

➤ Applying the ECCs to Lesson Planning

“Hidden curriculum” refers to the implicit power dynamics of a classroom which regulate students’ power in relation to self, teacher, peers, knowledges, communities, and the historical moment. These dynamics are rooted in cultural assumptions and organizational histories which are, to varying degrees, internalized and unexamined by members of knowledge communities.

We can work toward creating justice-oriented learning cultures by making the ECCs an explicit, shared source of individual and group learning norms. Teachers can apply the questions below to hone lesson planning and involve students in metacognition and decision-making during lessons.

ENLIGHTENED

- What does the curriculum say I/we need to know and be able to do to?
- What makes this knowledge/learning significant and worthy of our investments, in this course and in our lives? What essential questions does it pose, address, and generate?
- How will we learn it? Is there more than one way?
- What criteria will we use to assess our progress and guide our next steps?

EMPOWERED

- How will power be distributed and shared among teacher and students in this classroom, course, unit, lesson?
- Which/Whose interests does this distribution of power serve? Can/should it be altered? How? Why?
- What strategies of instruction and assessment require and support students to make significant learning decisions, individually and collaboratively?

EMPATHETIC

- What points of view does this learning, as designed, include? exclude? affirm? undermine? Can/should this be altered? How? Why?
- How can we make the methodologies and assumptions we are using visible to students and available for them to critique and alter?
- To what extent does the proposed learning design students’ cultural identities, worldviews, and knowledges into rather than out of the process(es) and product(s) of learning?

ETHICAL

- What rights and responsibilities do learners have in this context?
- What rights and responsibilities do teachers have in this context?
- Where do these rights and responsibilities originate? Upon what do their existence and fulfilment depend?

ENGAGED

- Upon reflection (above), what, specifically, can I/we adjust to make this learning plan more equitable for diverse students and aligned with our shared goals?