

Social Justice and Culturally Responsive Teaching

TEACHER TOOLBOX WORKSHOP SERIES

NOVEMBER 16, 2021

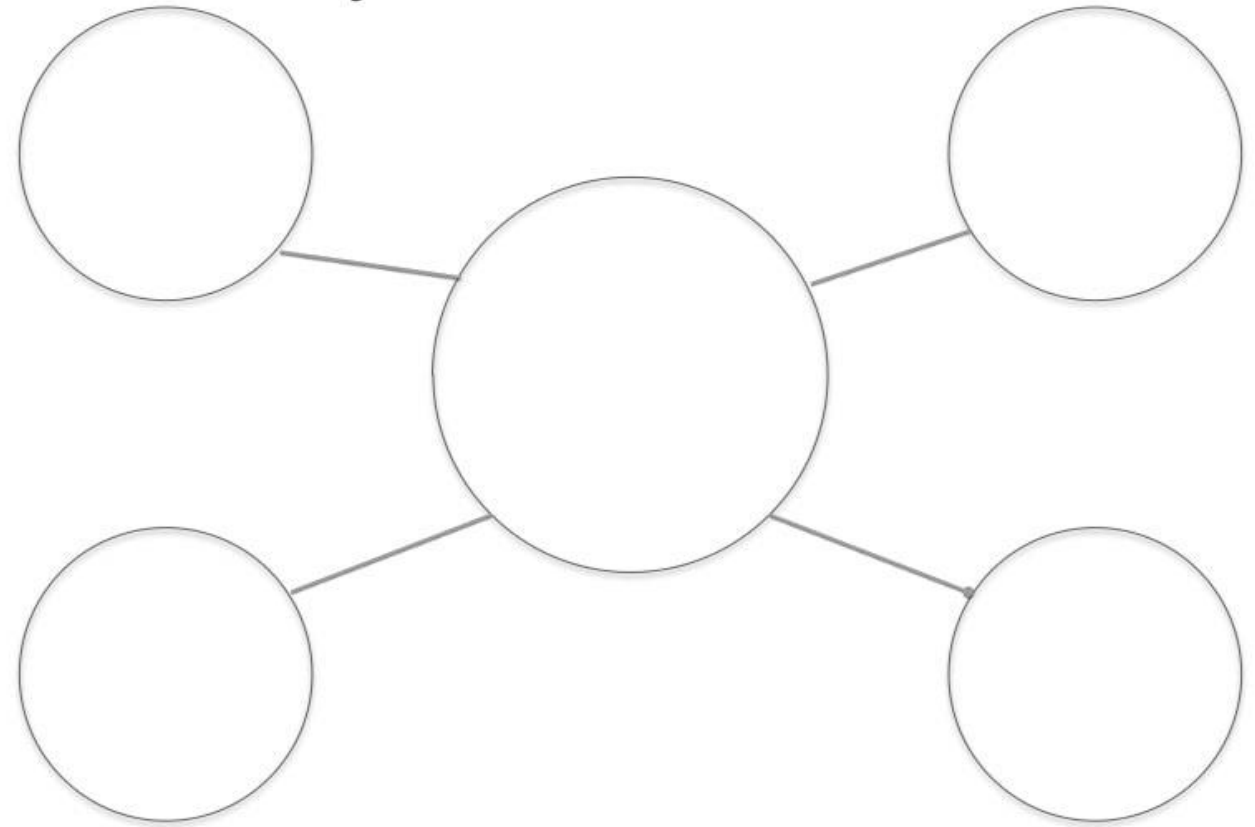
DR. CAMP

Overview

- ❖ Changing demographics
- ❖ Social justice
- ❖ Culturally relevant pedagogy
- ❖ Culturally responsive teaching
- ❖ Culturally sustaining pedagogy
- ❖ Competencies of culturally responsive teaching
- ❖ Characteristics of social justice and culturally responsive teaching
- ❖ Benefits of culturally responsive teaching

Circles of my
multicultural
self

My Multicultural Self



Circles of my multicultural self

1. Share a story about a time you were especially proud to identify yourself with one of the descriptors.
2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are.
4. Fill in the following sentence:
I am (a/an) _____ but I am NOT (a/an)_____.



Changing demographics of the U.S.

Changing demographics of the U.S.



