



text example

Buffalo
teen life

Revisiting Mirrors, Windows, and Sliding Glass Doors: Culturally Relevant Pedagogy as Authentic Learning and Teaching

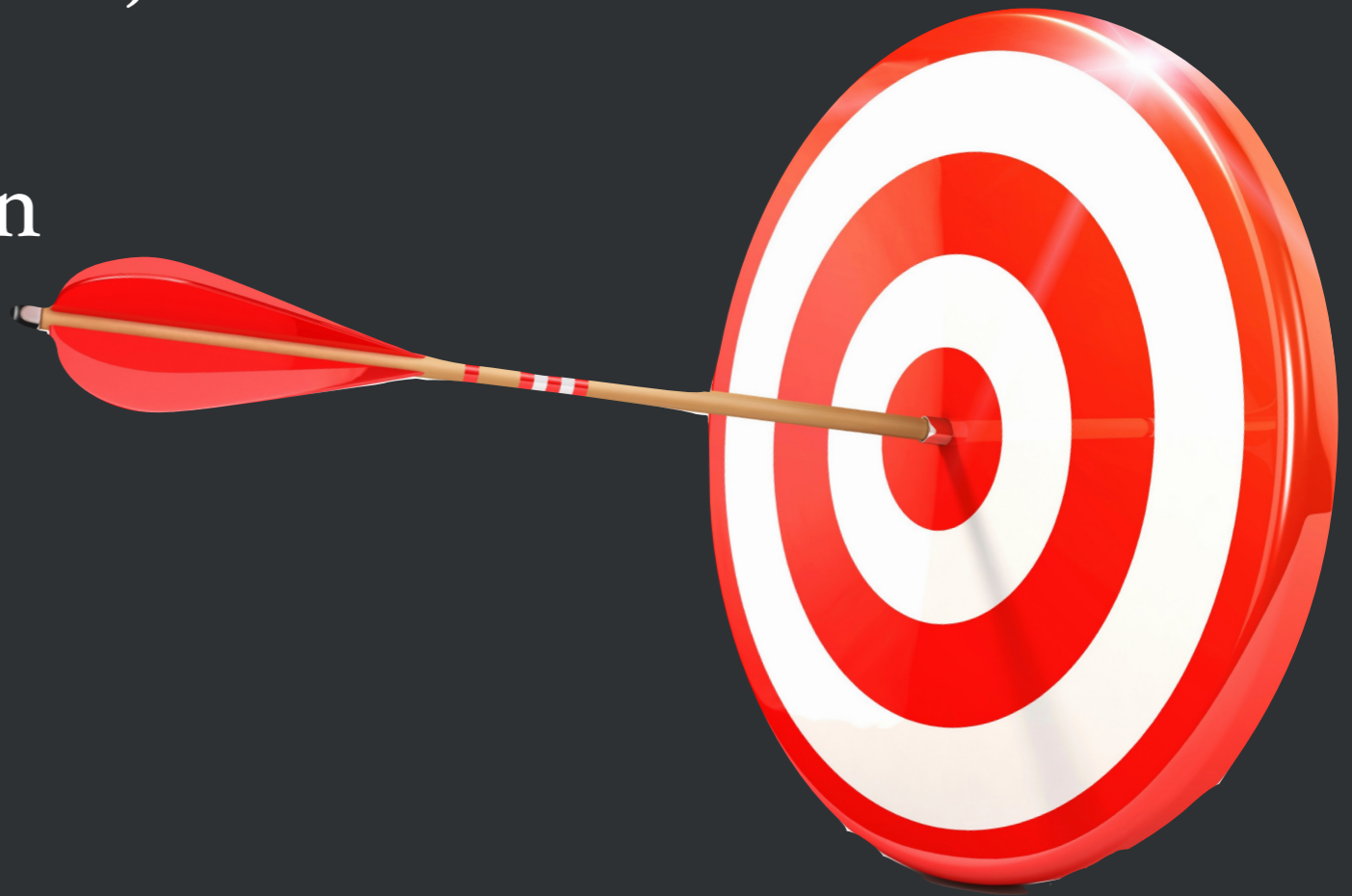


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Keynote's Targeted Goals

- 1) Discuss our theme: Revisiting Mirrors, Windows, and Sliding Glass Doors
- 2) Review the key principles of Culturally Relevant Pedagogy
- 3) Examine Critical Inquiry Projects
- 4) Explore our Call-to-Action



Maya Angelou

“I’ve learned that
people will forget what you said,
people will forget what you did,
but people will never forget
how you made them feel.”



