

TIPS AND TRICKS FOR TEACHING IN AN URBAN SCHOOL ENVIRONMENT

Arizona Music Educators Association Annual Conference

February 1, 2019 | 10:00-11:00am

February 2, 2019 | 11:15-12:15pm

Presentation by Amy Swietlik, Osborn School District

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CULTURALLY RESPONSIVE TEACHING

Culturally Responsive (or Relevant) Teaching: Teaching that encompasses the “social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students.”

Zaretta Hammond: Culturally Responsive Teaching & the Brain (2015).

Multicultural Education	Social Justice Education	Culturally Responsive Pedagogy
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color
Social Harmony	Critical Consciousness	Independent Learning

Dependent Learner:

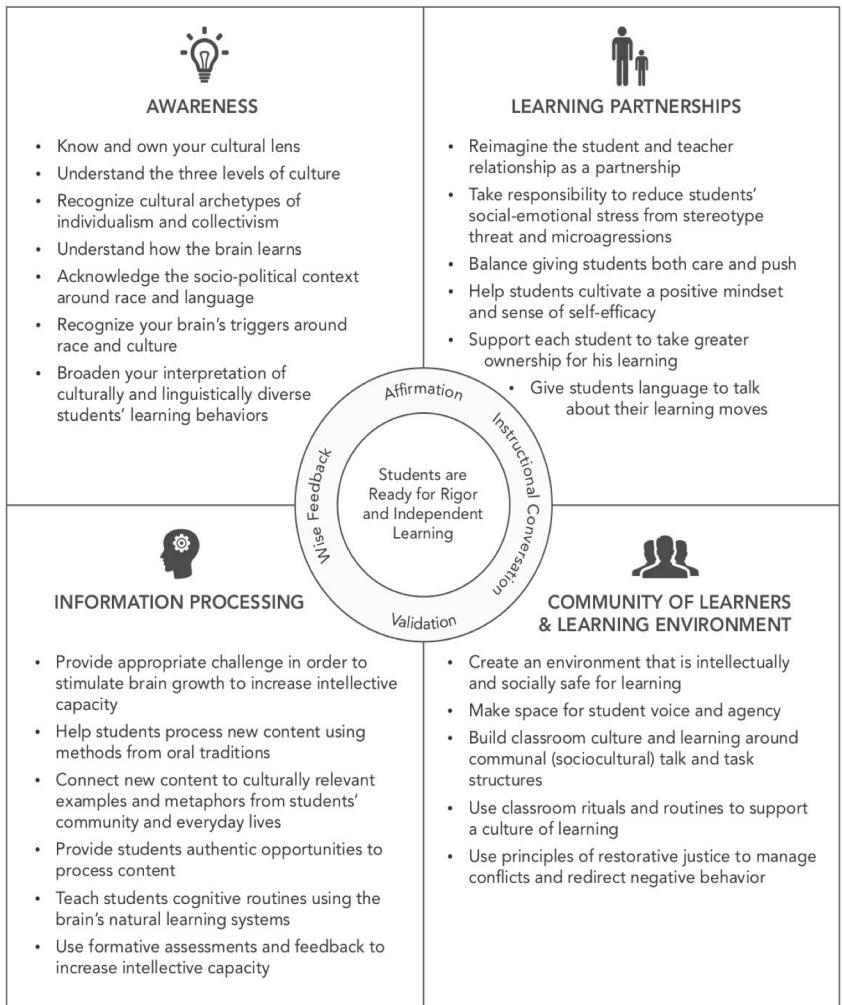
- Is dependent on the teacher to carry most of the cognitive load of a task
- Is unsure of how to tackle a new task
- Cannot complete a task without scaffolds
- Will sit passively and wait if stuck until teacher intervenes
- Doesn't retain information well

Independent Learner:

- Relies on the teacher to carry some of the cognitive load temporarily
- Utilizes strategies and processes for tackling a new task
- Regularly attempts new tasks without scaffolds
- Has cognitive strategies for getting unstuck
- Has learned how to retrieve information from long-term memory

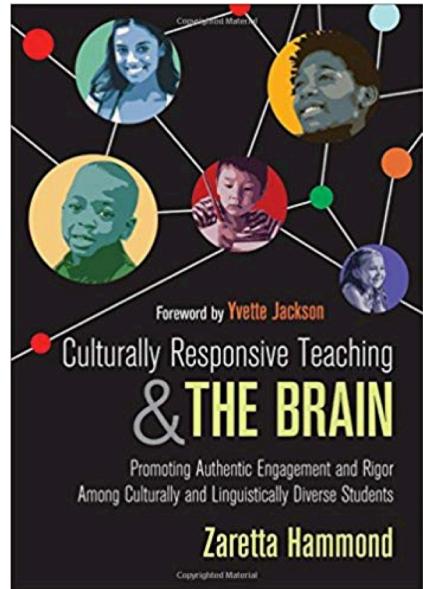
READY for RIGOR

A Framework for Culturally Responsive Teaching



© Zaretta Hammond, 2013

www.ready4rigor.com



Surface Culture
Observable & concrete,
low emotional charge
(holidays, food, etc)

