice will promote student growth. It is our responsibility as teachers to provide all students with success and promote the value of learning. It is our goal to provide all students the ability, materials, and knowledge that they need to reach their full potential. These goals can be reached through the implementation of culturally relevant teaching practices for all students on a case to case basis.

Analyzing the information from my community partner during our interview, I determined that her experiences presented similar themes that were presented in my research, these themes being the specific actions that allow one to incorporate humanizing pedagogy into the classroom: using culturally relevant pedagogy, facilitating open and honest conversations around diversity and inclusion, and through reflective teaching. The central and key idea that I took away from my community partner interview was that you cannot commit to humanizing pedagogy until you start to really know your students. Knowing students goes on to a deeper level with knowing not only what makes your students them, but knowing what has shaped them, and knowing their families. Knowing your students and establishing that connection and bond, enables trust and safety, and for students at all ages especially those who are younger, trust and safety is fundamental in their desire to succeed. This knowing of students on a basis of trust and safety, helps the facilitation of open discussion around diversity and inclusion. Without a basic level of this trust and sense of safety in the classroom, teachers cannot start committing to

humanizing pedagogy and enacting these ideas of culturally relevant practices, and open and honest discussions.

CONCLUSION

As a result, of analyzing the presented literature and information with my community pattern, this section will entail a conclusion. These conclusions can serve as a guide for preservice and current educators in the field of education. These conclusions highlight the eminent need for humanizing pedagogy as opposed to dehumanizing pedagogy and showcase what specific actions can be taken upon to successfully set students up for academic and lifelong success.

Conclusion

All together, through conducting research using Schulte's theory of self-study, the best way to enact humanizing pedagogy is to incorporate it on a case to case basis. While each theme: culturally relevant practices, open facilitation of discussion around diversity and inclusion, and reflective teaching are equally as important; some of these enactments are going to fit a given student or class year better than others. These themes are guides for teachers to enact humanizing pedagogy and while all may be difficult to implement into curriculum and instruction at once as one individual in a given school year, there is recognition that the commitment to humanizing pedagogical practices in our current society is more evident and needed than ever. The enactment of humanizing pedagogy, while grounded in theory, can be attainable through practice, and shaped by highlighting the realities of students' and teachers' lives.

Implications and Recommendations

Moving forward, the at first daunting task of fully committing to humanizing pedagogy doesn't seem as intimidating. Being able to meet student needs as a first-year teacher seems less

overwhelming and with these guides, I feel confident in establishing a welcoming classroom environment where all students are voiced, met academically, socially, mentally, and feel valued, loved, heard, safe, and more. We have the responsibility to prepare students for lifelong learning and success. We have the ability to make a difference in the lives of many children, however we can only make this difference if we commit ourselves to humanizing pedagogical practices.

One implication to this study is that schools are not receiving enough funding to cover the price of materials and resources that promote student success and aid the implementation of culturally relevant teaching practices. One culturally relevant teaching practice highlights that student empowerment requires the use of different learning strategies. Technology can promote student learning and its modality can allow some students to feel more empowered and successful. However, this lack of funding for technological devices nationwide can hinder this commitment towards implementing humanizing pedagogical practices.

While it will take practice and reflection to commit to humanizing pedagogy, educators must apply these ideas to school staff and personnel, in order to be embraced for all student success universally. Embracing humanizing pedagogy at a local level can help promote the commitment towards humanizing pedagogy at the universal level.

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APPENDICES

Can you please provide me with a little bit about yourself and your background such as your role, your years of experience, and your purpose?

- a. I have been teaching for 22 years in a bilingual school and have always taught 2nd grade. I started out living abroad and fell into teaching without having credentials to study abroad.
2. What inspired you to become a teacher and why did you choose the profession?
 - a. I always knew I wanted to work with kids. I grew up nannyng and babysitting. Originally I wanted to be a school psychologist and quickly realized that I wouldn't be spending as much time with the kids as I had hoped. Teaching would allow me to have more time with children.
3. I had the opportunity to work with your students before in Music 326 and remember that Roses is a two-way immersion school. Can you tell me a little bit more about what this means and how it is applied?
 - a. Roses is unique; the whole school is dual immersion. The students come in and they are learning Spanish from kindergarten on. Gradually, the amount of English will increase. Majority of students come from English speaking homes. All content is taught in Spanish and instruction uses the Spanish for them to pick up more naturally. Students learn how to read in English in third grade.
4. Do you feel like the two-way immersion plan has any component that is lacking or needs help with in improving?
 - a. For Roses specifically, we need to recruit more Spanish speaking families. So all students can fully benefit from this program. From a teacher standpoint, getting

materials and having that teacher transition to a language that some of us don't have as our L1 (home language) can be a challenge.

5. After reviewing your website, I noted that, "ideally, one-half of the students are Spanish speakers and one-half are English speakers." Do you feel like the two-way immersion program fully reaches both demographics?
 - a. Ideally, the Spanish speaking students get more support at a Spanish speaking school and as a result, they feel successful. There is good communication between staff and parents with teachers for these families. They get ELD (English Language Development) everyday. For students whose English is their first language, the dual-immersion program is almost set up as a gifted program and they get that added challenge.
6. In regards to parent involvement, would you say that parents participation with the two-way immersion program is evident not only in the classrooms but implemented at home as well?
 - a. We have a lot of parental involvement. Since our school's program and its implementation presents families with the idea of it being a school of choice, we are going to get families who are more seeking out an alternative program. We have parents on campus all the time, and it feels almost like a family. At home, they have to be involved, they are helping their children do homework in a language that they most likely don't speak as their first language.
7. My problem of practice is in regards to humanizing pedagogy and I have a few questions centered around that:
 - a. What does humanizing pedagogy look like or mean to you?

- i. Using experience with students, their families, and the community. When you have a school with siblings you really get to know the families and use that as an aid to create instruction. Use what you know about the kids. The best thing to do within the first month: really getting to know the kids and the details about their lives and this can help guide the instruction and tie into the lessons.
- b. How do you implement humanizing pedagogy into your own classroom?
 - i. *Tie in with above*
- c. What kind of discussions do you facilitate with your students in regards to embracing diversity and inclusion, if any?
 - i. We do a lot of that. The beginning of the year sets the tone. In the classroom we are a family, and do a lot of comparing and contrasting. There are so many things where we are alike. We do roleplaying like what would you do if ...; teach them about people who are important that may look a little different from them. Again, really knowing the families and kids well is key. I have noticed that in my years of experience, they will do anything to someone they have a connection with. Young children desire that connection, value, and love.
- d. Most importantly, reflecting upon my own schooling experiences, I grew up in a school system where my peers looked a lot like me and came from very similar backgrounds and demographics. With that being said, what advice would you give to a first year teacher to help meet the needs and desires of diverse students?

- i. Again, really get to know your students. Do a little research like play a song from where they are from and really learn from them. They get really excited when you show interest in getting to learn about them. For Hanukkah for example, I asked if there is a student or someone in their family who can give a presentation or statements about their experiences as someone who celebrates Hanukkah. Show interest in their culture and what makes them unique.