Rudine Sim Bishop



https://www.youtube.com/watch?v=_AAu58SNSyc

Rudine Sim Bishop

Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange.

These windows are also **sliding glass doors**, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author.

When lighting conditions are just right, however, a window can also be a **mirror**. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.

Conceptual Framework

Asset Pedagogies

“[Asset pedagogies] reposition the linguistic, literate, and cultural practices of working-class communities - specifically poor communities of color - as resources and assists to honor, explore, and extend [these practices]” (p. 87).

Examples of Asset Pedagogies

- Multicultural Education (James Banks)
- Culturally Responsive Teaching (Geneva Gay)
- Culturally Relevant Pedagogy (Gloria Ladson-Billings)
- Culturally Sustaining Pedagogy (Django Paris)
- Reality Pedagogy (Christopher Emdin)

What Asset Pedagogies are not?



https://www.youtube.com/watch?time_continue=2&v=vxCpv6ZMy0g

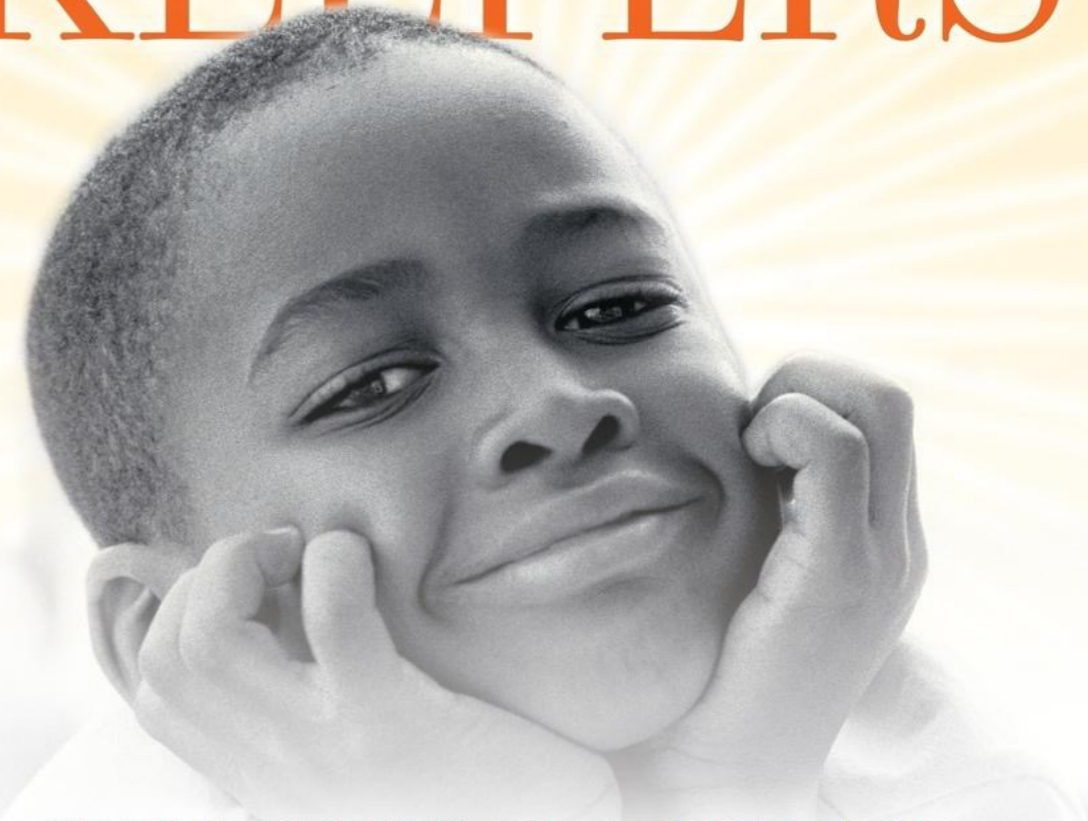
Multicultural Education

4 Levels of Multicultural Education Integration

Level 4	Social Action Approach	Students make decisions on important social issues and take actions to solve them.	Students create a social organization designed to represent the educational concerns of Latino youth.
Level 3	Transformative Approach	The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups.	Chicana authors like Gloria Anzaldúa are introduced as a way of understanding the experiences of marginalized and privileged communities.
Level 2	Additive Approach	Content, concepts, themes, and perspectives are added to the curriculum without changing its structure.	Readings by Mexican-American authors that are introduced into the curriculum and a surface reading is provided..
Level 1	Contributions Approach	There is a focus on heroes, holidays, and discrete cultural elements.	During Hispanic Heritage Month, there is an emphasis on Cesar Chavez, Puerto Rican Rice, and Ballet Folklorico.

**Gloria
Ladson-Billings**

THE
**DREAM-
KEEPERS**



SUCCESSFUL TEACHERS OF
AFRICAN AMERICAN CHILDREN
GLORIA LADSON-BILLINGS

Culturally Relevant Pedagogy: Key Terms

Academic Success	Intellectual growth that students experience as a result of classroom instruction and learning.
Cultural Competence	An appreciation and celebration of cultures of origin while gaining knowledge of and fluency in another culture.
Critical Consciousness	Taking learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems.

CRITICAL INQUIRY PROJECTS



CRITICAL INQUIRY PROJECTS

DEFINITION

Classroom-based inquiry projects that afford students the opportunity to critically examine an experienced or recognized social injustice from their lived social realities. **Critical Inquiry Projects (CIP)** intentionally blend academic knowledge with critical and social awareness in an effort to provide students with the necessary skill sets to actively participate in a democratic society.

