



BCcampus

Learning. Doing. Leading.



Not 'just', but Just:

Conversations on Diversity, Social Justice
and Culturally Responsive Teaching

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A photograph of a vast mountain range with significant snow cover under a clear blue sky. The mountains are rugged and layered, with snow filling the valleys and clinging to the slopes.

BCcampus offices are situated on the unceded territories of the sə́lilwətaʔ təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x^wməθk^wəyám (Musqueam), W̱SÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Lək^wəŋən (Lekwungen) Peoples. As both individuals and an organization, we continue to learn and build relationships as we actively respond to the Truth and Reconciliation Commission's Calls to Action.



All My Relations...





**WITH GRATITUDE AND
RESPECT**

KWATSECH



ASPIRATIONS

- Describe and examine the **foundations** of culturally responsive teaching
- Recognize the importance of **students' lived experiences**, and utilize those in teaching & learning
- Examine the role of **teachers as change agents**, illustrated by examples of culturally **responsive teaching practices** to develop strategies for our classrooms and other spaces

ESTO DE LA GLOBALIZACIÓN SIRVE PARA QUE
COMPRENDAMOS QUE LAS GENTES DE OTRAS
RAZAS Y OTRAS CULTURAS SE ENAMORAN DE
LA MISMA MANERA QUE NOSOTROS.



Y, COMO NOSOTROS, HACEN EL AMOR. Y DE
ESE AMOR NACEN HIJOS A LOS QUE CUIDAN
Y QUIEREN, COMO NOSOTROS.



Y TAMBIÉN NECESITAN MÚSICA PARA EXPRESARSE,
BAILAR Y DIVERTIRSE, COMO NOSOTROS



Y LLORAN SUS PENAS CON LÁGRIMAS COMO
LAS NUESTRAS Y RIEN SUS ALEGRÍAS A
CARCAJADAS, COMO NOSOTROS.



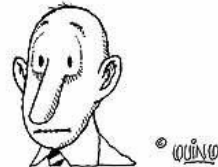
HASTA ALQUILAN LAS MISMAS PELÍCULAS QUE
VEMOS NOSOTROS Y COMEN IGUAL "FAST-FOOD" CON
LAS MISMAS GASEOSAS QUE BEBEMOS AQUÍ.



¿QUÉ NOS DEMUESTRA TODO ÉSTO? QUE
ELLOS, APARENTEMENTE TAN DISTINTOS,
¡SON COMO NOSOTROS!



¿SE DICE FÁCIL "SON COMO NOSOTROS"?/
¿CUANTO TIEMPO NOS LLEVARÁ EMPEZAR
A DECIRNOS "SOMOS COMO ELLOS"?



“The way we make sense of the world is often invisible to us. But we can’t address issues of social justice without first examining the maps we are using to identify the problem and conceptualize the solutions.”

(Sensoy & Diangelo, 2017, p.7)

Our responses to social issues will depend on where we see the “problem” located and what we see as our role in the “problem”.

WORLDVIEWS

*Education is not value free/value neutral (implications for social justice education/practice)



CULTURALLY RESPONSIVE TEACHING: FOUNDATIONS

Geneva Gay (2002) defines culturally responsive teaching as “using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (p. 106)

This could mean:

- *Developing knowledge about the diverse groups present within the classroom;
- *Converting this knowledge into culturally responsive curriculum;
- *Ensuring effective communication with culturally diverse students; and
- *Diversifying the delivery of instruction to match the learning styles of culturally diverse students.

Gay (2002) says: “acquiring this knowledge is not as difficult as it might at first appear... It *just* has to be located, learned, and woven into the preparation programs of teachers and classroom instruction” (pp. 107–108)

Think of this as a **MINDSET** of how you organize your instruction to allow flexibility in your teaching.

It is a strength-based approach where learning is contextualized focusing on Relationships.

As such, it honours the learners' identities, it promotes diversity and inclusion, and supports critical thinking.

“Culturally Responsive and Relevant Pedagogy” (YouTube)
<https://www.youtube.com/watch?v=mySy5dC4IWs>

QUESTIONS FOR REFLECTION...

