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| **Empowering vs. Disempowering Mindsets** |

**Directions**:

1. Get into groups of 2-3.
2. Sort through the different phrases into **empowering and disempowering mindsets**.

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| **MINDSETS** |
| 1. “Julio has only been in the United States for 8 months. There’s just no way he can read this text. His English skills are just too low. I just feel bad for him. Maybe he’ll understand the class when he repeats it next year because he just won’t pass.”
 | 1. “I’m having a difficult time making accommodations and I’m scared that my inability to make appropriate accommodations will be impact his ability to access the material and earn a passing grade. I need support doing x, y & z.”
 | 1. “I’m so frustrated. I tried calling Erick’s parents after an incident in class and no one answered. I’ve called to invite his parents to back to school night, parent teacher conferences, and the school play, but they’ve never come. It’s so sad they just don’t care.”
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| 1. We can give structures and resources for families to practice English at home, but we are the primary source of instruction so we need to make sure we maximize our time with students.
 | 1. “ELL kids just don’t learn English as well because they never use it at home. Speaking Spanish is going to keep them from ever being fluent. They won’t have many opportunities in the future because of it. It’s sad.”
 | 1. Kristina works so hard and has made so much progress in her English! If I keep providing appropriate supports then she will succeed.
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| **EMPOWERING MINDSETS** | **DISEMPOWERING MINDSETS** |
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| **NOTES** |
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| **Culturally Relevant Pedagogy** |

**“Note to Educators: Hope Required When Growing Roses in Concrete” By: Jeffrey Duncan-Andrade**

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| **ENEMIES OF HOPE** | **CRITICAL HOPE** |
| 1. **Hokey Hope**: An individualistic up-by-your-bootstraps hyperbole that suggests if urban youth just work hard, pay attention, and play by the rules, then they will go to college and live out the “American dream.”
* This hope is “hokey” because it ignores the laundry list of inequities that impact the lives of urban youth long before they get to the under-resourced schools that reinforce an uneven playing field
* Culture of false caring, one in which the more powerful members of the relationship define themselves as caring despite the fact that the recipients of their so-called caring do not perceive as such
* Hokey hope projects some kind of multicultural, middle-class opportunity structure that is inaccessible to the overwhelming majority of working-class, urban youth of color…largely delegitimizes the pain that urban youth experience as a result of a persistently unequal society
 | 1. **Material Hope**: Sense of control young people have when they are given the resources to “deal with the forces that affect their lives”
* Quality teaching is the MOST SIGNIFICANT “material” resource they have to offer youth
* If we are serious about giving our children hope, we must reflect on how to connect our pedagogy to the harsh realities of poor, urban communities
* Most teachers avoid or ignore tragedies that take place in the community
* An effective teacher is herself a *material* resource: an indispensable person who can connect schooling to the real, *material* conditions of urban life
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| 1. **Mythical Hope**: Individuals are used to construct a myth of meritocracy that simultaneously fetishizes them as objects of that myth
* Depends on luck and the law of averages to produce individual exceptions to the tyranny of injustice, and thus it denies the legitimacy of the suffering of the oppressed
 | 1. **Socratic Hope**: Requires both teachers and students to painfully examine our lives and actions within an unjust society and to share the sensibility that pain may pave the path to justice
* The sacrifices [teachers] make and the solidarity it produces earn them the right to demand levels of commitment that often defy even the students’ own notion of their capabilities
* We must confront our failures and know that no matter what we do in our classrooms, there will still be forms of social misery that confront our students.
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| 1. **Hope Deferred**: Teachers have a critique of social inequality but cannot manifest this critique in any kind of transformative pedagogical project
* When we are unwilling to confront these harsh realities of social inequality with our pedagogy – to cultivate their “control of destiny” – all we have left to offer youth is hope deferred.
* The student path is almost always individualistic in nature and requires a level of sacrifice that most teachers themselves are loath to make. Eventually students come to perceive a significant gap between their most pressing needs and the education we offer them.
 | 1. **Audacious Hope**: Boldly stands in solidarity with urban communities, sharing the burden of their undeserved suffering as a manifestation of a humanizing hope in our collective capacity for healing. Also, defies the dominant ideology of defense, entitlement, and preservation of privileged bodies at the expense of the policing, disposal and dispossession of marginalized “others”
* To provide the “authentic care” that students require from us as a precondition for learning from us, we must connect our indignation over all forms of oppression with an audacious hope that we can act to change them.
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