**Facilitating Brave Spaces for Learning**

**After School Professional Development Program (ASPDP) registration required**  
New York City district participants seeking P/A+ credits towards a Master’s +30 or any other salary differential must complete additional registration with ASPDP. When available, register for the course on the ASPDP website during the semester you are completing coursework. The ASPDP course catalog is found here: <https://pci.nycenet.edu/aspdp/Course/Search>.

**Credits earned upon completion of semester coursework**  
Earn 2 P/A+ Credits and 30 CTLE hours upon successful completion of semester coursework. Time spent engaged in the course is reviewed by our instructors and staff members.

**To start your online coursework**

First, purchase on quikitech.com the individual course or a multi-course bundle (you will be able to select the course as part of your course bundle when the semester begins). Second, log in to your Quikitech account to access your course link.

**Course Description:** “Our classrooms can be generative sites of contention, of push and pull and authentic engagement as we take on first questions and fundamental principles. And when these questions animate teachers and students in their projects and pursuits, freedom comes into view as something attainable and real” (W. Ayers in Teaching When the World is on Fire, edited by L. Delpit, p. 14).

As educators, we play a crucial role in society – we are daily facilitators of conversations that address and impact societal norms. We share precious opportunities to promote social justice through facilitating courageous conversations, regardless of the grade level or content area we teach. This course discusses principles, guidelines, expectations, and practices that can be embedded and implemented in our core instruction and in our daily interactions with our students to navigate the nuances of our own and our students’ complex identities, as well as societal challenges including oppression, privilege, bias and agency. This course explores some of these critical topics, while addressing the need for creating and maintaining, not simply a safe space, which can imply a void of risk and discomfort, but rather, a brave space for all of us to grow in our mutual understanding of one another and of the issues we face as a society.

**Course Outline:** This course consists of 5 sessions.

**Session 1:** Introductory Session - Overview of Course Content with Key Terminology

**Session 2:** The Model of Oppression

**Session 3:** Facilitating Brave Spaces for Brave Interactions and for Brave Action

**Session 4:** Facing Challenges

**Session 5:** Final Project

**Aligned with Danielson Framework for Teaching Components:**

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

**Integration of Student Learning Standards: ISTE Standard**

1 Empowered Learner  
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

* 1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

**NYS NGS Speaking & Listening Anchor Standards:**

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD 5: Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

STANDARD 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

**Language-Based Competencies (NYC DOE ILF):**

Course participants build content-specific knowledge to support students to use academic language and knowledge in diverse ways for diverse audiences for a variety of purposes and to build knowledge and language skills through purposeful speaking opportunities.

Instruction that Reflects Students (Student-centered approach that affirms students’ experiences, knowledge, and expressions as assets)

Any questions? Please ask our Support Team at [support@quikitech.com](mailto:support@quikitech.com).