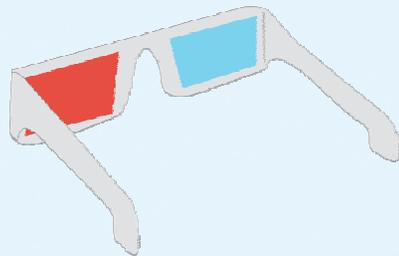




Changing the Lens: Promoting Cultural Leadership, High Expectations, and Positive Behavior in Education





Objectives

Participants will gain:

- *an understanding of the importance of being culturally responsive when working with others in the educational process; and
- *some skills in order to increase the success of positive behavior approaches when supporting student learning.



Activity



Cultural
Artifact





Define “Culture”





What is Culture?



Culture is the system of shared beliefs, values, customs, behaviors, and artifacts with which the members of society use to understand their world and one another.



Culture

You continually construct from history, circumstances, family, & community...

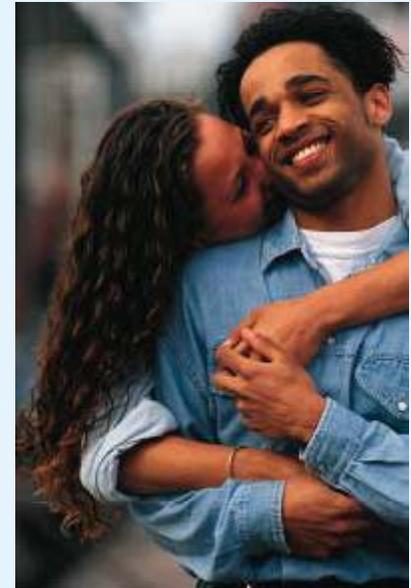




Define Cultural Responsivity



NCCRESt, 2006-08





What is Cultural Responsivity?

Cultural responsivity refers to the ability to learn from and relate respectfully to people from your own and other cultures.





Defining Cultural

Different terms used to talk about the idea of cultural responsiveness:

- Culturally responsive
- Culturally competent
- Diversity perspective
- Multicultural
- Inclusive



For the purpose of continuity in this series, we use the term *cultural responsiveness*.



An inclusive school is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met.

The Equity Alliance at ASU, 2009





What are the Benefits of Culturally Responsivity?

- Increased level of comfort
- Increased knowledge
- Increase in freedom
- Discovery of passions
- Increased capacity to teach
- Increased resources and knowledge





How do we Become Culturally Responsive?



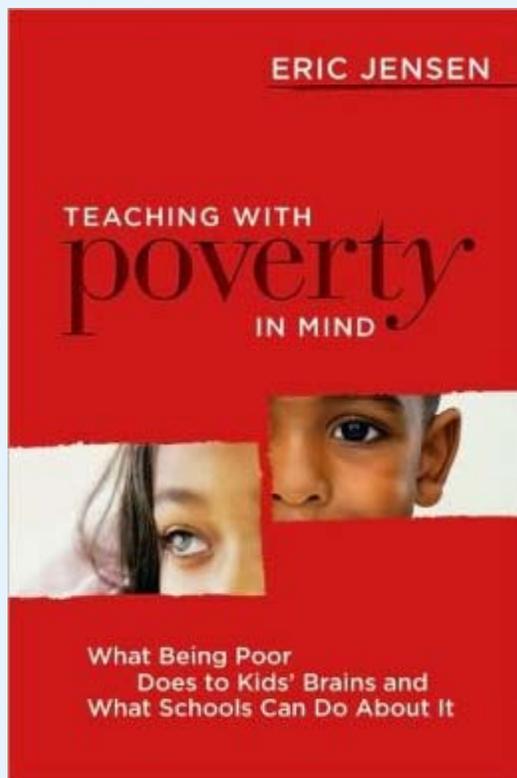
NCCRESt, 2006-08



NCCREST, 2006-08

“It is easier to adopt a multicultural reader than to assure all children learn to read, to have a concert of ethnic music than to give all children instruments.”

