

APPENDIX V – 253

Jackson Power Point 1.7.16

<p>Leadership for Culturally Responsive Teaching 1/7/16</p> <p>Janice Jackson, Ed.D. drjeackson@gmail.com</p>		<p>Reimagine Leadership</p>	<p>WHY NOT GO OUT ON A LIMB, THAT'S WHERE ALL THE FRUIT IS!</p> <p>(JEAN PIERRE)</p>
<p>Overview of the session</p> <ul style="list-style-type: none"> ◆ Historical And Political Context ◆ Culturally Responsive Teaching ◆ Equity Centered Leadership 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What does working towards educational equity mean to me? 2. How does oppression impact educational experiences for adults and children? 3. What's required of me to deepen the quality of dialogue and relationships necessary to impact change at my school/department? 	<p>Appreciative Inquiry</p>	<p>Historical and Political Context</p>
	<p>1779. Thomas Jefferson proposes a two-track educational system, with different tracks in his words for "the laboring and the learned." Scholarship would allow a very few of the laboring class to advance by "raking a few geniuses from the rubbish."</p>	<p>SITUATEDNESS</p> <p>We must consider how we each stand differently with respect to our opportunities for work, education, parenting, housing, retirement...</p>	<p>All on the same boat</p>
<p>All on the same boat...but not on the same deck</p>	<p>USS Education System</p> <p>How is opportunity different depending on the "deck" one is on?</p>	<p>Systems of Advantage</p> <p>Some people ride the "Up" escalator to reach opportunity</p> <p>Others have to run up the "Down" escalator to get there</p> <p><small>with permission, Kenzie Institute</small></p>	<p>Oppression and Education</p> <p>Historically, there has been...</p> <p>...a lack of information and misinformation about the impact of historical experiences and nature of oppression that people of color have endured.</p> <p>...a lack of opportunities to heal from physical and emotional hurt.</p>
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Oppression and Education

A few key terms:

Oppression: the systematic mistreatment of a group of people by the society and/or by another group of people who serve as agents of a society, with the mistreatment encouraged or enforced by society and its culture

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Opportunity and Structures



"success is not a random act. it arises out of a predictable and powerful set of circumstances and opportunities"

Malcolm Gladwell, Outliers

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Oppression and Education

Phenomena that result from oppression:

Internalized Oppression: the acting out of oppression on one's self. People believe the messages they receive and because of the oppression, act harmfully toward themselves

Transferred Oppression: prejudicial actions toward someone in one's own group (or in the case of racism) a person of color in another ethnic group

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Oppression and Education

Phenomena that result from oppression:

Stereotype Threat: when an individual believes that one of his/her identity groups has an inferior response to a given situation, the individual is likely to exhibit that deficit.

Implicit Bias: the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or emotional control. Looking deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness.

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Opportunity is defined as a fair chance to achieve one's full potential.

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"When you control a man's thinking you do not have to worry about his actions. You do not have to tell him not to stand here or go yonder. He will find his 'proper place' and will stay in it. You do not need to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit. His education makes it necessary."



Carter G. Woodson, The MIS Education of the Negro (1933)

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Listening as Healing



"Listening is such a simple act. It requires us to be present, and that takes practice. But we don't have to do anything else. We don't have to advise, or coach, or sound wise. We just have to be willing to sit there and listen. If we can do that, we create moments in which real healing is available."

Margaret Wheatley (2002)

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"There is no greater burden than carrying an untold story."
- Maya Angelo



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Constructivist Listening Guiding Principle

I agree to listen to and think about you in exchange for you doing the same for me.

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Guidelines

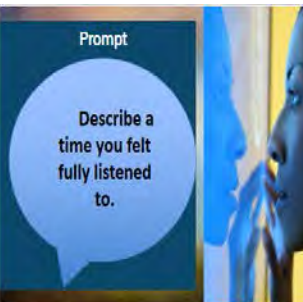
Each person:

- Has equal time to talk
- Listens without interrupting, giving advice or breaking in with a personal story
- Maintains confidentiality
- Does not criticize or complain about others during their time to talk
- Gives undivided attention: no food or cell phones

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Prompt

Describe a time you felt fully listened to.



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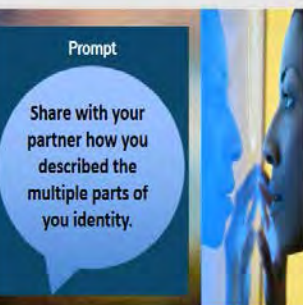
Naming & Framing the Work: Social Factors Influencing Identity



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Prompt

Share with your partner how you described the multiple parts of you identity.



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Guidelines

Each person:

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Naming & Framing the Work: Social Factors Influencing Identity



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Culturally Responsive Teaching

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Culturally Responsive Teaching is a process. It is an approach to learning that is based on how the brain engages and processes information using the cultural tools students bring to learning.

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Culturally Responsive Teaching requires that educators understand the cultural and political contexts of children's lives. Educators should learn, affirm, and utilize the cultural tools children possess.

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Two Key Concepts about Culture:

1. Levels of Culture
2. Cultural Archetypes

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The brain is a social organ. This makes relationship and trust foundational to cognitive engagement.

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Independent vs. Dependent Learners:

- Help children learn cognitive strategies and routines
- Help children understand that failure is an important part of learning.

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"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

- Viktor Frankl



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