Shallow Culture
Unspoken everyday rules
for social norms,
rapport/trust,
strong emotional charge

Deep Culture
Mental models, schema,
interprets threats or
rewards, fight or flight,
Intense emotional charge

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Individualism & Collectivism

Collectivism – relationships, interdependence, cooperative learning

- Latin America, Asian, African, Middle Eastern, Slavic
- 80% of world cultures

Individualism – individual achievement, independence, competitive

- United States, Europe, Australia
- 20% of world cultures

Think about your student population!

Becoming a Culturally Responsive Teacher

1. Developing the right mindset
2. Engaging in self-reflection
3. Checking implicit biases
4. Practicing social-emotional awareness (mindfulness)
5. Observing and inquiring about the impact of our interactions on students

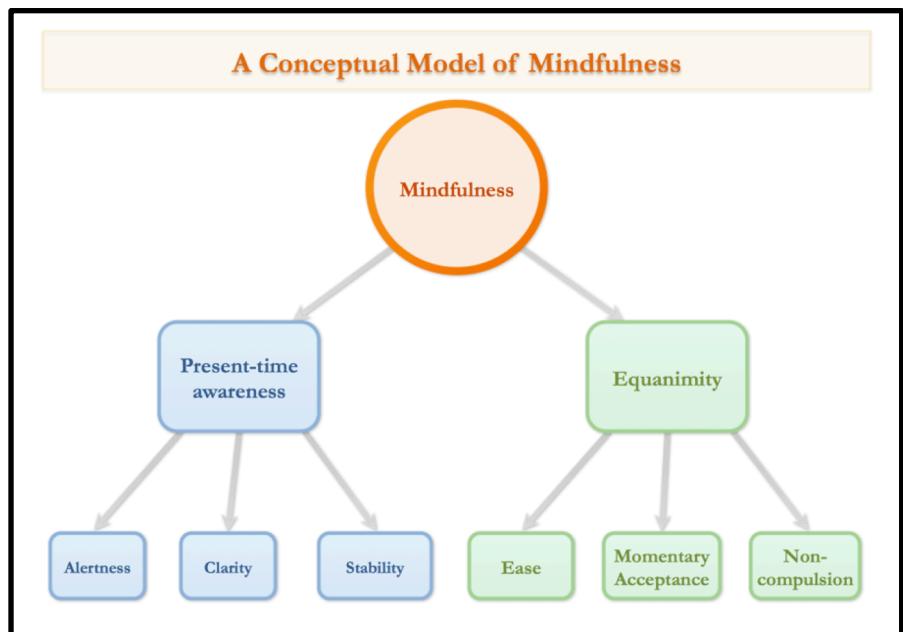
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MINDFULNESS & SELF-CARE



Mindfordschools.org offers Mindfulness Fundamentals online courses and Mindfulness for Educators courses



Benefits of Mindfulness:

- Attention
- Compassion
- Emotional Regulation
- Calming
- Adaptability
- Resilience

Present-Time Awareness:

A stable, clear and alert awareness of momentary experience.

Present-time awareness is thus a kind of meta-awareness, where we have rich contact with sensory experience and we know it's sensory experience arising in the field of awareness.

mindfordschools.org

Equanimity:

Equanimity can be defined as a sense of cognitive-emotional balance where there is no compulsion to act out our preferences.

Equanimity is the balance point between suppression of experience on the one hand, and entanglement with experience on the other.

Simple Mindfulness Activities for Students:

- Body Scan
- Mindful Minute
- Nature Walk
- Mindful Eating
- Worry Bubbles
- Happy Place
- Breathing Buddies
- Glitter Jar
- Box Breathing
- Mindful Coloring

Mindfulness Tips for Teachers:

- Develop daily habit 5-10 minutes
- Find an app that works for you
- Gratitude Journal
- Body Scan
- Mindful Minute
- Nature Walk
- Subscribe to mindful.org emails



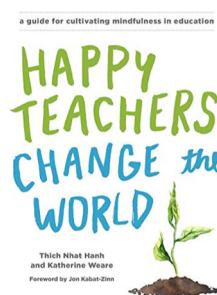
Mediation Studio



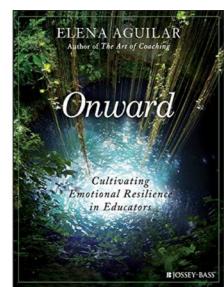
Headspace



Smiling Mind



*HAPPY TEACHERS
CHANGE the
WORLD*
ELENA AGUILAR
Author of *The Art of Coaching*
Thich Nhat Hanh and Katherine Weare
Foreword by Jon Kabat-Zinn



