Culturally Responsive and Relevant Leadership and Pedagogy

Upper Canada District School Board

Kemptville: February 1, 2, 12 2016
Cornwall: February 12, 2016

Jeff Kugler
We must acknowledge that the Upper Canada District School Board is situated upon the traditional territories of the Mohawk, Ojibwe and other First Nation peoples who have lived on and maintained this land.

We must also recognize the enduring and on-going presence of Aboriginal peoples on this land.
AM Agenda

- Welcome Activity and Introduction
- Canadian Context (Historical to Present Day)
- Power Flower
- Equity/Equality/Charity/Social Justice
- Data, Reflection
- Brief Legislative Context
PM Agenda

- Culturally Responsive and Relevant Pedagogy
- Introduction to the Continuum/Activity
- On-going work
Looking back on your childhood think of an adult, not at school, who impacted you as a person; helped make you who you are today.

Write their name and relation to you on one side of the sticky.

Write the learning and why it is important to you on the other side of the sticky.

Share the learnings at your table

A few to share back with whole group.
Canadian Context
Courageous Conversations

1) Stay engaged
2) Speak your truth
3) Experience discomfort
4) Expect and accept non-closure

Singleton and Linton, 2006 Courageous Conversations About Race
Historically, have we treated and valued all members of our society in the same way?
Historically, have we treated and valued all members of our society in the same way?
St. Louis http://www.vaniercollege.qc.ca/EVENTS/HOLOCAUST04/st_louis.html

Historically, have we treated and valued all members of our society in the
The Persons Case

Historically, have we treated and valued all members of our society in the same way?
Operation Soap

Historically, have we treated and valued all members of our society?
Racism and Sense of Belonging

*darker the skin, less you fit in* May 14, 2009

Do we treat and value all members of our society in the same way?
Do we treat and value all members of our society in the same way?

“Students hurl racial slurs as teen beaten at Sutton high school York Regional Police say four youths and one adult have been charged with assault in the April incident at Sutton District High School.” Toronto Star May 6, 2014

P.J. Makuto and his father
• 75% of lesbian, gay, bisexual, trans-identified and queer (LGBTQ) students feel unsafe in at least one place at school

• 75% of all students reported hearing expressions such as “that’s so gay” EVERY DAY in school; 50% hear remarks like “faggot”, “queer”, “lezbo” and “dyke” daily

• 60% LGBTQ students report verbal harassment based on their sexual orientation

• 25% LGBTQ students report physical harassment based on their sexual orientation
Violence against Women & Children

Do we treat and value all members of our society in the same way?

http://www.bwss.org/resources/information-on-abuse/numbers-are-people-too/

Sources include Stats Canada & UN & WHO
The Jian Ghomeshi scandal may have led to a sea change in our tolerance for allegations of abuse.

*Do we treat and value all members of our society in the same way?*
Idle No More: More than Attawapiskatt

Do we treat and value all members of our society in the same way?
Who am I?
Why does this matter to me as a teacher?
Categories of the Flower

- **Education**: high school, post-secondary, graduate school, etc.
- **Geographic Origin**: Unless you are Aboriginal, the place where your family came from before Canada
- **Current Location**: Urban, Suburban or Rural
- **Gender**: Male, Female, Transgendered
- **Age**: Provide the decade: 20’s, 30’s, 40’s, etc.
- **Ability/Disability**: How do you define your ability/disability?
- **Religious Background**: What is your religion or not?
- **Language/Dialect**: First Language spoken and others
- **Ethnic Background**: How do you define ethnic background-Could be same as geographic origin
- **Race**: How do you define your race?
- **Social Class**: Upper, middle, working, lower, etc.
- **Sexual Orientation**: Lesbian, Gay, Bisexual, Queer, Straight, etc.
### Clarifying Terms:

<table>
<thead>
<tr>
<th>Charity</th>
<th>Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality</td>
<td>Equity</td>
</tr>
</tbody>
</table>
CHARITY

- benevolent goodwill toward or love of humanity
- an institution engaged in relief of the poor

Merriam-Webster Dictionary, an Encyclopedia Britannica Company
SOCIAL JUSTICE

A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

(Ministry of Education, Equity and Inclusive Education in Ontario Schools, Guidelines for Policy Development and Implementation, 2009.)
Making It Clear

We need 11 people to volunteer to come to the mic please.

(Be Brave)
EQUALITY

The quality or state of being equal.

Merriam-Webster Dictionary, an Encyclopedia Britannica Company
A condition or state of fair, inclusive, and respectful treatment of all people.

Equity does not mean treating people the same without regard for individual differences.

