Creating a Space for Diversity in the Classroom

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Agenda

• Background
  – Introductions
  – Norms for our time together

• Content and Activities
  – Key terms
  – Turn and talk
  – Principles for creating space for diversity in the classroom
  – Role play
  – Problem solving
But first, a game...
Introductions

• Name
• Role
• Hope for today’s session
Norms for Our Time Together

- Push your growing edge
- Consider what’s in it for you and where you’re going
- Listen with respect and stay engaged
- Struggle together
- Expect to experience discomfort
- Speak your “truth” and respect the “truth” of others
- Anything else?
Key Terms

• Diversity
  – Variety, mélange, multiplicity—and not only with respect to race and ethnicity, but also language, ability, gender identity, sexual orientation, political leanings, world views, and so on.
Key Terms

• Intersectionality
  – The idea that the many strands of our identities (such as race, class, gender, sexual orientation, ability status, and so on) operate in intersecting and interlocking ways.
  – Ignoring intersectionality reduces people to essential characteristics (e.g., Immigrant), rather than acknowledging them in the fullness of their complexity and in the ways such complexity shapes their experiences in the world.
Key Terms

• Humanizing practice
  – Humanizing the practice of teaching means tuning into its interpersonal dimension.
  – As Huerta and Brittain (2010) put it, a pedagogy that humanizes “respects the human, interpersonal side of teaching, and emphasizes the richness of the teacher-student relationships” (pp. 385-386).
  – Requires what Bartolomé (1994) has termed “teacher political clarity”—a deep awareness of the matrix of power and privilege that shapes our society, centering the experiences of white middle- and upper-class individuals and relegating the experiences of “others” to the margins (del Carmen Salazar, 2013).
Key Terms

• Privilege
Key Terms

• Power
  – When we talk about power in social relationships, we are not simply talking about “a person or group in power unilaterally imposing its will on another person or group, but rather an ongoing system that is mediated by well-intentioned people acting as agents of oppression, usually unconsciously, by simply going about their daily lives” (Adams, Bell, & Griffin, 1997, p. 11, emphasis mine).
Key Terms

- Standpoint
Turn-And-Talk

What is your biggest struggle related to teaching at the moment?