

# CULTURALLY RESPONSIVE PRACTICES

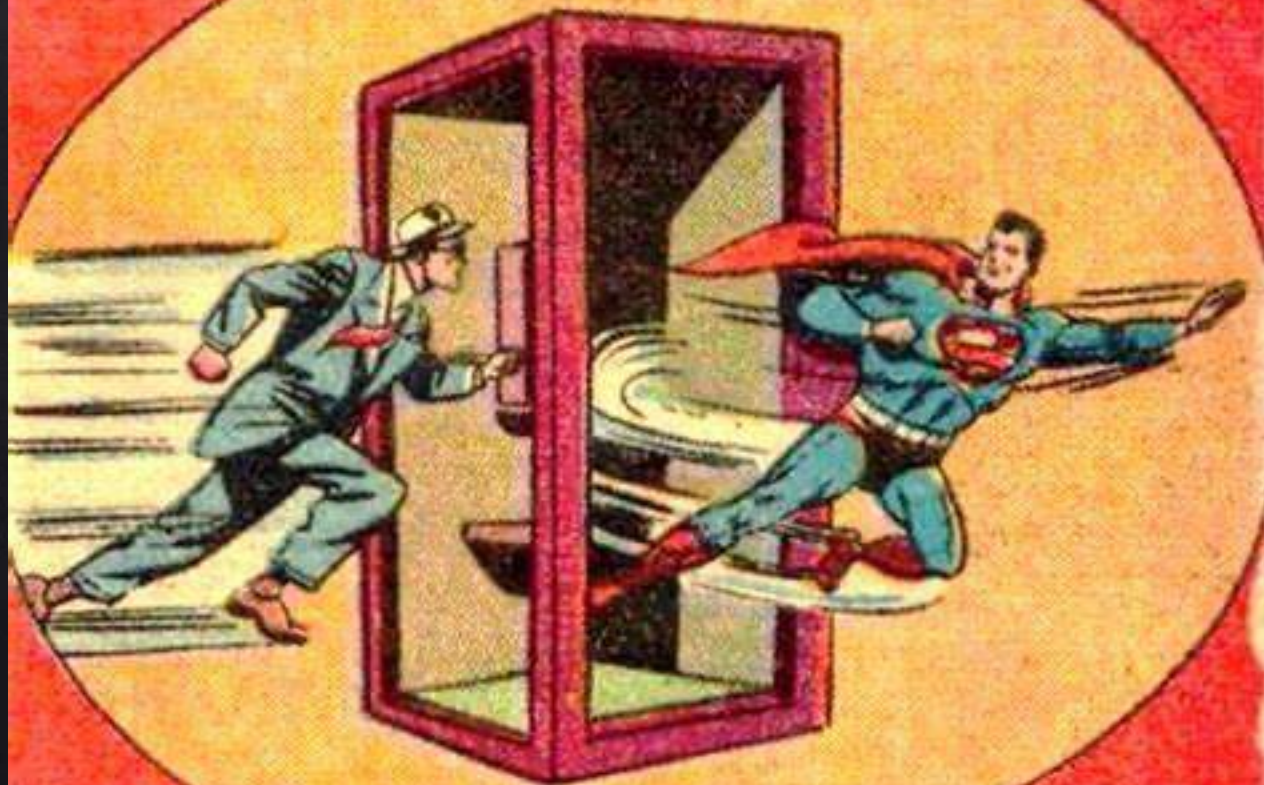
DR. DAMISO A. JOSEY



## HOUSE KEEPING RULES

- X This is an interactive session. You will be working in whole/small groups and participating in self reflections.
  - Perspective
  - Culture
  - Culturally Relevant Pedagogy / Culturally Responsive Teaching
  - Building Relationships
  - Culture & Climate
- X Be your authentic self and have an open mind
- X Two 10 Minute Breaks – When the music stops
- X Ask questions and HAVE FUN!

CLARK KENT ENTERS THE PHONE BOOTH  
... BUT IT IS SUPERMAN WHO COMES  
OUT...



