

Critical Conversations with Colleagues to Advance Culturally and Linguistically Sustaining Pedagogies Through Counter Praxis

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CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES

Cultural asset based models

- Value cultural and linguistic practices, ways of knowing, and ways of doing
- What students bring to the classroom are authentically and meaningfully centered
- Curriculum is connected to social, political, and cultural circumstances - both current and historical
- The goal is to sustain cultural and linguistic practices of students who have been disenfranchised or marginalized while ensuring they have access to and an opportunity to learn the dominant culture
- Enculturation and cultural pluralism

Cultural deficit based models

- Students from non-dominant cultures are lacking or lesser than students in the dominant culture
- Example: achievement gap in math and science
- Fails to address the educational systemic inequities in which the students are learning; often places the blame on the student and students' family
- Hegemonic practices of the dominant culture (white middle class, English speaking) are valued -- leads to cultural assimilation

OVERVIEW

Employing counter storytelling, preservice STEM teacher candidates (PSSTs) examined how they were positioned in an education system

PSSTs told their own story, on their own terms, and in their own words

Development of critical consciousness and then (teacher) agency

FRAMEWORKS

Culturally relevant pedagogy (Ladson-Billings, 1995; 2006)

Latino Critical Race Theory/LatCrit (Solorzano & Yosso, 2002)

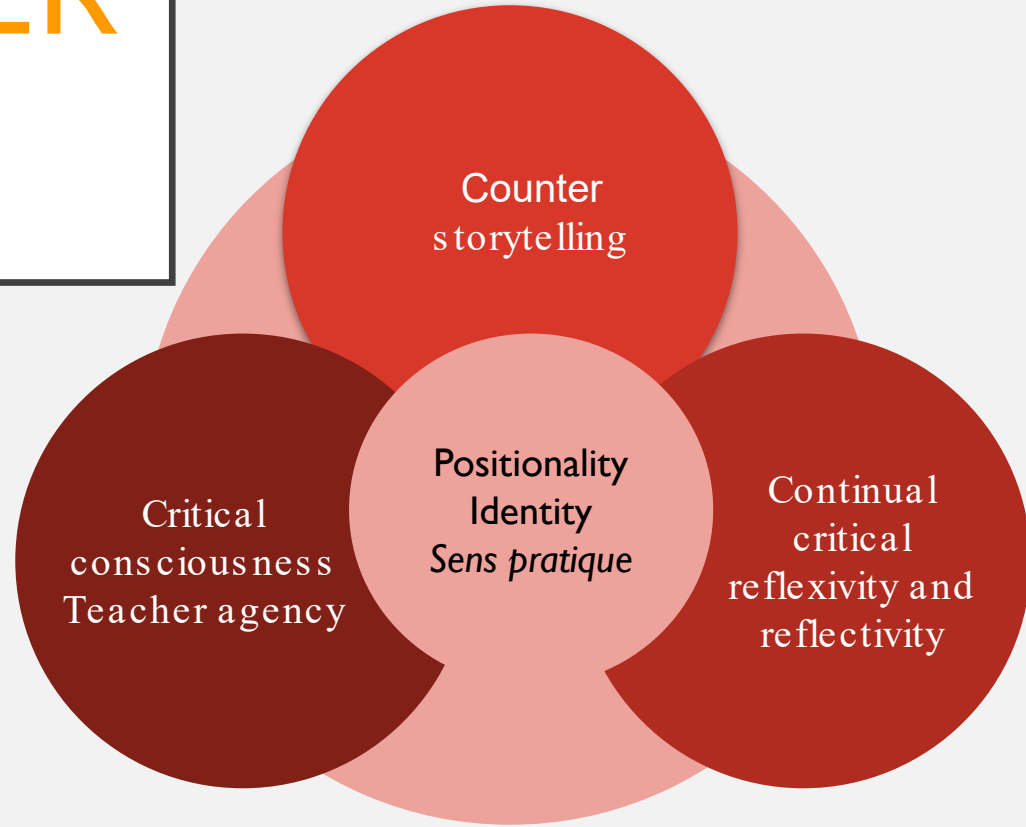
Teacher Agency (Pantic, 2015)

Freire's *concientización* (Freire, 1970)

A CLOSER LOOK AT SOCIAL, POLITICAL, AND CULTURAL FACTORS

- Racism
- Sexism
- Language
- Undocumented immigrant
- Socioeconomic status

COUNTER PRAXIS



COUNTER
STORIES:
FREE WRITE

You can write about the way the story made you feel or what it made you think about.

You can also write your story by talking about parts of our stories that connect to your own experiences.

Use the post-it note or text box feature. You can post anonymously.

**TEACHER AGENCY
AND IDENTITY**

Ariana - Shares her counterstory with her high school chemistry students ultimately creating a classroom that is safe yet vulnerable

Anthony - Helps his students develop a strong math identity while sustaining each student's individuality

Felicia - Shares her counterstory with her high school chemistry students as a way to develop authentic and meaningful relationships and to explore current and past social justice issues

EXAMPLES FROM ANTHONY'S HIGH SCHOOL CLASSROOM

Exchange - I had misgendered a student.

Me: I am sorry.

Student: Its okay people make mistakes about it

Me: I wanted to apologize because it is not okay for me to misgender you, don't let people take your identity.

Exchange between two students (black female and white female):

Student 2: How do you say your name?

Student 1 : My name is (students name) but people say it whatever way.

Student 2: But how do you say YOUR name? I want to make sure I am saying it correctly.

ANTHONY'S MATH TEACHER MAP

Reading Felicia, Ariana's and other counter stories helped me to write my own. It allowed me to explore my many identities (a man, a black man, a student, a son, a mathematician, and a math teacher). Knowing is not enough. How do I take

I used to navigate the landscape by being the invisible man, which had the effect of silencing my own voice. Now I navigate the landscape differently by speaking against injustices that I have witnessed.

Through my counterstory, I was able to better understand how I was positioned by society and the education system as a black child growing up in a different culture that is predominantly Mexican-American.

Critical consciousness

Sens pratique

Positionality

Anthony's Classroom Culture

Through this process I developed an agency in which our classroom culture is on of open dialogue and critical thinking. As a result, my student have developed an awareness. Creating a sense of community in which their is mutual respect and compassion and where vulnerability is ok.

Agency

IN UTCH 3302 AND 3303

- As a preservice teacher, this made me aware of some unintentional biases. For example, why wouldn't a native English-speaking student be able to comprehend the question well, regardless of his or her race?
- I've realized not to make assumptions about my student's backgrounds. Because a school is tougher does not mean that students come from a broken home.
- A good teacher is one that acknowledges their students.

COLLECTIVE TEACHER AGENCY

- How do we do what is best for our students in a system embedded with inequitable practices?
 - Our K-12 education experiences are unique yet interconnected
 - Examining these experiences led to cycles of awakening
 - Critical self-reflection through counter-storytelling requires vulnerability
 - Our becoming of math and science teachers - who are we?
 - Awareness is not enough, taking action to help our students develop agency
 - Accountable to each other supports positive interdependence
 - Change through purposeful disruption

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