



KEEPERS OF THE DREAMS

*If you can show me how I can cling to that which
is real to me, while teaching me a way into the
larger society, then I will not only drop my defenses
and hostility, but I will sing your praises
and I will help to make the desert bear fruit...Ralph Ellison
(Unbank the Fire. Janice Hale. 1994)*

CONCEPTIONS OF SELF AND OTHERS

The Dreamkeepers: Successful Teachers of African American Children. Gloria Ladson-Billings. 1994

Culturally Relevant	Assimilationist
Teacher sees herself as an artist, teaching as an art.	Teacher sees herself as technician, teaching as a technical task.
Teacher sees herself as part of the community and teaching as giving something back to the community, encourages students to do same.	Teacher sees herself as an individual who may or may not be a part of the community; she encourages achievement as a means to escape community.
Teacher believes all students can succeed.	Teacher believes failure is inevitable for some
Teacher helps students make connections Between their community, national, and global identities.	Teacher homogenizes students into one "American" identity.
Teacher sees teaching as "pulling knowledge out" – like "mining."	Teacher sees teaching as "putting knowledge into" – like "banking."

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We Make the Road by Walking: Conversations on Education and Social Change with Myles Horton and Paulo Freire. Bell, Gaventa, & Peters (ed). 1990

"We cannot educate if we don't start – and I said start and not stay – from the levels in which the people perceive themselves, their relationships with the others and with reality, because this is precisely what makes their knowledge. In order for one to know, it's just necessary to be alive, then people know. The question is to know what they know and how they know, to how to teach them things which they don't know and they want to know"...p. 66

..."one of the tasks of the educator is also to provoke the discovering of need for knowing and never to impose the knowledge whose need was not yet perceived"...p. 66

Compiled by Theresa Lenear, 2004 for "Are children ready for school or are schools ready for children? Understanding the impact of culture and language on school readiness."

...”the educator himself must be educated”...p. 156

...”I would tell you that a good teacher is the teacher who in being or becoming permanently competent, is permanently aware of surprise never, never stops being surprised”...p. 66

Black Children: Their Roots, Culture and Learning Styles. Janice Hale Benson. 1982

...”He who controls images controls minds, and he who controls minds has little or nothing to fear from bodies. This is the reason Black people are not educated or are miseducated in America...The system could not exist if it did not multiply discrimination...It is no accident that there is a blackout on the Black man’s contribution to American history...An educator in a system of oppression is either a revolutionary or an oppressor...The question for Black people in America is a question of life and death. It is a political question, a question of power...Struggle is a form of education...perhaps the highest form...p. 1 (excerpts from “The Challenge of Blackness”, a speech by Lerone Bennett delivered at the Institute of the Black World in Atlanta, Georgia in 1972.)

Unbank the Fire: Visions for the Education of African American Children. Janice Hale. 1994

“Erik Erikson (1968) notes that...`it is of great relevance to the young individual’s identity formation that he be responded to and be given function and status as a person whose gradual transformation makes sense to those who begin to make sense to him.’...The teacher therefore plays an important role in ascribing status and identity to children in the classroom. One example is the division of the class into ability groups...The politics of everyday life in the classroom will be identical to the politics of everyday life outside of the classroom and the children’s world will be in order.”...p. 157-158

Struggling to be Heard: The Unmet Needs of Asian Pacific American Children. Valerie Ooka Pang & Li-Rong Lilly Cheng. 1998.