- **White:**
 - Largest in the U.S.
 - 204.3 million (8.6% decrease)
- **Multiracial:**
 - 33.8 million (276% increase)
- **Black or African American:**
 - 46.9 million
- **Some Other Race alone or in combination:**
 - 49.9 million (129% increase)
- **Asian:**
 - 24 million
- **Indigenous and Alaska Native:**
 - 9.7 million
- **Native Hawaiian and Other Pacific Islander:**
 - 1.6 million
- **Hispanic or Latino:**
 - 62.1 million
 - 23% increase

Social justice



- Promotes fairness and equitable opportunities for *all*
- Promotes access to resources, equity, participation, diversity, and human rights

Culturally responsive teaching



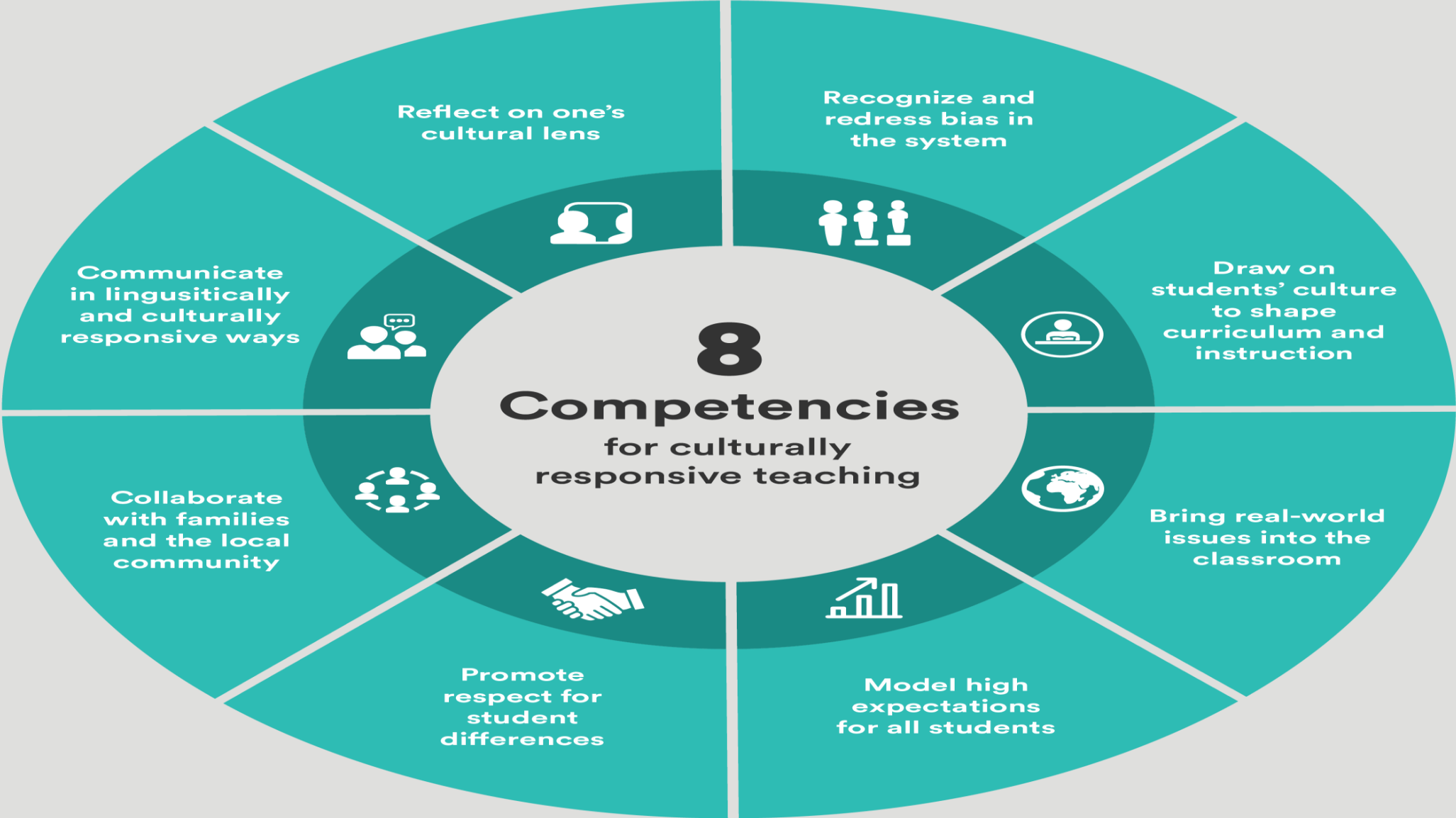
- Coined by Geneva Gay (2010)
 - Focused on the *doing* of teaching
- “Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.” (p.31)
- Make positive changes:
 - Instructional techniques and materials; student-teacher relationships; classroom climate; and self-awareness to improve learning for students
- Asset-based view of students is fundamental
- Providing opportunities for students to think critically about inequities

