

PERSONALIZED LEARNING THROUGH
CULTURALLY RESPONSIVE PEDAGOGY:

LEADING FOR CULTURALLY RESPONSIVE
EDUCATION (CRE)

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CREC

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KEY DEFINITIONS

Ethnicity	Race	Nationality	Culture	Identity

The Iceberg Concept of Culture

Like an iceberg, nine-tenths of culture is below the surface.



Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪
visual arts ▪ drama ▪ crafts
dance ▪ literature ▪ language
celebrations ▪ games

Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

courtesy ▪ contextual conversational patterns ▪ concept of time
personal space ▪ rules of conduct ▪ facial expressions
nonverbal communication ▪ body language ▪ touching ▪ eye contact
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
courtship practices ▪ relationships to animals ▪ notions of leadership
tempo of work ▪ concepts of food ▪ ideals of childrearing
theory of disease ▪ social interaction rate ▪ nature of friendships
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness
notions of adolescence ▪ patterns of group decision-making
definition of insanity ▪ preference for competition or cooperation
tolerance of physical pain ▪ concept of "self" ▪ concept of past and future
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth

Unconscious Rules

Completely below sea level

Emotional load: intense



Indiana Department of Education ▪ Language Minority and Migrant Programs ▪ www.doe.state.in.us/lmmp

CULTURALLY RESPONSIVE

EDUCATION:

**A TOOL FOR STUDENT CENTERED
INSTRUCTION**

*ESSENTIAL QUESTION: WHAT MAKES
STUDENTS ENGAGE IN SCHOOL, TEACHING
& LEARNING?*

CULTURALLY RELEVANT TEACHING/PEDAGOGY (CRT)

Culturally relevant teaching is a term created by Gloria Ladson-Billings (1994) to describe “a pedagogy that empowers students intellectually, socially, emotionally, and politically by **using cultural referents** to impart knowledge, skills, and attitudes.”

Participating in culturally relevant teaching essentially means that teachers **create a bridge** between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements.

Culturally relevant teaching **utilizes the backgrounds, knowledge, and experiences** of the students to inform the teacher’s lessons and methodology.

Coffey, H. *Culturally relevant teaching*.
Retrieved from: <http://www.learnnc.org/lp/pages/4474>

on February 10, 2016

CULTURALLY RELEVANT TEACHING (CRT):

Considerations for application:

Cultural

High Affiliation

Relevant

Ecology

Pedagogy

Motivation

GAP ANALYSIS: COMMON AND SHARED VISION OF CRT

1) Current State	3) What's creating or sustaining the gap?	2) Desired State
4) Possible means of closing the gap		