**BORED  
TEACHERS**





# WHAT'S YOUR WHY?



# MY WHY/ WHAT'S YOUR WHY?



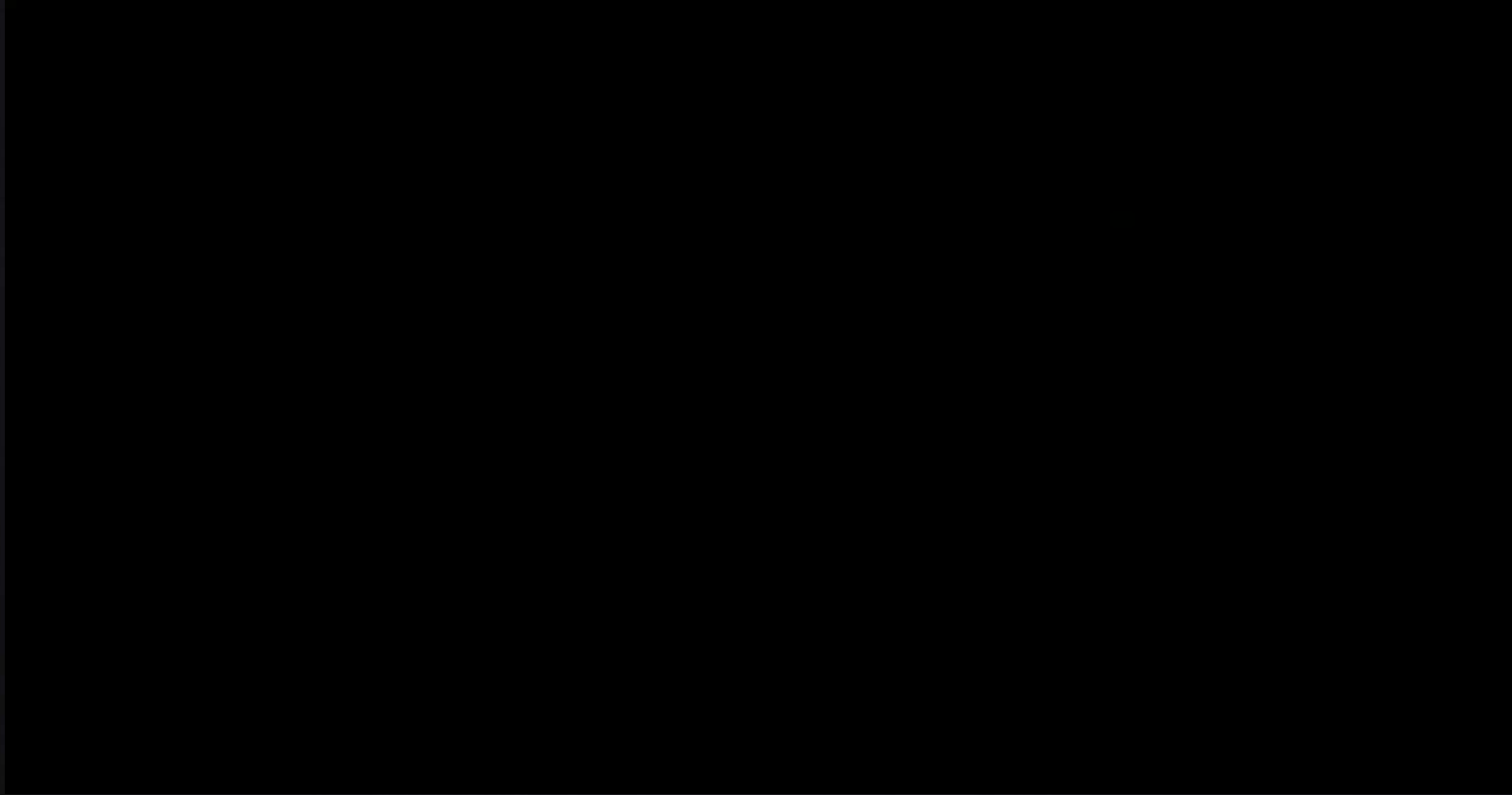




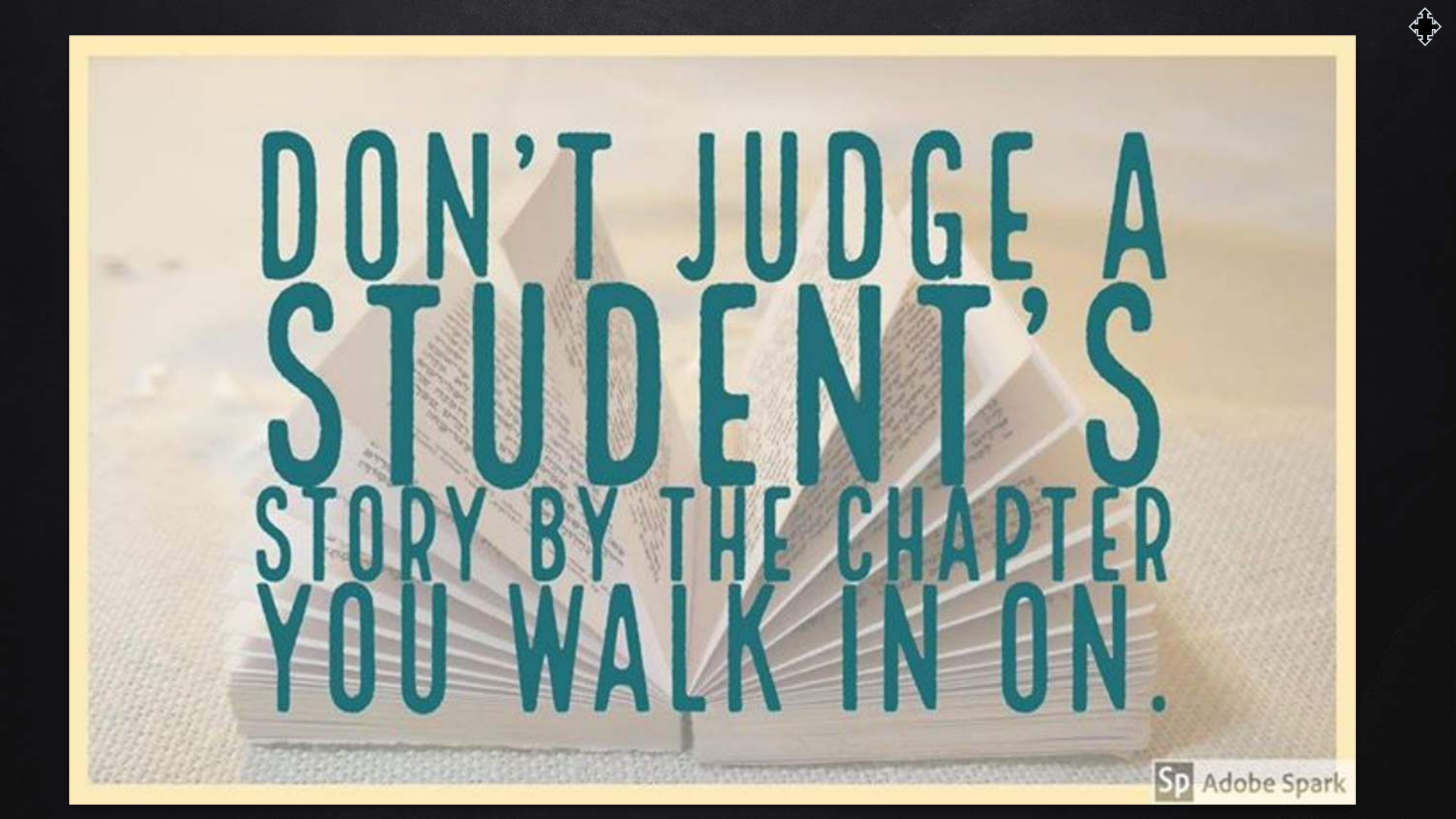




# THE POWER OF PERCEPTION



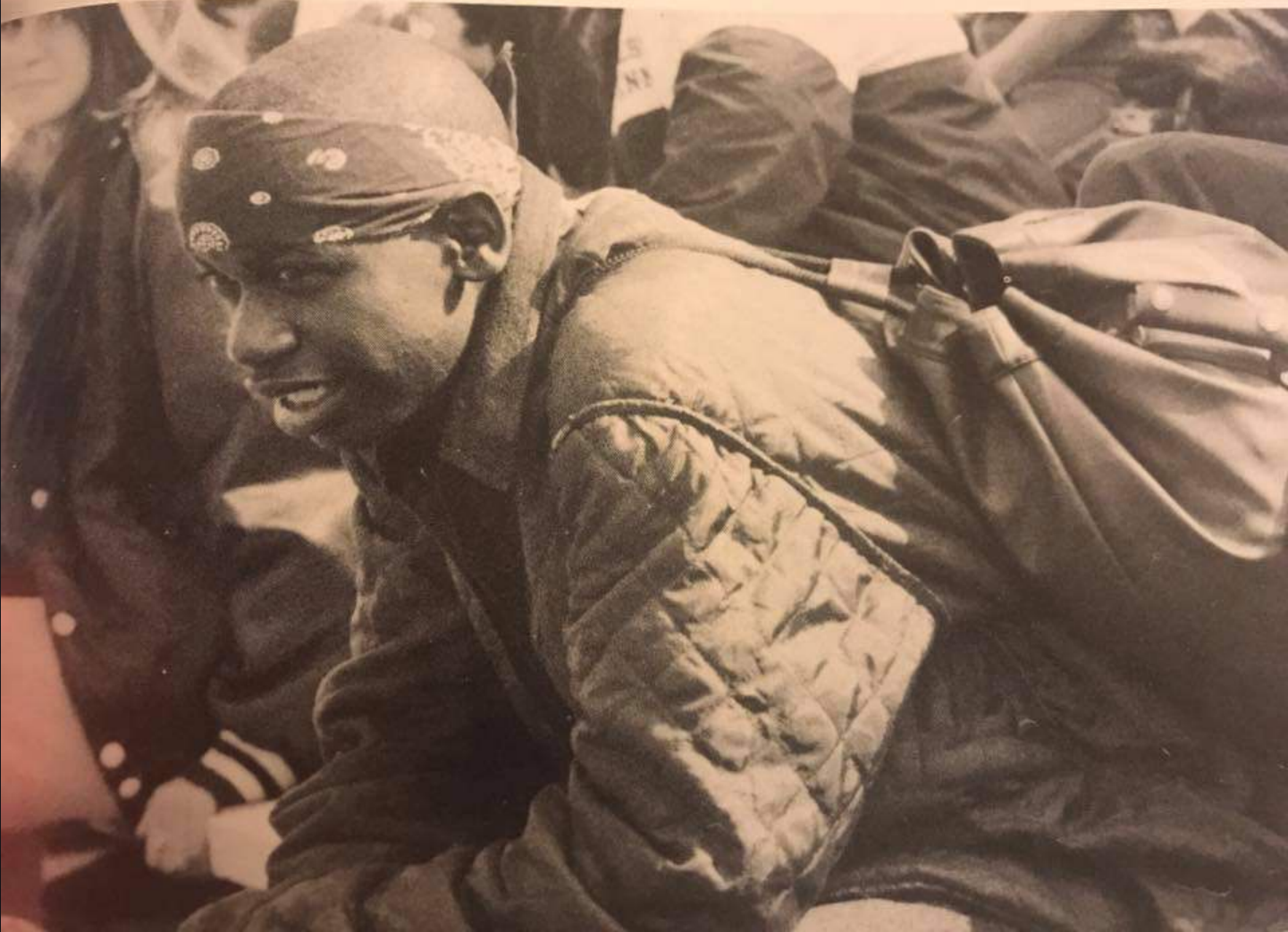
- THE POWER OF PERCEPTION

An open book with its pages fanned out, resting on a light-colored surface. The text is overlaid in a bold, teal, sans-serif font. The background is a soft, warm-toned photograph of the book.

