

MAKING SCHOOLS BETTER PLACES FOR ALL STUDENTS TO LEARN: A CULTURALLY RESPONSIVE APPROACH



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PURPOSE



SESSION OBJECTIVES

Examine

Examine concepts related to culturally responsive leadership

Apply

Apply strategies to promote increased cultural responsiveness in professional contexts

Session Norms



stay Engaged



Speak Our
Truth



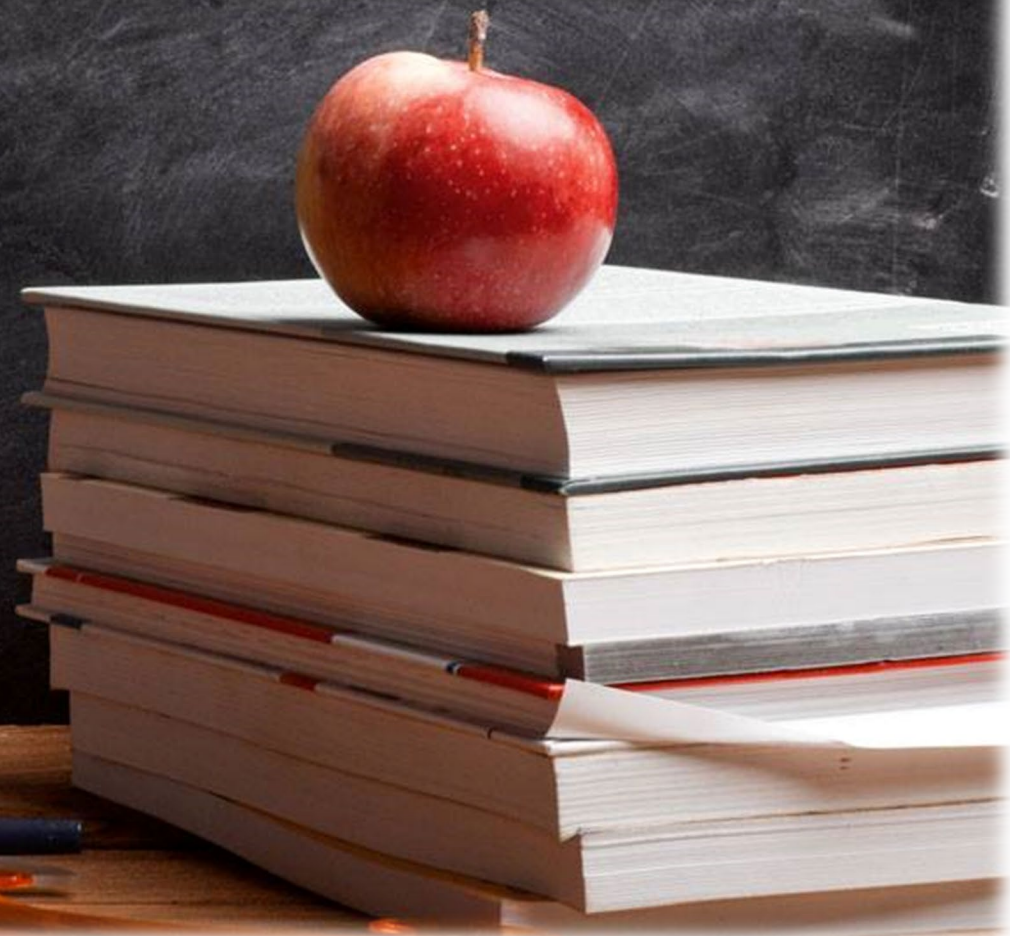
Experience
Discomfort



Accept and
Expect Non-
Closure

EDUCATION
IS THE MOST
POWERFUL WEAPON
WE CAN USE
TO CHANGE THE WORLD

- NELSON MANDELA



REFLECTING ON MISSION STATEMENTS



All Students Will
Achieve at High Levels
& Commitment to
Diversity

Existing Educational
Disparities

SELF-ASSESSMENT

On a scale of 0-5, how comfortable are you talking about culture, diversity, equity, and inclusion (DEI)?

