

Curriculum Connections and Examples that Create Mirrors, Windows and Revolving/ Sliding doors for Students

Dr. Andrew Allen

December 12, 2023

Our school community was characterized by:

- high immigration and migration rates,
- high population density and significant economic disparities,
- high unemployment and underemployment,
- and a large proportion of government subsidized housing.

STRAY BULLETS: Increasingly, gunmen seem devoid of mercy and know no bounds

Caught in the crossfire

Gunfire erupts
near a Toronto
bank last month.

Stray bullets hit
passing cars, just
minutes after

By
Staff

In a city with a long
history of violence,
Toronto's streets
were once again
filled with the
sound of gunfire.

On Oct. 25, a shooting
erupted near a
bank in downtown
Toronto. The
gunfire was heard
by many people
in the area, and
several cars were
hit by stray bullets.

The shooting was
the result of a
dispute between
two men. One of
the men was
armed with a
handgun, and
the other was
armed with a
knife. The
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PHOTOGRAPH BY [unreadable] FOR THE TORONTO STAR. PHOTOGRAPH BY [unreadable] FOR THE TORONTO STAR.

Enrolment and Student Background

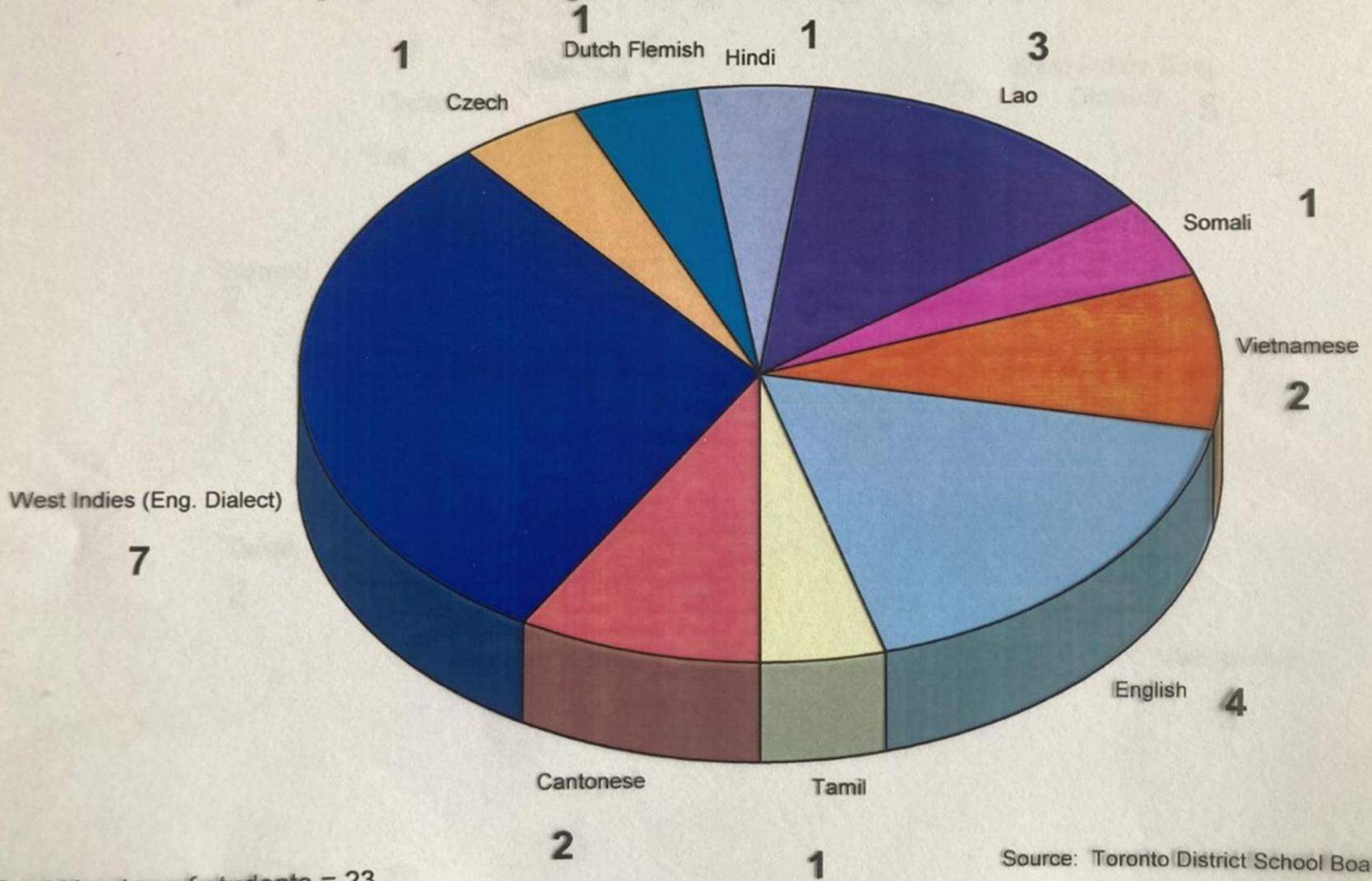
<i>Number of students as of September 1995</i>	<i>563</i>
<i>Number of languages represented in the school</i>	<i>25</i>
<i>Number of countries (students' birthplace)</i>	<i>26</i>
<i>% of students and/or parents who have immigrated to Canada</i>	<i>93%</i>
<i>% of students with primary language other than English</i>	<i>87%</i>
<i>% of students new to school between October and June</i>	<i>10%</i>
<i>Number of years in Canada (% of students):</i>	
<i>fewer than 2 years</i>	<i>3%</i>
<i>2 to 5 years</i>	<i>10%</i>
<i>more than 5 years</i>	<i>9%</i>
<i>born in Canada</i>	<i>78%</i>



**NORTH YORK
BOARD OF
EDUCATION**

*The mission of the North York Board of Education is to
and to participate responsibly in*

Population by Primary Language, Room 208



Total Number of students = 23

Source: Toronto District School Board

Jane St & Finch Ave 1962



Jane St & Finch Ave 1971



The West Indian Domestic Scheme launched in 1955

In order to be accepted into the scheme, Black Caribbean hopefuls had to:

- be between the **ages of 18–35**
- be **single** (many left families behind, as only the successful applicant was allowed entrance to Canada)
- have at least an **8th grade education**
- pass a **medical examination and interview** with Canadian immigration



TOPCLIFF HOSPITAL

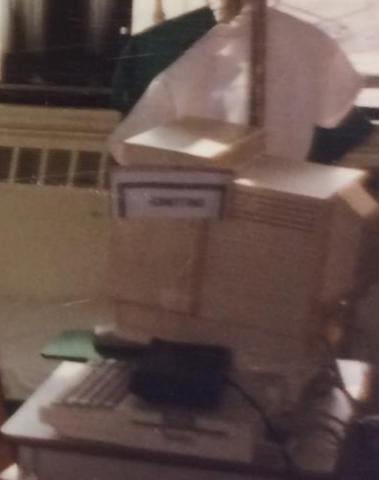
H

LET'S PRETEND

E
F P
T O Z
L P E D
P R O F D S
P R O F P D S
P R O F P D S
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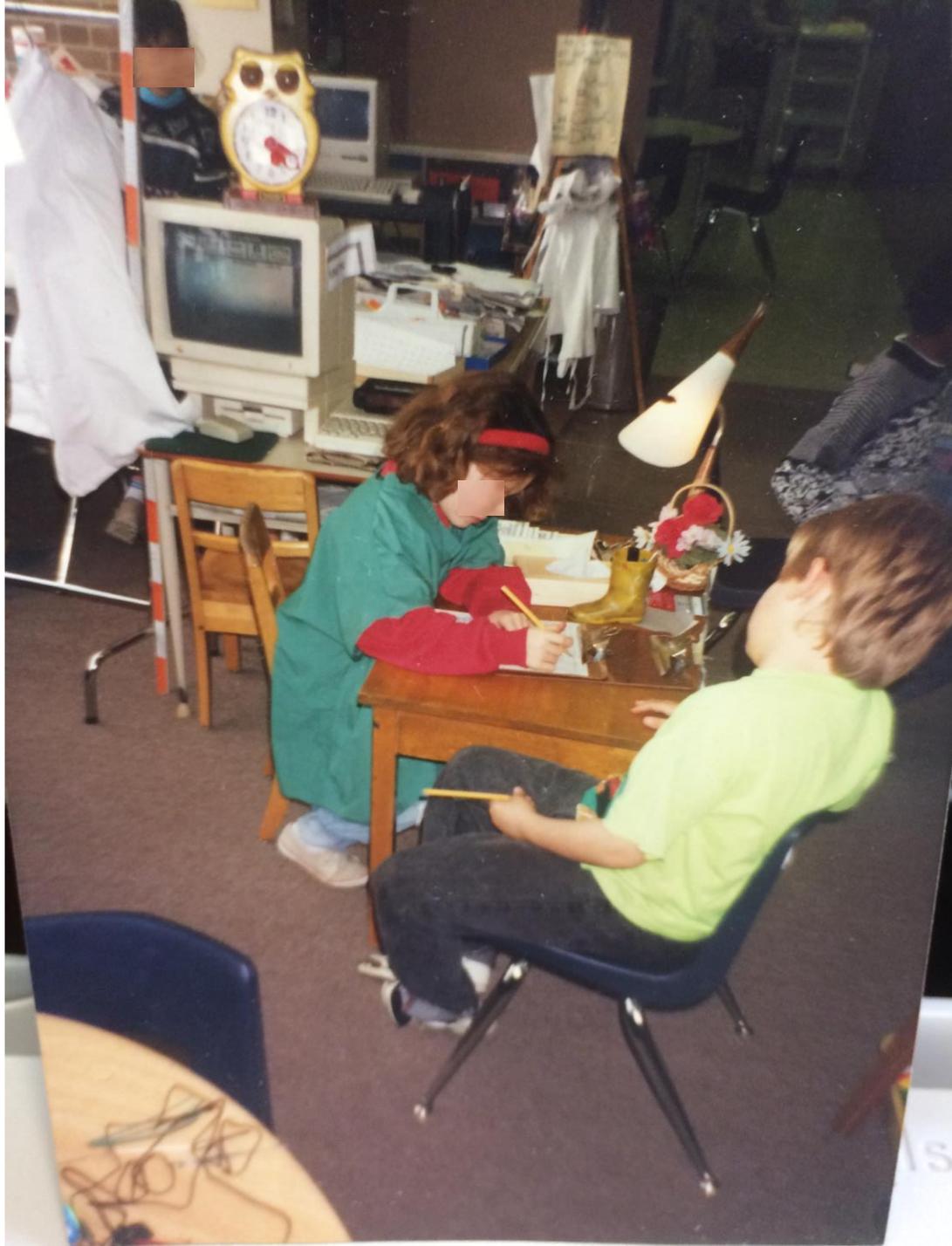


