AGENDA

• Introductions
  ❖ Cultural Introductions
  ❖ Guiding Questions
  ❖ Course design, impetus & teleology
  ❖ What participants had to say
• What is educational equity?
  ❖ Paper planes
• Discussing the pedagogy gap
• Course Material
• Takeaways for educators
**DO IT FOR THE CULTURE**

- Pair off with someone that you don’t know, or know very little, and introduce yourself to that person.

- Please introduce yourself in a—cultural manner. (We are defining culture in the broadest context, e.g., ethnicity, race, language, family, spiritual beliefs, religious affiliation, generation, sexual identity, birth order, or any other self-identifying manner.)
Our perspectives are informed by our idiosyncratic worldviews, which are both informed and formed by our specific cultural, socioeconomic, and sociohistorical/political realities. As educators, we have to take the first position that our worldviews, our folkways and mores, are not universal, but are culturally informed; and, as such, they are not purer or truer than any other groups—including our students (Sims, et al., Forthcoming).
GUIDING QUESTIONS

• How do you disabuse the pernicious effects of structural and institutionalized racism in developing your classroom culture, pedagogy, and curriculum?

• How do you create spaces for students to interrogate and deconstruct the stereotypes that have been sutured to them because of their race, ethnicity, socio-economic status, etc.? 
WHAT IS EQUITY?
BUILDING AIRPLANES
"Educational Equity is predicated on the intentional creation of a positive, socio-emotionally nutritive educational atmosphere wherein all students are empowered and encouraged to succeed academically—precisely because they have been afforded rigorous and rich educational opportunities that equip them to work towards the realization of their full academic and human potential. (Sims, 2018: 29)"

ENACTING EDUCATIONAL EQUITY TRAIN THE TRAINER SERIES (E3T2S)

Course Information
In this course, we will look at both structures and cultures of schooling within urban contexts that present both opportunities and challenges for learning. So, the questions that we will endeavor to address, collaboratively, revolve around how equitable educational practices can be leveraged to encourage, empower, and equip all students to succeed academically and beyond.
# CRITICAL PEDAGOGICAL PERSPECTIVES ON INSTRUCTIONAL DESIGN

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<tr>
<th>COURSE OBJECTIVES</th>
<th>RESULTS/OUTCOME EXPECTED</th>
<th>SKILLS DEVELOPED</th>
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<td>Increased Cultural Competence.</td>
<td>Reimagine pedagogy &amp; student services practices so that they are increasingly equitable.</td>
<td>Ability to empathize with people from different walks of life. Ability to adjust pedagogy to accommodate diverse student body.</td>
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<td>Critical Reflection re: ethnocentric worldviews and consequent ideological predispositions.</td>
<td>Clearer understanding that the ways that we see the world are no more right than they ways that our students see the world.</td>
<td>Ability call our worldviews into question and, resultantly, begin to question current pedagogical &amp; student services practices.</td>
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<td>Increased understanding re: the role of race, gender, sexual orientation, ableism, citizenship, etc., informs education policy and practice</td>
<td>Begin thinking through and devising ways to mediate structuralized, inequitable practices that negatively impact students based on their ethno-racial, gendered, or SES-informed identity.</td>
<td>Ability to develop pedagogical practices that account for the varied/specific needs of traditionally marginalized students.</td>
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COURSE DESCRIPTION: THEORETICAL ANALYSIS

• We will first spend time discussing, analyzing, deconstructing and disambiguating educational theories that inhere around culturally informed and infracted, criticality and social justice educational paradigms.

Assignments:

• Craft your educational philosophy (individually)

• Create Educational Equity core tenets (collaboratively)

• Craft Educational Equity educational philosophy (collaboratively)
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<th>Action</th>
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<td>Revisit and Revise</td>
<td>Revisit and Revise your educational philosophy (individual).</td>
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<tr>
<td>Revisit and Revise</td>
<td>Revisit and Revise the core tenets (collaborative).</td>
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<td>Provide</td>
<td>Provide write-up and/or presentation that analyzes your success and struggles in delivering best practices for a given lesson (Individual or Group).</td>
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<td>Create</td>
<td>Create group presentation to share out to educators.</td>
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WHAT E3T2S PARTICIPANTS HAD TO SAY

• I am a new educator…after making a career in business. After some struggles, I began to question my career transition…this training gave me my “why”.

• I realized that my students are experts, too—that I’m not the only one that can create knowledge.

• Having a dedicated space to meet with my peers and talk about teaching was invaluable!

• I feel like a have a new community now. My new community makes me feel empowered.

