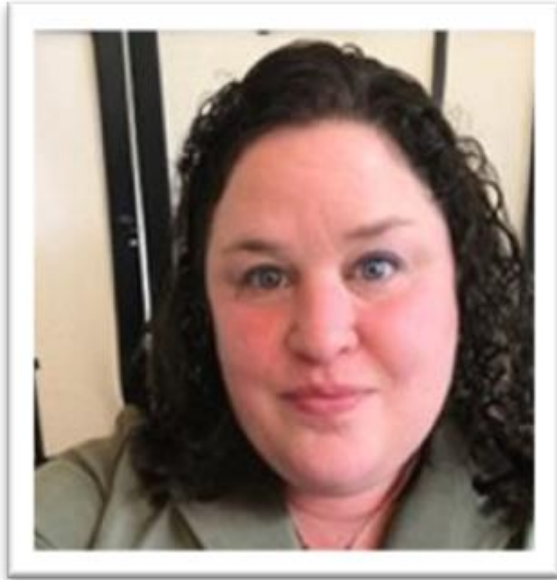


The Power of Inclusive Teaching and Learning

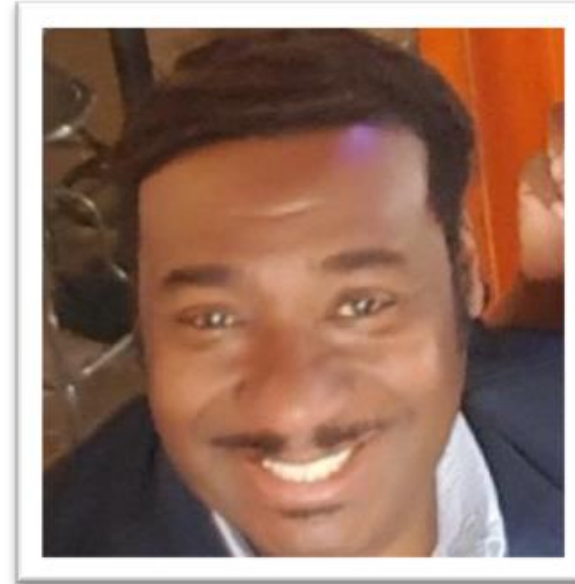


Achieving
the Dream™

Presenters



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Session Intentions

Participants will engage in

- Enhancing their understanding of inclusive, culturally responsive, open, anti-racist and abolitionist teaching and learning
- Exploring instructional strategies that center students, their culture, and lived experiences
- Evidence-based practices that affirm, validate and embrace Black, Latinx, Indigenous, and Asian Pacific Islander students

Opening Inquiry

How can you affirm, validate and value your student's

- Culture
- Lived experiences
- Perspectives
- Identities



to create liberating educational spaces and inclusive instruction

Common Understanding of Language

Inclusion

The active, intentional, and ongoing engagement with diversity- in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect- in ways that increase awareness content knowledge, cognitive sophistication, and empathic, understanding of the complex ways individuals interact within systems and institutions.

Culturally Relevant Pedagogy

“a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings 1994). Culturally responsive pedagogy recognizes that all students learn differently, and takes instructional approaches that connect student language, family structure, background and cultural identity to learning.



Common Understanding of Language

Inclusive Instruction

refers to a variety of teaching approaches that address the needs of students from diverse cultures, backgrounds, abilities and historically marginalized or minoritized identities. In creating an inclusive learning environment all students feel that they are valued, their lived experiences and identities are affirmed and validated. Inclusive instruction promotes student success and action for change.

Anti-racist Pedagogy

is both a framework and a process. It goes beyond making course content and curriculum racially diverse, it is a matter of analyzing teaching and learning practices, academic disciplines, research and institutions through an antiracist lens. “anti-racist pedagogy is an organizing effort for institutional and social change that is much broader than teaching in the classroom”

