

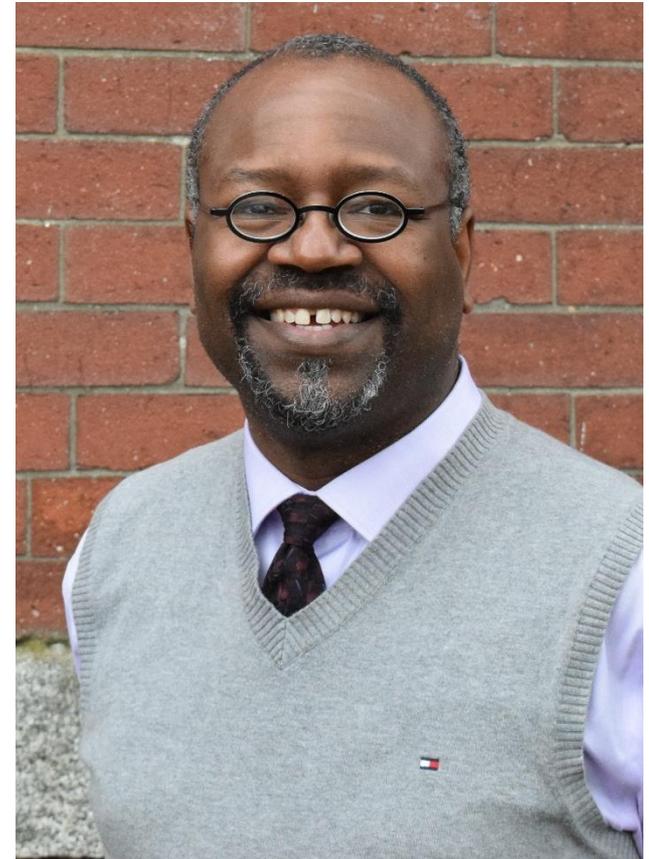
Cultural Responsivity in the Classroom: Attachment, Development, Diversity and Student Engagement

Robert S. Wright, MSW, RSW
Tri-county Centre for Education
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Who is Robert Wright?

- A RSW Private Practitioner - direct practice and forensics
- Former
 - RR-Coord, DDSB
 - Ex. Dir. FCSCC
 - Ex. Dir. NSCYS
 - Member NSBS Racial Equity Committee
- Ex. Dir. Peoples' Counselling Clinic



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Land Acknowledgement

“I would like to acknowledge that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq and Wolastoqiyik People. This territory is covered by the Treaties of Peace and Friendship. I would also like to acknowledge that racism is North America's "original sin" and is at the root of all current social inequities. Acts of reconciliation and reparations, both symbolic and substantial, are critical to our collective emancipation and the ability to live peacefully and sustainably on this land."We are all treaty peoples!

Circle of Safety

- Race and diversity are extremely sensitive issues
- We are all at different stages and levels of our understanding
- To have productive conversations about race and diversity we need to have a “circle of safety”

Draw a “circle of safety”

- Agree to make this a “culturally safe” space:
 - Allow each other space to ask sincere questions
 - Share from your experience
 - Ask about, don’t avoid sensitive topics
 - Avoid known inflammatory words or phrases (n-word, etc)
- What else can we do to ensure safety?

Your Questions as we Begin

- What must you take from this session in order for it to be of value to you?
- Take a minute to speak with one person before sharing.

Who Am I

- In pairs or small groups discuss the following questions:
 - What is my racial identity?
 - Other than by looking at me, how would anyone know that?
 - What are my 3 highest values?
- Find the person in the room who is the closest to you in identity, behaviour and values.
- Find the person in the room who is the furthest from you in identity, behaviour and values.

The Challenge of Engagement

- Schools were never designed to serve everyone
- Consolidation changed the “community nature” of schools
- Dramatic shift in economy dramatically increased demand for education and removed spaces for people in the economy
- Diverse peoples begin to demand equity and inclusion