Culturally sustaining pedagogy



- Coined by Django Paris (2014)
 - An approach that considers the many ways learners' identity and culture evolve
- Culturally sustaining educators draw and *sustain* students' culture
- **Goal:**
 - Supporting multilingualism and multiculturalism in practice and perspective for students and teachers
 - Promotes asset-based approaches as alternatives to deficit-oriented teaching methods

Figure 1 | Eight Competencies for Culturally Responsive Teaching



Competency 1: Reflect on one's cultural lens



- Self-awareness
 - Identity
 - Worldview
- Self-awareness
 - Biases and assumptions
- Understand how internalized biases impact instruction and interactions
- Stereotypes
- Microaggressions:
 - Microassault
 - Microinsult
 - Microinvalidation

Competency 2: Recognize and redress bias in the system



- Understand bias at the different levels:
 - Personal and institutional or systemic
- Understand how identity influences the educational opportunities that students receive
- Advocate for the dismantling of systemic injustices
- Implications of unawareness of institutional barriers

Competency 3: Draw on students' culture to share curriculum and instruction



- Using cultural scaffolding
 - Connecting new academic concepts to students' background knowledge
- Evaluate textbooks and instructional materials
- Complement the curriculum with appropriate/accurate examples

Competency 4: Bring real-world issues into the classroom

Let's talk about deficit thinking in schools

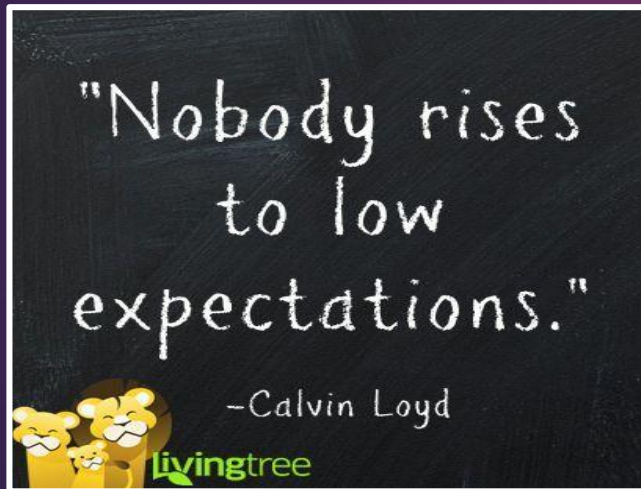


because it's a social justice issue

@sassy4socialjustice

- Address the “so what?” factor of instruction
 - What does this material have to do with your lives?
 - Does this knowledge connect to an issue you care about?
 - How can you use this information to take action?
- Assignments require learners to identify and propose solutions to complex issues
- Ensure learning happens inside and outside of the classroom

Competency 5: Model high expectations for all students



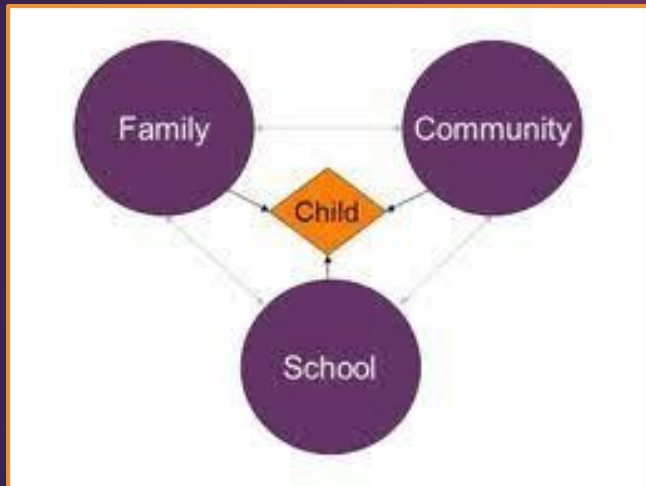
- Understand certain populations are vulnerable to negative stereotypes
- Maintain belief that *all* students can meet high expectations if given proper support and scaffolding
- Do not allow students to disengage from learning
- Help students develop high expectations for themselves
- Ensure *all* students have access to a rigorous core curriculum

