

Toronto SIM

Culturally Responsive Pedagogy **A Reframing Approach**

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Framing & Reframing

- **Humans think using unconscious frames, these frames are ‘mental structures’ that shape the way we see the world ...framing accounts for how different people, understand a particular term/event in vastly different ways**
- **Reframing is social change—it requires bringing our unconscious frames into awareness and then using a new language and new points of view to modify our cultural models ---- once we are cognizant of the options we have in interpretations, response actions we move towards conscious engagement**

~Creating Critical Classrooms~

Reframing



One way to use reframing is to pay attention to the language we use, focusing our awareness on how it shapes identity, constructs cultural discourses and supports or disrupts the status quo....

These children are being raised by their grandparents....

These children don't have experiences.....

The parents do not read to their children....

We are doing pretty well considering we have large numbers of _____ students....

We have so many 'Level 2' students....

Mind-Sets & Equitable Education

As we read yesterday.....

“A negative stereotype is a fixed mind-set belief that certain abilities are inherent and that your group doesn’t have them. If negatively stereotyped students have a fixed mind-set and find themselves struggling, that stereotype might haunt and discourage them. But if stereotyped students have a growth mind-set – even if they grant their group may have underperformed historically - they believe that through their effort and support they can develop their abilities” (C.Dweck)

What are the implications for educators???

Mind-Sets & Equitable Education

Is it possible that.....

educators' biases restrict students to a fixed mind-set by CONFIRMING notions of learning abilities for certain students ?

Can we truly foster a growth mind-set without educators examining stereotypes and biases that they may hold?

Identity and Cultural Pedagogy

- Identity impacts the way we “frame” the world
- We need to “reframe” in order to see the world alongside each and every student

So....What Is Culturally Responsive Pedagogy?

Jigsaw the articles at your table groups:

Create a mental model of your table's understanding of CRP...

Be prepared to share with the larger group.

*The Principal As Leader Of The Equitable School – Ontario
Principal Council*

*Educating All Students: Creating Culturally Responsive Teachers,
Classrooms & Schools- Monica Brown*

What Is Culturally Relevant Pedagogy- Matthew Lynch

But That's Just Good Teaching- Gloria Ladson Billings



Theoretical Underpinnings for Culturally Responsive Pedagogy

- Prerequisites for culturally relevant pedagogy:
- **SOCIOCULTURAL CONSCIOUSNESS**
- CARING for the whole child including academic success and needs

Central Tenets

Culturally Responsive Pedagogy

- 1) **HIGH EXPECTATIONS**-High academic success for all students
- 2) **CULTURAL COMPETENCE** -The formation of a positive cultural identity
- 3) **CRITICAL CONSCIOUSNESS**- The development of critical consciousness to critique or interrupt current and historical social inequities

~ Ladson-Billings~

Stages of Multicultural Curriculum Transformation

Stage 1: Curriculum of the Mainstream

Stage 2: Heroes and Holidays

Stage 3: Integration

Stage 4: Structural Reform

Stage 5: Multicultural, Social Action, and Awareness

James Bank & Penny McIntosh

Let's Watch

- http://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge.html

What did we see?

CRP- what components? Any connections?

What stage of curriculum transformation?

What connections to student inquiry?

Curriculum

- **Curriculum** includes texts and storybooks; pictures displayed; classroom seating plans; group work; posters; music; announcements; prayers and readings; languages spoken in the school; food served in the cafeteria; visitors invited to the classrooms; reception offered to parents in the office; racial make-up of the office staff, the custodial staff, teachers, and administration; displays of student work; makeup of school teams; sports played; clubs; school logo emblem; field trips; assignments and projects; facial expressions and body language; clothes worn,...**in short, the whole environment.**
- Nora Dewar Allingham
- "Anti-Racist Education and the Curriculum – a Privileged Perspective". Racism and Education: Different Perspectives and Experiences. CTF, Ontario, 1992

Reflective Questions:

Consider the following questions:

- Does the curriculum and data facilitate learning for all?
- What evidence of curriculum transformation have you seen in your board/schools?
- How is language being used in your system when describing students?
- What opportunities are taking place in your buildings for educators to learn from their students?
- What evidence can you identify in your plans that represents a “learning for all” stance?
- Are educators in your building aware of their own identity and the identities of the communities in which they serve?
- Which identities might students consider important in their experiences of inclusion/exclusion in our buildings?

Thank you!

*"Status quo." Latin for the mess we're in." -
Jefe Moorman*

*"Whenever you find yourself on the side of
the majority, it is time to pause and reflect." -
Mark Twain*