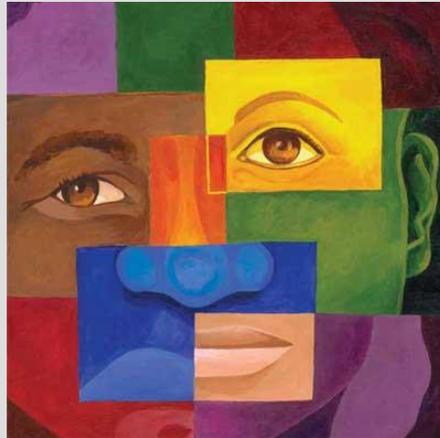


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# Culturally Responsive Teaching: The Real Deal!



Presented By: Doreen Milhet, Sharon Paris,  
and Rachel Mantley

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# Social Interaction Activity

## Lucky Coin

- select a coin
- look at the date.
- state the year on the coin
- share a memorable moment from that year.



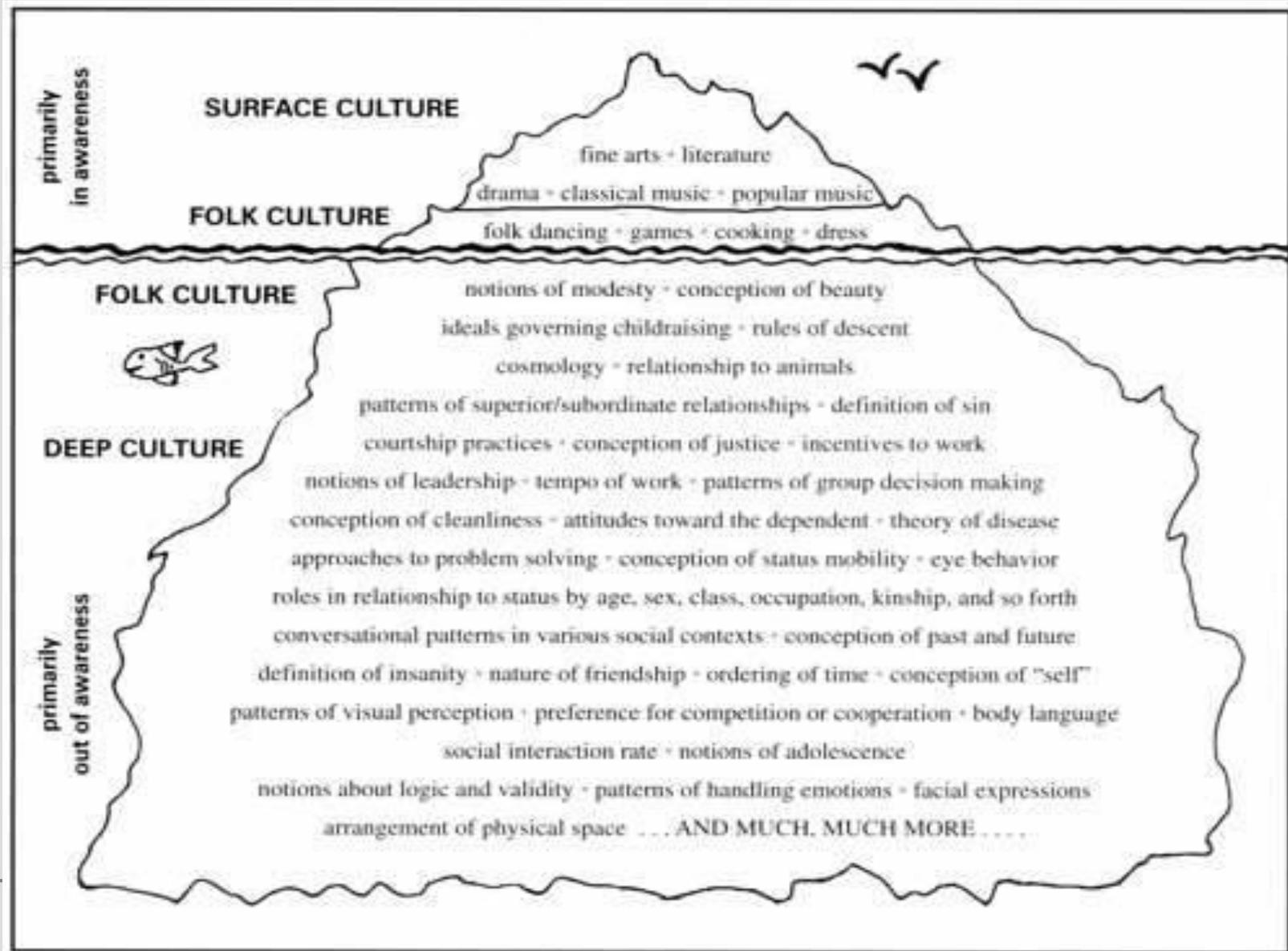
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# Social Interaction Activity