**DON'T JUDGE A  
STUDENT'S  
STORY BY THE CHAPTER  
YOU WALK IN ON.**

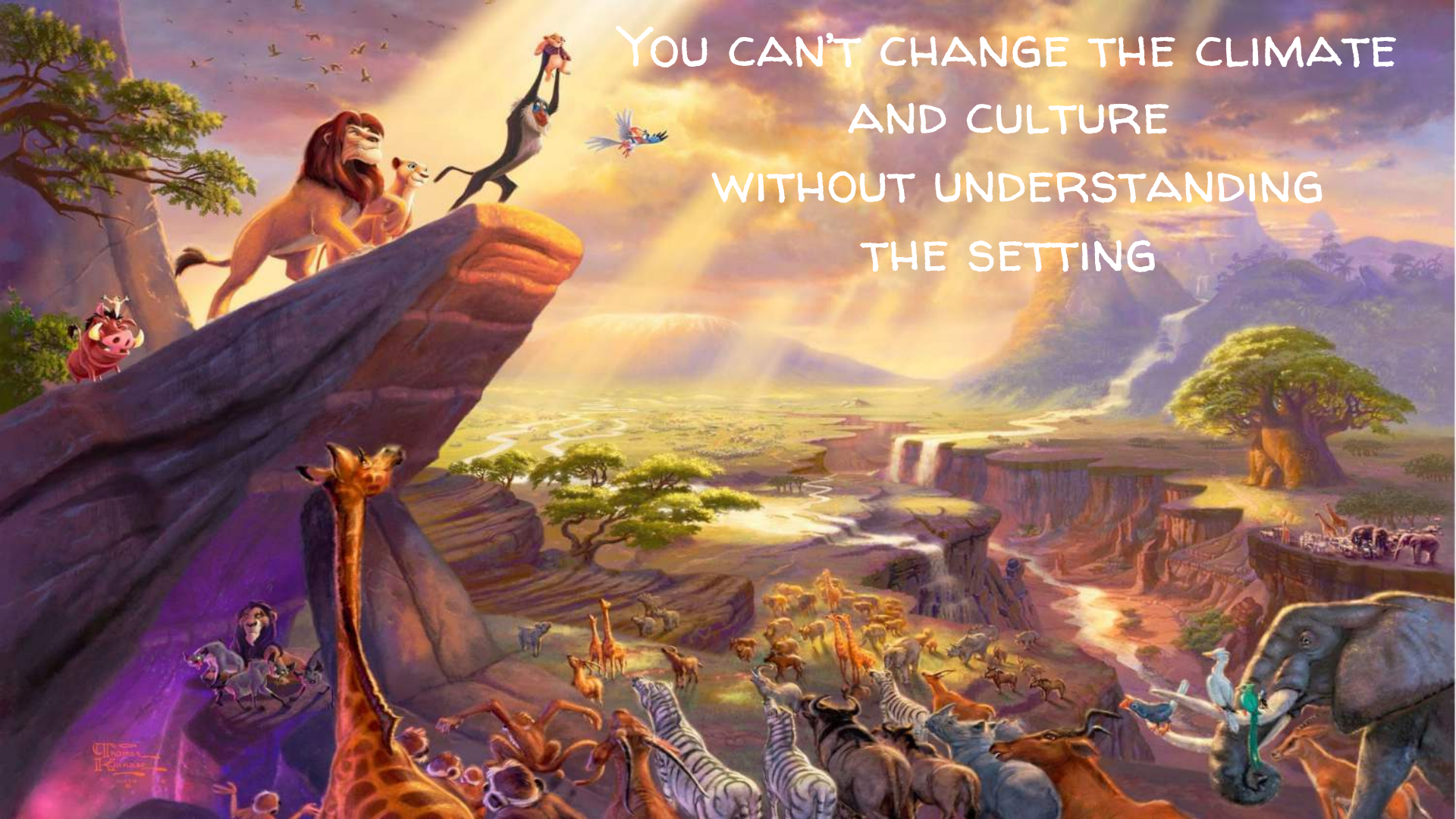
bell.

by Jesse Zuba





YOU CAN'T CHANGE THE CLIMATE  
AND CULTURE  
WITHOUT UNDERSTANDING  
THE SETTING



© Disney  
The Lion King



What do you see, hear, feel?  
What story does your school and  
community tell? The need to  
belong



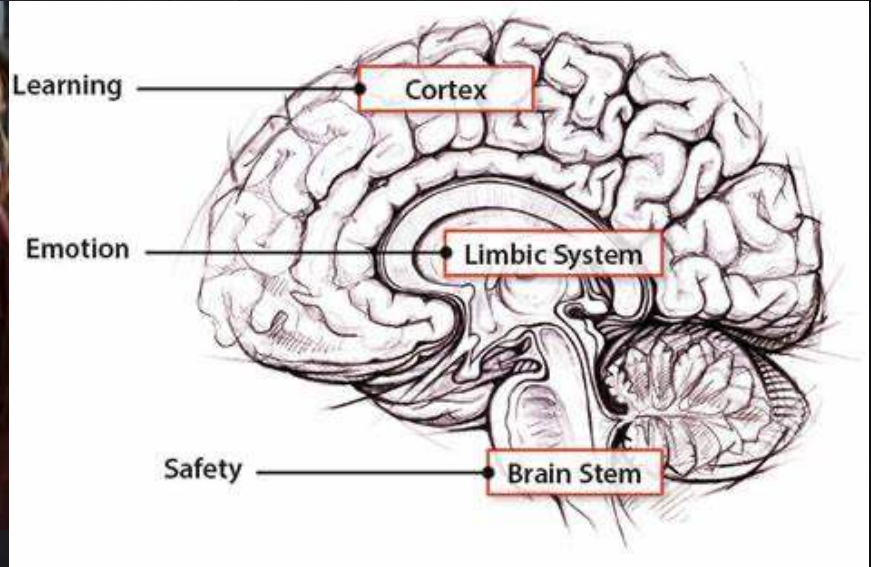
Everyone has a story...