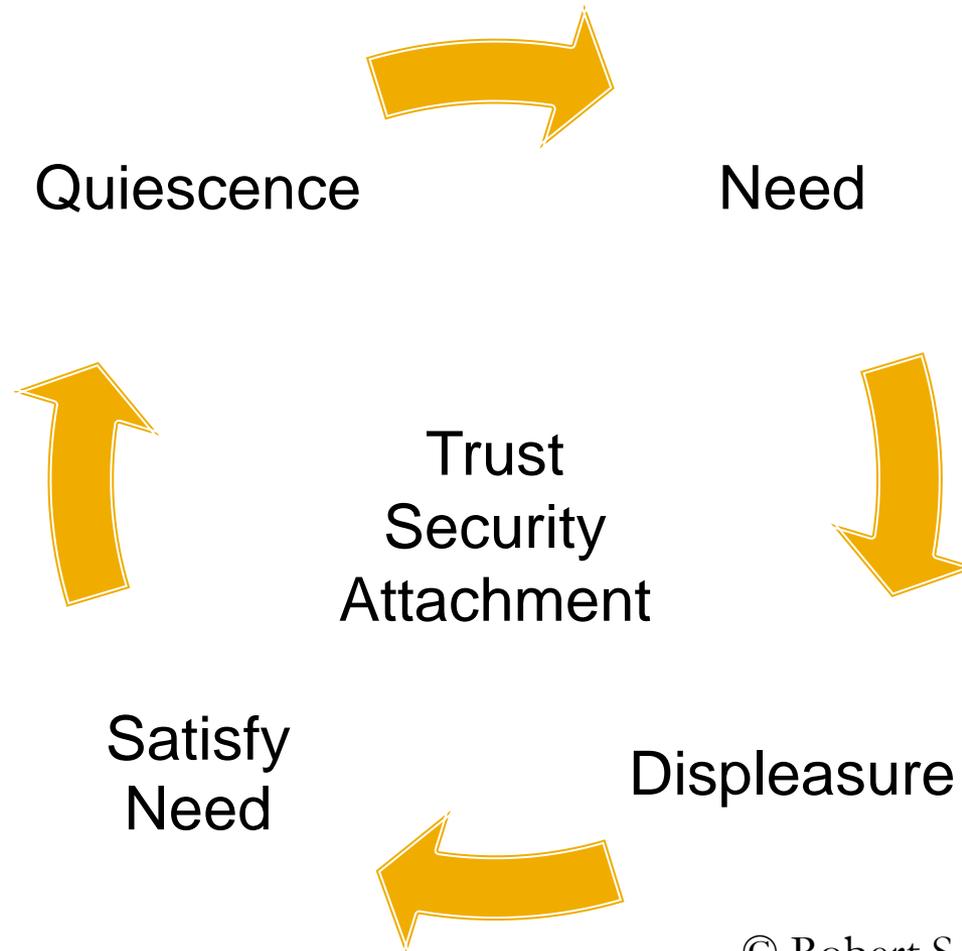




Erikson's Stages of Psychosocial Development



Attachment – The Foundation of Relationship and Engagement



Erikson's Stages of Psychosocial Development



Confidence – Initiative and Industry in Grade Schoolers



Racial Identity Development

Stage	Age	Critical Issue	Process for Resolution	Significant Relationship(s) & Resources
Pre-school	0-5yrs	comfort with visible racial differences	Adequate and enlightened physical care	primary physical caregiver
Early school	5-9yrs	understanding of personal equality & competence	Facilitated success in social and academic pursuits	extended family members/school personnel
Early Adolescence	11-14yrs	ability to appropriately negotiate racial issues with peers	Knowledge of history & politics of Race	same race role models, culturally specific & anti-racists education
Later	15-	comfort with	Knowledge of	peer group, same race
Adolescence	18yrs	personal choices in context of race	family values re: race, sex, reproduction & vocation	role models, community censors & informal agents