INFORMATION



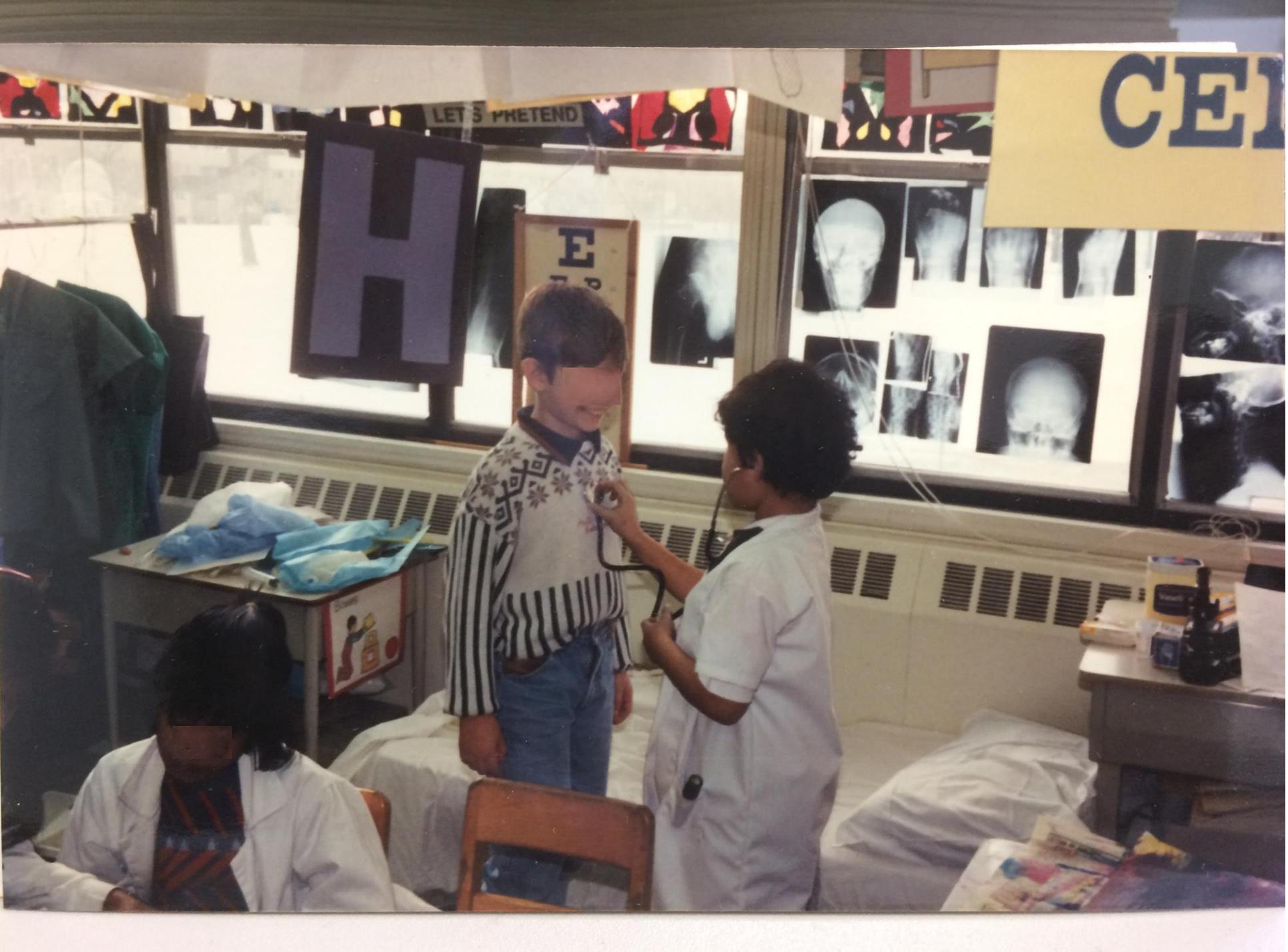
NO FIRE

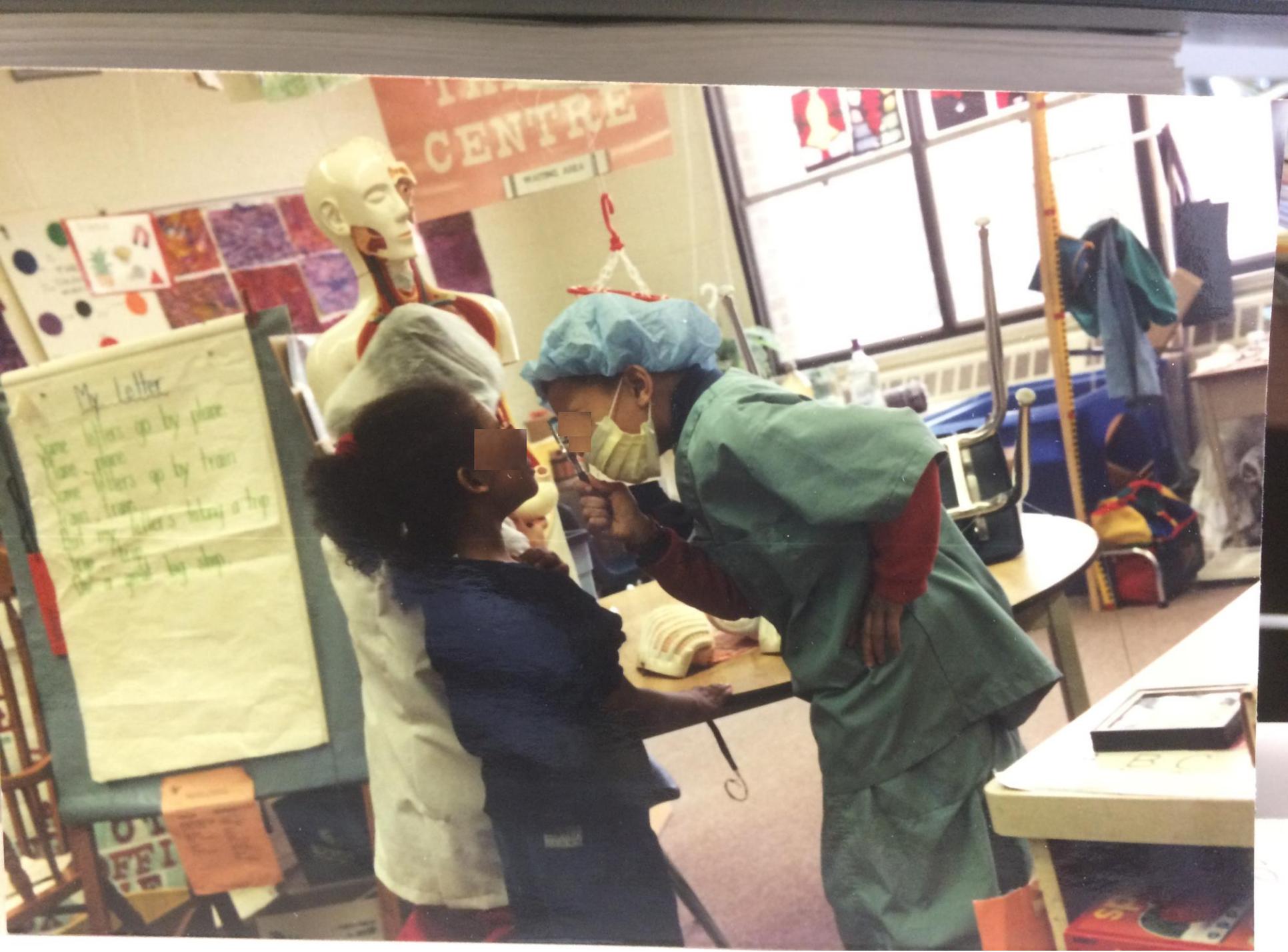












CENTRE

My Letter
Some letters go by plane
Some letters go by train
Some letters go by ship
Some letters go by car
Some letters go by bus
Some letters go by boat

FEEL





Ontario Teachers' Federation
Your Voice. Your Strength.



University
of Windsor
Faculty of Education

Culturally Relevant, Responsive and Sustaining Pedagogies (CRRSP)

Curriculum Connections and Examples
that create Mirrors, Windows and
Revolving/ Sliding doors



Dr. Andrew Allen, Associate Professor
Director, Joint PhD in Educational Studies



Stolen People on Stolen Lands

- On Traditional Territories and I want to **learn more than just the names** of those peoples
- Stolen land through cultural genocide and **even heinous crimes against children**
- Great harm was done and continues to be done
- Stolen people were brought here and others came and helped to build this country and still also face oppression
- If you dig up the soil, it would cough up our blood
- Built on white supremacy and that legacy continues today, and needs to be challenged
- We have an obligation to right that wrong
- And to listen to voices of those who are most affected
- Shed light on the truth
- My liberation as an immigrant cannot happen until we **first liberate and unoppress our Indigenous brother and sisters**
- We must seek **productive and constructive strategies for healing, restoration and change**

My Journey

Director, Joint PhD in Educational Studies

[partnership: University of Windsor, Brock University & Lakehead University]

Associate Professor, Faculty of Education

Co-Coordinator, Urban Education Partnership

Chair, International African Diaspora Youth Conference

Co-Producer, Let's Talk Show, YourTV Cogeco Television

Co-Coordinator, Global Education & Research Initiative
(Tanzania Project)

Anti-Racism Pedagogies Teaching Leadership Chair

Coordinator, Aeronautics Leadership Program

Co-Editor, Journal of Teaching and Learning

Course Director, Urban Diversity York University

Classroom Teacher, North York/ TDSB – Topcliff P.S.