## Musical Shares

- Move around the room until the music stops.
  - When the music stops turn the person/people closest to you to introduce yourself and share a reason you selected this workshop.
-

# What is Culture?



# Culture and Learning

Bringing culture into learning “empowers students intellectually, socially, emotionally, and politically...and [helps] to convey knowledge, to impart skills and to change attitudes” (Ladson-Billings, 1994).



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# Culturally Responsive Teaching

## A LOOK INSIDE THE SYSTEM

- Home/Community Language and Institution Language
  - Social Climate
  - Learning Styles
  - Culturally Relevant Material
    - Literature
    - Curriculum
  - Supports and Advocates
-

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Community  
Language

Language

School  
Language

Academic  
Language

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# Community/Home Language and Institution Language

## African Nova Scotian Language

- History of ANS Language
- Model speakers
  - Child's first teacher
  - Language is developed by Age 4
- Consists of Rules and Structures

## Institution Language

- Academic English
  - Learning Codes
- School Language

## Classroom Considerations

- Explicit Instruction
- Critical Connections
- Personal Thesauruses
- Graphic Organizers

Adapted from: N. LeMoine (2014).



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# Language and Classroom Practice

## **CRITICAL CONNECTIONS**

- Instruction that is grounded in meaningful links to ANS learners and serve as the anchors for new knowledge.

## **Contrastive Analysis**

- **Systematically** comparing languages for differences and similarities (LeMoine, 2014).

## **Building Academic Vocabulary**

- **Direct instruction** to personally conceptualize vocabulary (i.e. personal thesaurus, personal dictionary).

## **Graphic Organizers**

- Developmentally appropriate tools to scaffold the formulation of ideas.
-

# Social Climate

- Sets the tone for optimal student engagement – values and affirms all students.
- Provide learning opportunities that respect and support students' racial, cultural, and social identities.



# Ingredients of a Culturally Responsive Learning Environment

## Student-Centred

- Emphasizes relationships and relationship building
- Creates critical connections between the learner's culture and the content
- Focuses on students assets- what the learner can do and builds on his/her assets
- Looks for and sees the positive in the learner!
- Provides clear expectations

## Print Rich

- Variety of Print materials (texts, posters, and ) positively reflecting your learners' cultural identities)
- Displays of learners' work
- Includes images of learners
- Culturally Colourful

## Physical Considerations

- Movement breaks
- Arrangement of furniture (fostering social interaction/accountable talk)

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# Toxic Learning Environment

- Blames individuals instead of serving them-  
Descriptive vs. Deflective
  - Focuses on deficits- what the student CAN'T Do.
  - Dominant belief system that places success or failure solely on outside factors
  - Professionals who don't follow policies, practices, procedures supporting universal achievement
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# My child learns best when...?

Think of a time or times when you notice your child (or a child you know) is focused, engaged, and learning.

Describe what factors contribute to your child's learning.



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# Learning Styles

## Valued by Traditional School Culture:

- Standardized and Rule-Driven
- Deductive, Controlled, Egocentric
- Low-movement Expressive
- View Environment in Isolated Parts
- Precise Concepts of Space, Number, and Time
- Respond to Object Stimulus
- Dominant Communication is Verbal
- Long Concentration Span
- Emphasis on Quiet
- Emphasis on Independent Work

