

# Culturally Responsive Teaching/Equity Work

Lincoln School Grades 5-8

## Year one - 2016-2017

Based on the work of Zaretta Hammond - "Culturally Responsive Teaching and the Brain"

- Our own culture stories
- Brain research and differentiation (creating independent learners through routines and rituals)
- The importance of language and learning vocabulary- gender, race, interactions with students
- Racial Identity Development
- Student letter to faculty about their experience in our school



## Year two - 2017-2018

Looking at Power and Privilege

- What happens when you don't know the rules?
- Teaching inventory - what is your teaching style? How does that invite students in or make it hard for them?
- Revisiting the letter from students - have we changed our practices? How have we responded?
- Transforming curriculum to add perspectives and other lenses
- Privilege beads
- What do I believe? A series of statements where faculty moved along a continuum



## Year three - 2018-2019

Deepening the work in a differentiated way:

- LGBTQ lessons - lesson study and planning with opportunities to observe lessons in the moment
- Social Emotional learning - how do we support all students so that they can do their best academic learning
- Teaching and learning - thinking about practices that invite students into learning - practicing with protocols for peer observation
- Looking at institutionalized practices



## I used to think... and now I think

I used to think that changing teaching practice and curriculum so that it was less biased would be simple, if we got everyone on board, but now I know that our own implicit biases can't be fought until we all recognize them. I also know that "curriculum" is rooted in a biased story that glosses over our history.

The work we have done regarding LGBTQ+ issues has been transformative for me. In my classroom, I am always rethinking and making sure my language and information is inclusive of the LGBTQ+ community. In addition, making sure outside vendors are aware of our school's stance on these issues has also been noteworthy.

I used to think that racism was about individuals who were bigoted, but now I think that racism is a systemic issue that pervades our culture, and we can't help but have some of it -- our task is to uncover it, be willing to admit mistakes, and try to improve.



## A classroom practice I have changed is:

I listen more and try to give students more different ways to show what they know.

Trying not to make assumptions about a student's racial, gender, background etc., and being careful not to make comments that could be construed as making a judgment or categorizing a student

Overall, I find myself analyzing situations differently and thinking about the impact of my actions. For example, today, a student acted surprised when they found out another student's cheering coach was a male identified person. In the past I may have just kept walking, but today, I engaged the students in a conversation about why it was surprising for the student. In general, I am having more authentic conversations with students in the moment. I read books differently and enjoyed compiling a pile of books that go against gender norms. Although it is great that we have a lot of books in our library, we still have a way to go!



## Something I will do differently next year is:

I want to include more lessons on race, stereotyping and systemic racism based on the work my team does with social studies this summer.

Do one project-based deep-learning unit per Term so that each student can have the time and space to explore what they want to learn in their own transformative ways.

I really wish to continue making the changes that I have already started which includes holding students to high expectations while supporting and scaffolding for them; adding to and developing more authentic and culturally diverse materials to our curriculum; acknowledging any implicit biases that have occurred over time and growing from that knowledge