# ACTIVITY

- Who in here was a class clown?
  - Who is never on time?
- Who has known someone that beat cancer?
- Who has been impacted by alcohol/drug addictions?
  - Who has ever felt lonely?
  - Who has felt love?
- Who grew up with both parents in the house?
- Who has known someone that has been bullied?
- Who has known someone that has bullied someone?
- Who has known someone that has been to jail?
  - Who has overcome great adversity?

# CODE SWITCHING



# LEVELS OF CODE SWITCHING





# WHAT IS CULTURE?

## What is culture?

Culture is a set of common beliefs and values that is shared by a group of people and that binds them together into a society. All people are members of at least one culture. The norms of a culture define roles and provide a framework that makes people's behavior predictable and understandable to one another.

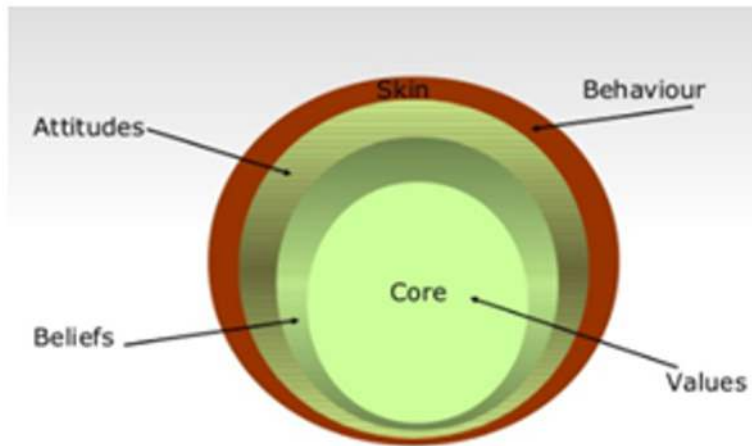




# World Map

# Values and beliefs

- Values and beliefs are learned within a cultural context.
- Different values originate different behaviors.





X What is the most important thing in the world to you?