(Ministry of Education, Equity and Inclusive Education in Ontario Schools, Guidelines for Policy Development and Implementation, 2009.)
EQUALITY EQUITY
Demographic DATA
Home Language

- English is the sole first language for less than half (44%) of TDSB students.
- Less than a quarter (22%) learned English along with another language(s) as their first languages.
- One third (34%) have one or more non-English languages as their mother tongues.
- Altogether over 115 languages are spoken by TDSB students. The top five non-English languages spoken are: Chinese (11%), Tamil (6%), Urdu (5%), Bengali (3%), and Gujarati (2%).

From the 2012-2013 TDSB Student & Parent Census
Student Place of Birth

- About three quarters of TDSB students were born in Canada. The proportion of students born in Canada varies by grade division, with more students in JK-Grade 6 (80%) reported as Canadian-born compared to students in Grades 7-8 (71%) and secondary school students (64%).

- Roughly a quarter of TDSB students immigrated to Canada from over 190 countries. The top five countries of students’ birth other than Canada are: China (4%), India (2%), Pakistan (2%), United States (2%), and Bangladesh (1%).

![Pie chart and bar graph showing student place of birth by grade.]

From the 2012-2013 TDSB Student & Parent Census
Parent Place of Birth

- About one fifth of the students have both parents who are Canadian-born, while 11% of students have one parent born in Canada and the other outside Canada.

- The majority (over two-thirds) of TDSB students are from immigrant families with both of their parents born outside Canada (67%).

- Further analysis indicates that over 90% of the visible minority students are of immigrant background - that is, with two parents born outside of Canada.
From the 2012-2013 TDSB Student & Parent Census
### Family Income (JK-Grade 6) by Ethno-racial Group

<table>
<thead>
<tr>
<th>Ethno-racial Group</th>
<th>$100,000+</th>
<th>$75,000 to $99,999</th>
<th>$50,000 to $74,999</th>
<th>$30,000 to $49,999</th>
<th>Less than $30,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDSB</td>
<td>26%</td>
<td>10%</td>
<td>15%</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td>White</td>
<td>59%</td>
<td>13%</td>
<td>11%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Mixed</td>
<td>37%</td>
<td>13%</td>
<td>15%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>East Asian</td>
<td>17%</td>
<td>12%</td>
<td>19%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>9%</td>
<td>10%</td>
<td>22%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>18%</td>
<td>7%</td>
<td>17%</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>Latin American</td>
<td>9%</td>
<td>9%</td>
<td>17%</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>South Asian</td>
<td>5%</td>
<td>7%</td>
<td>18%</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>Black</td>
<td>4%</td>
<td>6%</td>
<td>14%</td>
<td>29%</td>
<td>48%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>5%</td>
<td>5%</td>
<td>11%</td>
<td>23%</td>
<td>56%</td>
</tr>
</tbody>
</table>

From the TDSB 2012-2013 Student & Parent Census
Dropout/Pushout by Region of Birth, 2000-2005

- 40% of English-speaking Caribbean students
- 37% of Central and South American students
- 32% of East African students
- 29% of Southeast Asian students

Aboriginal Students

Census data indicates that 42 per cent of the Aboriginal population in Ontario have less than a high school diploma, and only 6 per cent have completed a university degree. The 2005 federal Auditor General’s Report estimated that it would take 28 years for First Nation high school graduation numbers to reach the Canadian average.

From Ontario’s First Nations, Inuit, & Metis Policy Framework, Aboriginal Education Office, Ministry of Education page 25
Impact: Dropout by Region of Birth, 2000-2005

- 40% of English-speaking Caribbean students
- 37% of Central and South American students
- 32% of East African students
- 29% of Southeast Asian students

# Special Education By Racial Background

<table>
<thead>
<tr>
<th>Subgroups (Grade 7 Status)</th>
<th>Black</th>
<th>East Asian</th>
<th>Latin</th>
<th>Middle Eastern</th>
<th>Mixed</th>
<th>South Asian</th>
<th>South East Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted</td>
<td>4.6%</td>
<td>28.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>6.3%</td>
<td>7.4%</td>
<td>1.1%</td>
<td>52.1%</td>
</tr>
<tr>
<td>Student without Spec. Ed. Needs</td>
<td>10.6%</td>
<td>19.8%</td>
<td>1.8%</td>
<td>4.1%</td>
<td>5.9%</td>
<td>20.6%</td>
<td>3.9%</td>
<td>33.4%</td>
</tr>
<tr>
<td>LD</td>
<td>17.1%</td>
<td>6.7%</td>
<td>3.8%</td>
<td>0.9%</td>
<td>7.6%</td>
<td>7.6%</td>
<td>3.1%</td>
<td>53.2%</td>
</tr>
<tr>
<td>MID</td>
<td>31.5%</td>
<td>2.8%</td>
<td>2.8%</td>
<td>9.6%</td>
<td>5.6%</td>
<td>20.2%</td>
<td>3.4%</td>
<td>24.2%</td>
</tr>
<tr>
<td>Other non-Gifted Exceptionalities</td>
<td>25.2%</td>
<td>10.4%</td>
<td>3.5%</td>
<td>5.2%</td>
<td>8.7%</td>
<td>11.3%</td>
<td>3.5%</td>
<td>32.2%</td>
</tr>
<tr>
<td>IEP Only</td>
<td>27.2%</td>
<td>9.9%</td>
<td>2.9%</td>
<td>6.5%</td>
<td>6.6%</td>
<td>14.8%</td>
<td>3.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>All Students in Grade 7 (2004) and Grade 12 (2011)</td>
<td>12.4%</td>
<td>18.3%</td>
<td>2.0%</td>
<td>4.2%</td>
<td>6.0%</td>
<td>19.2%</td>
<td>3.7%</td>
<td>34.2%</td>
</tr>
</tbody>
</table>
Legislative Context