Rings of Culture

Dr. Sharroky Hollie

Age Culture

Gender Culture

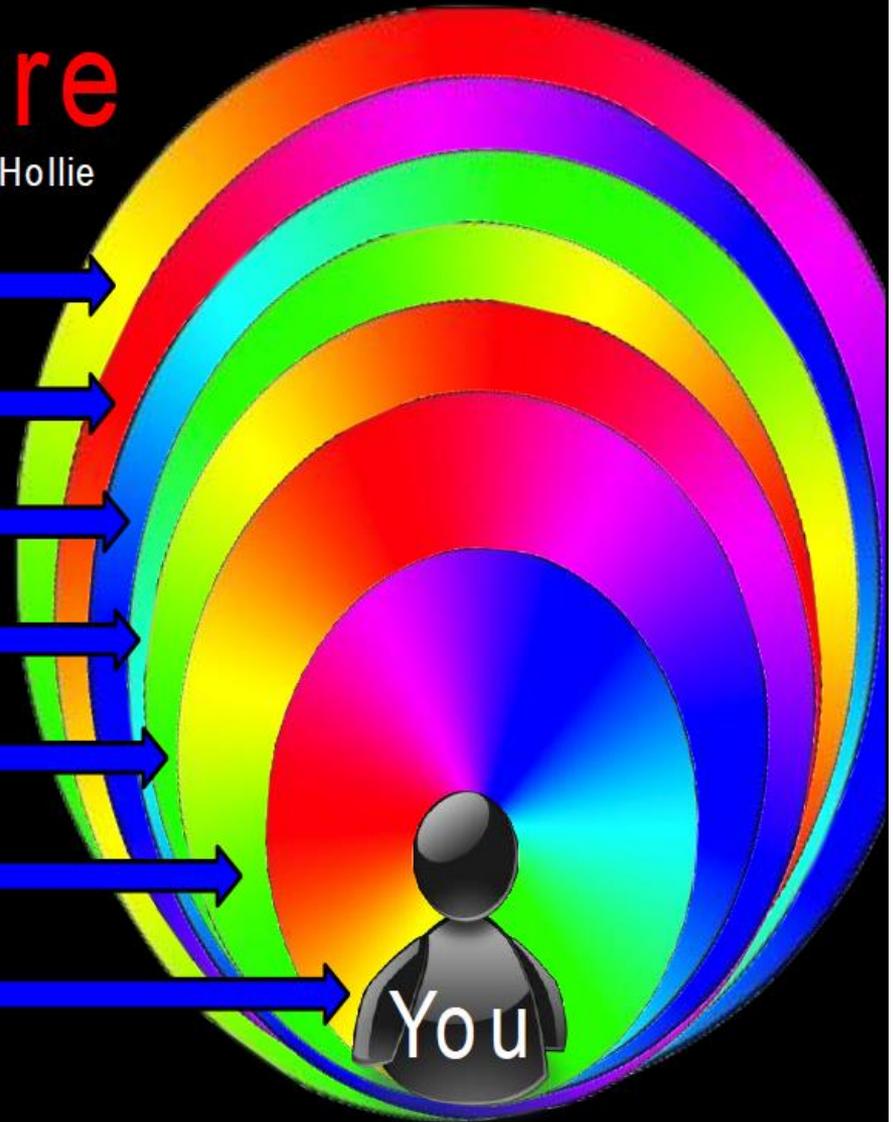
Religious Culture

Class Culture

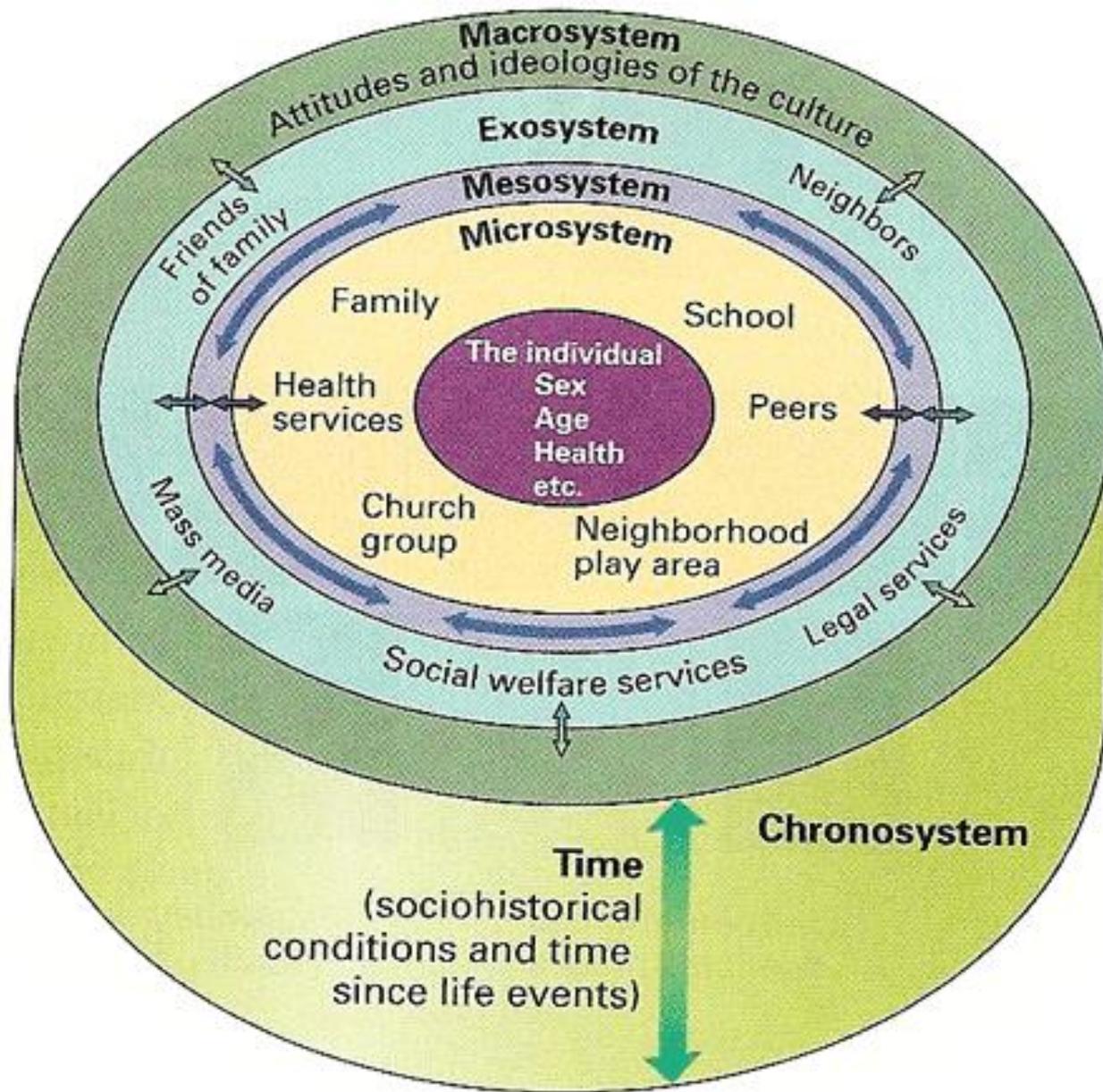
National Culture

Orientation Culture

Ethnic Culture



Design and Illustration by Carleen



Bronfenbrenner's Ecological Model

Children's Culture was Stable



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Definition for Teachers Education

Villegas and Lucas in Preparing Culturally Responsive Teachers (2000):

Six salient characteristics define the culturally responsive teacher:

1. **Socio-culturally conscious**, that is, recognizes that there **are multiple ways of perceiving reality** and that these ways are influenced by one's location in the social order
2. **Affirming** views of students from diverse Backgrounds
3. Sees himself or herself as **both responsible for and capable of bringing about educational change** that will make schools more responsive to all students
4. Understands how **learners construct knowledge** and is capable of promoting learners' knowledge construction
5. **Knows about the lives** of his or her students
6. Uses his or **her knowledge about students' lives to design instruction** that builds on what they already know while stretching them beyond the familiar.

JOURNEY TO RESPONSIVENESS

Cultural Competence: Definition

- Cultural competence refers to an ability to interact effectively with people of different cultures, and to manage and promote diversity and inclusion:
 - A. Acknowledge and address hostility towards diversity**
 - B. Understand our own cultural positions and how they differ from others