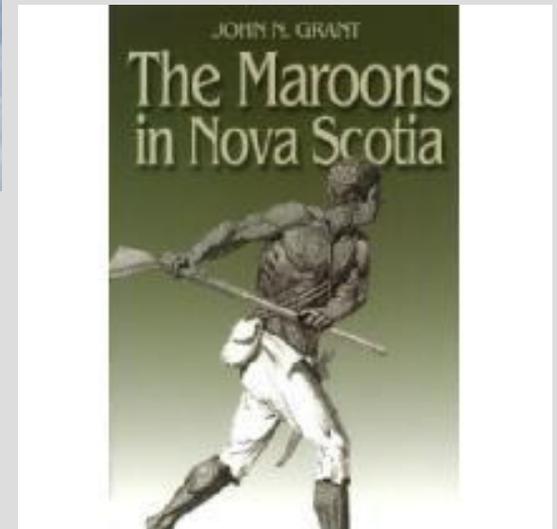
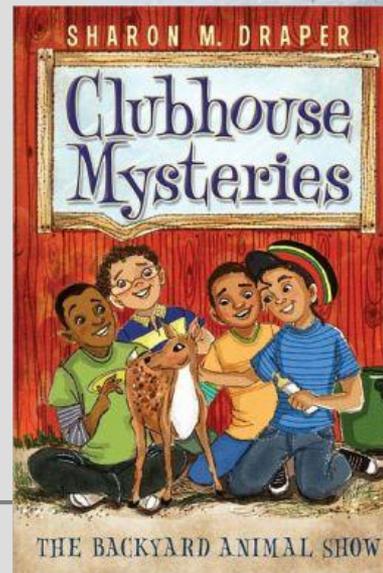
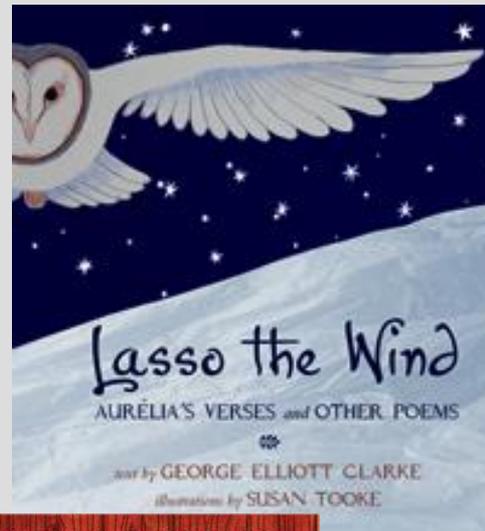
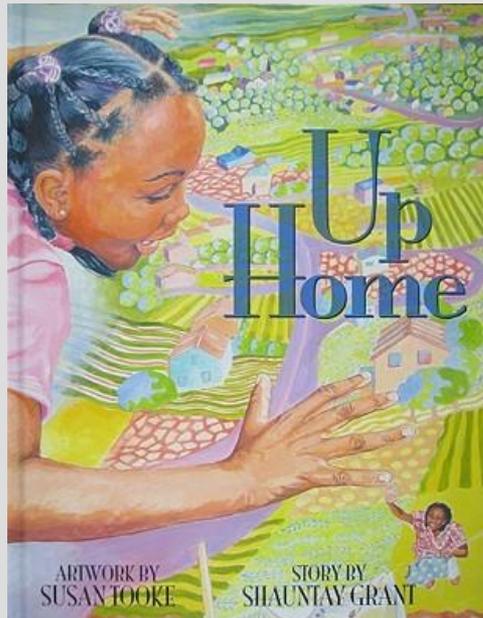
## Learner Styles of Some Standard English Learners:

- Variation accepting and improvising
- Inductive, Expressive, Sociocentric
- High-movement Expressive
- View Environment as a Whole
- Approximate Concepts of Space, Number, and Time
- Respond to People/Social Stimulus
- Non-verbal as Well as Verbal Communication
- Shorter Concentration Span
- Emphasis on Rich Verbal Interplay (Talkative)
- Responds to Collaborative Efforts

A. Hilliard (1992).

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# Culturally Relevant Material



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# Culturally Relevant Literature

- Engages students in authentic text about their own experiences.
  - Helps to bridge the gap between home and school.
  - Increases reading comprehension.
  - Improves self-confidence and self-esteem.
  - Positive attitudes towards reading.
  - Increases academic performance.
-

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# Cooperative Learning Activity

In small groups look through the basket of books and sort the books into 3 piles:

1- My child would see these books in his/her class.

or

2- My child wouldn't have seen these books in his/her class.

or

3- Uncertain

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# Cultural Diversity in Curriculum

- Includes a variety of perspectives.
  - Develops critical thinking and self-awareness.
  - Greater appreciation of their own culture and others' cultures.
  - Improves self-confidence and self-esteem.
  - Curriculum content that is meaningful to students improve their learning.
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# Supports and Advocates

- Your Child's teacher
  - Administration
  - African Nova Scotian Support Worker (ANSW)
  - African Nova Scotian School Board Representative
  - Black Educator Association (BEA)
  - Delmore "Buddy" Daye Learning Institute DBDLI
  - African Canadian Service Division (ACSD)
  - Council on African Canadian Education (CACE)
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# Questions, Follow-up, Moving Forward...

- Hand-outs



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