The Power of Inclusive Teaching and Learning
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:

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

Success is what counts.
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?
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 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
Success is what counts.
Consider one meaningful strategy you'll take with you to transform your teaching and learning and the student experience.
What Questions do you have?
Success is what counts.

Teaching and Learning