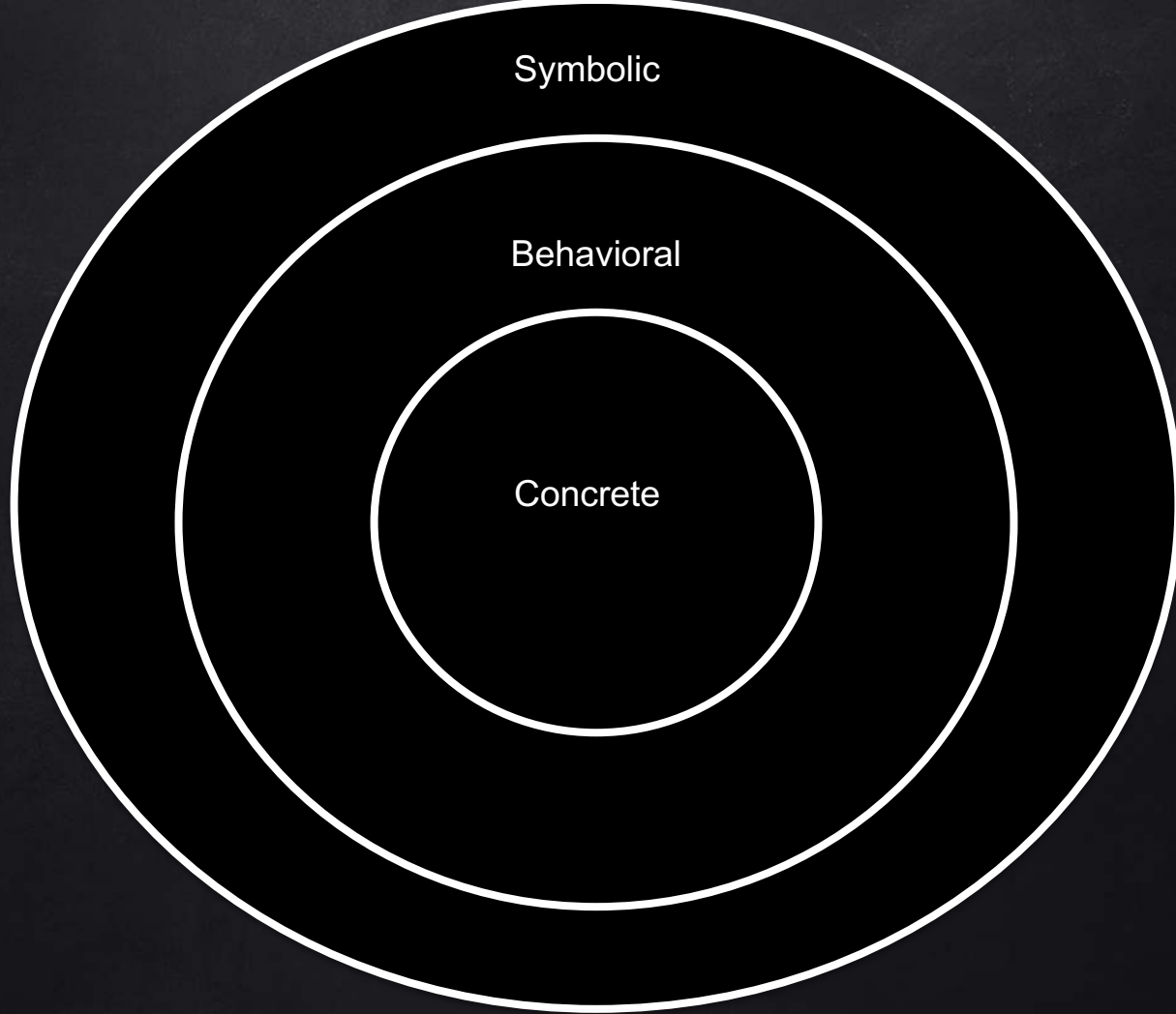






- Concrete – The most visible and tangible
- Behavioral – How we define social roles
- Symbolic – Values and beliefs

Nitza Hidalgo (1993)



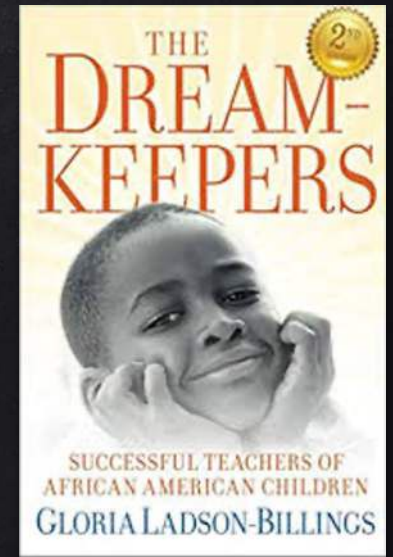
Symbolic

Behavioral

Concrete

# Culturally Relevant Pedagogy

Culturally relevant pedagogy is the theoretical framework that is centered on students' culture, experiences, and individual perspectives as conduit on how students receive and process learning (Ladson-Billings, 1995, p. 469).



# CULTURALLY RESPONSIVE PEDAGOGY

Recognizes the importance of infusing student's cultural references in all their learning.

1. Authentic Conversations
  - Building Safe Spaces (Poem)
  - Convocation/Morning Circles



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  - The difficult conversation - building cultural community
2. Strong belief in academic success - Representation Matters







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2. Strong belief in academic success - Representation Matters
3. Cultural Competence staff/students
4. Student critical thinking that impacts change - Rosa Parks, Liquor store, Owelus project



# CULTURAL COMPETENCE

Cultural competence is having an awareness of one's own cultural identity and views about difference and the ability to learn and build on the varying cultural and community norms of students and their families (National Education Association, 2017, para. 3).



1. **Need active listening**
2. **Be Open**
3. **Be flexible**
4. **Have a spirit of adventure**

# CULTURALLY RELEVANT TEACHING

Culturally Relevant Teaching Culturally relevant teaching is the practice of teaching that draws on the cultural backgrounds and knowledge of students as assets in the classroom (Byrd, 2016, para. 1).



# CULTURALLY RELEVANT TEACHING

1. Socio-cultural conscious – Your worldview is not universal  
(cell phone)
2. Affirming views of students from diverse backgrounds.  
Continuum (Time, Appearance, Music, Money, Art, Family)
3. Educational changes that makes students responsive to all students.



# CULTURALLY RELEVANT TEACHING

4. Promotes learners knowledge construction – Puzzle
5. Knows about the lives of students
6. Uses the lives to construct lessons and stretch understanding





