Why Diversity Matters!: Being a ‘Golden’ Champion for All Children

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Up/Down
Meet Zoe!
My daughter notices what matches and what doesn’t match. She’s like, “Mommy, your hair and my hair match. But my dad, my skin matches daddy’s skin”… sometimes we’ll see someone who looks different and instead of going, “Ssshh… you can’t say that..” we go, “Oh yeah, they do look different… their hair is different isn’t it? It doesn’t match.” I don’t know if that really directly answers the question, but it should be talked about.
Let’s Move it, Move it!
Hello Around the World

- Spanish: Hola (oh la)
- Vietnamese: Chào chào
- Korean: Annyong ha shimnikka
- Swahili: Jambo
- Chinese: Ni hao (nee-Ha-OW)
- Russian: Zdravstvuite (ZzDRAST-vet-yah)
- Japanese: Konichiwa (koh-Nee-chez-wah)
- Polish: Czesc (Chesht)
Culturally Responsive Education

- Beliefs + Critical Reflection
- Practice (Instruction, Assessment & Environment)
CRP Principle #1

- Have a deep understanding that teaching is a sociopolitical act and how the classroom can support equity, justice, and opportunity (Banks, 1993; Derman-Sparks, 2009; Ladson-Billings, 2014).

An awareness that children’s social identities predisposes them to “isms” (e.g., race & native language)

Engage in critical reflective practice
How are YOU Diverse?
Constellation of Identity

• Take a sheet of paper and draw a huge circle. In the center of the circle place the word ‘ME’. Now within the circle list the various ways that you identify yourself.

• Select the three identities that are most important to you.

• Prioritize your top three identities (1=most important, 3=least important)
• Reflect on the **three** identities that you selected.
  * Think about why these identities are priorities for you.
  * Reflect on the impact these identities have had on the formulation of who you are now.

• What positive responses or experiences have you had in relationship to your three most important identities?

• What negative responses or experiences have you had in relationship to your three most important identities?

• What about the children and families you serve?
We who we are?
“We experience our own culture from the deepest levels toward the surface and so our own culture can be largely invisible to us... When we look at another culture, however, we tend to see the surface first, and we may fail to probe toward the deeper well springs of meaning. This, too, can cut us off, and make culture and other people invisible” (Ayers, 2001, p.76).
An Iceberg Concept of Culture

- dress
- age
- gender
- language
- race or ethnicity
- physical characteristics
- eye behavior
- facial expressions
- body language
- sense of self
- gender identity
- notions of modesty
- concept of cleanliness
- emotional response patterns
- rules for social interaction
- child rearing practices
- decision-making processes
- approaches to problem solving
- concept of justice
- value individual vs. group
- perceptions of mental health, health, illness, disability
- patterns of superior and subordinate roles in relation to status by age, gender, class
- sexual identity & orientation

and much more...

Slide Source: The National Center for Cultural Competence, 2005
Critical Reflection

Digging Deeper
What is Diversity?

Ethnicity, gender, SES, sexual orientation, language, disability, religion, age, family life..
What’s your Social Status?
What does it mean?

- Am I privileged?
- Do I view the world and others through a filtered lens?
- Must others fit into my values, beliefs and personal norms?
- Can I view the world from the perspective of others?
- How does privilege impact ______?
Many types of privilege

- White privilege
- Male privilege
- Christian privilege
- Class privilege
- Age privilege
- Language privilege
- I do not hold any prejudices or have any stereotypes

- I am not affected by racism, ageism, sexism, etc.

- Talking about these things makes it worse
Prejudice and racism are embedded in all societies

Important to recognize the impact that stereotyping, prejudice and bias have played in our identity development

Goal is to bring our prejudices to the conscious level and understand that they affect all future understandings
Prejudice is the attitudinal component of our perceptions.

Prejudice deals with how we feel about people.

We make a value judgment as positive or negative before we meet or get to know that person.

