**Script**

**Hello, I am Ashleigh Blackmon and this is my Learning Manifesto!**

I believe education builds confidence and independence as it provides exposure and access to diverse perspectives of society. Students are owed fair and quality education that equips them for their college and career future.

 I believe education awakens future leaders, problem solvers and inventors that bring positive change to our community, state, country and world. Teaching Science for seven years at the middle school level has helped me cultivate my personal passions in education and essential factors that contribute to developing future leaders, problem solvers, and inventors. In my manifesto I will share what fuels my passion for teaching, goals that I believe will help me prepare 21st century learners for their career future, issues with digital imprint education, and ways to create change.

In a world that is consistently changing, it is safe to say learning never stops. This is evident in the advancements of technology and many innovations that improve life as we know it. Because of this, I believe it is important to develop lifelong learners and I am passionate about teaching and modeling what that looks like. I call it the growth mindset. When students take on a growth mindset, they understand learning happens when you don’t give up or give into setbacks or disappointments. I believe attaining the growth mindset builds resilience in students that help them mentally overcome educational fears and become relentless when figuring out how to succeed even when faced with tough challenges. I believe embracing a growth mindset will empower students to stay focused on long term outcomes and solutions. This mindset inspires me and my students to continuously work towards any leaning mission.

In addition to a growth mindset I am passionate about building rapport with my students. Daily, I am excited to welcome students into a safe learning environment that foster trusting relationships and a culture of equity. Creating a learning environment that allows students to feel a strong sense of belonging and connection helps remove mental barriers that can prevent learning. I am passionate about engaging students in lessons that are culturally diverse, family oriented, community connected and affirming. I believe establishing a classroom culture of equity acknowledges all students’ emotions, beliefs and diverse perspectives in a respectful way. Creating equitable learning environments enable healthy social and emotional wellness that nurtures students’ high levels of academic successes. Science proves social and emotional wellness plays a critical role in academic outcomes for all learners. I have always developed my best work when I felt as though I belonged. I felt happy to contribute to class discussions and receptive to feedback given by the teacher.

I believe students learn and progress their skills at different rates. Students have different needs abilities, and strengths. This calls for creating specific learning environments that supports and fosters authentic learning experiences for all learners. Implementing critical thinking, problem solving, creativity and collaboration is needed to help students practice and produce learning products. I believe reducing barriers in instruction creates higher chances for students to deepen their knowledge understanding. This extends practice and builds skills that prepare students for real world setting and future career college opportunities. Implementing universal design learning (UDL) and differentiation lets the students know there are many ways to learn. Exposing students to various approaches to learning, helps students become self-aware of their personal learning style and they discover how to learn.

The learning environment I strive to create daily would not be as impactful without technology integration. Incorporating digital learning or blended learning not only helps further my agenda, but it also contributes to student access and exposer of real-world tools that 21st century careers require. This is major! Our students need technology for their future.

Although various research reports, state and national levels acknowledge that students need access and exposure to technology, the fact is, not all school districts across the nation support or mandate the agenda. When it comes to technology, there are many emerging issues that defer many students from receiving access. As a result, students across our state and nation have varied exposure and skills with technology.

There is inequitable access that occurs within all school districts, states and nation. Every student should have access to technology. Funding is the culprit for many districts preventing students and teachers of having an essential tool for the future. Underserved communities are populated with families that experience economic hardships and their home life does not afford them to resources and access to technology. There are many teachers who rather focus on standardized testing verse developing technology skills. Some teachers have limited skills themselves and are simply not supported or developed by technology coaches/ leaders. To sum it up students are not being taught technology with fidelity and priority.

Reflecting on current systems that promote technology within the educational system lets me know that not all hope is lost. Our society understands the importance of technology. We must come together in solidarity to make right what is wrong. We owe it to our future selves.

Change would mean ensuring all school across our nation receive support such as funding, training, community partnerships with tech companies and on campus technology specialist. These supporters create accountability among all stakeholders. Highlighting and enforcing mandatory technology minutes towards summative products would be a great way to show the growth and development of student and teacher technology skills. As teachers and students continually practice, more students will be prepared for real world settings within career fields. I believe making technology apart of standard curriculum skills will truly enable change.

As I continue my digital learning and leading journey in education, I hope to impact and inspire all teachers, leaders, and community liaisons within reach. I will advocate not only for students to acquire adequate technology but also professional development for teachers and leaders that is ongoing and applied to classroom and professional learning environments. I will also advocate for Flexible funding that extends technology exposure for our students.

 I am passionate about lifelong learning, trusting relationships, authentic learning environments, and technology integration. I believe my passions reflect the essential factors that prepare students for their future. I believe in in myself and I believe in the future of our students.

This is my learning Manifesto!