

APPENDIX V – 53

K-12 Multicultural Education Science Framework
Inclusive Teaching Strategies: Reflecting on your Practice

Do you use any of the following strategies?

✓ = I use this in my teaching

~ = I sort of use this in my teaching

X = I do not use this in my teaching

☆ = I would like to try this, though I may need more information or resources

Content Integration – *content should be accurate and complete, acknowledging the contributions and perspectives of ALL Groups.*

- Use examples and content from a variety of cultures and groups to illustrate key concepts, generalizations and interconnectedness within a subject area or discipline.
- Incorporate content, issues, and perspectives that are real and meaningful to students.
- Choose readings that deliberately reflect the range of identifies and backgrounds of experts who have contributed to a given field.
- Select instructional materials that treat racial, cultural differences and groups honestly, authentically and realistically? (i.e., avoid stereotypes or one dimensional images?)
- In the curriculum include the study of societal problems that different cultural, ethnic and racial groups have experienced, such as racism, prejudice, discrimination, and exploitation?

Knowledge Construction/Instructional Practices - *challenge the notion of teaching as Mastery.*

- Bring the perspectives and experiences of students themselves to the fore in the teaching and learning experience.
- Encourage students to ask critical questions about all information they receive i.e., who wrote or edited the text? Whose voice am I hearing or not?
- Use Inquiry Based Learning/Constructivist Techniques, that facilitate students to generate knowledge, learn from each other's experiences, and create new understandings.
- Help students connect their prior knowledge, and experiences to new learning (e.g., before introducing a new topic ask students individually to reflect on what they already know about the topic).
- Provide students with assignments that allow for students to relate ideas and generate multiple solutions to issues or problems.

Equity Pedagogy – *Learning must acknowledge and address a diversity of learning styles while challenging the dynamics of power and privilege in the classroom.*

- Emphasize the larger purpose or value of the material being studying, by connecting teaching and learning to local community and larger global issues – transformative pedagogy/social action.
- Use a variety of teaching methods, modalities and groups rather than relying on one mode of engagement.
- Carefully frame objectives when raising potentially sensitive or uncomfortable topics.

- Understand the dynamics of power in the room to avoid perpetuating privilege and oppression.
- Structure discussions to include a range of voices: e.g., take a queue, ask to hear from those who have not spoken, wait until several hands are raised to call on anyone, use think-pair-share activities.
- Allow ample time for any in-class activities that require substantial reading, and provide scaffolding that reflects the fact that processing times will vary.
- Clearly communicate the expectations and grading scheme for each assignment.

Inclusive School Climate and Culture – Restructuring the organization and structure of the school.

Instructor-Student Interactions

- Learn and use students'** names - what they choose to be called and how they pronounce it.
- Communicate high expectations and your belief that all students can succeed.
- Allow for productive risk and failure. Make it known that struggle and challenge are important parts of the learning process, not signs of student deficiency.
- Seek multiple answers or perspectives to questions.
- Avoid making generalizations about student experiences.
- Refrain from asking individual students to speak for a social identity group.
- Model productive disagreement, showing how to critique a statement or idea rather than the speaker.

Student-Student Interactions

- Establish guidelines, ground rules, or community agreements for class participation.
- In class, explain the value of collaboration for learning. Speak of students' diverse perspectives as an asset.**
- Provide students opportunities to reflect on what they learned through collaborative activities (formal or informal).
- Deliberately assign students to small, heterogeneous groups that do not isolate underrepresented students.
- Establish ways for students to intervene if they feel a certain perspective is being undervalued or not acknowledged.
- Stop or intervene in a discussion if comments become disparaging or devalue **other students' experiences.**