DIVERSITY AND EQUITY

Responding to the Call for Equity Pedagogy
January 28-29, 2016
Leslie Huff and Chris Katayama
RESPONDING TO TEAM GOALS

• Strategies/practices to support students; accommodations
• Recruitment of students (and faculty) from diverse cultural backgrounds
• Learning from others and increasing range and depth of resources and relevant activities to incorporate into classes
• Information about Islam and Muslim families
• Exploring ways to facilitate/encourage “voice” among diverse individuals
• Focusing on work with homeless families (training for candidates)
• Online delivery models that can be powerful experiences
GUIDING QUESTIONS

• Have you identified biases and assumptions of your own since beginning these sessions?

• What surprised you from the communication you have had with the culture groups in your area? What did you learn about their priorities and concerns for their young people?

• In what ways are faculty and field supervisors practitioners of equity pedagogy?

• Using a lens of equity pedagogy, identify ways in which your program is attempting to recruit diverse candidates and ways in which processes could be tweaked to make the program more enticing to target populations.
FOCUS QUESTIONS

• What is your understanding about students you recruit/prepare for their role as educators?

• What are program, course outcomes and faculty development issues (or challenges) that you and your colleagues are identifying as focus areas for intentional redesign?
WASHINGTON STATE DIVERSITY STANDARDS

• Language embedded in standards:
  • Criterion: Faculty **Collaborate** with members of underrepresented populations for program improvement
  • Criterion: Candidates have significant **interactions** with diverse populations including colleagues, faculty, P-12 practitioners and P-12 students and families.
    • Candidates **integrate** their cultural and linguistic backgrounds into classroom activities in order to build a multicultural capacity of the preparation program cohort.
    • Candidates **reflect on interaction** with diverse populations in order to **integrate** professional growth in cultural competency as a habit of practice.
WASHINGTON STATE DIVERSITY STANDARDS

• Criterion: Faculty **model** equity pedagogy through:
  • Interaction with diverse populations
  • Reflective practice on their own **professional growth in cultural competency**
  • Culturally relevant communication and problem solving, and
  • Personalized instruction that **addresses cultural and linguistic backgrounds**
STANDARD FIVE FOR RESIDENCY TEACHER

A successful teacher candidate demonstrates capacity of the knowledge and skills for effective teaching which insure a positive impact on student learning by:

Criterion: Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student.
A school or program administrator is an educational leader who has the knowledge, skills and cultural competence to improve learning and achievement to insure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
STANDARD FIVE FOR SCHOOL COUNSELOR

The school counselor demonstrates knowledge of:

• The cultural, ethical, economic, legal and political issues surrounding equity and student learning

• The community, environmental and institutional opportunities that affect the academic, career and personal/social development of students

• The ways in which educational decisions, programs and practices can be adapted to be culturally congruent and respectful of student and family differences

• The school counselor demonstrates skills to:

  • Provide culturally relevant counseling, instruction and communication

  • Collaborate with educators to address the academic language needs of students

  • Advocate for school policies, programs and services that are equitable, responsive and prevent harassment and marginalizing behaviors.
OPPORTUNITIES TO DEEPEN UNDERSTANDING

Perspectives regarding teaching, leadership, and curriculum

• A Brown Paper on Education
• Washington State Asian American and Pacific Islander Voices in Education Initiative
• http://www.k12.wa.us/Workgroups/EOGOAC.aspx
• https://education.uw.edu/epsc
CULTURE BASED EDUCATION

- Hawaiian Cultural Influences in Education (HCIE) as reported by researchers through Kamehameha Schools (January 2016)
- Public, private and charter schools are the practitioners

- https://www.facebook.com/OiwiTV/videos/vb.150784521616977/1216976228331129/?type=2&theater

- http://www.ksbe.edu/spi/cbe
HAWAIIAN CULTURAL INFLUENCES IN EDUCATION
LANGUAGE IS AT THE HEART OF CULTURE

• Aina – the land
• A’u/Na’au – gut level
• A’o – to learn
• Halau – learning environment
• Kahu – leader
• Keiki – children (in Hawaii, children are called Keiki o ka aina)
• Kuleana – responsibility
• Kupuna – elder, grandparent, ancestor
• Lo’i – taro patch
• Ohana – family, community
• Olelo – language, speech
• Pa’a – stable, confidence, steadfast
• Pidgin – a recognized language/dialect commonly spoken throughout Hawai’i
• Piko – navel
• (Ka) Pilina -- connection
Teams and Individual time to collaborate on goals and strategies
MOVING FORWARD

• Time to share our work, concerns/questions, and setting the course for Friday
INFORMATION SHARING AND DISCUSSION

• Presented by:
  
• Tarek Dawoud, President, Washington Chapter of CAIR; President, Interfaith and Outreach Committee of MAPS
  
• Fouzi Husaini, President and Training Director, Seattle Islamic Speaker’s Bureau
RESPONDING TO THE CALL FOR EQUITY PEDAGOGY

Team work/following up with debrief and reflective analysis