CRITICAL INQUIRY PROJECTS

WHERE TO START?

- (1) Develop Essential Question(s)
- (2) Determine Final Project
- (3) Build Sequence for Understanding

CRITICAL INQUIRY PROJECTS

ESSENTIAL QUESTIONS

How does wealth inequality affect Buffalo communities?

What is healthy living for a teenager in Buffalo?

How can immigrants/refugees feel safe in WNY?

How do others' perceptions shape who we are?

How does our cultural identities shape our experiences?

How does Buffalo media represent teenage life?

CRITICAL INQUIRY PROJECTS

FINAL PROJECTS

Writing	Multimedia	Social Action
<p>Arguments In-Role Writing Informational Brochures Letters to the Editor Story Extensions Classification</p>	<p>Video Documentaries Dramas/Simulations Museum Exhibits Raps/Musical Commentaries Graphic Novels Informational Websites</p>	<p>Show Videos Interactive How-to Dramas Volunteers Projects Performances Storytelling Festivals Public Service Announcements</p>

Critical Inquiry Projects Examples

- The Buffalo Project (**Social Studies**)

Students explored youth perceptions of Buffalo's revitalization efforts.

- Buffalo - Be the Change (**Social Studies**)

Students examined the challenges teenagers living in Buffalo experienced and provided solutions.

- Health Issues and Social Justice (**ELA**)

Students investigated issues of health care in relation to race, class, gender, and medical ethics and communicated results to school community.

- Food (Non)Choices (**Mathematics**)

Students analyzed access to healthy and unhealthy food options on the Eastside of Buffalo and communicated results to school community.



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Caring for Excellence - The Tradition Continues



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Upcoming Events

Tuesday, July 9
Board of Education
Reorganization Meeting
9:00 AM - 10:00 AM

Saturday, July 13
ACT at BHS
8:00 AM - 1:00 PM

[View Calendar](#)

Tweets by [@BrightonBeliev](#)

Call-to-Action

Curricula are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange.

These windows are also **sliding glass doors**, and leaners have only to walk through in imagination to become part of whatever world has been created or recreated by the learner.

When lighting conditions are just right, however, a window can also be a **mirror**. Curricula transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Learning, then, becomes a means of self-affirmation, and learners often seek their mirrors in curricula.

How can I/We design academic lessons for our learners that en flesh the metaphor of mirrors, windows, and sliding glass doors?



TIME TO

ACT

Learn something from our time today
that invokes curricula as MIRRORS.

Learn something from our time today
that calls for curricula as Windows.

Learn something from our time today
that insists curricula as SLIDING GLASS DOORS.

Have a deliciously productive day!

Thank You