CULTURALLY RESPONSIVE EDUCATION:
THE POLITICAL FUNCTION

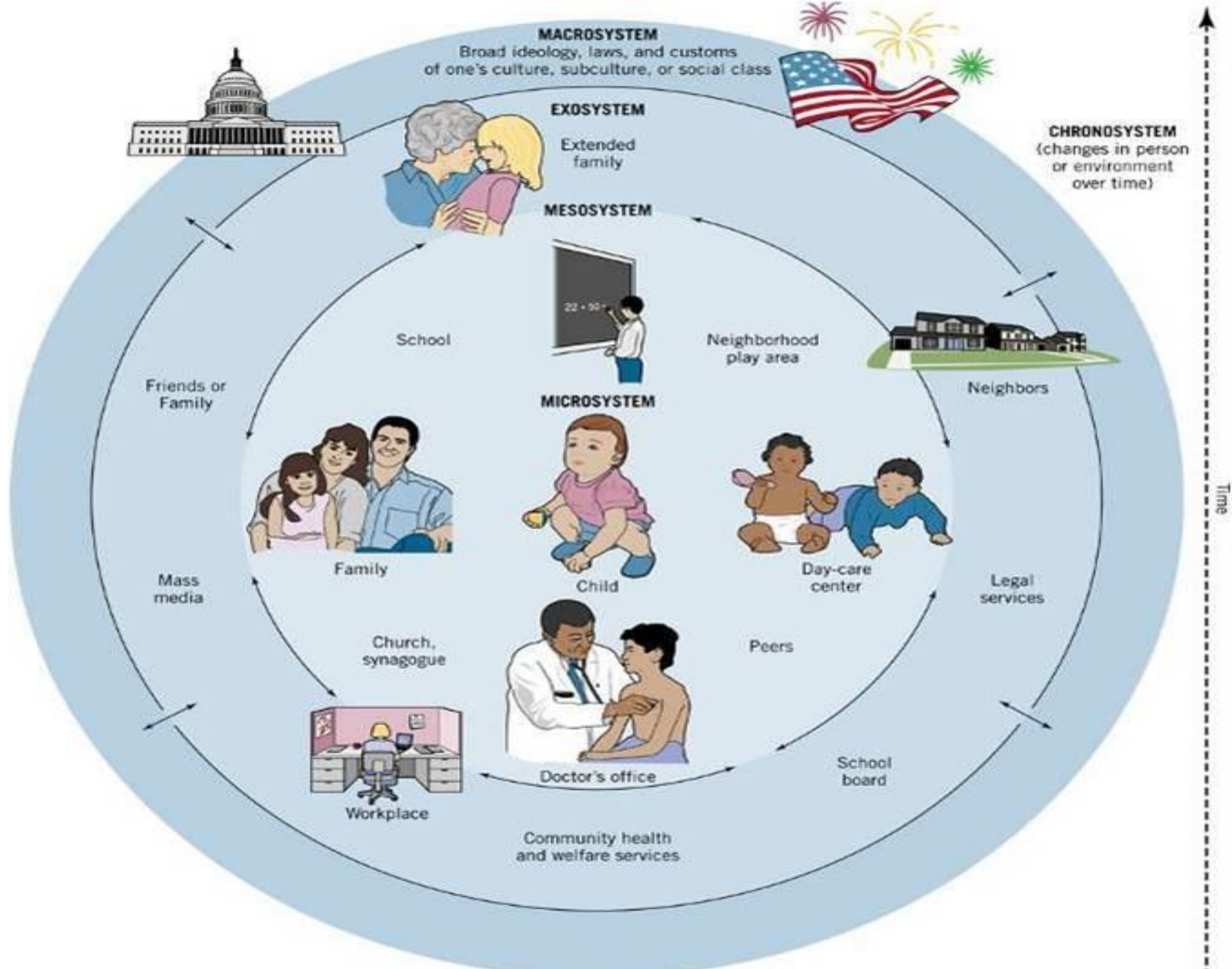
*ESSENTIAL QUESTION: WHAT RESULTS
FROM CULTURALLY RESPONSIVE
EDUCATION?*

CULTURAL/SOCIAL CAPITAL

“Bourdieu’s concept of cultural capital refers to the collection of symbolic elements such as skills, tastes, posture, clothing, mannerisms, material belongings, credentials, etc. that one acquires through being part of a particular social class.

Sharing similar forms of cultural capital with others—the same taste in movies, for example, or a degree from an Ivy League School—creates a sense of collective identity and group position (“people like us”).

But Bourdieu also points out that cultural capital is a major source of social inequality. Certain forms of cultural capital are valued over others, and can help or hinder one’s social mobility just as much as income or wealth.”



GAP ANALYSIS: SOCIAL CAPITAL

1) Current State	3) What's creating or sustaining the gap?	2) Desired State
4) Possible means of closing the gap		