Stereotyping deals with how we label, categorize and describe people.
When a member of a stereotyped group internalize the stereotypical categories about his or her own group.
• https://www.youtube.com/watch?v=ybDa0gSuAcg
Silent Beats

https://www.youtube.com/watch?v=Nnr41dvsDvY
Micro-Aggressions

cultural concepts explained...

microaggression

https://unl.box.com/s/z3vpnuqz3f2wdlngj2odrs0hjw15qsfh
But So What?
Culturally Responsive Education
Let’s Move it, Move it!
Leader: Kye Kye Kule (chay chay koo-lay)

Chorus: Kye Kye Kule

Leader: Kye Kye Kofinsa (chay chay koh-feen sah)

Chorus: Kye Kye Kofisa

Leader: Kofisa Langa (Koh-fee sah lahn-gah)

Chorus: Kofisa Langa

Leader: Kaka Shilanga (Kah-kah shee lahn-gah)

Chorus: Kaka Shilanga

Leader: Kum Aden Nde (koom ah-dehn day)

Chorus: Kum Aden Nde

Leader: Kum Aden Nde (koom ah-dehn day)

Chorus: Kum Aden Nde, HEY!

Translation:
Hands on your head
Hands on your shoulders
Hands on your waist
Hands on your knees
Hands on your ankles
Hands on your ankles, hey!
Professionals must:

1. Believe that all students can succeed.
2. Maintain affirming student-teacher relationships.

*These practices need to be stable over time.*
Learning is socially and culturally mediated (Groulx & Silva, 2010).

– Cultural and linguistic experiences
Why Diversity Matters

I could tell you
If I wanted to.
What makes me
What I am.
But I don’t
Really want to-
And you don’t
Give a damn.

(Langston Hughes, “Impasse”, 1952)
The Rose that Grew From Concrete

Did you hear about the rose that grew from a crack in the concrete? Proving nature's law is wrong it learned to walk without having feet. Funny it seems, but by keeping its dreams, it learned to breathe fresh air. Long live the rose that grew from concrete when no one else ever cared. You see you wouldn’t ask why the rose that grew from the concrete Had damaged petals. On the contrary we would all celebrate its tenacity We would love its will to reach the sun Well, we are the rose-this is the concrete-and these are My damaged petals. Don’t ask me why, thank God..., ask me how! Tupac Shakur (1999)
Learning is socially and culturally mediated (Groulx & Silva, 2010).

- Cultural and linguistic experiences
Why Diversity Matters?

• Heart of learning and application for young children
• Enhances holistic development
• Increase in family involvement and long term academic and social outcomes
• Decrease in misidentified special education referrals and replacement
• Standard of Excellence
Intentionally and effectively use and support the languages, literacies, and cultural tools of students who represent the dominant and marginalized sectors of our society (Beauboeuf-LaFontant, 1999).
Children’s Literature
• **Read Book (story/circle time)**
• Discuss following:
  ✓ Overall perceptions about the book (Mental and Affective reactions)
  ✓ What element of diversity does this book address?
  ✓ How does (or doesn’t) this book support culturally responsive education?
  ✓ How does (or doesn’t) this book represent positive, non-stereotypical images of CLD children & families? (use worksheet last)
How does the following teachers represent culturally responsive education:

1. Beliefs
2. Practice (environment; instruction)

How are the children responding?
Let’s Take a Look!
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How are the children responding?
The Principles of Culturally Relevant Pedagogy

**CULTURALLY RELEVANT PEDAGOGY**

- **Identity and Achievement**
  - Identity development
  - Cultural heritage
  - Multiple perspectives
  - Affirmation of diversity
  - Public validation of home-community cultures

- **Equity & Excellence**
  - Dispositions
  - Incorporate multicultural curriculum content
  - Equal access
  - High expectations for all

- **Developmental Appropriateness**
  - Learning styles
  - Teaching styles
  - Cultural variation in psychological needs
    - *Motivation*
    - *Morale*
    - *Engagement*
    - *Collaboration*

- **Student Teacher Relationships**
  - Caring
  - Relationships
  - Interaction
  - Classroom atmosphere

- **Teaching Whole Child**
  - Skill development in cultural context
  - Bridge home, school, and community
  - Learning outcomes
  - Supportive learning community
  - Empower students