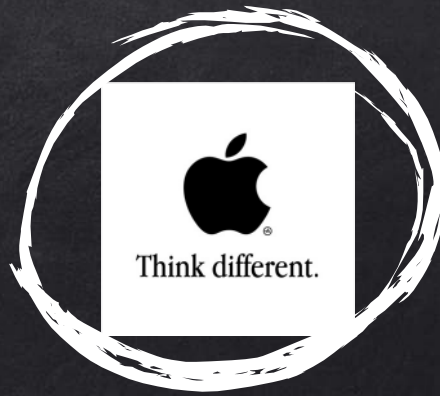




# CULTURALLY RELEVANT TEACHING

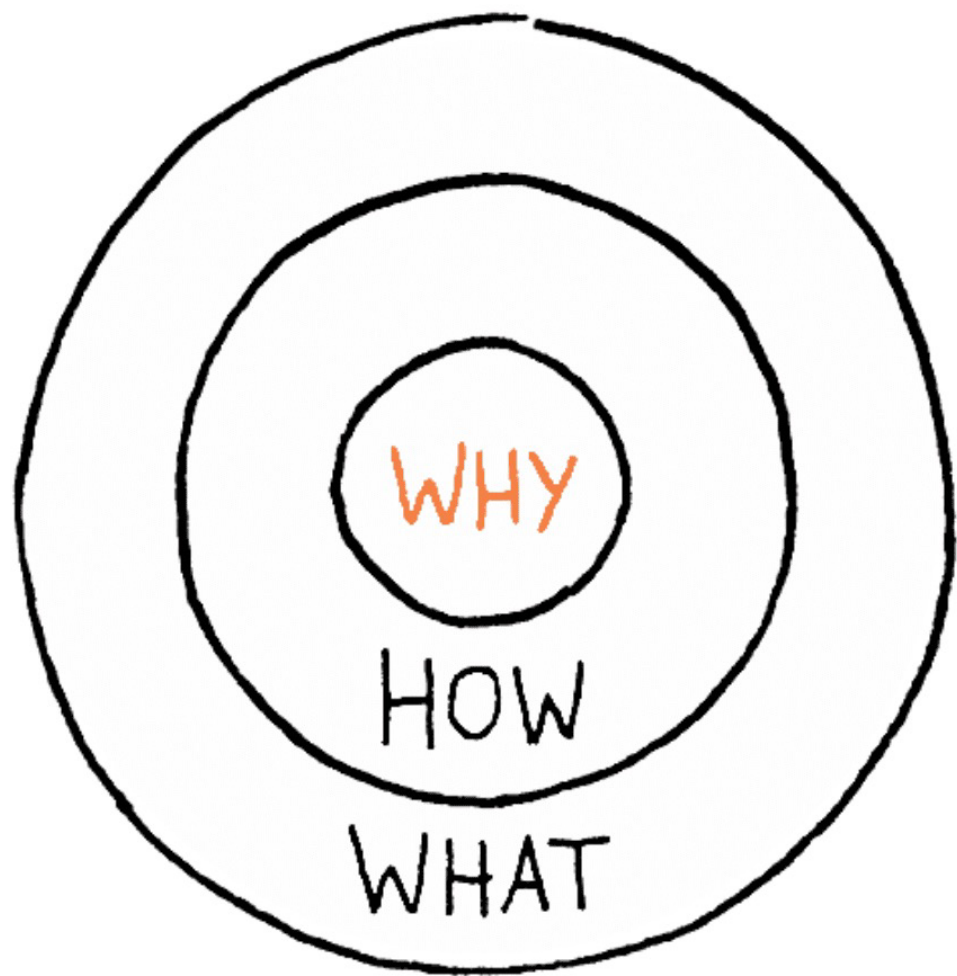
4. Promotes learners knowledge construction – Puzzle
5. Knows about the lives of students
6. Uses the lives to construct lessons and stretch understanding
7. Community partnerships
  - Spanish communications
  - Bus tours
  - Summer programs
  - Civic Organizations
  - Churches
  - Family nights/festivals/health clinics





# THE APPLE EXPERIENCE

An important aspect of relationship building is perspective.





## HIGH LEVEL CUSTOMER SERVICE/RELATIONSHIP BUILDING

- X Why would you do that?
- X The most magical place on Earth!
- X The Waffle House
- X "My pleasure!"

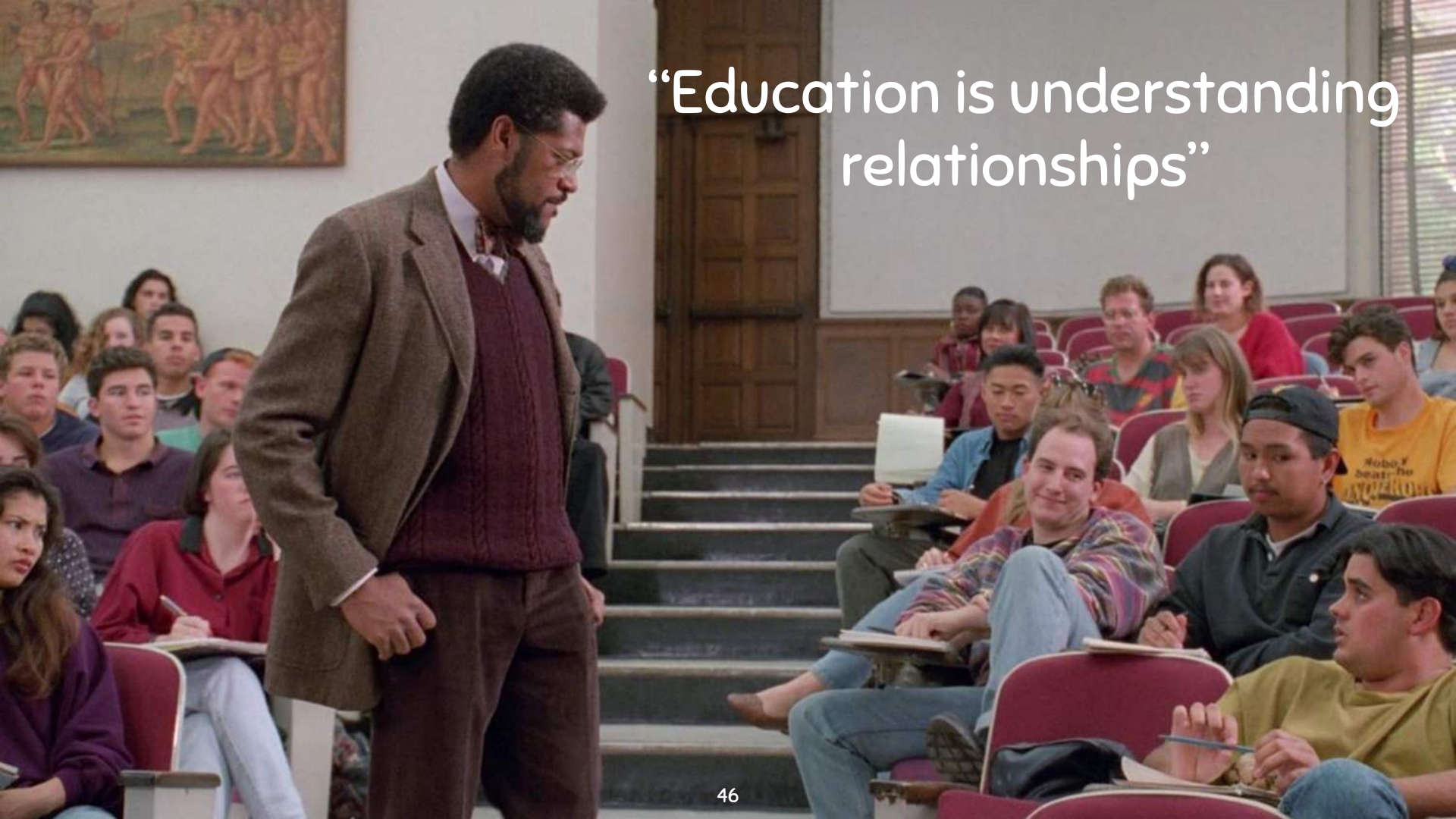
Are you delivering a high level of customer service to your students that is consistent?