Mechanical Engineering Technologist, Hoffman Industries

University Classroom Agreement

- Practice attentive listening
- Show respect for people and property
- **Reserve the right to pass**
- **Agree to disagree**
- **Be sensitive to your time on the floor**
- **Maintain confidentiality**
- **Use I- statements**
- Allow participants a chance to speak **without cross-talking or piggy-backing**
- Create a safe environment for participants to ask questions
- Address comments to a facilitator or class
- **Try on the process**
- Assume responsibility for your own learning and growth as a professional
- **Grant amnesty**
- Maintain a clean and litter-free classroom environment
- Enjoy the learning experience

Emotions & Learning

1. **Emotions:** Guilt, discomfort, stress, resentment, disinterest, anger, frustration, anxiety
2. **Reactions:** Dismiss, deny, diminish, degrade, distract, delegitimizes, deflect
3. **Manifestations:** silence, defensiveness, argumentation
4. **Pay attention to triggers**
 - a. When do you get tense?
 - b. When do you feel the knot?
 - c. What specifically is it that you are reacting to?
5. **Recognize that...:**
 - a. These emotions are normal but need to be managed in a way that's considerate of others
 - b. Learning stops if we allow negative emotions to be the focus
 - c. Focusing on your own individual discomfort, prevents you from learning about racism

The Purpose of Education

As Marilyn Cochran-Smith (2005) insists:

“Rather, the purpose of education also must be understood as preparing students to **engage in satisfying work**, function as **lifelong learners** who can cope with the **challenges of a rapidly changing global society**, recognize **inequities in their everyday contexts**, and **join with others to challenge them.**”

Terms adapted from the Centre for Race and Culture,
Anti-Racism Education in Canada Best Practices (2013)

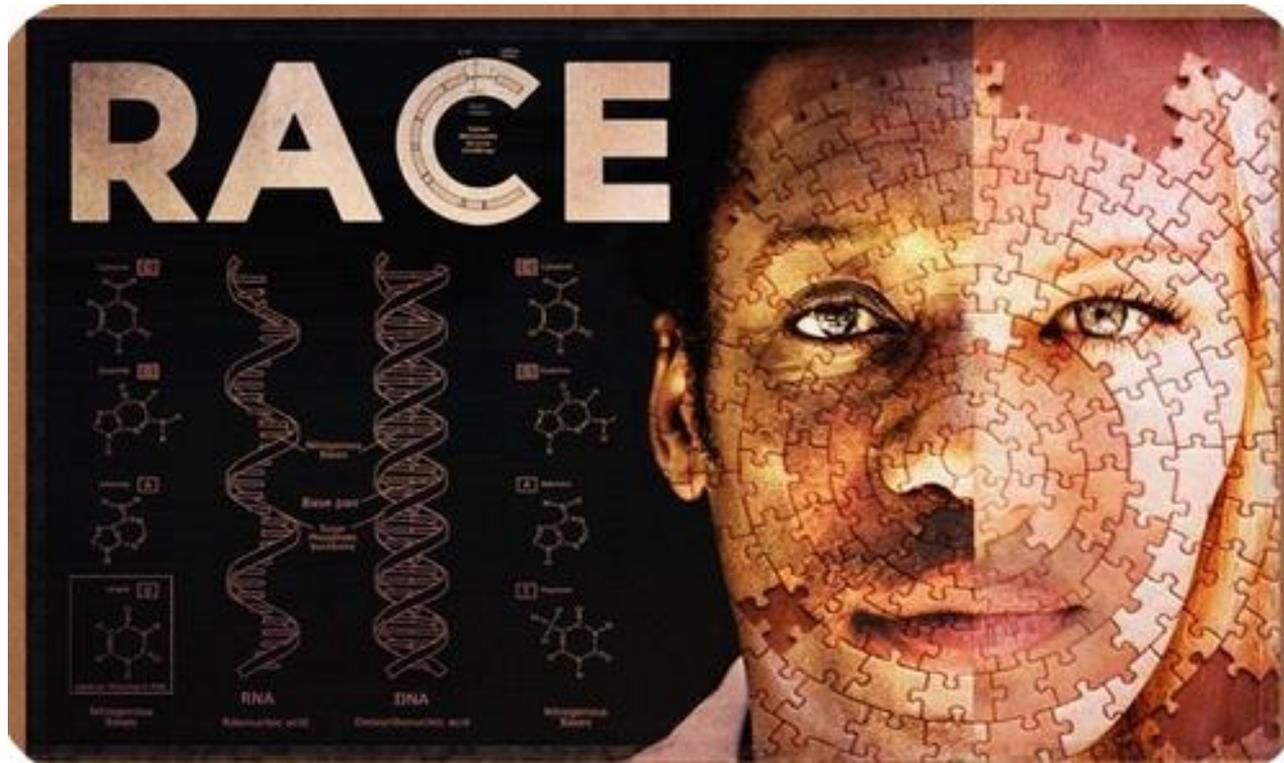
Common Understandings:

In order to identify, address and remove something, we have to make sure that we are all talking about the same thing –

· **Race** · Racism · **Systemic (Institutional) Racism** ·
Stereotype · Culture · Discrimination · Prejudice ·
Equity vs Equality · Ethnicity · Minority Group ·
Power · Multiculturalism · **Privilege** · **Anti-Racism**
· Anti-Black Racism · Other

Race is a Social Construct

Race and Ethnicity are **socially constructed** and used to **produce and reproduce** racialization, racialism, racism, racists, and the Racialized



Racism = Power + Prejudice & Discrimination

Specifically, RACISM is prejudice, stereotype and/or discrimination constructed by a dominant group around **superficial physical characteristics** such as skin color perceived as inferior in the context of human phenotypic diversity with the **objective to prevent Racialized people from having access to socially defined valued resources** (Naiman, 2000).

What is Anti-Black Racism?

- Anti-Black Racism is **policies and practices** that are **embedded in Canadian institutions** such as, education, health care, and justice that **mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or discrimination** that are directed at people of African descent and are rooted in their **unique history and experience of enslavement and colonization** here in Canada.

Anti-Black Racism Defined in Law

Anti-Black racism is manifested in three ways:

- 1. Direct:** There are those who expressly espouse racist views as part of a personal credo.
- 2. Unconscious:** There are others who subconsciously hold negative attitudes towards Black persons based on stereotypical assumptions concerning persons of colour.
- 3. Systemic/Institutional:** Finally, and perhaps most pervasively, racism exists within the interstices of our institutions. This systemic racism is a product of individual attitudes and beliefs concerning blacks and it fosters and legitimizes those assumptions and stereotypes.

Quote from Ontario Court of Appeal, Justice Doherty, R. v. Parks, 1993 CanLII 3383 (ON CA)

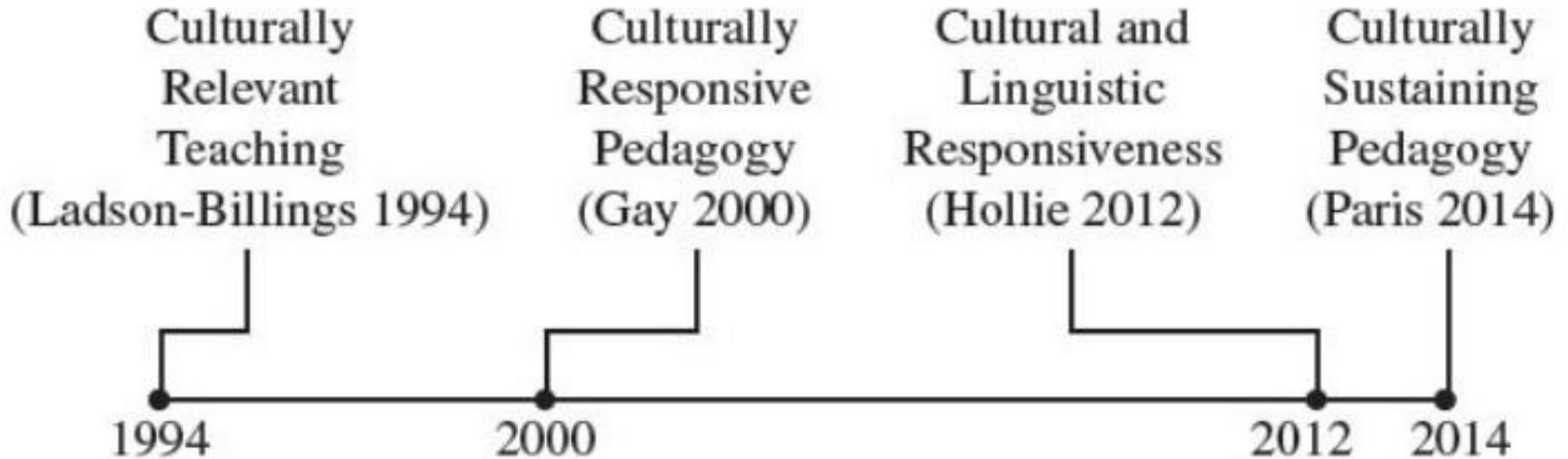
Anti-Racism is healing and love in action

The work of Anti-Racism is incomplete without an understanding of the **integral role that healing must play** in the practices of freedom.

Healers are people who **remove harm and reduce the impact of violence**, people who restore and repair.

Ibram X. Kendi

Continuum/ Chronology of Culturally Relevant Responsive Theory



Culturally Relevant Pedagogy

Gloria Ladson-Billings (1994)

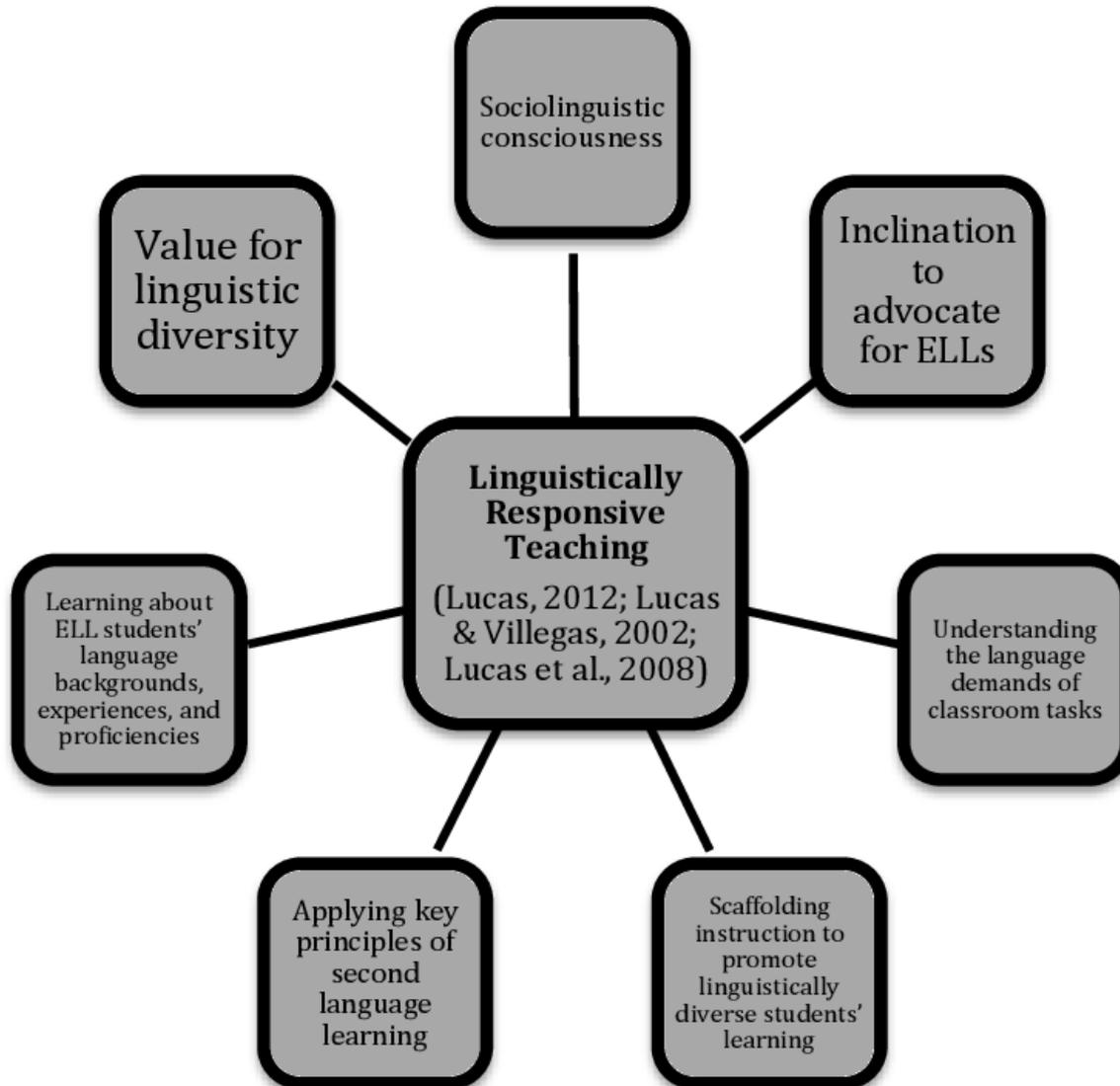


Geneva Gay (2000) Culturally Responsive Teaching



Linguistically Responsive Teaching

Sharroky Hollie (2015)