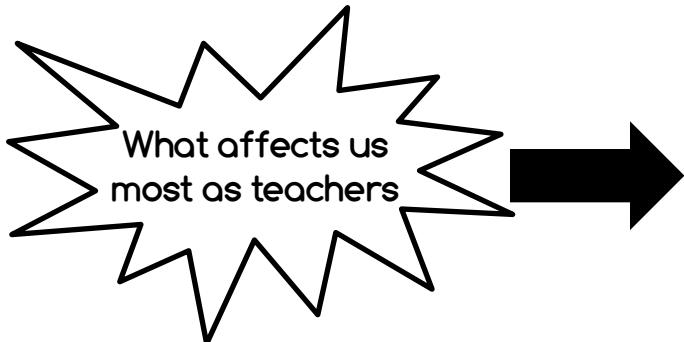
Onward
Cultivating Emotional Resilience in Educators
ELENA AGUILAR
Jossey-Bass

TRAUMA-INFORMED CLASSROOMS

Trauma is...

- a. an injury to living tissue caused by an extrinsic agent
- b. a disordered psychic or behavioral state resulting from severe mental or emotional stress or physical injury
- c. an emotional upset

Which one most affects our students?



Adverse Childhood Experiences (ACES)

The number of children in Arizona with 2 or more ACE's is considered significantly higher than the national average.

Out of every 10 students in Arizona:

- 4 children have 0 ACEs
- 3 children have 1 ACE
- 3 children have 2 or more ACEs

Traumatic Experiences/Traumatic Stress:

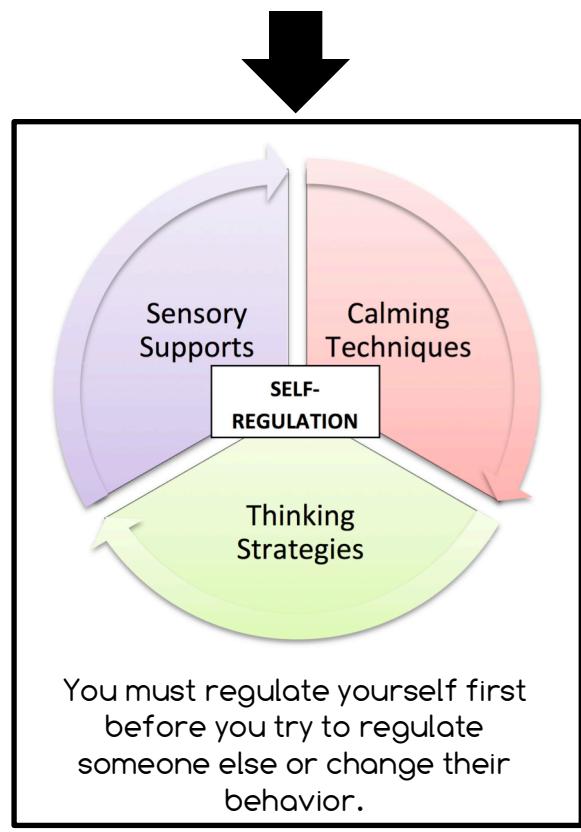
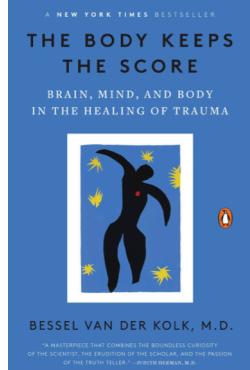
Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

Toxic Stress:

A consistent stress level with no release and decreases the Window of Tolerance. Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

Compassion Fatigue/Secondary Trauma:

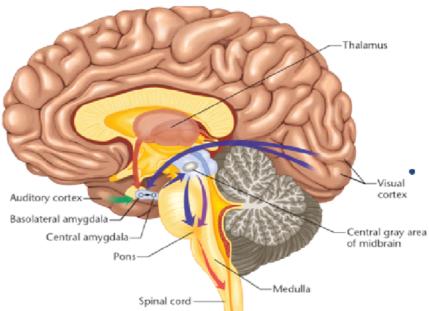
An increased indifference, fatigue, and apathy towards the needs of others after witnessing or being exposed to the trauma or traumatic stress of others. Results in physical and mental exhaustion.



You must regulate yourself first before you try to regulate someone else or change their behavior.

CALM CORNERS & NEUROSCIENCE

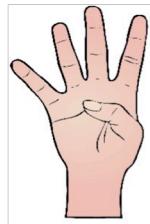
Calm Corners are quiet places in the classroom that encourage **self-regulation**. Students use the area for about 5 minutes to calm their **Amygdala** so they can return to learning. Calm Corners are **separate from classroom discipline systems**. It is crucial to **model how to use the calm corner** and the items so they don't become distractions or toys! Take time to label emotions and teach new strategies.



