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/ogo61xu6683oufnq
  
  • 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**

<table>
<thead>
<tr>
<th>Multiculturalism</th>
<th>Social Justice</th>
<th>Culturally Responsive Teaching</th>
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</thead>
<tbody>
<tr>
<td>• Celebrating <em>diversity</em></td>
<td>• Raising <em>consciousness</em> of everyday inequities</td>
<td>• Focuses on a <em>mindset shift</em>—widening your aperture</td>
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<td>• Exposing privileged with <em>multiple perspectives</em></td>
<td>• Creating an <em>anti-racism</em> lens</td>
<td>• Creating agency by celebrating and providing space for learning in a <em>collective</em></td>
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<tr>
<td>• Using <em>representative</em> images and readings</td>
<td>• Disrupting systems, practices, patterns</td>
<td>• Establishing a community focused on <em>affective</em> to build intellelctive</td>
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<td>• Addressing <em>curricular trauma</em></td>
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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