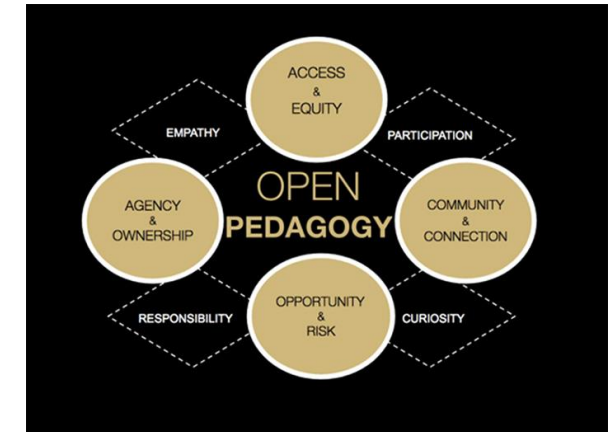
Common Understanding of Language

Abolitionist teaching and learning

" is really about trying to create a school system that is loving, just and affirming to all students, not just Black and brown students, and to think about the policies, rules and procedures that are oppressive and unjust." Love (2019) states that "abolitionist teaching starts with freedom dreaming, dreams grounded in a critique of injustice.

Open pedagogy

is the practice of engaging with students as creators of information rather than simply consumers of it. It's a form of experiential learning in which students demonstrate understanding through the act of creation.



TENETS OF INCLUSIVE TEACHING AND LEARNING APPROACHES:

•	The eradication of deficit-based ideologies of culturally diverse students;
•	Disrupting the idea that Eurocentric or middle class forms of discourse, knowledge, language, culture, and historical interpretations are normative
•	A critical consciousness and sociopolitical awareness that reflects an ongoing commitment to challenging injustice , and disrupting inequities and oppression of any groups of people
•	An authentic and culturally informed notion of care for students, wherein their academic, social, emotional, psychological, and cultural well-being are validated, advanced and engaged
•	Recognition of the complexity of culture, in which educators allow students' personal culture to be used as an enhancement in their quest for educational excellence

Culturally responsive pedagogy for African American students: promising programs and practices for enhanced academic performance
Tyrone Howard & Clarence L. Terry Sr
Pages 345-362 | Received 02 Oct 2010, Accepted 03 Oct 2010, Published online: 19 Oct 2011

Student-Centered Instruction

- Engages student's cultural referents
- Utilizes creative and innovative means to assess student learning
- Allows students to determine how they demonstrate learning and understanding
- Fosters co-construction of knowledge
- Provides opportunity for equitable outcomes

Inclusive Instructional Strategies...

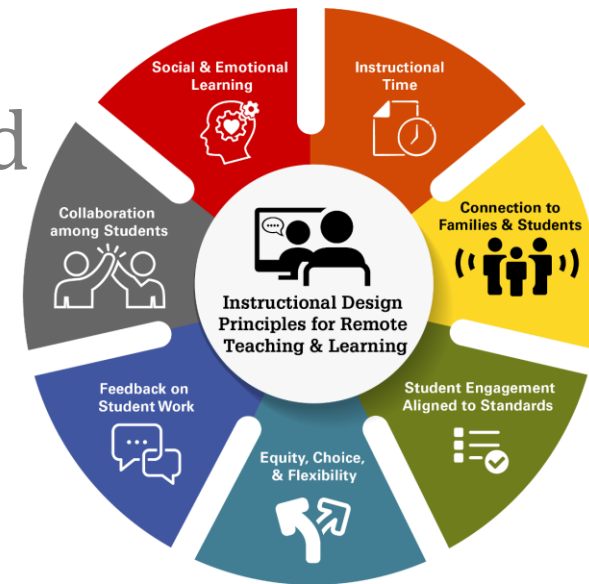
Empower student choice/student voice

Prioritize culturally responsive curriculum and content

Validate community cultural wealth and funds of knowledge

Create student-centered assessment

Engage students in challenging dominant norms and establishing culturally affirming norms



Whose Voices are Heard or Not Heard in the Classroom?



Student Voice



I have the ability
to say things
how I see it
and stand firm
in my beautiful
BLACK identity.

We can create change
now that will allow
future generations
to experience a
more equitable
society.

The current
social climate
has created such
an environment
that talking about
race is pivotal to our
forward momentum
as a collective society.

Even though
we've come
so far,
we haven't
come
far enough.

Student Surveys

“Student input in their education ranging from input into the instructional topics, the way students learn, the way schools are designed, and more.

Increasing student voice is particularly important for historically marginalized populations, including students from Black, Latinx, Native American, and low-income communities as well as students with disabilities.”

[American Progress](#)

Student Feedback



Consider one meaningful
strategy you'll take with
you to transform your teaching and
learning and the student experience

What Questions do you have?