0: I would **rather not** talk about culture and DEI.

1: I am **very uncomfortable** talking about culture and DEI.

2: I am **usually uncomfortable** talking about culture and DEI.

3: I am **sometimes uncomfortable and sometimes comfortable** talking about culture and DEI.

4: I am **usually comfortable** talking about culture and DEI.

5: I am **very comfortable** talking about culture and DEI.



SELF REFLECTION: PART I

How has your life been shaped by your:

- Ability
- Gender
- Language
- Race
- Sexuality
- Social class



SELF REFLECTION: PART II

How have the lives of the students and community members you serve been shaped by their:

- Ability
- Gender
- Language
- Race
- Sexuality
- Social class



SELF REFLECTION: PART III

How is your leadership informed and positioned by your:

- Ability
- Gender
- Language
- Race
- Sexuality
- Social class



Encourage Introspection

Critical Consciousness

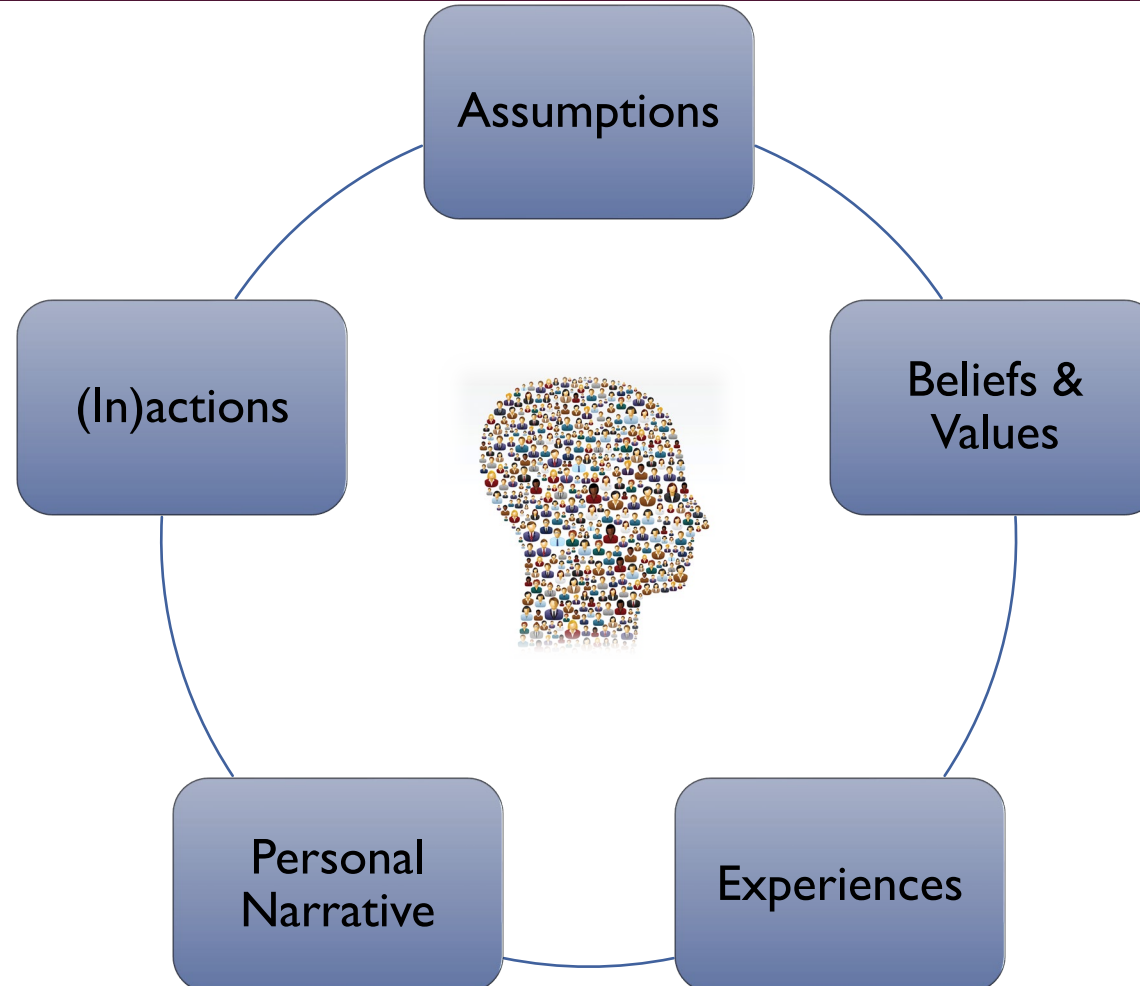
- Our knowledge systems (how we were nurtured, what we know) influence our interpretations and perceptions
- Our culture and experiences are the kaleidoscopes we have been conditioned to use
- Our worldviews and beliefs serve as our filter and influence our positioning and understanding