- Self Awareness
 - Noticing internal thoughts and feelings, especially around stress and change.
 - Knowing strengths and weaknesses
- Self Management
 - Avoiding the "amygdala hijack"
 - Lessening reactivity
 - Choosing wise action
 - Buffering stress and "overwhelm"

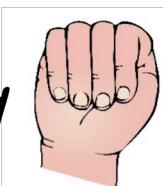
In the classroom, trauma looks like...

- Poor concentration/memory
- Poor organization or ability to follow multi-step directions
- Perfectionism, high stress
- Depression and isolation
- Quiet, spacey, not engaging with others
- Anxiety, worrying
- Jumperiness, watching others
- Self-harming or suicidal thoughts/behaviors
- Disruptive behaviors, distracting, attention seeking
- Angry, agitated, or reactive
- Defensiveness
- Impulsiveness
- Excessive crying, "tantruming"



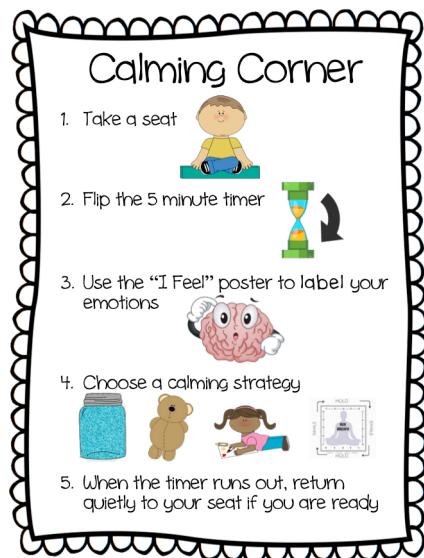
FLIPPED MY LID!

1. LABEL THE EMOTION



Tons of calm corner and breathing exercise resources on Teachers Pay Teachers!

2. USE A STRATEGY



Calm Corner Items:

- Pillows
- Sand Timer
- Stuffed Animal
- Breathing Visuals
- Stress Ball
- Glitter Jar
- Sensory Fidgets
- Coloring
- Books

RESTORATIVE JUSTICE

Restorative Justice is a set of beliefs and holistic approaches that help a student to own what she/he did, make it right for those hurt or affected, and involve the community in helping both the victim and the offender. Restorative justice acknowledges that those who do wrong need healing as well.

www.edutopia.org



Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.

1. Empathy for all and by all.

There must be awareness that while harm was done to a victim, there may also have been past harm done to the accused as well, and that harm may be a factor in his or her behavior.



2. A mumbled "sorry" is not enough.

There must be a process, a moderated one, which helps the accused somehow right the wrong that was committed.



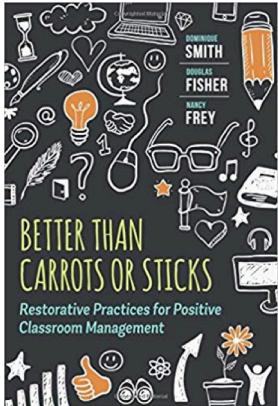
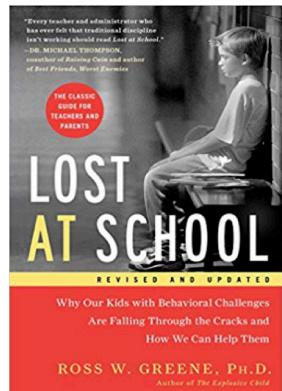
3. Everyone is involved in the healing.

There must include a dialogue with all the parties – victim, offender, and even community – in order to genuinely move on and have an impact.

Problematic behaviors signal a student's lack of skills for responding appropriately to difficult situations

Myth: RJ replaces harsher consequences.

Truth: RJ represents steps that lead up to harsher consequences, should they be necessary.



Notes:

Thank you for attending this workshop! I hope you are able to use some of these ideas in your classroom. Please feel free to email me with any questions:

Links, Books, and other resources
are available online at:
www.amyswietlik.com/crt-mindfulness-resources

Bio: Amy Swietlik currently teaches K-6 General Music and Band in the Osborn School District. She has been a TAP Mentor Teacher on her campus for two years. With a BM in Music Education and an MA in Ethnomusicology, Amy utilizes her research background in combination with 5 years public teaching experience to develop a culturally relevant curriculum in her classrooms. Amy has received numerous grants to fund new projects/instruments for her classroom and has presented at several academic conferences including the Society for Ethnomusicology and ISME Community Music Activity. She was also a Fulbright Award Recipient to Brazil in 2014.