• This training gave me the courage to be vulnerable.

• I began to be okay with being uncomfortable so that I can grow.

• I started to look at my own classroom and try to figure out how I can create more opportunities for students to do justice-oriented work.

• That this training exists demonstrates our college and our boards’ commitment to equity.

• I’ve taken a lot of the things that my colleagues talked about and tried to implement them.

• Hearing from experts in the field, and hear that they are still working this stuff out, was really encouraging.
Unlike K12 Education, in community colleges, most academic disciplines do not require completed coursework on teaching and learning prior to working with students.

Because there is no required coursework on teaching and learning (i.e., pedagogy), there are few opportunities for community college educators to engage with extant educational theory and to wrestle with and make sense of, concomitant, best practices.

Issues around differentiated instructional practices are elided. So, too, are potentially generative conversations around asymmetrical power dynamics.

Resultantly, educators default to teaching the way that they were taught, which presents problems for traditionally marginalized students precisely because community college faculty is overwhelming European-American.
PLEASE DISCUSS IN GROUPS

• How do you or will your work towards educational equity for the hyper-marginalized students that you serve while, simultaneously, empowering them to work towards the development of their own agency.

• If there is indeed value in thinking through ways to revolutionize, even at the micro-level, your pedagogy—what can you/will you do differently to carve out sustainable spaces for Black males to participate in the meaning-making and knowledge-creating processes that take place in your class?
COURSE MATERIAL
DISCUSSION OF
EDUCATIONAL PARADIGMS
E3T2S
CRITICAL PEDAGOGY

- Based on the writings of Paulo Freire (1968; 2011) regarding emancipatory & liberatory pedagogy.
- Critical Pedagogy takes the first position that education is inherently and intrinsically political.
- Concerned with disambiguating and, ultimately, redressing social inequity.
- Interested in empowering agents for socially just, democratic societal transformation.
TRANSFORMATIVE LEARNING: CULTURALLY RELEVANT AND CRITICAL PEDAGOGIES AS TOOLS OF PRACTICE
Rooted in Critical Pedagogy:
Culturally Relevant Pedagogy
(LADSON-BILLINGS, 1995)

What is Culturally Relevant Pedagogy

1. Teaching pedagogy focused on students’ academic success, cultural competence, and critical consciousness. Learn more in: Exploring Technology Through Issues of Social Justice

2. The theoretical framework by Gloria Ladson-Billings relating to specific knowledge about ones thinking, believing, learning and communicating lending towards the education process. Learn more in: The Relationship between Transformational Leadership Characteristics and Multicultural Education Practices in Teacher Educators

3. Teaching that integrates a student’s background knowledge and prior home and community experiences into the curriculum and the educative experiences that take place in the classroom. Learn more in: Culturally Responsive Pathway Pedagogies: Respecting the Intricacies of Student Diversity in the Classroom
Rooted in Critical Pedagogy: Culturally Sustaining Pedagogy
(Paris & Alim, 2016)

CSP seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization. CSP positions dynamic cultural dexterity as a necessary good, and sees the outcome of learning as additive, rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits. Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the cultural ways of being of communities of color.

Rooted in Critical Pedagogy:

REALITY PEDAGOGY

(EMDIN, 2011; 2016)

1. Co-generative dialogues
2. Co-teaching
3. Cosmopolitanism
4. Context
5. Content
A critical-reality metaphor goes further in that simply thinking outside of the “box” is not sufficient.

A CRP approach holds that students should not only be encouraged to think outside of the box; they should also be empowered, encouraged, and equipped to critically analyze the box (i.e., paradigm) to determine whether or not its positioning is victimizing particular groups of people.
QUESTIONS FOR CONSIDERATION

• How do you actively work to mitigate the deleterious effects of white supremacy in your work with Black boys and other hyper-marginalized students of color?

• If you are a person that identifies as European American, how do you work in the best interests of Black boys and other students of color, while repudiating the wages of whiteness, and maintaining your whole self?
Some Key Takeaways

Understanding “culture” is vital for creating transformative relationships and empowering youth.

Our focus should be on creating equitable educational opportunities for our youth.

While we plan for equity on a macro scale, we have to think about equity on a micro level. (the outside world “spills into” classrooms)

Access is important, but it’s currently playing too big of a role in STEM education. Be wary of “culture of poverty” approaches.

Ironically, youth digital literacies and STEM experiences rarely leveraged in “STEM equity” learning environments
THANK YOU!!!!

Thanks for coming out today. You could've been anywhere else, but you're here with us; we appreciate that…