-Sonia Nieto





Theory

To grow up healthy, children need:

- A strong, reliable caregiver who provides consistent and unconditional love, guidance, and support.
- Safe, predictable, stable environments.
- Ten to 20 hours each week of harmonious reciprocal interactions – attunement.
- Enrichment through personalized, increasingly complex activities.



Theory

Attachment between parent/caregiver and child
predicts

quality of future relationships

assists development of

- Curiosity
- Emotional regulation
 - Independence
- Social competence



Emotional and Social Challenges

Emotional and social insecurity in children of poverty

=

Higher prevalence of :

- Teen motherhood
 - Depression
- Inadequate health care

=

- Poorer school performance
- Poorer behavior on the child's part



The Role of Attunement

Infants' brains are hardwired with:

Joy

Surprise

Anger

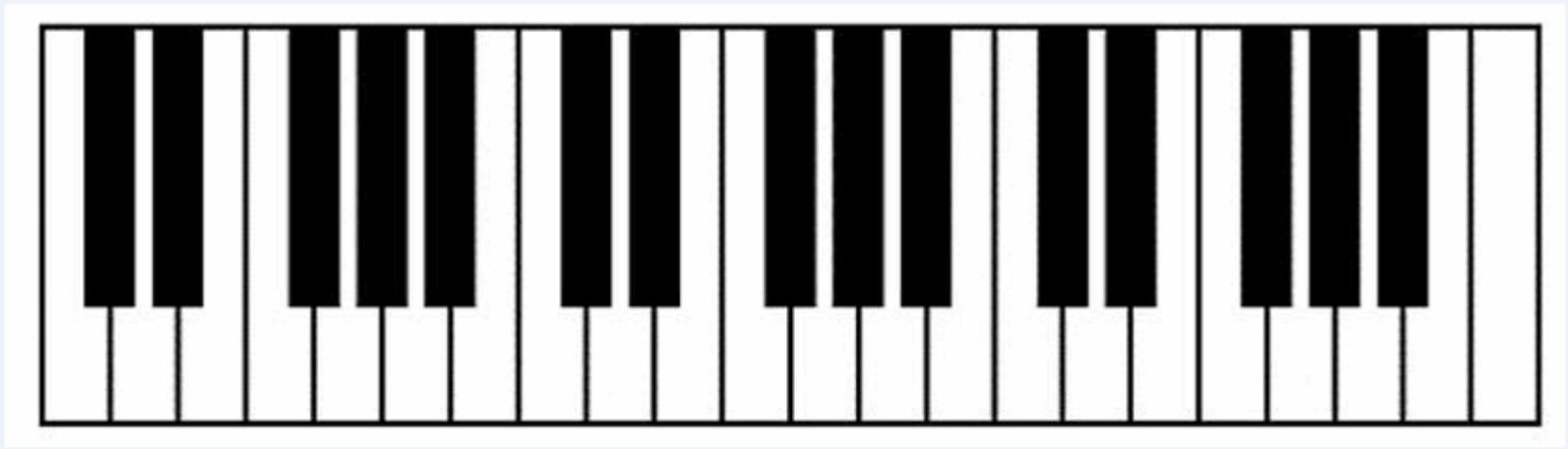
Disgust

Sadness

Fear



The Emotional Keyboard



Taught

- Humility
- Forgiveness
- Empathy
- Optimism
- Compassion

Hardwired

- Sadness
- Joy
- Disgust
- Anger
- Surprise
- Fear

Taught

- Sympathy
- Patience
- Shame
- Cooperation
- Gratitude

Eric Jensen,
Teaching with
Poverty in Mind



The Emotional Keyboard

We should “reframe [our] thinking: *expect* students to be impulsive, to blurt inappropriate language, and to act ‘disrespectful’ until you teach them stronger social and emotional skills and until the social conditions at your school make it attractive *not* to do those things.”