CULTURAL RESPONSIVE EDUCATION:
NECESSARY CAPACITY

*ESSENTIAL QUESTION: WHAT DOES
CULTURALLY RESPONSIVE PRACTICE
LOOK LIKE, SOUND LIKE, AND FEEL LIKE?*

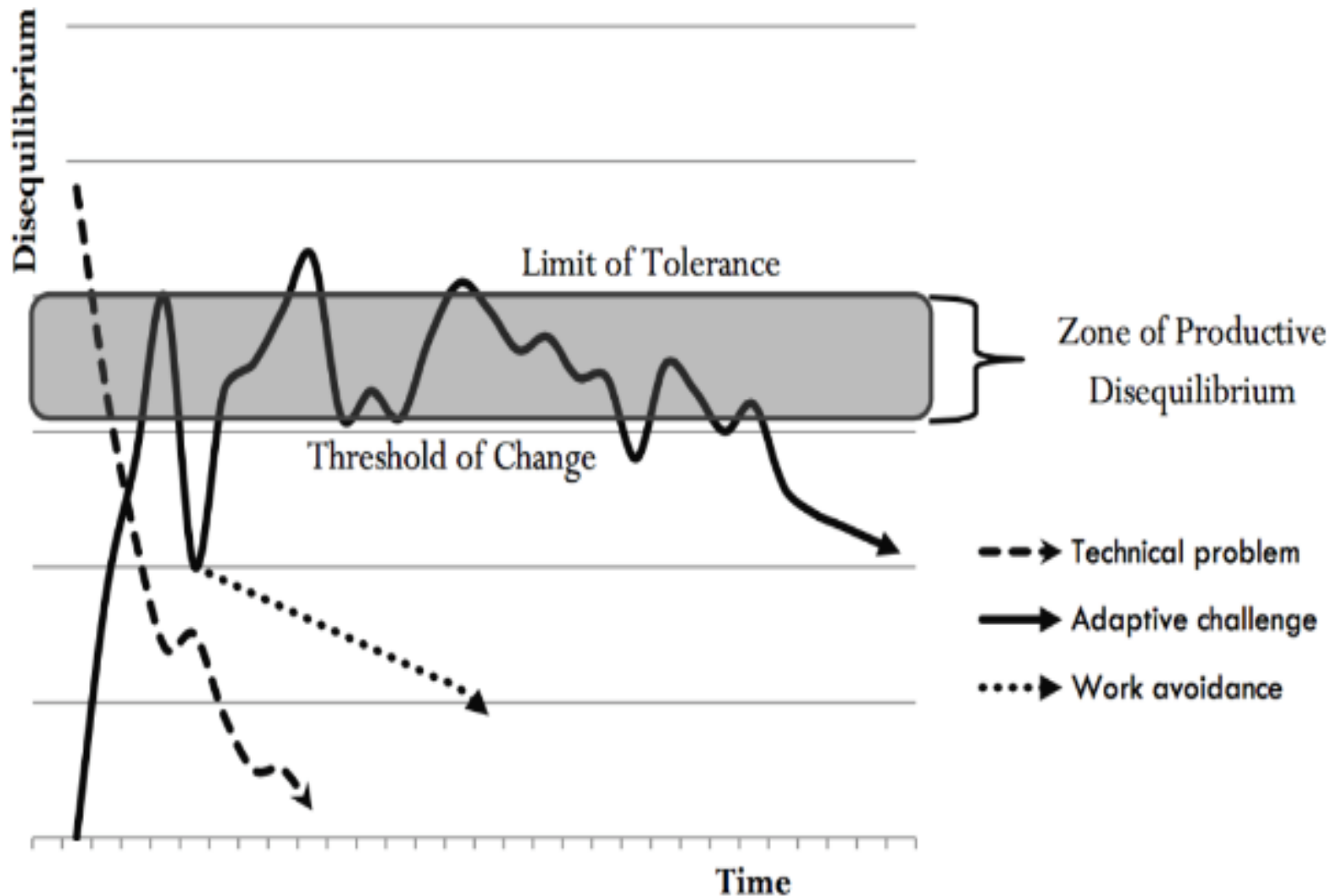
CRITICAL SELF-REFLECTION

Teachers knowing who they are as people, understanding the contexts in which they teach, and questioning their knowledge and assumptions are as important as the mastery of techniques for instructional effectiveness.

Critical racial and cultural consciousness should be coupled with self-reflection...

PRODUCTIVE ZONE OF DISEQUILIBRIUM

(HEIFETZ, 2009, P29)



Retrieved from : <http://irregularleadership.com/productive-zone-disequilibrium/> on June 17, 2016,
by Gerald M. Hairston

Markwick, A. Recovery Orientated Practice: Practicing with Backbone and Heart.

Heifetz, R. A., Grashow, A. and Linsky, M. (2009). The practice of adaptive leadership : tools and tactics for changing your organization and the world, Boston, Mass., Harvard Business Press.

GAP ANALYSIS: INDIVIDUAL/COLLECTIVE REFLECTION

1) Current State	2) What's creating or sustaining the gap?	3) Desired State
4) Possible means of closing the gap		

CULTURALLY RELEVANT TEACHING:
CONTEXT BASED

*ESSENTIAL QUESTION: WHAT IS
CULTURALLY RESPONSIVE ABOUT YOUR
SCHOOL COMMUNITY?*

LEADING THE CONDITIONS IN THE CONTEXT

Practitioner

- Awareness
- Conversations
- *Strategies*

Classroom

- Resource selection
- Behavioral consequences
- Lesson design

Classroom extended

- ✓ Homework
- ✓ Parental involvement

GAP ANALYSIS: SCHOOL AS A COMMUNITY

1) Current State	3) What's creating or sustaining the gap?	2) Desired State
4) Possible means of closing the gap		