

A light blue background with a faint, stylized circuit board pattern of lines and nodes. The pattern is most dense on the left side and tapers off towards the right.

**WELCOME TO
MULTICULTURALISM:
DIALOGUE & FIELD EXPERIENCE
DAY 3**

EDUC 330/530

DR. VIRGINIA LEA

OBJECTIVES

- Evaluate Culturally Responsive and Culturally Sustaining Pedagogy
- Respect and engage students' knowledge.
- Learn about the "Funds of Knowledge" Project

REVIEW: WHAT ARE.....

- Culturally relevant, pedagogy?
- Culturally responsive pedagogy?
- How does culturally responsive pedagogy relate to multicultural education?
- Culturally sustainable pedagogy?

CULTURALLY RELEVANT PRACTICE

Relevance

Prepares Students For College

Teacher uses lessons that reflect expectations and support for students to meet the requirements for college admission.

Has Clear Goals And Expectations For Students

Teacher has clear goals and expectations for students based on their individual strengths and weaknesses.

Teaches Students To Apply Lessons To Their Lives

Teacher creates opportunities for students to apply their learning beyond the classroom.

Teaches Students To Use Technology As A Learning Tool

Teacher is able to improve student's knowledge of technology and their skills in using technology as a learning tool (websites, power point presentations, film making, blogs, text messaging, podcasts, etc).

Relationships

Builds Trusting Relationships With Students

Teacher builds trusting relationships where students feel like they can communicate their needs.

Authentically Cares About Students

Teacher listens to students needs with care and provides students with socio-emotional support.

Is Respectful To Students

Teacher makes students feel respected.

Motivates Student Learning

Teacher makes students excited about learning.

Responsibility

Creates Supportive Academic Culture

Teacher provides information and support so that students develop individual and group study skills in the class and at home (this can include: note taking, organization skills, test study tips, study groups, etc.).

Supports Students Outside Of Class Time

Teacher provides students with support outside of class (lunch, after school, weekends, vacations, summer).

Uses Effective Teaching And Learning Strategies

Teacher uses new and effective strategies for teaching.

Shows Solidarity With Students And Families

Teacher understands the community and works with the community to make it better.

) WHAT ARE THE CHARACTERISTICS OF CULTURALLY RESPONSIVE TEACHERS? (RYCHLY & GRAVES)

- **Ability to respond to the needs of ALL of the students in the classroom;**
- **Demonstrate caring and empathy (high expectations);**
- **Reflective about their beliefs about other cultures (confront the stereotypes we embody);**
- **Reflective about own cultural frames of reference (world views);**
- **Knowledgeable about other cultures (learning styles, language, everyday practices, historical experiences, etc.)**
- **Engage in Scaffolding and working with students in their Zones of Proximal development (ZPDs) - Vygotsky**

CULTURALLY RESPONSIVE PEDAGOGY

- What is the difference between Culturally Responsive Pedagogy and Multicultural Education?

CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT STRATEGIES

- *Recognition of One's Own Cultural Lens and Biases*
- *Knowledge of Students' Cultural Backgrounds*
- *Awareness of the Broader, Social, Economic and Political Context*
- *Ability and Willingness to Use Culturally Appropriate Management Strategies*
- *Commitment to Building Caring Classroom Communities*

CULTURALLY SUSTAINING PEDAGOGY?

- What did you find out?
- “Culturally Sustaining Pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Django Paris. 2012, p. 93).
- **Culturally** sustaining **pedagogy** exists wherever education sustains the worldviews and cultural practices of communities who have been and continue to be damaged and erased through schooling. So, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the **cultural** ways of being of communities of color.

LISA DELPIT & GLORIA LADSON BILLINGS ON CULTURAL COMPETENCE & CULTURALLY RESPONSIVE PEDAGOGY (CRP)

- <https://uwstout.courses.wisconsin.edu/d2l/le/content/3483313/viewContent/21185263/View>
- <https://uwstout.courses.wisconsin.edu/d2l/le/content/3483313/viewContent/21185264/View>

WHAT ARE SOME OF DELPIT'S THEMES?

- “Seeing on a deeper level” – What does this mean?
- Focus on *who is the student is* - not what is the student is
- Do not engage in *deficit thinking*
- Be careful what *types of questions* you ask if you want to respect and engage students’ knowledge. For example, do you ask students,
 - **“Do you know what I know?”**
 - **Or, “What do you know?”**
- Multiplication is not just for white people. What is the *context* that leads Lisa Delpit to make this statement?