APPENDIX V – 53
K-12 Multicultural Education Science Framework

Inclusive Teaching Strategies: Reflecting on your Practice

Do you use any of the following strategies?
✓ = I use this in my teaching
~ = I sort of use this in my teaching
X = I do not use this in my teaching
✩ = I would like to try this, though I may need more information or resources

Content Integration – content should be accurate and complete, acknowledging the contributions and perspectives of ALL Groups.

☐ Use examples and content from a variety of cultures and groups to illustrate key concepts, generalizations and interconnectedness within a subject area or discipline.
☐ Incorporate content, issues, and perspectives that are real and meaningful to students.
☐ Choose readings that deliberately reflect the range of identities and backgrounds of experts who have contributed to a given field.
☐ Select instructional materials that treat racial, cultural differences and groups honestly, authentically and realistically? (i.e., avoid stereotypes or one dimensional images?)
☐ In the curriculum include the study of societal problems that different cultural, ethnic and racial groups have experienced, such as racism, prejudice, discrimination, and exploitation?

Knowledge Construction/Instructional Practices - challenge the notion of teaching as Mastery.

☐ Bring the perspectives and experiences of students themselves to the fore in the teaching and learning experience.
☐ Encourage students to ask critical questions about all information they receive i.e., who wrote or edited the text? Whose voice am I hearing or not?
☐ Use Inquiry Based Learning/Constructivist Techniques, that facilitate students to generate knowledge, learn from each other’s experiences, and create new understandings.
☐ Help students connect their prior knowledge, and experiences to new learning (e.g., before introducing a new topic ask students individually to reflect on what they already know about the topic).
☐ Provide students with assignments that allow for students to relate ideas and generate multiple solutions to issues or problems.

Equity Pedagogy – Learning must acknowledge and address a diversity of learning styles while challenging the dynamics of power and privilege in the classroom.

☐ Emphasize the larger purpose or value of the material being studying, by connecting teaching and learning to local community and larger global issues - transformative pedagogy/social action.
☐ Use a variety of teaching methods, modalities and groups rather than relying on one mode of engagement.
☐ Carefully frame objectives when raising potentially sensitive or uncomfortable topics.
Understand the dynamics of power in the room to avoid perpetuating privilege and oppression.

Structure discussions to include a range of voices: e.g., take a queue, ask to hear from those who have not spoken, wait until several hands are raised to call on anyone, use think-pair-share activities.

Allow ample time for any in-class activities that require substantial reading, and provide scaffolding that reflects the fact that processing times will vary.

Clearly communicate the expectations and grading scheme for each assignment.

Inclusive School Climate and Culture – Restructuring the organization and structure of the school.

Instructor-Student Interactions

- Learn and use students’ names - what they choose to be called and how they pronounce it.
- Communicate high expectations and your belief that all students can succeed.
- Allow for productive risk and failure. Make it known that struggle and challenge are important parts of the learning process, not signs of student deficiency.
- Seek multiple answers or perspectives to questions.
- Avoid making generalizations about student experiences.
- Refrain from asking individual students to speak for a social identity group.
- Model productive disagreement, showing how to critique a statement or idea rather than the speaker.

Student-Student Interactions

- Establish guidelines, ground rules, or community agreements for class participation.
- In class, explain the value of collaboration for learning. Speak of students’ diverse perspectives as an asset.
- Provide students opportunities to reflect on what they learned through collaborative activities (formal or informal).
- Deliberately assign students to small, heterogeneous groups that do not isolate underrepresented students.
- Establish ways for students to intervene if they feel a certain perspective is being undervalued or not acknowledged.
- Stop or intervene in a discussion if comments become disparaging or devalue other students’ experiences.