 - C. Understand the different social and cultural realities we work in
 - D. Cultivate appropriate attitudes towards cultural difference
 - E. Generate and interpret a variety of verbal and non-verbal responses
 - F. Understand structural oppression and commit to social justice
 - G. Cultivate the ability to manage diversity tensions and conflicts in a way that promotes inclusion and improved team effectiveness**

Definition Comparisons

Cultural Responsivity	Cultural Competence
Socio-cultural consciousness	Acknowledge hostility towards diversity
Affirm diverse views	Understand differing cultural views
Responsible and capable to create change	Understand oppression promote justice
Understand how learners construct knowledge	
	Variety of verbal and non-verbal responses
Know about the lives of others	Understand different social realities
Uses knowledge of students to design instruction	Manage diversity tensions and improve team effectiveness
	Cultivates appropriate attitudes

Acknowledge Hostility

- Racism is North America's original sin
- The culture is hostile towards kids who represent diversity
- The classroom must replace those hostilities with affirmations
- The wise educator knows and counters the micro-aggressions which are felt by each student

Memories of Engagement

- Tell stories of the most engaging elementary educator you've experienced:
 - What made them so memorable and engaging?
- Tell a story about your success engaging the most challenging students you've had?
 - What made them difficult to engage? How did you successfully engage them?