Culturally Sustaining Pedagogy

Django Paris' (2012)

Deficit Approaches

Goal: eradicate home and community practices and replace them with "superior" practices

View of home and community culture: bankrupt of value

Difference Approaches

Goal: bridge toward dominant practices without concern for maintaining home and community practices

View of home and community culture: equal to, but different from, practices of value for teaching and learning

Resource (Asset-based) Approaches

Goal: provide access to dominant practices while sustaining home and community practices

View of home and community culture: "resources to honor, explore, and extend" (p. 94)

Culturally Sustaining Pedagogy

- Critically **centring** on dynamic **community** languages, valued practices and knowledges
- Students and community **agency and input**
- **Historicized** content and instruction
- A capacity to contend with **internalized oppressions**
- An ability to **curricularize** all of this in learning settings

- teachers enacting practices that sustain the **languages, literacies, literatures, histories, and cultures** of students of color that are too often marginalized in classrooms and curriculum

Defining Culture in CRRSP

- Culture is dynamic and ever-changing, connected to categories we may use to **identify ourselves, socially, physically or mentally**, such as gender, sexual orientation, financial status, education, social media user, ability and age

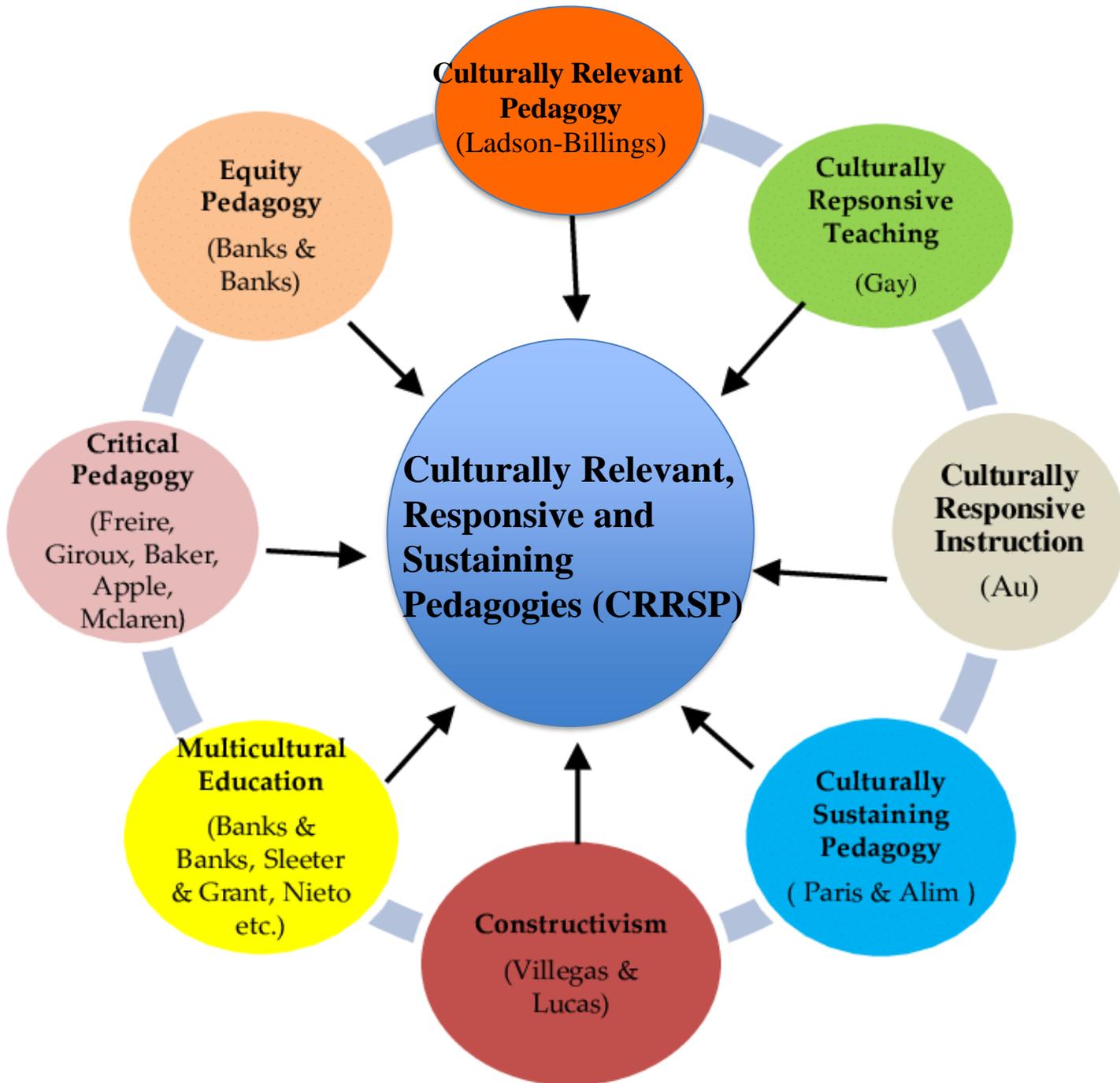
Culturally Responsive Pedagogy Towards Equity and Inclusivity in Ontario Schools

- Culture goes much deeper than typical understandings of ethnicity, race and/or faith. It encompasses **broad notions of similarity and difference** and it is reflected in our students' **multiple social identities and their ways of knowing and of being in the world**. In order to ensure that all students feel safe, welcomed and accepted, and inspired to succeed in a culture of high expectations for learning, schools and classrooms must be responsive to culture.

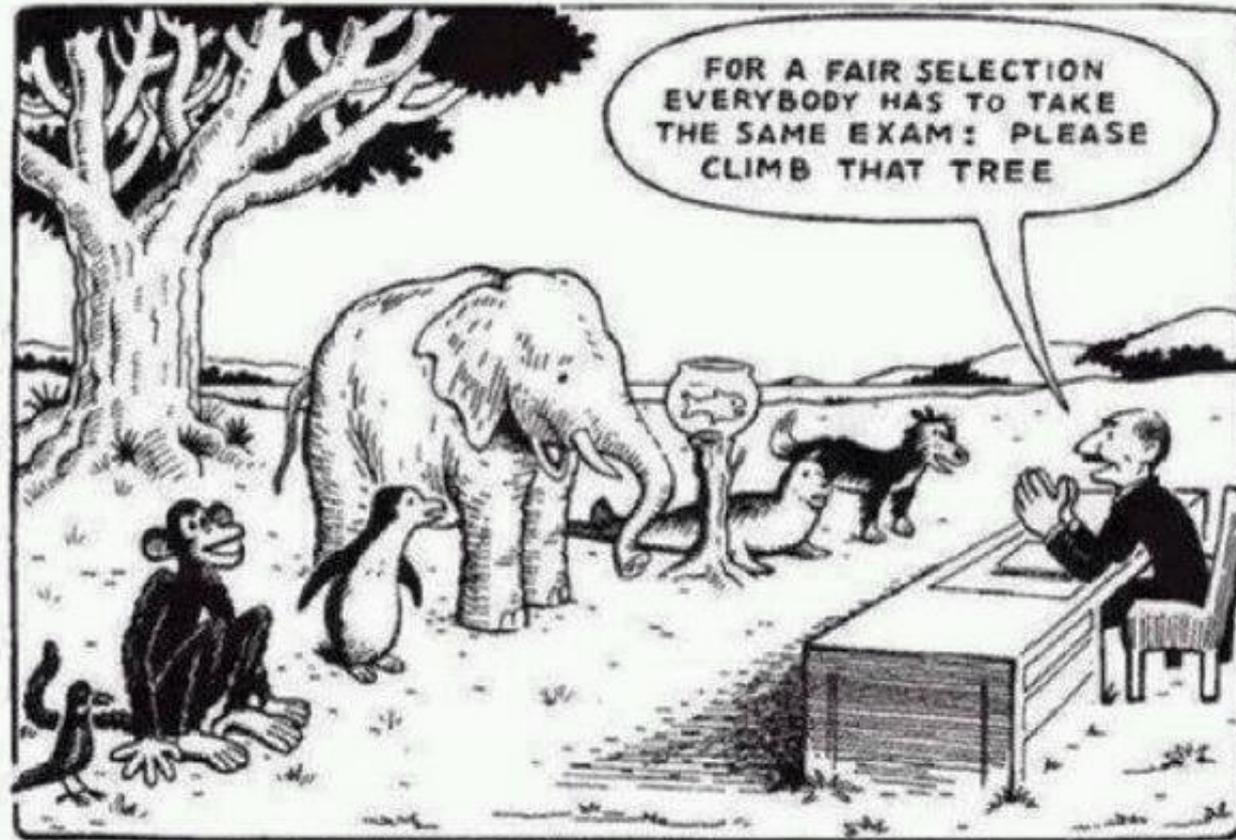
Culturally Relevant and Responsive Pedagogy (CRRP)

- “educators must explore how students look at, understand, interact with and engage in meaningful curriculum tied to who is in the classrooms and schools.” (West- Burns, 2018).





