How should teachers as transformative intellectuals navigate through the current educational system in the age of accountability to pursue equity among, in, and through education?

Slide 1: “To get to where we need to be, we need to stop assuming the answers and stick to the pursuit of questions.” (To teach: The Journey in Comics p.25)

- **Thesis:** As transformative intellectuals, teachers should adopt an inquiring mindset towards themselves, their students, and the current educational system to pursue equity among, in, and through education.
- Never settle for what is given in terms of standards and curriculum
- Be sure that what you’re doing will be relevant in the modern era and to your specific class’s lives
- Ask questions that will lead to more questions
- We are going to explore how this inquisitive mentality can take you steps closer towards equity in education

Slide 2: “Good learners seem to know what is relevant to their survival and what is not. They are apt to resent being told that something is “good for them to know,” unless, of course, their crap detector advises them that it is good for them to know— in which case they resent being told anyway.” (Teaching as a Subversive Activity)

- Be curious about what you are learning— how is it important to you
- Make your own judgments
- For teachers— present the students with a plethora of information, not only the information that has stuck with you or proven to be relevant to your life
- Take ownership of your own learning— (next slide)

Slide 3: “The important thing… is for the people to come to feel like masters of their thinking by discussing the thinking and views of the world explicitly or implicitly manifest in their own suggestions and those of their comrades.” (Pedagogy)

- Make your voice heard
- Encourage students to respectfully question the system if it’s not meeting their needs— take initiative to establish their own equity
- Be sure they’re standing up for what they need to be successful

Slide 4: “When we look at our students, we need to ask, “Who is this person before me? What interests and experiences does she bring? What are his areas of wonder?”
• Don’t assume you know the student and their background or learning style
• Urge them to have these same inquiries about persons they encounter- teachers, peers, employers, colleagues, etc.
• Make sure you are well-informed to advocate for your students fullest success and utilizing their greatest potential
• Be culturally aware for both yours and your students sake

“All teachers must become students of their students.”

• Be open to the fact that you will learn from your students everyday
• Ask them questions to better yourself as a learner
• Push them to ask the same questions of you and of each other

Slide 5: “It [the curriculum] is largely designed to keep students from knowing themselves and their environment in any realistic sense; which is to say, it does not allow inquiry into most of the critical problems that comprise the content of the world outside of school.” (Teaching as a Subversive Activity)

• The curriculum seeks to instill the same information in the students regardless of who they are
• Wants a standardized and pre-screened bank of information to be dropped into the students without acknowledging its relevancy or realistic nature
• Ask questions- bridge the gap- inquire about why the system is how it is
• If there’s no changing it, then take it upon yourself- use questions to make connections in your own classroom

Slide 6: “Work toward fashioning something that honors the past as well as the musical diversity that continues to emerge globally.” (Musician and Teacher)

• Always inquiring to find a system that will take the positive from past experiences and integrate it with current collaboration amongst people to create a well-rounded system

Slide 7: “Our set of questions is best regarded as a metaphor of our sense of relevance.” (Teaching as a Subversive Activity)

• How we are making sense of our own learning- taking ownership
• How learning relates to us- always curious
Conclusion: Through this process of asking meaningful questions of ourselves, our students and our system, we as teachers can move towards a more equitable educational system, providing the best opportunities for success and relevant learning to take place in our classroom.