

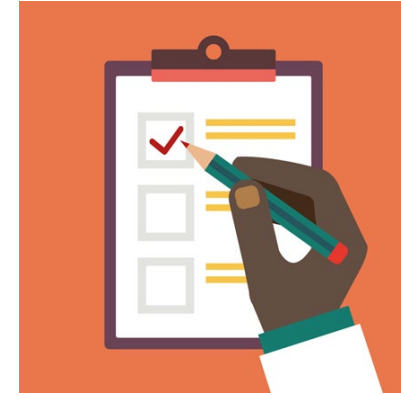


Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

Culturally Responsive Teaching, Anti-Racism, and Social Justice

Today, we will

1. Engage in a fun activity
2. Center ourselves and determine our why
3. Review definitions of culturally responsive teaching, anti-racism, and multiculturalism
4. Discuss curricular design
5. End with your commitment

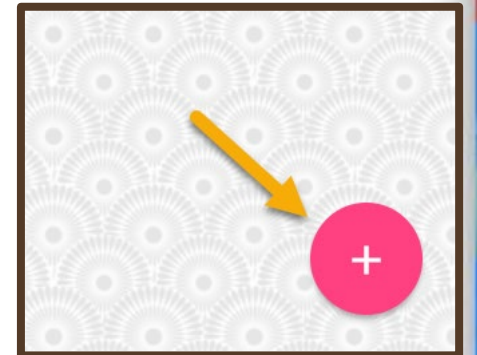


What's your CULTURAL SUPERPOWER?

- Use Padlet

<https://padlet.com/professorbean/og061xu6683oufnq>

- Click on link in CHAT
- Click **pink plus +** in bottom right corner
- Type your answer (title can be your name—optional)
- Like other's posts (use heart button)





Why Should We Do This?



Reflection

- Who designed our education system?
- Whom did it benefit? Whom does it harm?
- What are you doing to work toward anti-racism?
 - Education is activist work!

Decide to enter this space.

–Dr. Regina Stanback Stroud





SBVC Anti-Racism Pledge

Resolved, That the SBVC Academic Senate will actively infuse the anti-racism/no hate education by:

- Integrating an accurate portrayal of the roles and contributions of all groups throughout history **across curricula**, particularly groups that have been **underrepresented historically**

Resolved, the SBVC Academic Senate will **provide a framework and a plan**, partnered with the campus and the District, **to take action** on the infusion of antiracism/no-hate education

When I dare to be powerful—to use my strength in the service of my vision, it becomes less and less important whether I am afraid.

—Audre Lorde

How is this all connected?

Equity Minded

Multiculturalism

- Celebrating **diversity**
- Exposing privileged with **multiple perspectives**
- Using **representative** images and readings

Social Justice

- Raising **consciousness** of everyday inequities
- Creating an **anti-racism** lens
- **Disrupting** systems, practices, **patterns**
- Addressing **curricular trauma**

Culturally Responsive Teaching

- Focuses on a **mindset shift**—widening your aperture
- Creating agency by celebrating and providing space for learning in a **collective**
- Establishing a community focused on **affective** to build intellectualive

Design COLLECTIVE ENVIRONMENTS



- Provide brave spaces—validate and just listen
- Be authentic and build relationships
- Affirm students' identities and backgrounds
- Build on schemata—what students bring to the classroom
- Be flexible—give options for agency
- Create collaborative learning opportunities

Design with RIGOR



- High expectations with scaffolding and support
- Evaluate your Course Outline of Record
- Redesign your SYLLABUS
- Interrogate your policies and practices

Design with ACCOUNTABILITY

Take ownership and be a
CO-LEARNER

- Goals and outcomes
- Formative assessments
- Regular and substantive feedback
- Intrusive practices
- End of semester surveys





Healing—Restorative Justice

- There can be no healing without caring!
- Mindset—awareness of students' experiences and acknowledgement that we must do better
- Provide regular routines and flexibility with a space to practice
- Go slow to go fast—develop the community, the village, the familia first
- This is the foundation for rigor
- Find your huddle and time to recharge yourself

History, despite its wrenching pain cannot be unlived,
but if faced with courage need not be lived again.

—Maya Angelou

What ACTION will you take to create your PLAN?



- How will you actualize and operationalize equity, anti-racism, culturally responsive teaching?
- Click on link in CHAT
<https://docs.google.com/document/d/1w-yYku4XtaEYKByeNLsUDqQShDLqruKstcBv4LAGpLE/edit?usp=sharing>
- Volunteer to share out: What will you do?

Thank you!
Any questions?
info@asccc.org

“I’m not saying I’m going to change the world, but I guarantee that I will spark the brain that will change the world.”

–Tupac Shakur



Resources

- Hammond, Zaretta. (2014). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin.
- Kendi, Ibram X. (2019). *How to be an Antiracist*. New York: One World.
- Love, Barbara, Dejong, Keri, and Hughbanks, Christopher (2007). *Critical Liberation Theory. Social Justice Education*. Amherst: University of Massachusetts.
- Major, Amielle. (2020, May). How to Develop Culturally Responsive Teaching for Distance Learning. *Mindshift*. KQED. <https://www.kqed.org/mindshift/55941/how-to-develop-culturally-responsive-teaching-for-distance-learning>.
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- Wood, Luke and Frank Harris, III. (2020). *Addressing Anti-Blackness on Campus: Implications for Educators and Institutions*. CORA Learning. <https://www.youtube.com/watch?v=XLfJME7gnKk&t=2910s>.