Cultural Competence

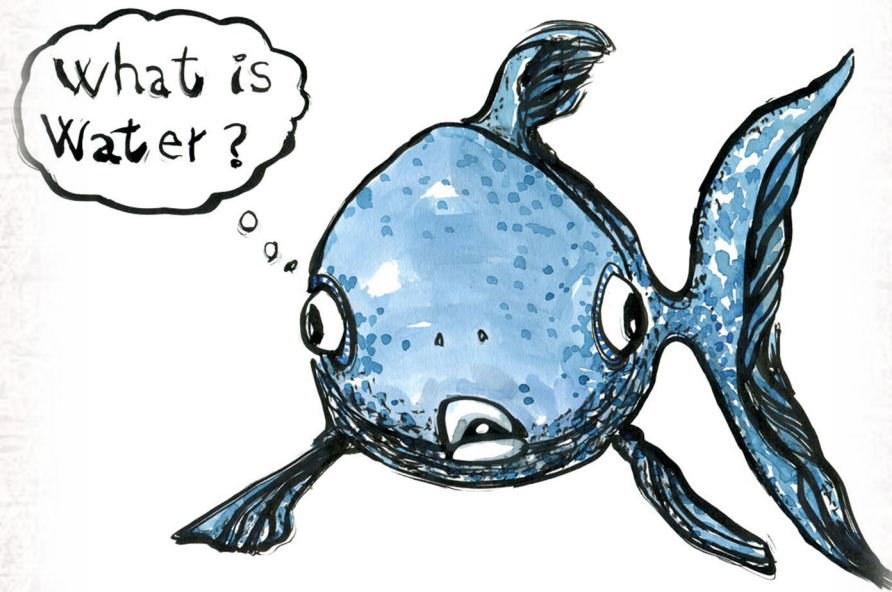
- Aware of one's own worldview
- Attitude toward difference
- Knowledge of diverse cultural practices and views
- Cross cultural skills: ability to interact effectively



CULTURALLY PROFICIENT LEADERSHIP: THE PERSONAL JOURNEY BEGINS WITHIN

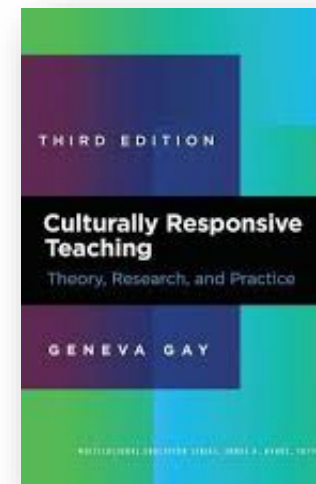


POWER OF PERSPECTIVE



CULTURALLY RESPONSIVE TEACHING

- Acknowledges legitimacy of diverse cultural heritages as both a legacy that affect students' dispositions and attitudes, as well as worthy content to be taught in formal curriculum
- Builds bridges between home and school, as well as between academic abstractions and lived sociocultural realities
- Embraces a wide variety of instructional strategies that appeal to various learning styles
- Teaches students to know and celebrate their own and one another's heritage
- Incorporates multicultural information, resources, and materials across disciplines



Gay, 2018

Gloria Ladson-Billings

But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy





When someone with the authority
of a teacher describes the world
and you're not in it, there's a
moment of psychic
disequilibrium, as if you looked
into a mirror and saw nothing.