“Asian Pacific American students are struggling to be heard...Culture is the key dimension of life that has a profound impact on how children feel, think, behave, and view the world. The cultural worldview...must be considered when creating...programs in order to effectively educate and care for the whole child, including their emotional, academic, social and physical needs...Educators can be important mediators in teaching Asian Pacific Americans students how to negotiate the cultural tensions and dissonance that arise as they move through the school system.”...p. 291

Soy Bilingüe: Language, Culture, & Young Latino Children. Sharon Cronin & Carmen Sosa Massó. 2003

“Becoming fully bilingual, bicultural and biliterate is a lifelong process...it takes dedication and ongoing work to develop and maintain literacy in two languages...it takes courage, reflection, and commitment to work on developing one’s own bicultural or cross-cultural skills...rediscovering one’s own family and cultural background...it means understanding the power dynamics that impact the education and development of children and families.” P. 12

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SOCIAL RELATIONS

The Dreamkeepers: Successful Teachers of African American Children. Gloria Ladson-Billings. 1994

Culturally Relevant	Assimilationist
Teacher-student relationship is fluid, humanly equitable, extends to interactions beyond the classroom & into the community.	Teacher-student relationship is fixed, tends to be hierarchical and limited to formal classroom roles.
Teacher demonstrates a connectedness with all students.	Teacher demonstrates connections with individual students.
Teacher encourages a “community of learners.”	Teacher encourages competitive achievement
Teacher encourages students to learn collaboratively. Students are expected to teach each other & be responsible for each other.	Teacher encourages students to learn individually , in isolation.

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Learning in Two Worlds: An Integrated Spanish/English Biliteracy Approach. Perez & Torres-Guzman. 2002

“...The roles of teacher and student shift and alternate. Learners are actively constructing meaning all the time; they are “re-creating meaning” (Moll, 1989). They do not just passively absorb information. Harman and Edelsky (1989) suggest teacher/student roles that are flexible and expansive so that students teach and teachers learn. This flexibility of roles encourages multiple interpretations of texts/ it honors and uses the language norms or home discourses that students bring to school; it emphasizes language repertoires rather than right answers; and it fosters inquiry, analysis, commentary, and evaluation.”...p. 112-113

Unbank the Fire: Visions for the Education of African American Children. Janice Hale. 1994.

“The most important unit in the educational process is the activity between the teacher and the child. Artistic teachers identify ways to unlock the potential of every child, provide more human contact in the classroom, enhance the spirituality of the classroom, and incorporate the arts in all aspects of instruction...When artistic teaching is employed, children are motivated by the interesting manner in which subject matter is presented/ children are given opportunities to explore ideas and content in meaningful collaboration with their teachers and peers; and the children are given choices...The identification of talents and interests is the first step toward building careers that lead to lifelong satisfaction and self-actualization”...p. xxii

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“Through ability grouping, children receive messages of relationship. If bright children are assigned to a lower-ability group, they will reject the messages of relationship from the teacher and demand a reorganization of the classroom and its relationships more in keeping with their self-concepts. If the teacher is insensitive to their demands, which are often subtle, then for the remainder of the year the children will be engaged in small battles with their teacher over their status and identity...Thus we can see that the politics of daily classroom life determine information transfer and the development of abilities and disabilities.”...p. 158-159

“African American children are very sensitive to messages of relationships and to nonverbal cues.”...p. 158

White Teacher. Vivian Gussin Paley. 1989

“The role of teacher and student change. From the often negative function of judge and jury, the teacher can rise to the far more useful and satisfying position of friend. Strangers hide feelings and pretend to be what they are not. Friends want to know and talk about everything. It is a good environment in which to learn.”...p. xv

“The challenge in teaching is to find a way of communicating to each child the idea that his or her special quality is understood, is valued, and can be talked about. It is not easy, because we are influenced by the fears and prejudices, apprehensions and expectations, which become a carefully hidden part of every one of us.”...p. xvi

Teaching Community: A Pedagogy of Hope. bell hooks. 2003

“To speak of love in relation to teaching is already to engage a dialogue that is taboo. When we speak of love and teaching, the connections that matter most are the relationships between the teacher and subject taught, and the teacher-student relationship.”...p. 127

“The teacher who can ask of students, ‘What do you need in order to learn?’ or ‘how can I serve?’ brings to the work of educating a spirit of service that honors the student’s will to learn. Committed acts of caring let all students know that the purpose of education is not to dominate, or prepare them to be dominators, but rather to create the conditions for freedom.”...p. 92