- How welcoming is your classroom? Think of a few examples.
- What kinds of resources (financial, human, material, space, etc.) are available to you, to your students, to the staff that can help support culturally responsive pedagogy?

STUDENTS' LIVED EXPERIENCES



WHAT YOU KNOW IS CONNECTED TO WHO YOU ARE...

“Round Table on Indigenous Students’ Experiences in Post-Secondary Education” (YouTube):
<https://www.youtube.com/watch?v=FObgXpgBSv0&t=642s>

“Racism in Schools – A Lived Experience” (YouTube):
<https://www.youtube.com/watch?v=jMg4INEF5Bg>

TEACHERS AS AGENTS OF SOCIAL CHANGE



CIO VIEWS



MRS. JENKINS, WHY
ISN'T PLUTO A
PLANET ANYMORE?

THAT'S A GOOD QUESTION
JIMMIE, BUT IT WON'T BE
ON THE STANDARDIZED
TEST SO I'M AFRAID WE
DON'T HAVE TIME TO
DISCUSS IT. NEXT?

QUESTIONS FOR REFLECTION...



Where do I position myself?/ Has this position changed in the past two/three years? How has it changed?

How does my worldview, my language, and my choice of words influence/affect my students?

The Johari Window



Principles according to Sonia Nieto (www.sabes.org)

- 1) Engaging in self-reflection: examining my own values, biases, strengths, and limitations, and how these can affect my relationships with students.
- 2) Having a mindset that respects students' individuality as well as their culture, history, and experiences.
- 3) Commitment to continued learning
- 4) Insisting on high quality and excellent work from students

THE 4 R'S OF EDUCATION

Respect

Relevance

Reciprocity

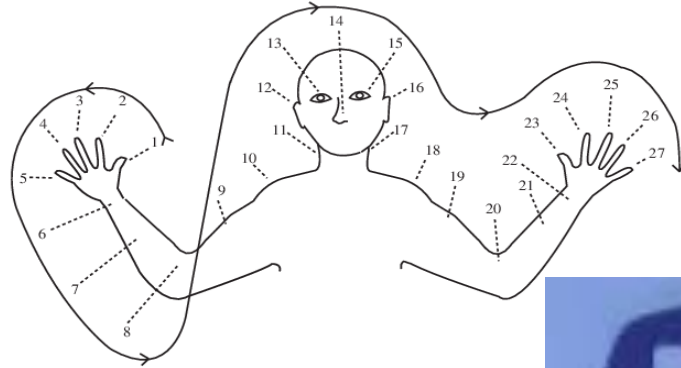
Relationships



RESPECTFUL CONTEXT

- *Classroom arrangement
- *Jobs/ responsibilities
- *Co-creating clear guidelines and consequences
- *Making space for learners' voice and choice, self-regulation, and accountability

RELEVANT CURRICULA



RELEVANT CURRICULA -CONSIDERATIONS

- **APPLICABILITY OF WHAT IS BEING LEARNED**
- **CLARITY IN EXPECTATIONS**
- **EDUCATIONAL NEEDS ARE DIFFERENT DEPENDING ON MANY VARIABLES**
- **PREVIOUS LEARNING EXPERIENCES INFLUENCE NEW LEARNING (FOR BETTER OR WORSE)**

RECIPROCAL RELATIONSHIPS

- AM I OPEN TO LEARNING FROM MY STUDENTS?
- ARE THERE OPPORTUNITIES FOR THEM TO LEARN FROM EACH OTHER?
- [HOW] CAN I INCORPORATE RECIPROCITY INTO MY WORK?

OUR SHARED RESPONSIBILITIES



ONE NATIVE LIFE

“To Love this Country” – Richard Wagamese

I have learned that to love this country means to love its people. All of them. For when we say, all my relations, it's meant in a teaching way, to rekindle community in us, the knowledge that we are all part of the great, grand circle of humanity that shapes this country and that we need each other.

It wouldn't be Canada with one voice less.





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Thank you!



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Where to Position Positionality in Your Work

Facilitator: Bhuvinder Singh Vaid

December 8, 2023 @ 11:00 am – 12:00 pm



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BCcampus Fall InfoSheet