Ontario’s Equity and Inclusive Education Strategy, 2009

...To improve outcomes for students at risk, all partners must work to identify and remove barriers and must actively seek to create the conditions needed for student success. In an increasingly diverse Ontario, that means ensuring that all of our students are engaged, included, and respected, and that they see themselves reflected in their learning environment.”

Culturally Responsive and Relevant Pedagogy

Addressing and Challenging Deficit Thinking Model
High-Yield Teaching Strategies & Differentiated Instruction
Culture of High Behavioural Expectations
Precise and Consistent Monitoring and Assessment
Appropriate Resources to Support All Learners

High Academic Expectations

Cultural Competence

Morrison, Robbins, Rose (2008)

Critical Consciousness

Students develop a broader socio-political consciousness
Students critique the cultural norms, values, mores, and institutions that produce and maintain social inequities
Teachers transform curriculum by challenging and offering multiple perspectives on traditional, Eurocentric, male-centred curriculum
Teachers utilize critical constructivist approach in classroom as a means to share power and construct/interpret knowledge together
Education as a means to affect social change

Asset-based Approach to Families/Communities
Utilize Students’ Cultures as a Vehicle for Learning
Connections to Knowledge of Families and Communities
Student’s Social Identities and Lived Realities are Valued and Respected
Examining ‘Hidden Curriculum’ as Vehicle to Address Issues
Developing Culturally Responsive Educators

- Gaining Sociocultural Consciousness
- Developing an Affirming Attitude
- Developing the Commitment and Skills to Act as Agents of Change
- Embracing the Constructivist Foundations
- Learning about Students and their communities
- Cultivating the Practice of Culturally Responsive Teaching

Gaining Sociocultural Consciousness

- How one sees the world, a worldview, is shaped by identity and life experiences.
Developing an Affirming Attitude

- Asset-based approach to families
- Cultural differences are really valued and NOT seen as deficiencies
- Focus on strengths as a starting point
- Believe that they can and set expectations accordingly
- Engagement is the focus over behaviour and control
Developing the Commitment and Skills to Act as Agents of Change

- Purpose is to facilitate growth and development of ALL students
- Know that teaching is a political act
- See the purpose of teaching beyond acquisition of isolated skills and building of strategies
- Question what is taught and how it is relevant to the bigger purpose
Embracing the Constructivist Foundations

- Knowledge is “filtered” through life thus becomes a human construction
- “Knowledge” is not a commodity to be had by one and given to the other, but created
- Emphasizes developing understandings for all; Teacher is not “the expert”
- Engages in problem solving and problem thinking/inquiry projects
Learning about Students and their communities

• Assists students in bridging from known to unknown

• Draws on student strengths; challenges misconceptions; embeds new ideas; and knows what and who is relevant in the everyday life of students in order to build a personal bridge and a learning bridge
Cultivating the Practice of Culturally R&R Teaching

• Build on students’ experiences, perspectives and cultural strengths
• Examine curriculum from multiple perspectives
• Make classroom culture inclusive
EQUITY CONTINUUM:
ACTION FOR CRITICAL TRANSFORMATION IN SCHOOLS AND CLASSROOMS
The 7 Tenets

1. Classroom Climate and Instruction
2. School Climate
3. Student Voice and Space
4. Family/Caregiver-School Relations
5. School Leadership
6. Community Connections
7. Culture of Professional Development
UCDSB Making It Real: Group Work

1. Thinking about your own school and your own practice which tenet would be a place to further develop the work.

2. Thinking about the selected area what makes sense as a place to begin planning for growth and change? Why?

3. Is this something that you see as doable? How do you know that it is doable?

4. What are your first or next steps for planning and action?

5. What might be some challenges, resistance to the work/change?

6. How will you begin to evaluate the change and the process?
On-going Work

Between now and the next time we are able to do some work together please continue the planning/work on the area that you have begun to think about.

When we come back we will share some of this work.
Thank you so much!!

And safe drive home!!