“I defined love as a combination of care, commitment, knowledge, responsibility, respect and trust. All these factors work interdependently...When these basic principles of love form the basis of teacher-pupil interaction the mutual pursuit of knowledge creates the conditions for optimal learning. Teachers, then, are learning while teaching, and students are learning and sharing knowledge...When as teachers we teach with love...means having the clarity to know what to do on any given day to create the best climate for learning.”...p. 131-132

CONCEPTIONS OF KNOWLEDGE

The Dreamkeepers: Successful Teachers of African American Children. Gloria Ladson-Billings. 1994

Culturally Relevant	Assimilationist
Knowledge is continuously recreated, recycling and shared by teachers & students. It is not static or unchanging.	Knowledge is static & is passed in one direction, from teacher to student.
Knowledge is viewed critically.	Knowledge is viewed as infallible.
Teacher is passionate about content	Teacher is detached, neutral about content.
Teacher helps students develop necessary skills.	Teacher expects students to demonstrate Prerequisite skills.
Teacher sees excellence as a complex standard that may involve some postulates but takes student diversity and individual differences into account.	Teacher sees excellence as a postulate that exists independently from student diversity or individual differences.

p.81

White Teacher. Vivian Gussin Paley. 1989

"The children...already know how to open up a classroom, for play is the original open-ended and integrated curriculum. It is the pathway to learning in which differences are valued and rewarded because they enhance the creative potential of the imagination. Children do not ask: Where do you come from? They ask: What role will you play? The children have much to teach us, if we but stop and listen."...p. 142

Black Children: Their Roots, Culture and Learning Styles. Janice Hale-Benson. 1982

"From an educational perspective, a child's play is believed to reflect the degree to which she/he can impose her/his own sense of structure and sequence on the external environment; it also reflects not only the degree to which her/his perceptual and cognitive structures have been developed but also the extent to which they have been integrated and can be applied to new situations. Therefore, play can be regarded as an index to the level of the preschool child's overall cognitive competence."...p. 93

"A distinct difference exists between play and games. Play allows a child to express his/her inner feelings, to escape a world where she/he is in command of some situations or to escape from a game that she/he may be losing, when losing may be a little more than she/he can bear at the time. A game, on the other hand, imposes rules and regulations to which the child must adhere, and it leaves little room for personal expression. Play is not always an unhappy

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experience or an escape mechanism. Sometimes it can be the continuous repeating of a pleasant experience that occurred in reality that brought happiness to the child, who wants to continue to experience the feeling. Since play, whether autonomous or under adult supervision, is important for the development of the child, it is important that adults take “play” as seriously as the child takes it.”...p94

We Make the Road by Walking: Conversations of Education and Social Change by Miles Horton and Paulo Freire. Bell, Garante, & Peters (ed) 1990.

...”As progressive teachers and educators, we have first to get the knowledge about how the people know...It means then to understand the way they speak, their syntax, their semantics. Then secondly we have to invent with the people the ways for them to go beyond their state of thinking...without practice there’s no knowledge.”...p. 98

“You can get all your ideas across just by asking questions and at the same time you help people to grow and not form a dependency on you. To me it’s just a more successful way of getting ideas across...It becomes theirs because they’re the ones who come to that idea, not because I said it or because of some authority; it just makes sense. It makes sense because it’s related to the process and the thinking they’re going through.”...p. 147

Unbank the Fire: Visions for the Education of African American Children. Janice Hale. 1994

“It is essential that every school district, and perhaps every school. Have a curriculum guide that states the consensus of those educators about how they believe children learn and how they intend to teach them...It seems appropriate to close with the words of W.E.B. DuBois (1968); they were written in 1906, but they ring true today...`and when we call for education, we mean real education. We believe in the work. We ourselves are workers, but work is not necessarily education. Education is the development of power and ideal. We want our children trained as intelligent human beings should be and we will fight for all time against any proposal to educate black boys and girls simply as servants and underlings, or simply for the use of other people. They have the right to know, to think, to aspire.”...p. 219