Equity and Excellence



Our Education System

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

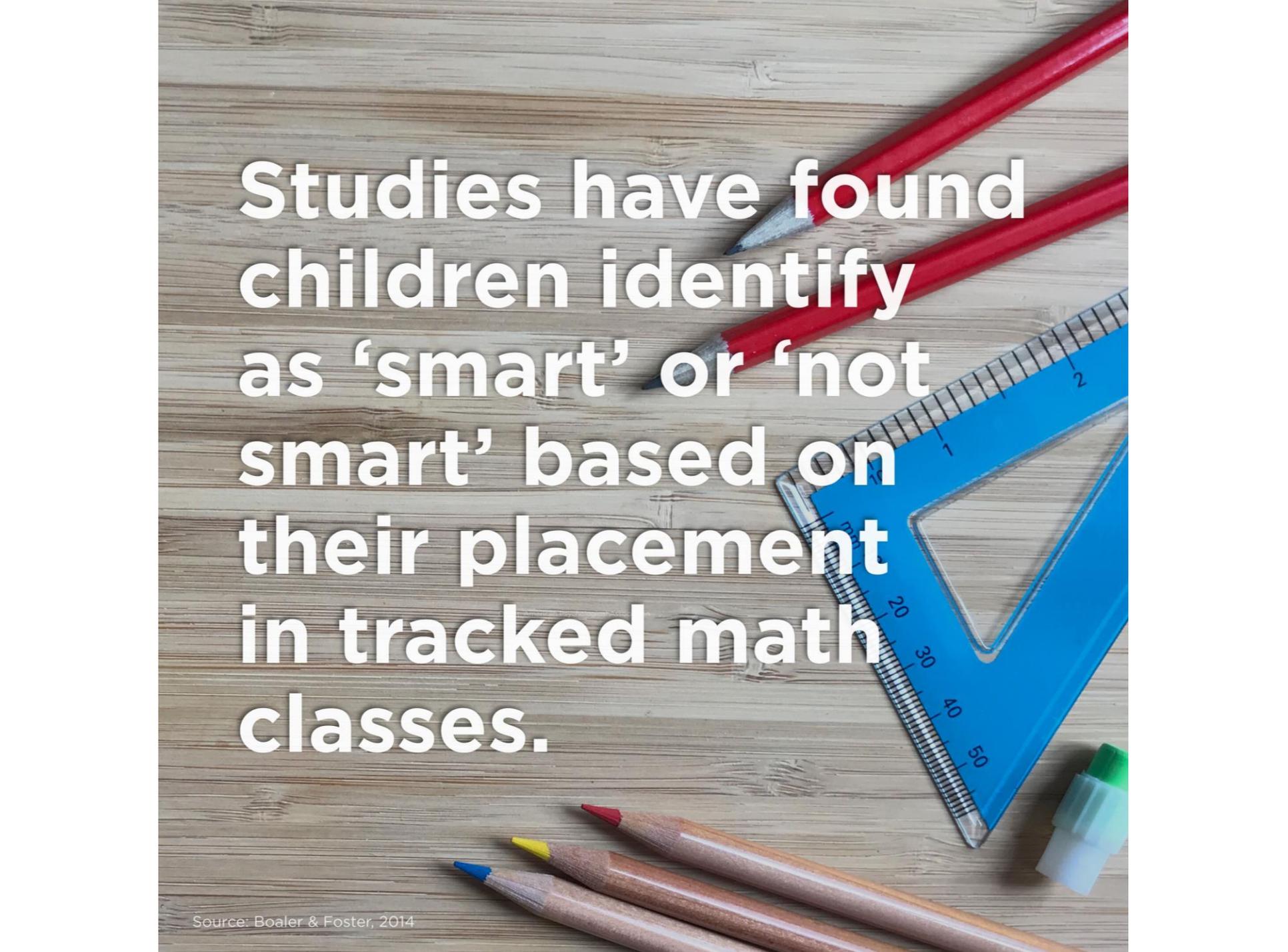
Albert Einstein

Equity = Fairness or Equality of Outcomes

Food Bank Analogy

- Recognition of the contributions to Canada of all people of that which is **distorted or missing from the regular curriculum or the media**
- Recognizing and Redistributing Power
- It is Equity and very Canadian **to take aside a group that needs help**, build them up and eventually integrate them back into society.

- We look forward to the **day when the need for Equity and Social Justice programs are not necessary.**
- **The purpose of any Equity, Diversity, Inclusion and Social Justice program is to get rid of itself.**
- We cannot seek equity and social justice for Black and other Racialized people until we right all the wrongs and seek **equity and social justice for our Indigenous brothers and sisters first.**

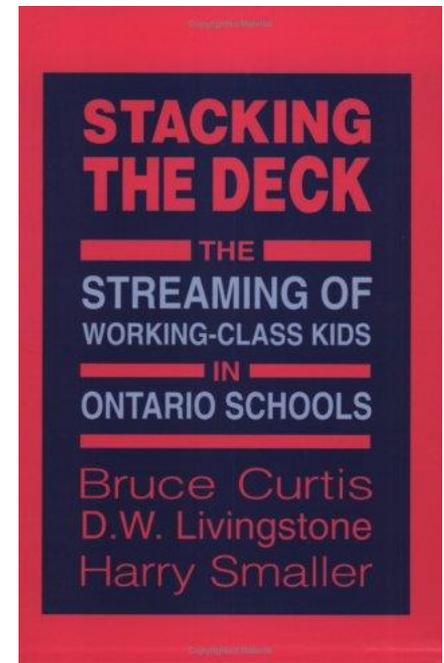
A wooden desk with school supplies including red pencils, a blue ruler, and a green highlighter.

Studies have found children identify as ‘smart’ or ‘not smart’ based on their placement in tracked math classes.

Stacking the Deck

- Ontario schools ***abuse*** working-class children, especially from poor families. There's no other word for it; these kids are humiliated in school every day of their lives. We expect little from them and get less.
- Schools are **designed for failure**

Curtis, Livingstone & Smaller, 1992



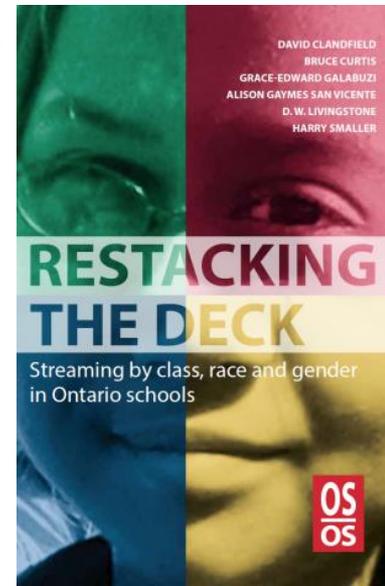
Children of the Working-class do not Escape their Class Origin

- The children of parents with unskilled jobs are 10 times more likely to be **enrolled in dead-end high school programs** than children of professionals. Working-class children generally are about **four times less likely** than professionals' and employers' children **to go to university**.

Re-stacking the Deck

- (22 years later) . . . The same destructive . . . are **still at work** in Ontario schools. They are still based on class, race, gender and imputed special needs and brings with them substantial discriminatory treatment. . . . It **hurts poor and racialized students** . . .

Clandfield, Curtis, Galabuzi, Livingstone,
San Vincente & Smaller (2014)



Examples of CRRSP . . .

- Have students construct a graph showing periods of increased immigration of African people (from Stats Canada).
 - Analyse the graph for periods of highest migration
 - Reasons for low migration
 - Where are a large majority of people of African descent from?
 - Compare the experiences between different periods

For Example: Those Shoes

Sorting Shoes in a circle

Sorting Books for Bias

Getting students to critique books

Writing letters to voice their opinions

Having Students be involved in purchasing books for the library

The classroom should expose children to the effects of the real world , but in a controlled environment

“Those Shoes”

- Peer pressure and consumerism
- Examine wants and needs
- Production cost of sneakers
- Questionable manufacturing practices
- Social responsibility & Empathy
- Canada’s trade partners
- How shoes are manufactured and imported

Analyzing Children's Literature

Sorting Books for patterns or Bias in my classroom

Getting students to critique books

Writing letters to voice their opinions

Having students be involved in purchasing books for the library

Elementary Education is just that, Elementary

I believe that the classroom should help to expose children to the **effects of the real world, but in a controlled environment**

“Too many stories written about boys. I want to write a story about a girl now.”

Andrea, Grade 2

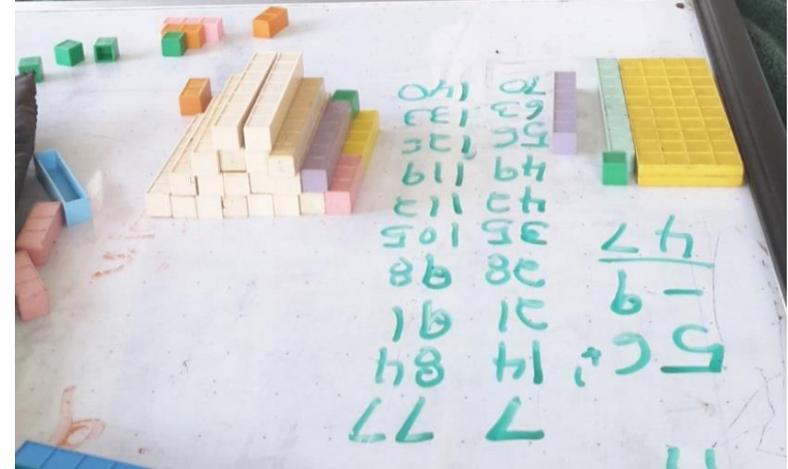
They Must Also See themselves as the Main Characters & as Mathematicians



Lego to remove gender bias from its toys after findings of child survey, The Guardian



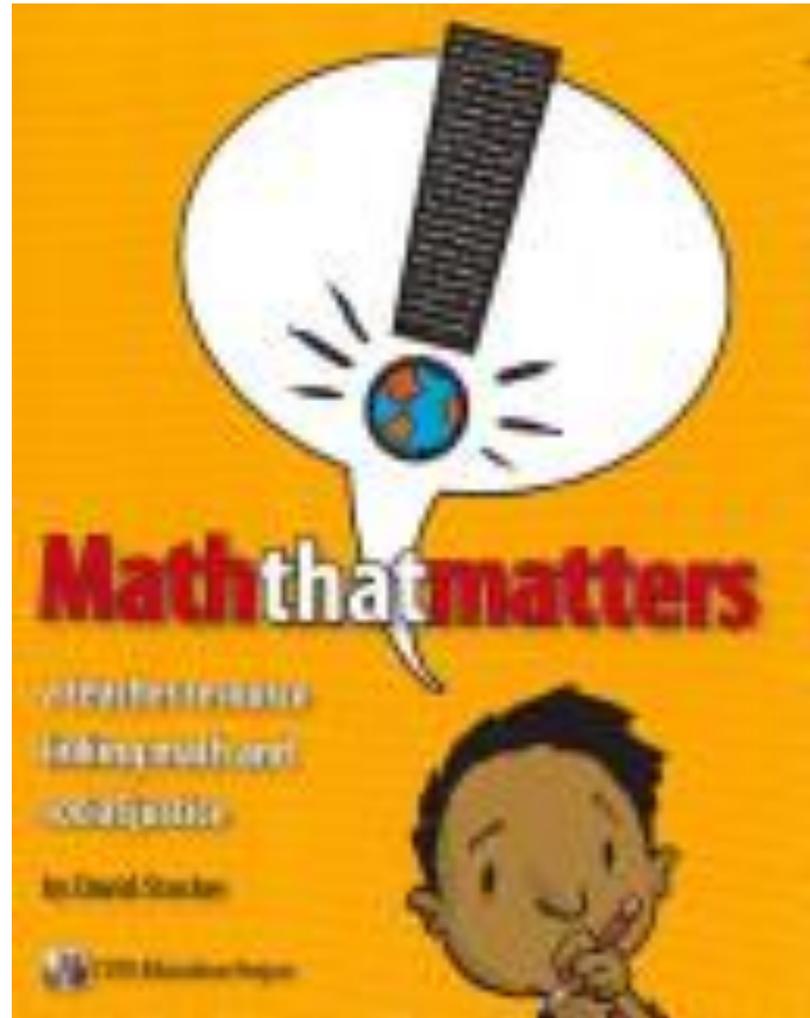
Connections between block play and mathematics learning in preschool