Eric Jensen, [Teaching with Poverty in Mind](#)

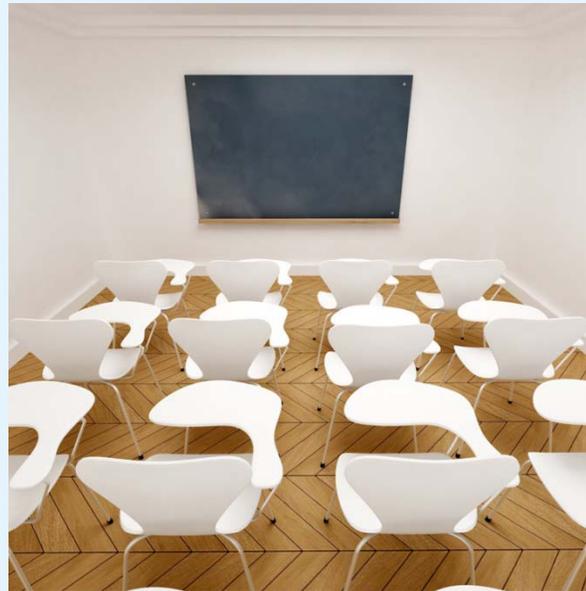


Keep in Mind

- Even though we have mentioned poverty's impact on the brains of our students, students from other socioeconomic classes can have the same experiences.
- The brain can be enriched-if the environment and other factors can have a negative impact on the brain, so too, they can have a positive impact.



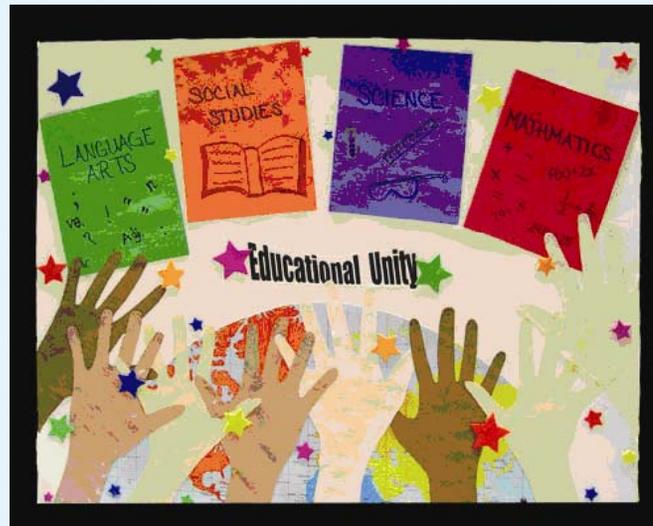
What does all this have to do with classroom management and PBIS?





Equity

Equity is measured by the degree to which all students feel that they belong, are included, and are empowered.





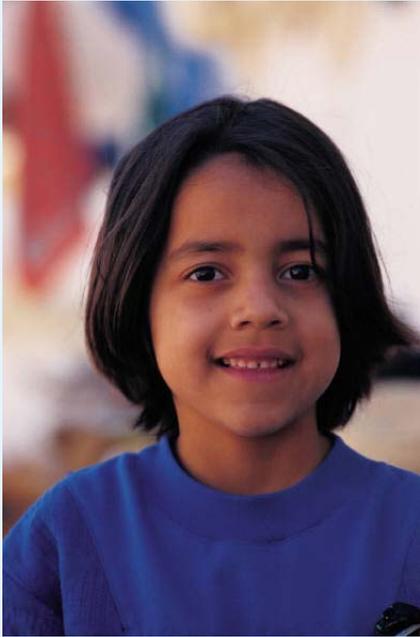
Multicultural Education

“Multicultural education needs to be accompanied by a deep commitment to social justice and equal access to resources...., in short it needs to be about much more than ethnic tidbits and cultural sensitivity.”

-Sonia Nieto



Multicultural Education



NCCRESt, 2006-08



Culturally Responsive Classroom Management (CRCM)

is an approach to running classrooms with all children, [not simply for racial/ethnic minority children] in a culturally responsive way.