Competency 6: Promote respect for students' differences



- Foster learning environments that are respectful, inclusive, and affirming
- Model how to engage across differences and respect diversity
- Assess how learners from different backgrounds might experience the environment
- Encourage students to reflect on their own experience with bias
- Help students value their own and others' cultures
- Help students develop a sense of responsibility for addressing prejudice and mistreatment

Competency 7: Collaborate with families and the local community



- Assume parents/guardians are interested in being involved
- Remove barriers to family engagement
- Be mindful of past trauma
- Establish trust of families of color and low-socioeconomic families to foster engagement
- Learn more about the local community
- Learn more about families' cultures, values, and expectations for their children's education
- Collaborate with local agencies and organizations

Competency 8: Communicate in linguistically and culturally responsive ways



- Communicate in culturally and linguistically sensitive ways
- Consider the communication styles of your students
- Understand how culture influences communication (verbal and non-verbal)
- Honor and accommodate multilingual students and families
- Advocate for services and resources in various languages

Characteristics of social justice and culturally responsive teachers



- Develop cultural competence
- Care about and value each child
- Adapt curriculum; relate to students' backgrounds
- Establish connections with families
- Establish connections with local communities
- Seek to understand students' cultural experiences
- Recognize cultural differences as strengths
- Use culture as a vehicle for learning
- Celebrate the unique contributions of every child
- Are creative
- Create shared learning experiences
- Help students understand their roles as change agents in society
- Cultivate sociopolitical awareness in students
- Are intentional

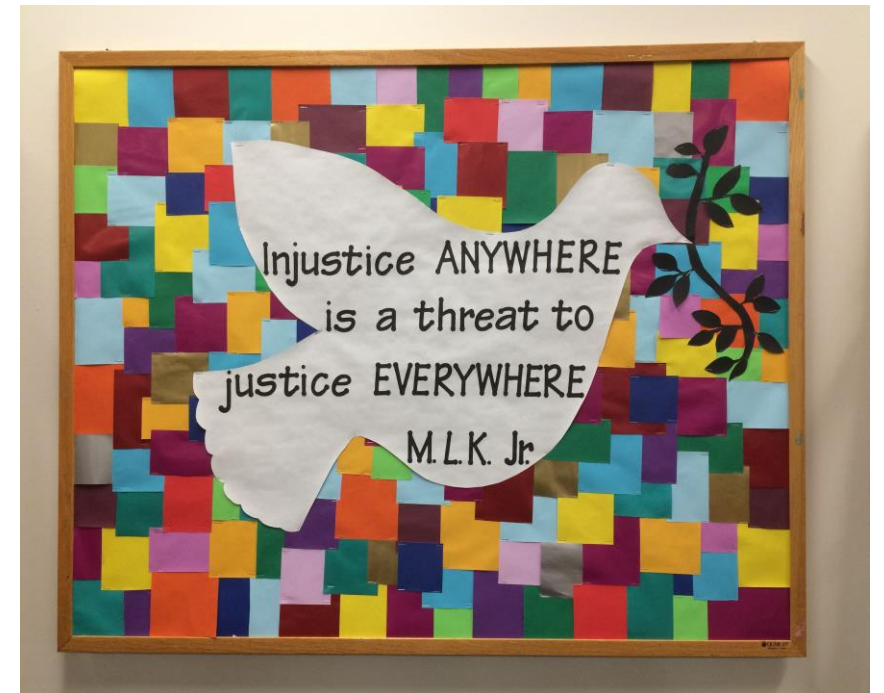
Benefits of culturally responsive teaching



- A way of closing the achievement and discipline gaps
- Connects the curriculum, classroom instruction, and the social, cultural, and economic environment
- Views culture as strength which can be leveraged
- Fosters broader sociopolitical consciousness
- Fosters space for discussing social change
- Encourages students to think critically about social issues
- Engages students in meaningful activism to produce positive social change
- Fosters space for discussing social change and social justice
- Encourages students to engage in civic and social justice initiatives (i.e. volunteering, civic missions)

Reflection video

Showing up: Conversations
about social justice in the
classroom





In social justice and culturally responsive classrooms,
all students are valued, and their contributions are
recognized!

References

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RESOURCES

- [Culturally responsive teaching: Reflection guide](#)
- [Edutopia: Culturally responsive teaching](#)
- [Culturally responsive instruction: Resource list](#)
- [Culturally Responsive Classroom: Self-Assessment](#)
- [Culturally responsive pedagogy: Self-assessment and Reflection](#)