Math That Matters: A teacher resource for linking math and social justice

by David Stocker

PDF copy Free online



Ten Chairs of Inequality

By Polly Kellogg

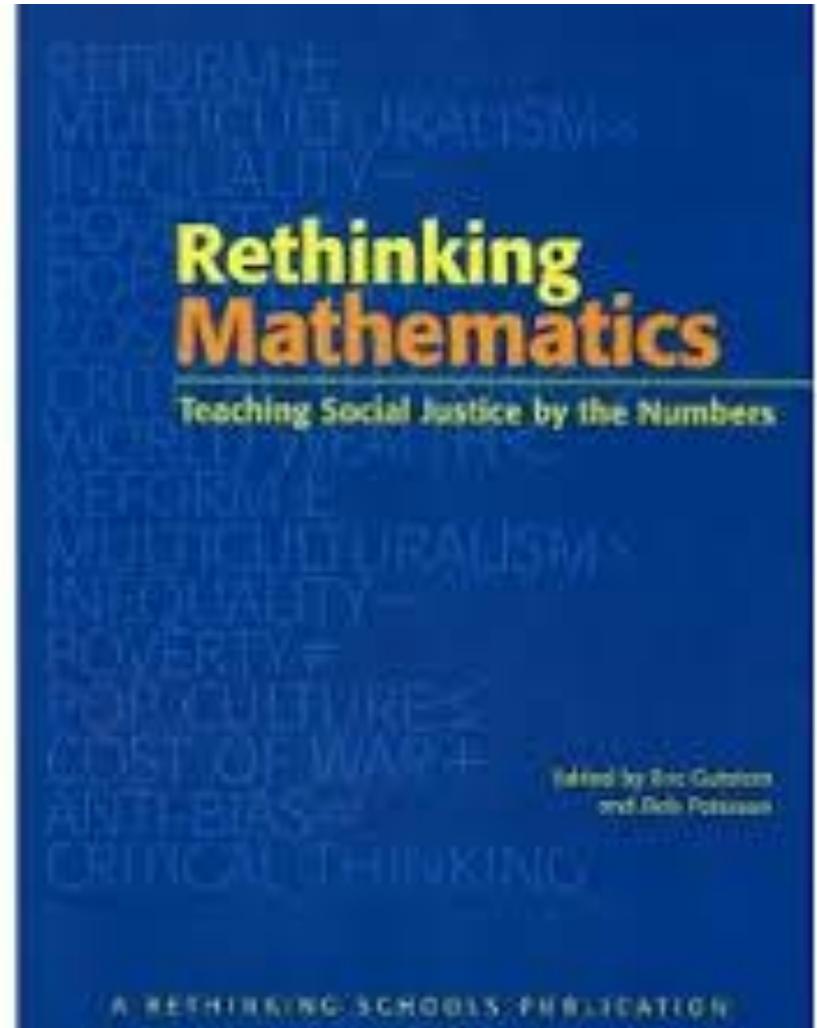


Illustration: United for a Fair Economy

Rethinking Mathematics: Teaching Social Justice by the Numbers

edited by Eric Gutstein

Bob Peterson



Critical Mathematical Literacy

Connecting Math with Students' Cultural and Community Histories

Math has the power to help us understand and potentially change the world

- Understand the mathematics
- Understand the mathematics of political knowledge
- Understand the politics of mathematical knowledge
- Understand the politics of knowledge

–Math That matters, David Stocker

–Rethinking Mathematics Vol. 1 & 2, Our Schools/Ourselves

The Real Barbie Project



Same Mathematical Concept

- John and Suzie went to the store to buy candy. They have \$10 and the candy cost \$5. How much change is left?

Hidden Curriculum (taken for granted): Normalized names/ behaviours, Consumerism, Unhealthy eating, etc.

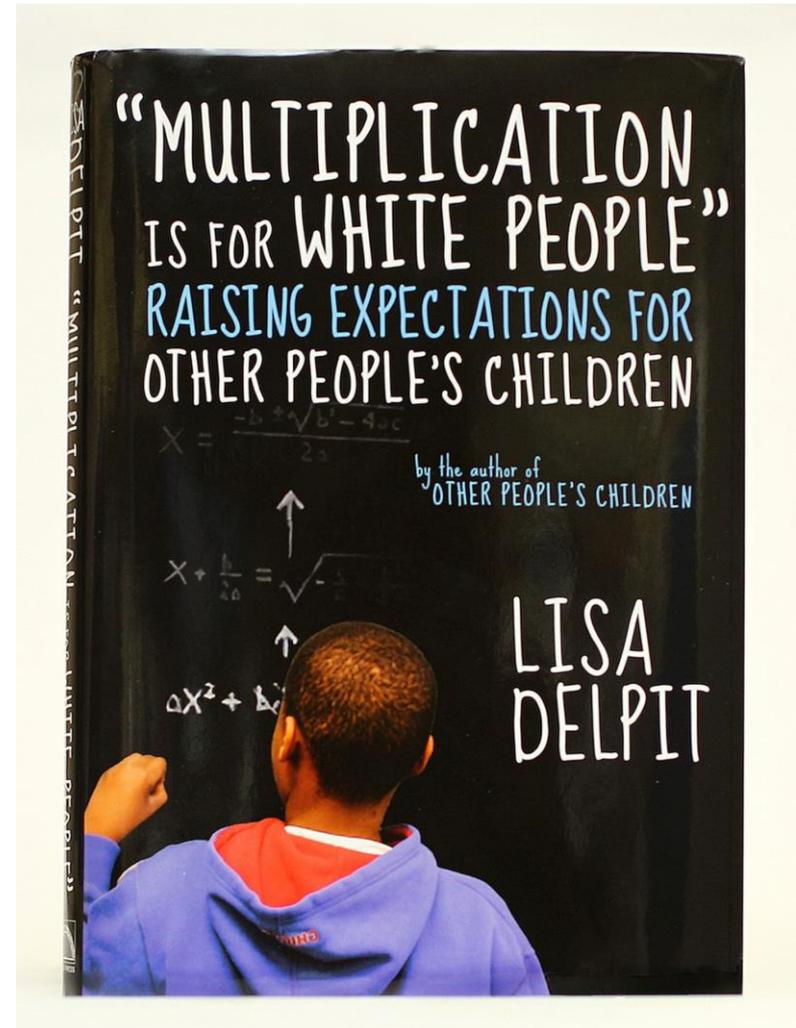
- A sweatshop worker in Taiwan earns \$10 per week. If rent is \$5 per week, how much money does s/he have left for food and other necessities?

(Agenda: Helping students become more globally aware, empathy, etc.)

Multiplication is for White People

Lisa Delpit

“The biggest issue for all children is not that we don’t see what they don’t know, but **we don’t see what they do know**, what they do come to school with. They learned something in those years since they entered the world.”



Helping students understand

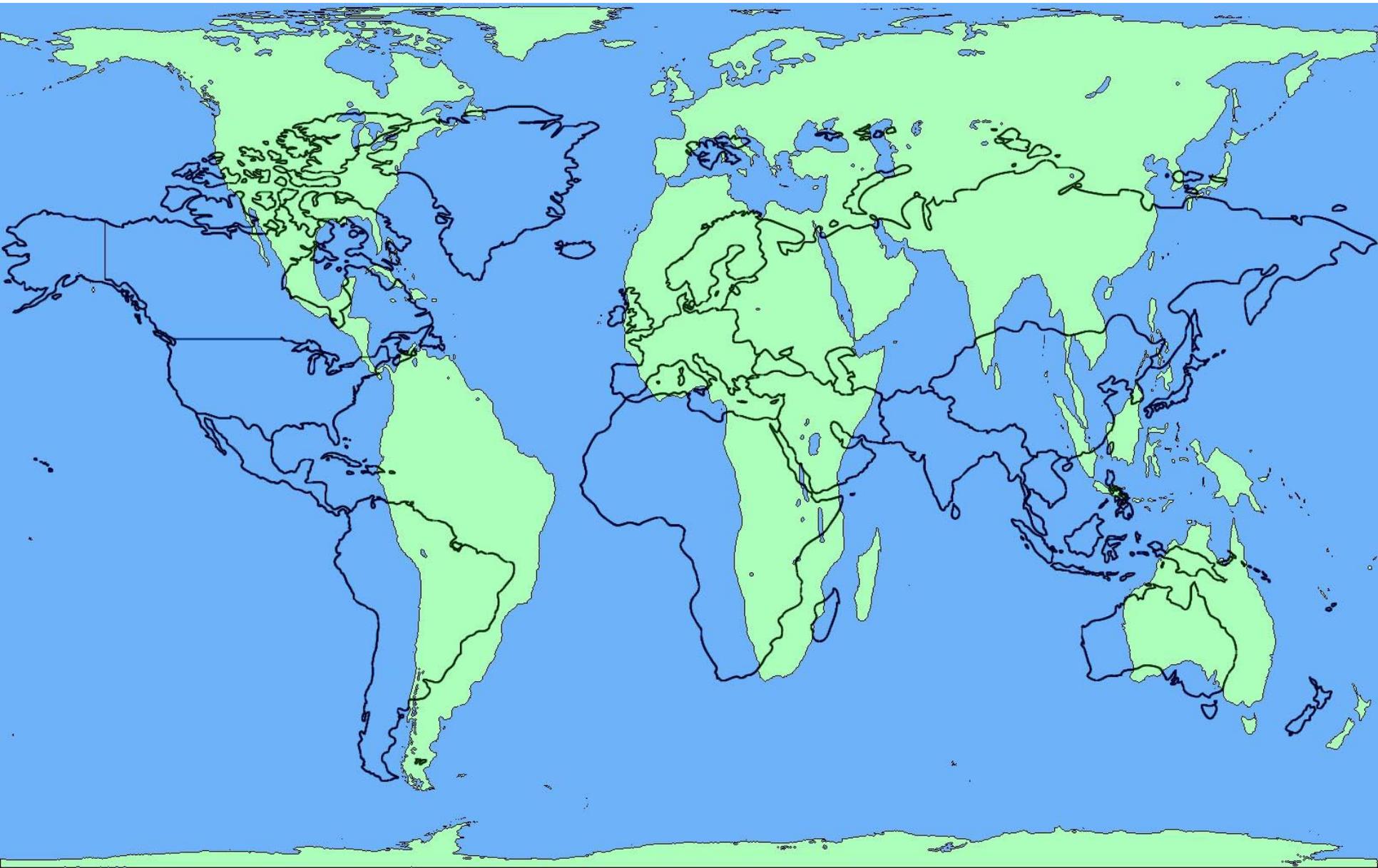
- Government budget
- The impact of war
- The meaning of national debt, unemployment data, proposed policies, minimum wage
- The influence of advertising on children
- Levels of pollutants
- Racial profiling, crime stats
- Uncover stereotypes

