

Key Questions we will explore in this opening unit:

1. Why do we have public schools?
2. Where does curriculum come from? Does it grow on trees? Does someone “make it up”? How do they decide?
3. What is the difference between the hidden and the overt curriculum?
4. What makes a person a “good teacher”?

What is an “argument”? Some thoughts to put this in the context of teaching and learning

Start finding your voice, your firm ground upon which to stand - TODAY. Know you can change the tone of your voice or its emotional content - or jump to a firmer bit of ground, all at a later date of your choosing.

Quiet, loud, insecure, rude, questioning - all have a place in the ongoing process, and may be essential to YOUR process of finding that voice that will support your work and your students.

Freedom

A photograph of a woman with short blonde hair and glasses, wearing a light blue short-sleeved button-down shirt, smiling as she looks at a card or envelope she is holding. She is standing in a kitchen area. In the foreground, the back of a person with dark hair wearing a black shirt is visible. To the right, there is a large, vibrant bouquet of flowers, including red and orange dahlias. In the background, a window shows green foliage outside, and another person is partially visible near the window. The word "Situations" is overlaid in white text across the center of the image.

Situations



Possibilities

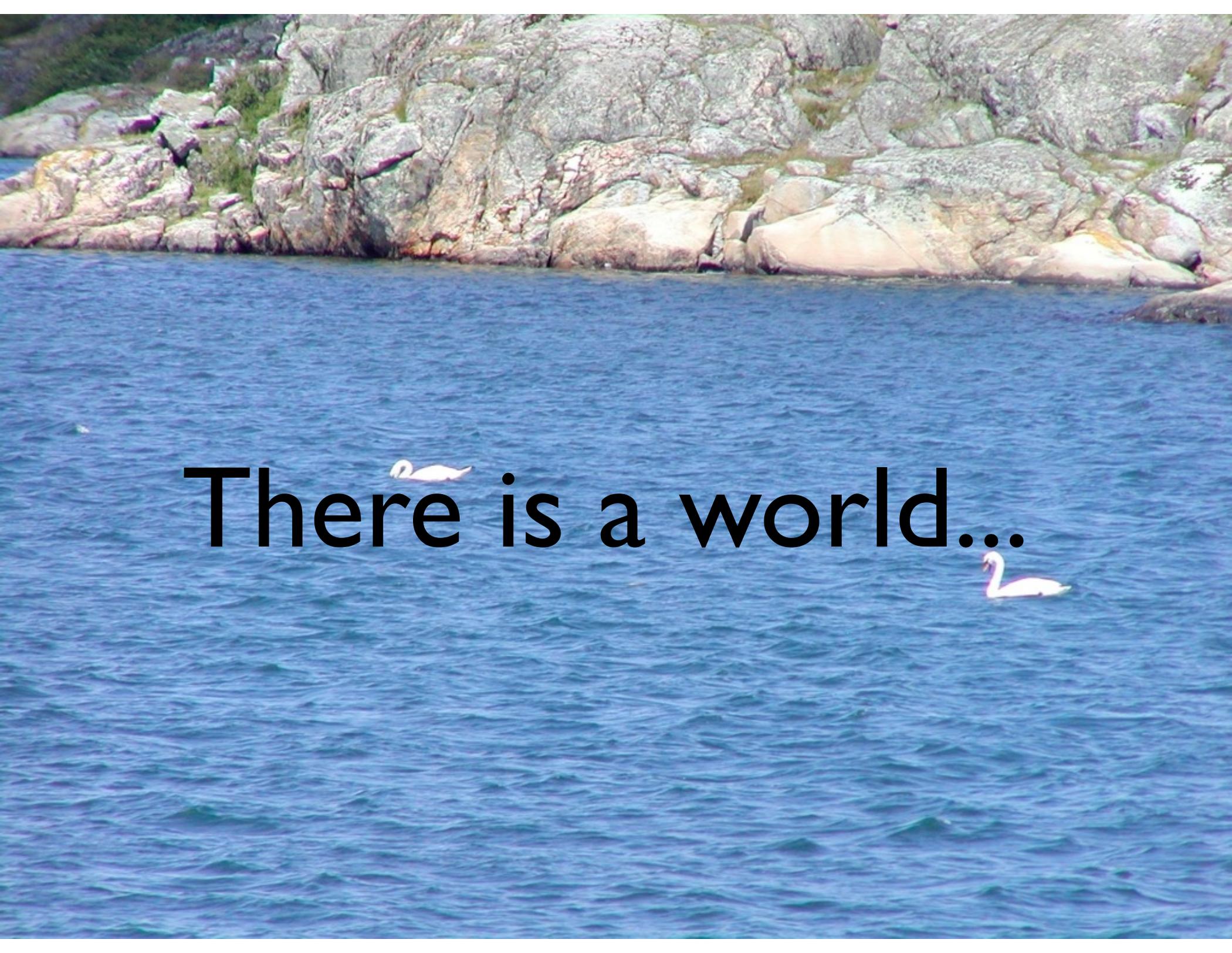
A photograph of two golden retrievers in a field of daisies. One dog is sitting on the left, looking towards the camera, while the other is standing on the right, looking towards the first dog. The background is a dense wall of green foliage. The text "What do I need?" is overlaid in white in the center of the image.

What do I need?

How do I know?

What should I do?

How can I get it done?

A scenic view of a rocky coastline with blue water and two swans. The rocks are grey and brown, with some green moss. The water is a deep blue with small waves. Two white swans are swimming in the water. One is on the left, and the other is on the right.

There is a world...

where you are free...

to do whatever you want...

Will you go?



or not?



Why not?

Why?

Some ways to think about
freedom...

- Negative freedom
- Positive freedom

Can freedom and
equality coexist?

“I should be free to do
whatever I want.”

“But you shouldn’t be
free to hurt me!”

freedom v. equality

Balancing freedom and
equality: Justice

Negative freedom:
freedom from restraint
or constraint.

Negative freedom refers to a

lack of social, political, and physical restraints.

Positive freedom:

Positive Freedom

This sense of the word “freedom” refers to the potencies inherent in something, to what one *can* do.

Positive freedom refers to the active process of seeking out some goal to be achieved and then going for it.

Positive Freedom:

The highest and least common mode of freedom...

Freedom to invent, create, and
change the world.

a freedom that seeks to balance itself with
equality

to achieve

Justice and innovation.