New York University
Metropolitan Center for Urban Education
www.steinhardt.nyu.edu/metrocenter



Culturally Responsive Classroom Management (CRCM)

is more than a set of strategies or practices, CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons.



Culturally Responsive Classroom Management (CRCM)

Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like.



Culturally Responsive Classroom Management (CRCM)

Teachers recognize that the goal of classroom management is not to achieve compliance or control but to provide all students with equitable opportunities for learning and they understand that CRCM is “classroom management in the service of social justice.”

(Weinstein, Tomlinson-Clarke and Curran 2004, p.27)



“Culturally Responsive Classroom Management (CRCM) Strategies”

Metropolitan Center for Urban Education

Essential Elements of CRCM

2008

(Pages 3 – 6)



“Culturally Responsive Classroom Management (CRCM) Strategies”

Essential Elements of CRCM

1. Recognition of One’s Own
Cultural Lens and Biases



“Culturally Responsive Classroom Management (CRCM) Strategies”

Essential Elements of CRCM

2. Knowledge of Students’ Cultural Backgrounds



“Culturally Responsive Classroom Management (CRCM) Strategies”

Essential Elements of CRCM

3. Awareness of the Broader, Social, Economic and Political Context



“Culturally Responsive Classroom Management (CRCM) Strategies”

Essential Elements of CRCM

4. Ability and Willingness to use
Culturally Appropriate
Management Strategies



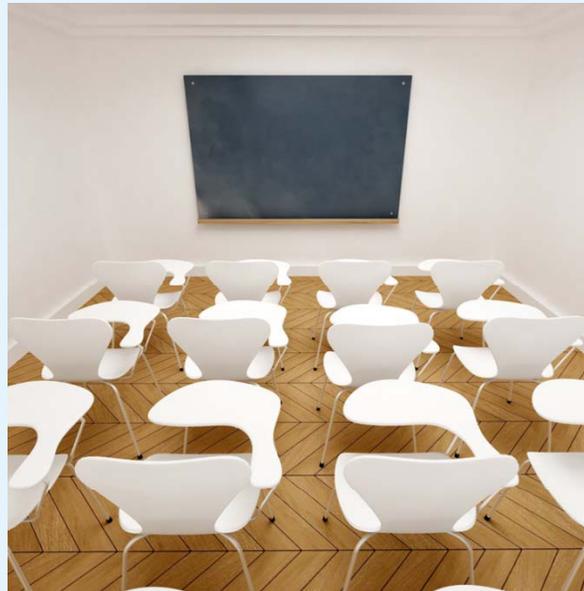
“Culturally Responsive Classroom Management (CRCM) Strategies”

Essential Elements of CRCM

5. Commitment to Building Caring Classroom Communities



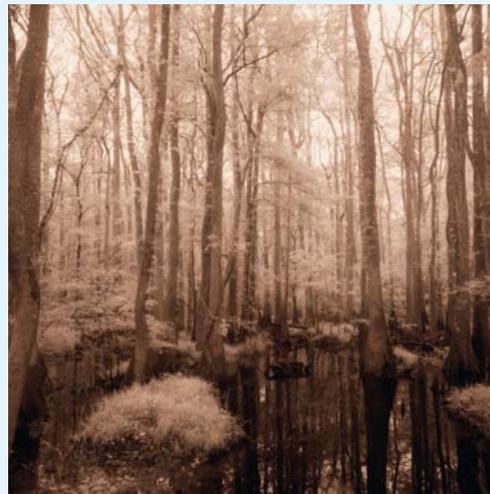
Again, “What does all this have to do with classroom management and PBIS?”





Here's the situation...

“The Field Trip”





Things to Remember

It is important to

- Review your own cultural beliefs and behaviors so you can broaden your cultural responsiveness to other people's (students') cultures
- Understand the impact of culture on individuals
- Develop a diversity perspective and understand the developmental process of becoming a culturally responsive educator
- Understand the development of a culturally responsive perspective and pedagogy
- Understand what happens when we are NOT culturally responsive



Feedback on Today and Closing

What went well?

Even better if ...





Thank You!

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