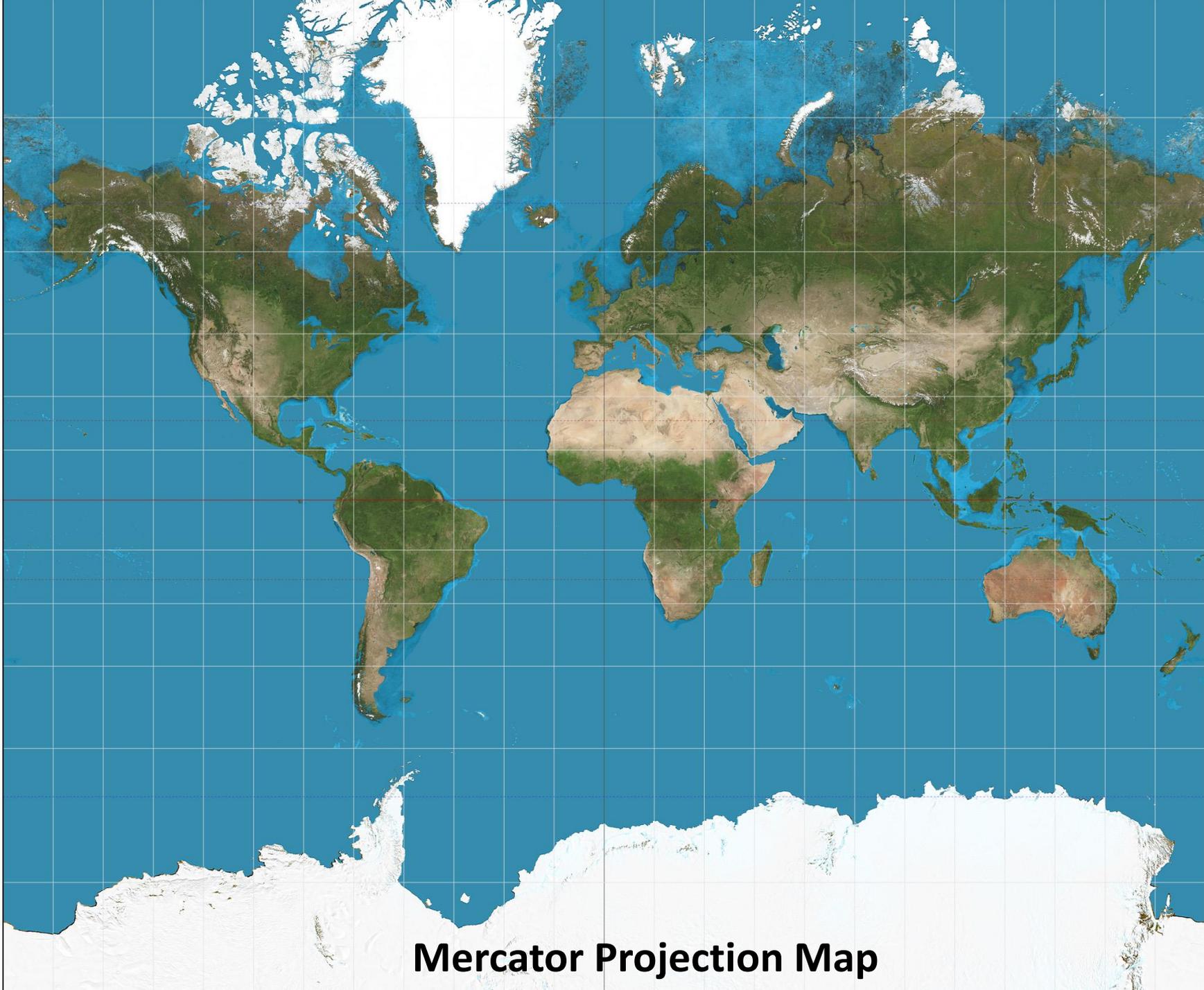
- **Interest rates and banking**
- Loans and Credit card debt
- **Housing prices**
- Cost of rental housing
- Climate change
- Global warming
- Pollution index
- **Gas prices**
- Budgeting
- Food insecurity
- Simulation of the global economy
- Global wealth and resource development.
- Inquiry into systemic inequality.

Politics of Mathematical Knowledge

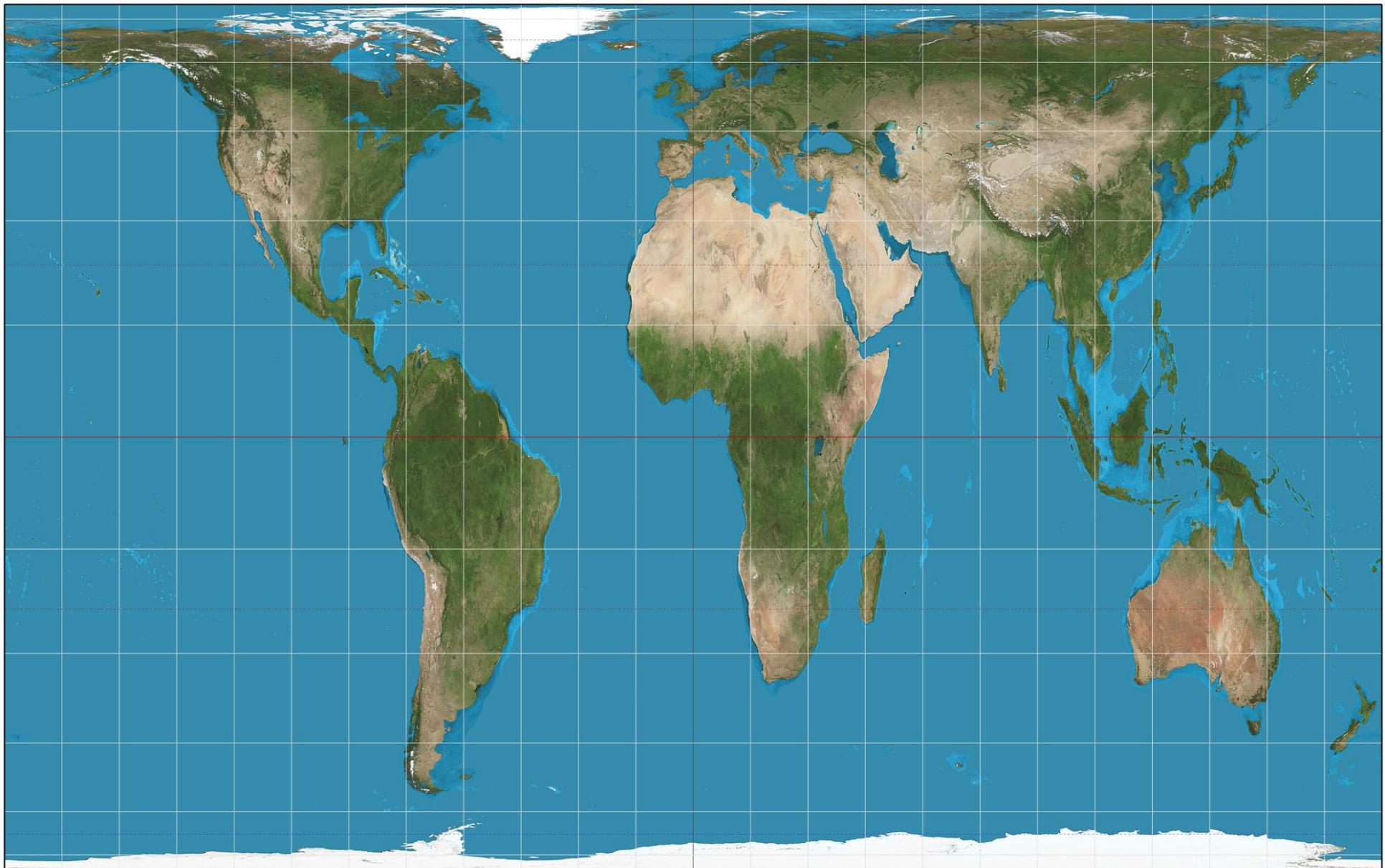
Have students analyze **maps, charts and graphs** that visually

- **represent data or values**
- represent the relationship between two or more values
- Allows students to compare and contrast disparities, excess, needs, misrepresentations, etc.





