



DISPOSITIONS FOR INCLUSIVE INSTRUCTION

SHOW CULTURAL HUMILITY

Understandings

- My perspective is not the **only** perspective
- My perspective is not necessarily the **right** perspective
- My perspective is not necessarily the **best** perspective
- Providing voice to other perspectives does not diminish my own

Actions

- Speak only for yourself
- Seek and integrate multiple perspectives
- Know when you don't know and be open to learning more

SEE AND ACKNOWLEDGE DIFFERENCES

Understandings

- Life experiences differ due to personal identity
- Explicitly acknowledging differences can help overcome feelings of invisibility or not belonging
- Differences exist within identity groups

Actions

- Establish classroom processes that acknowledge differences and open dialogue
- Refrain from explicitly or implicitly asking an individual to speak for a group of people
- Engage families as partners in the learning process
- Manage your own discomfort

MODEL EMPATHY

Understandings

- Differences in cultural needs should be respected
- Students should be held in unconditional positive regard, especially when addressing unwanted student behavior or discipline
- Getting to know and caring about students leads to healthy connections, which foster resiliency

Actions

- Show care for others and yourself
- Check in with students and colleagues
- Address behaviors without disapproving of the person
- Don't require students to share deeply personal stories
- Create opportunities to model and understand varied needs and perspectives

DEMONSTRATE FLEXIBILITY

Understandings

- Fair is not always equal
- Being rule bound may result in inequity
- Demonstrations of flexibility can strengthen relationships with students

Actions

- Adapt to meet the learning needs of the student
- Consider individual circumstances as well as group expectations

BE OBSERVANT

Understandings

- Evidence of students' needs is not always obvious
- Observed behaviors may tell only a small part of a student's story
- Cultural differences may lie beneath the surface of what can be plainly seen

Actions

- Watch nonverbal cues such as expressions and body language
- Monitor interactions among students
- Intervene or address potential problems as soon as you are aware of them
- Actively seek students who may appear upset or disengaged

SET CLEAR AND ACHIEVABLE EXPECTATIONS

Understandings

- Each student needs to have and understand a realistic pathway to success
- Mistakes are an opportunity for growth
- A grading system can impact student achievement of objectives

Actions

- Support multiple pathways to achieve success
- Ensure expectations can be met by all
- Clarify and explain learning objectives
- Be predictable, yet flexible
- Hold yourself and others accountable in a caring way

PRACTICE NEXT LEVEL THINKING

Understandings

- Taking the initial step is often not enough
- Complex problems are rarely solved with easy remedies or technical solutions
- Ongoing challenges require continuing attention

Actions

- Ask further questions
- Consider the impact of choices on students who have not self-advocated
- Avoid thinking of acts of equity as list items to be crossed off when achieved

REFLECT

Understandings

- Growth comes from reflection
- Feedback may lead to growth
- All lessons and interactions are opportunities to be better the next time

Actions

- Monitor and identify where you and others are on the compass
- Maintain a growth mindset and be open to feedback
- Give yourself permission to think about how you can improve without blaming yourself or others
- Be open to constructive feedback
- Be aware of your own biases
- Do not be afraid to apologize
- Accept and expect non-closure

PROMOTE COLLECTIVE RESPONSIBILITY

Understandings

- Students and teachers learn from each other
- The impact and outcomes of all students must be valued
- None of us individually is as smart as all of us together

Actions

- Create an environment of community and belonging
- Discuss benefits of working together rather than in competition
- Eliminate zero sum gains outcomes

VALUE STUDENT VOICES

Understandings

- Giving voice creates agency and self-efficacy
- Building community requires giving voice to all members
- Being able to articulate your own perspective strengthens learning

Actions

- Invite student voice into the conversation
- Listen to your students
- Provide student choice where possible
- Prevent the domination of a single narrative
- Promote classroom environments conducive to open dialogue that do not unintentionally "other" students
- Do not require public participation in topics that may trigger student trauma
- Consider individual circumstances as well as group expectations

KEEP LEARNING

Understandings

- Learning is never finished
- There are few simple solutions to complex problems
- What any individual can know only represents a very small percentage of all there is to be learned

Actions

- Stay engaged
- Listen eagerly and objectively to new ideas and perspectives
- Be curious
- Learn how to learn
- Identify relevant sources of information that include opposing viewpoints
- Seek conversations with and best practices from colleagues



REFERENCES

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