

CEC District 15

Cultural Diversity: Our Differences Bring Us Closer Together

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DOE: Culturally Responsive-Sustaining Education

<https://www.schools.nyc.gov/about-us/vision-and-mission/culturally-responsive-sustaining-education>

The DOE uses an educational strategy that embraces students' identities. We call it "culturally responsive-sustaining education (CR-SE)." It is a way of seeing diversity as a source of knowledge.

With CR-SE, students use their own identity to get education. They learn using aspects of their race, social class, gender, language, sexual orientation, nationality, religion, or ability. Studies show that students learning with CR-SE are more active in class. They graduate more often, with better grades. Their self-esteem improves, and they become better citizens.

Culturally Responsive Sustaining Education



New York State Education Department Definition

Culturally responsive-sustaining (CR-S) education is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning.



DOE Approach: CR-SE requires schools and districts to:

- See and value the background, views, and needs of all students. This includes experiences related to race, culture, language, or ability.
- Be aware of past and present forms of bias and oppression.
- Identify and stop practices that boost historically advantaged groups at the expense of marginalized students.
- Use teaching methods that are challenging, but honor students' diversity. Students' lives and identities should connect to their education. They should become critical thinkers and feel the agency to end inequality.
- Employ staff with high expectations for all students. They must be able to examine their own personal beliefs around identity, while giving professional learning and support.
- Build strong connections with students. Understand their lives, backgrounds, and identities.
- Build partnerships with families and communities. These bonds can be a source of knowledge, and help shape school priorities.
- Create emotional safe spaces and foster trust among students. In a conflict, use restorative practices to reconcile both sides. Nurture students' identities and give them a sense of ownership and belonging.

What is CR-SE

Engaging in the work of CR-SE ensures that all students learn at high levels by requiring that schools and districts:

Value and affirm the varied experiences, perspectives and needs that students bring into the classroom - whether they be connected to racial/cultural background, language, disability or other - as essential assets and resources for learning, and meet students there;

Foster critical consciousness about historical and contemporary forms of bias and oppression;

Identify and interrupt policies and practices that center on historically advantaged social/cultural groups and lead to predictable outcomes of success or failure for historically marginalized students;

Use curricula and pedagogy that are academically challenging, honor and reflect students' diversity, connect learning to students' lives and identities, challenge students to be critical thinkers, and promote student agency to end societal inequities;

Improve classroom and institutional practice through a mindset of high expectations for all students and deep examination and knowledge of one's personal beliefs, assumptions, experiences and identities through ongoing professional learning and support;

Build strong connections and relationships with students, which requires understanding their lives, backgrounds and identities;

Develop close partnerships with families and communities as sources of knowledge, experiences



The 4 Principles of Culturally Responsive-Sustaining Education

The 4 principles that organize the New York State Education Department's CR-S Framework are inspired by the 4 high leverage strategies that emerged from Buffalo Public School's work on Culturally and Linguistically Responsive Education.



**Welcoming
and affirming
environment**



**High
expectations
and rigorous
instruction**



**Inclusive
curriculum and
assessment**



**Ongoing
professional
learning**

DOE Language Access

<https://www.schools.nyc.gov/learning/multilingual-learners/translated-support-for-remote-learning>

Translated Overview of Remote Learning -Family Guide to Remote Learning

Get an overview of what the New York City Department of Education has done in response to COVID 19 and remote learning. Including:

- [Getting Devices](#)
- [Free Meals](#)
- Remote Learning [Technical Supports](#)
- Getting in touch with [your school and district](#)

DOE Translated Overview of Remote Learning

Available in the following languages-

[Translated Overview of Remote Learning -- **English**\(Open external link\)](#)

[EspañolTranslated Overview of Remote Learning -- **Spanish**\(Open external link\)](#)

[Translated Overview of Remote Learning -- **Chinese**\(Open external link\)](#)

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