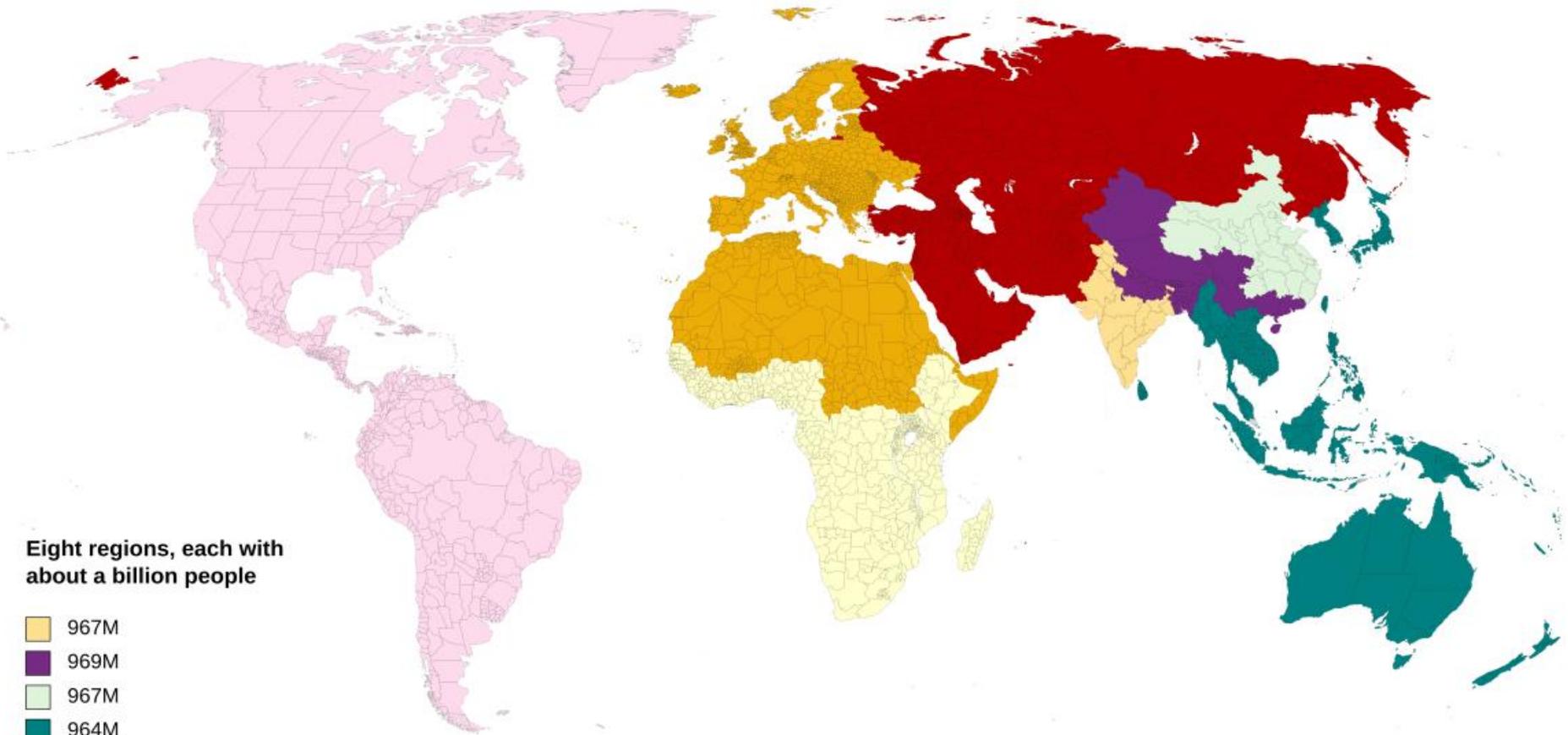
Mercator Projection Map



Gall-Peters Projection Map



World population to reach 8 billion on 15 November 2022



Eight regions, each with about a billion people

- 967M
- 969M
- 967M
- 964M
- 945M
- 972M
- 1023M
- 970M

The Politics of Knowledge

- “Math is about getting the right answer. It’s not about how you feel about the problem or introducing some of these other things. There’s a right answer and there’s a wrong answer.”

Ron DeSantis, Governor of Florida

Ontario removes anti-racism text from math curriculum preamble

- “mathematics has been used to normalize racism and marginalization of non-Eurocentric mathematical knowledges, and a decolonial, anti-racist approach to mathematics education makes visible its historical roots and social constructions.”

By Allison Jones, The Canadian Press

Challenging Stereotypes with Statistical Truths

- Most crime is committed by people who know each other: **Black-on-Black crime is a myth**
- Crime prevention and enforcement policies **target racialized groups** disproportionately
- **Racialized students are punished more harshly** when committing the the same offences as white students
- Most Black youth are **not committing any crimes**

Interest Convergence

- **Cancel Culture** – renaming of Call-out Culture to prevent people from speaking out against injustice and being persecuted in return
- **Social Justice Warrior** - overzealous and self-righteous rhetoric and only appealing to emotions over logic and reason
- **Freedom of Speech** – They don't mean freedom as liberty, but saying damaging things & being free of consequences

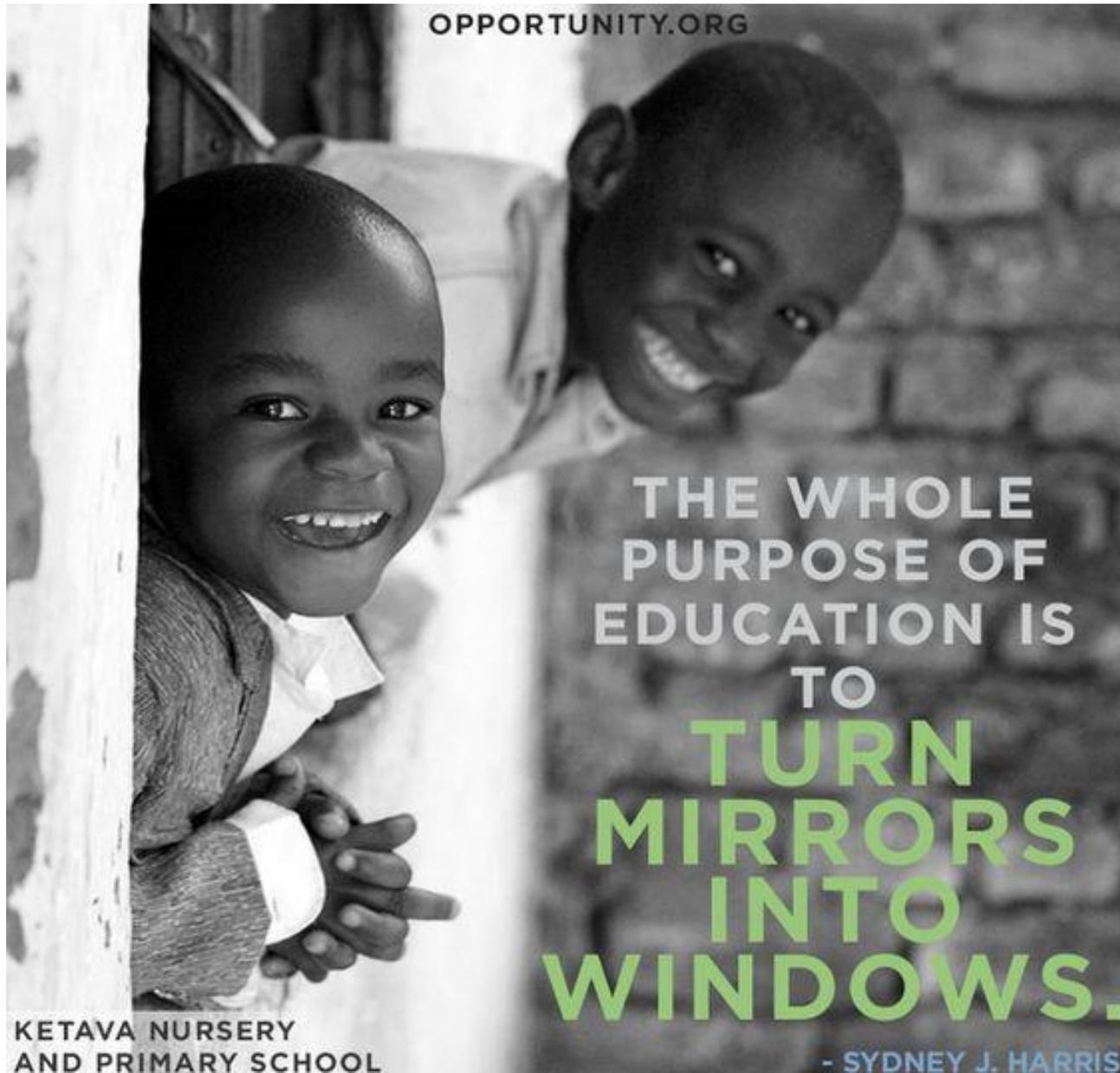
Socio-systemic Impacts of Anti-Black Racism

- Overrepresentation in the criminal justice system, mental health and child welfare systems
- Significant poverty rates and lower socio-economic status
- Limited or lack of leadership opportunities (e.g., boards and public appointments)
- Limited access to affordable & safe housing
- Limited access to recreational facilities
- Poor mental health and educational outcomes
- **There is a direct link between the historical practices that limited and denied Black people's access to power and the situations we see in society today**

Classroom CRRSP

- **Use rich texts** as the entry point to discussing student identity
- **Engage families and the community as partners** you can learn from, recognizing that their lived experiences with school and education may be different.
- **Create learning opportunities** that celebrate students and the way they learn and think.
- Plan for intentional learning experiences that **develop critical consciousness**.
- Use **assessments** that focus on student learning and ways to **provide feedback**.
- Assume that you need to make **personal connections with students** on a regular basis.

Curriculum as a Window and a Mirror



Ladson-Billings, 1994

- Students **achieve academically**.
- Students **demonstrate cultural competence** (maintaining their own heritage and community practices while gaining access to dominant practices).
- Students **understand and critique the existing social order**.

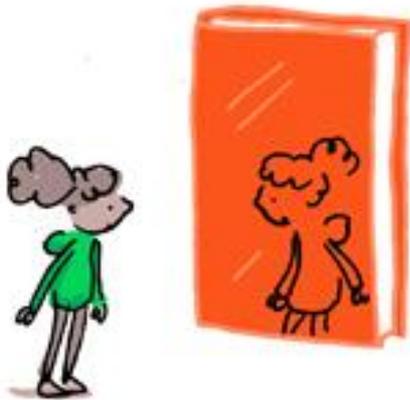
Paris, 2017

- Culturally relevant pedagogy sees BIPOC **students' heritage and community cultural practices as resources** to honor and explore; culturally sustaining pedagogy sees them as resources to **honor, explore, and extend**.
- engages with students' youth culture practices and recognizes that **youth are producers of culture** as well as consumers.
- perpetuates and fosters **linguistic, literate, and cultural pluralism** as part of schooling for positive social transformation.

Providing Windows, Mirrors, Sliding Glass Doors, and Beyond

BOOKS ARE...

MIRRORS



WINDOWS



SLIDING GLASS DOORS



BOOKS ARE...

MIRRORS



WINDOWS



SLIDING GLASS
DOORS



STEPPING
STONES



OVERCOATS



ANCHORS



SPRINGBOARDS



ESCAPE
HATCHES



QUIET
CORNERS



WARM
BLANKETS



FLYING
CARPETS



BEACONS TO
NEW READERS



GRANT SNIDER (AFTER RUDINE SIMS BISHOP)

Windows and Mirrors

- **Windows** offer views into reality/ other realities, not just into imaginary worlds
- **Mirrors** reflect back a students' own familiar life
- **Sliding glass doors** allow readers to walk into a story and become part of the world

A single story over and over again
equals a stereotype

We need:

- diverse voices or diverse windows into **other people's cultures**
- varied mirrors into **individual's experiences**
- to help student **develop their own voice**
- to help them **understand the diversity** of the human experience; or diverse realities

Culturally Sustaining Pedagogy

- CSP is not a teaching guide or a set of lesson plans. It's an approach to the craft of teaching.
– Lorena Germán
- *High expectations*
- *Cultural competence*
- *Critical consciousness*

Paris and Alim (2014) challenge teachers

"to envision and enact pedagogies that are not filtered through a lens of **contempt and pity** but, rather, are centered on contending in complex ways with the **rich and innovative linguistic, literary, and cultural practices of ...youth and communities of color.**"

My re-imagining is a step in that direction.

all houses matter



Lowest GPA and highest dropout rates

Way too many after-school and weekend programs

“Education does not end with dropping out”

All students can go to university

“We spend the first year of a child's life teaching it to walk and talk and the rest of its life to shut up and sit down. There's something wrong there.”

— Neil deGrasse Tyson