Who Are Your Students?

- See the questions on the bottom of the second page of your handout
- In small groups (2-3), discuss a student you have found difficult to engage.
- Ask each other if you know the answers to these questions for that student.
- Do you know what hostilities the student suffers? What affirmations they need?

Cultural Responsivity: How?

- Pre service training/internships/apprenticeships
- Conduct personal and organizational assessment
- Place Cultural Responsivity on the PD agenda
- Encourage staff diversity **AND INCLUSION**
- **Pursue opportunities for social and community engagement**

Cultural Responsivity: How Not

- Do not place the responsibility solely on the shoulders of “diverse” staff – particularly when these persons are among the most junior persons on staff.
- Do not confuse cultural celebrations for cultural responsivity training.

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Traditional Ecological Knowledge

- Nichol's Model is consistent with a growing understanding and articulation of Aboriginal Traditional Ecological Knowledge: a practice and belief which concerns itself with the interrelationship of all living things with and within their environment.

Africentricity

- The assertion of a worldview that places all people of African descent at its centre, asserts a common culture, philosophy, and history, and critiques, and perhaps even rewrites global history from this perspective

Elmar Holenstein

- Before meaningless, unnatural, non-human or immature behaviour and corresponding values are attributed to people of another culture, it is better to begin by doubting the adequacy of one's own judgment and knowledge

Elmar Holenstein Paraphrased

Before you conclude that I
am crazy you should consider
the possibility that you are
stupid!

Communicating About Culture

- Cultural responsiveness requires the ability to comfortably and competently ask about cultural issues that may be a consideration in the context of your work.

THE PHILOSOPHICAL ASPECTS OF CULTURAL DIFFERENCE DEVELOPED BY EDWIN J. NICHOLS, PH.D.

ETHNIC GROUPS ETHNIC WORLDVIEW	AXIOLOGY	EPISTEMOLOGY			LOGIC	PROCESS
		APPLIED	PEDAGOGY	METHODOLOGY		
EUROPEAN EURO-AMERICAN	Member-Object The highest value lies in the object or the acquisition of the object	One knows through Counting and Measuring	Parts to Whole	Linear and Sequential <i>-Assembly line-</i>	Dichotomous <i>Either/Or</i> <i>-Newtonian theory-</i>	All sets are repeatable and reproducible <i>-Technology-</i>
AFRICAN AFRICAN AMERICAN LATINO/A ARAB	Member-Member The highest value lies in the relationships between persons	One knows through Symbolic Imagery and Rhythm (function) <i>-Gladwell <u>Blink</u>-</i>	Whole Holistic Thinking <i>-The BIG picture-</i>	Critical Path analysis <i>-Cut to the chase-</i>	Diunital <i>Union of opposites</i> Difrasismo <i>-Aztec thought-</i> The In Between <i>Ibn 'Arabi</i> <i>-Quantum theory-</i>	All sets are interrelated through human and spiritual networks <i>-Black church-</i>
ASIAN ASIAN AMERICAN POLYNESIAN	Member-Group The highest value lies in the cohesiveness of the group	One knows through Transcendental Striving <i>-Tree the forest-</i>	Whole and parts are seen simultaneously <i>-To read a Chinese word-</i>	Cyclical and Repetitive <i>-Stroke order in writing a Chinese word-</i>	Nyaya <i>-The objective world is conceived independent of thought and mind-</i> <i>-Chaos theory-</i>	All sets are independently interrelated in the harmony of the universe <i>-Keiretsu-</i>
NATIVE AMERICAN	Member-Great Spirit The highest value lies in oneness with the Great Spirit	One knows through Reflection and Spiritual Receptivity <i>-Purification rites-</i>	Whole is seen in cyclic movement <i>-Seasons-</i> <i>-Medicine Wheel-</i>	Environmentally experiential reflection <i>-Rites of Passage-</i>	Great Mystery <i>-A set of 4 and a set of 3 form the whole-</i> <i>-Super string theory-</i>	All sets are interrelated through the elements, plant, animal, and spiritual networks <i>-White Buffalo-</i>