What would students/parents say about your customer service?



## THE DISNEY EXPERIENCE

- X Study your subjects Guestology (It's a small world after all)
- X Everything speaks and has a purpose...
  - Setting – Magic Kingdom – Sights, smells, windows and more
  - Cast Communications
  - Is your experience with Disney a pleasant one?
    - Constant communication



“Education is understanding relationships”





“Relationships are the oxygen of human development” – Dr. Peter Benson, psychologist





# In Theory...

Attachment Theory – emotional attachment to people. (long term)

- Break the ice early and often
- Relate to each student on a feelings level
- Always be honest
- Be a student of your students (estoy aprendiendo español)

Social Cognitive Theory – learning happens in the social/environmental context.

- Just being nice & respectful is not enough
- Constant check the pulse of your environment
- Don't give up too quickly

Self-System Theory – interconnected network to help a person make sense of the world and to decide on tasks.

- Be a student of your students
- Is the content important to them

# How to build productive relationships in education

## Do

- Break the ice early and often
- Relate to each student on a feelings level
- Always be honest
- Be a student of your students

## Don't

- Don't think being nice & respectful is enough
- Don't wait until it's too late
- Don't think that relationship building is not important
- Don't give up too quickly



# THE CHARACTERISTICS OF GOOD RELATIONSHIP BUILDING

- Empathy
- Adaptability
- Taking responsibilities
- Patience
- Effective Listening
- Attentiveness
- Admitting that you do not have the answer
- Thick skin
- Know what you are talking about
- Positive language



# THE EFFECTS OF GOOD CUSTOMER SERVICE/RELATIONSHIPS

## Retains Customers

Improved attendance and student engagement

Students won't show up to places that they do not like

## Generates Revenue

Improved student achievement (grades), social capital, legacy

Customers/students are willing to do more

## Represents your brand

Your school/teaching brand

What does it mean to be an Owl?



“We don’t put people in Disney.  
We put Disney in people.”

# HOW TO PROVIDE QUALITY CUSTOMER SERVICE TO YOUR STUDENTS & PARENTS



1. Everything Speaks
  - \* Websites, Offices, Policies, Silence (Enter to Discover, Exit to Serve)
2. Be student of your students and their families
  - \* What are they saying? What works for them? Understanding their customs. Mind your vocabulary
3. We all have feelings, don't we?
4. Communicate, Communicate, Communicate (Cousin & Gas Bill)

UH OH!

I regret to inform you that \*\*\* has become increasingly disrespectful in school. I was hoping that with some positive reinforcements, his behavior would turn around, but sadly that is not the case. I have asked repeatedly for him to complete assignments and he feels as though the rules of the school and classroom do not apply to him. He has received several warnings for his behavior. He often slams books and his fist on the desk. He also argues back to his teachers. This morning he threw crayons in class. The final straw was that he was disrespectful to our lunch aide. If these types of behaviors continue, I will have no further choice than to refer him to our VP. Thank you for your support at home.



# HOW TO PROVIDE QUALITY CUSTOMER SERVICE TO YOUR STUDENTS

Your customer doesn't care how much you know until they know how much you care.

*Damon Richards*

[www.ekaterinawalter.com](http://www.ekaterinawalter.com)

@ekaterina

5. The unexpected visit (Bowling/Football/Birthday Parties)
6. Start on a positive – present the facts w/ the possibility of hope
7. Be honest/Vulnerable – “I’ve tried this, this and this. I don’t know how to help your child in this area”
8. Are you user friendly?
9. Mind your language and gestures (ice grill, eye contact)
10. Deliver as quick and accurate as possible



# BUILDING SAFE SPACES

- Is it really a safe space or are you just calling it that?
- Are you using your “safe space” as a means to maintain order?
  - Effective safe spaces are built on trust



# CUSTOMER SERVICE SYSTEM

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## CULTURE AND CLIMATE

- X Fist pumps and warm greetings
- X March Madness Reading Challenge
- X Surveys – Students/Staff/Families
- X BE Shirt – Promote, Promote, Promote
- X Adventure Club / Book Club
- X Clap ins/Clap out
- X Culture/Renaissance Rallies



THANKS!

Any questions?

## CONTACT/FOLLOW ME

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