Adrienne Rich

CULTURALLY RESPONSIVE EDUCATORS

- Hold affirming views about diversity
- Learn about the lives and value the experiences of students and community members
- Institutionalize cultural knowledge
- Understand how learners construct knowledge (use cultural knowledge and life experiences as a frame of reference)
- Promote curriculum and resources that promote diversity, equity, and inclusion
- Examine and actively counter educational disparities
- Advocate for all students (access, opportunities, outcomes)



CULTURALLY PROFICIENT LEADERSHIP

Consider how students are well served by the district (access, opportunities, outcomes)

Examine how values and assumptions guide district policies, practices, and actions to either marginalize some or include all students

Challenge educators' assumptions, values, and actions that undermine the success of some students

Explore how to value and include the cultures and learning needs of all students in our educational processes and spaces

CULTURAL PROFICIENCY IN PRACTICE

- Consider: Do our actions match our words, values, & beliefs?
- Reflect on inclusiveness of practices, policies, & cultural norms;
- Shift from tolerance to equity, solution-oriented;
- Examine how to include and honor all people and their needs;
- Understand change is a journey.

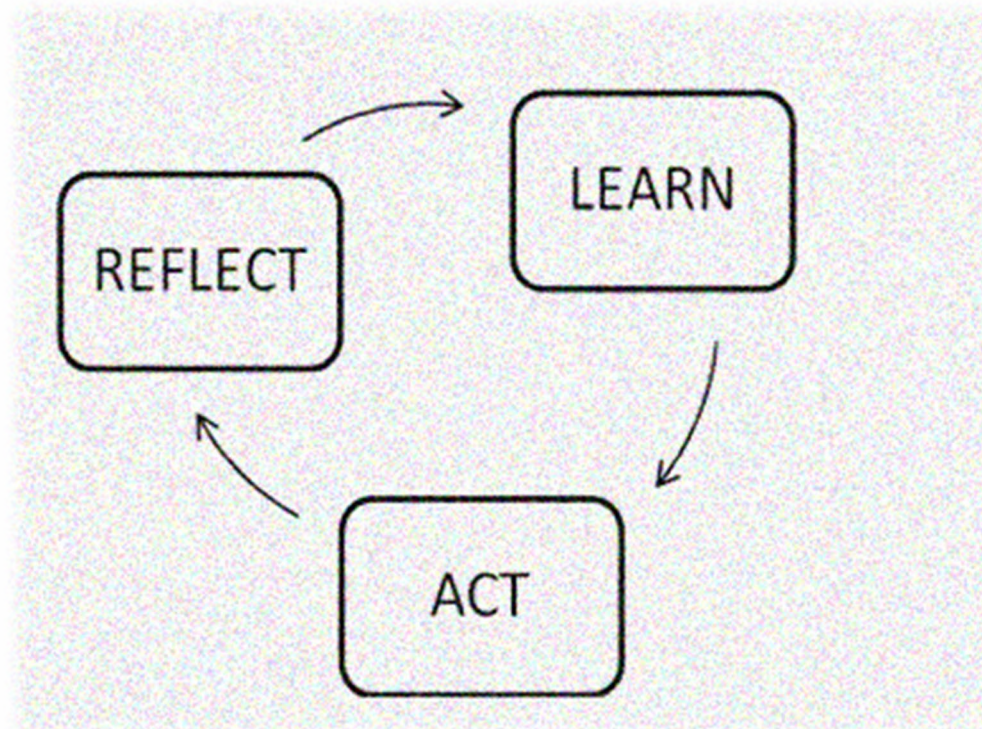


“The paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which he is being educated.”

James Baldwin

“A Talk to Teachers” 1963





In what ways can you increase awareness, understanding, and action in your work to promote increased cultural competency for the students and communities you serve?

THANK YOU!

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