

***PANEL: Training (and In-Service-Training) of
Teachers in Immigration Societies:
Culturally Responsive Teaching in Canadian
Inner-City Schools***

*Conference: Schools in Immigrant Societies:
International Perspectives from Research and Practice*

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Context - Historical

- Historical – “a nation of immigrants”

Context – National Policy

Official Multiculturalism Policy, 1971

- Defines multiculturalism as a fundamental characteristic of Canadian society
- Informs public policy, hiring practices, labour law & public discourse

Charter of Rights & Freedoms, 1982

Section 15 - Equality Rights

- Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Context – Education Structure

- Provincial powers
- Publicly funded Junior Kindergarten – Grade 12
- Ontario – Learning to 18 (compulsory attendance)
- No “streaming” until high school (Grades 9-12) – called “Destinations” – University, College & Workplace – all offered within one school
- English Language Learners – reception, identification & specialized programming

Context – Toronto Demographics

- Toronto - population of 2.48 million people (5 million in the GTA - Greater Toronto Area)
- Between 2001 and 2005, the Toronto CMA attracted an average of 107,000 international immigrants each year, The City of Toronto welcomed two thirds (69,000)
- 43 per cent of Toronto's population (1,051,125 people) reported themselves as being part of a visible minority, up from 37 per cent (882,330) in 1996.
- Over 100 languages and dialects are spoken here, and over one third of Toronto residents speak a language other than English at home.

Context – Toronto Urban Policy

- Poverty by Postal Code, United Way of Greater Toronto
- High Priority Neighbourhoods, City of Toronto
- Campaign 2000, Federal Commitment passed in 1989 to eradicate poverty

Context – Racialization of Poverty

- Ethno-racial minority group members (people of colour) make up over 13% of Canada's population; by the year 2017, this number will rise to 20%;
- by the year 2017, more than half of Toronto's population will be people of colour;
- nearly one in five immigrants experiences a state of chronic low income, which is more than twice the rate for Canadian-born individuals;
- Ethno-racial minority (ie.non-European) families make up 37% of all families in Toronto, but account for 59% of poor families;
- between 1980 and 2000, while the poverty rate for the non-racialized (ie.European heritage) population fell by 28%, the poverty among racialized families rose by 361%; and 32% of children in racialized families, and 47% of children in recent immigrant families in Ontario live in poverty

Context – Toronto Schools

- Approximately 47% of TDSB students have English as their first language.
- More than 80 languages are represented in our schools. Languages from all over the world, such as Urdu, Serbian, Spanish, Swahili, and Cantonese, are spoken by students in the TDSB.
- More than 80,000 (30%) of students were born outside of Canada in more than 175 different countries.
- More than 27,000 (10%) of students have been in Canada for three years or less.

Kugler 3

- Empathy to the structures which govern society
- Ability to honestly relate to and with students beyond cursory ways
- Skilled in a range of teaching strategies & methods to connect kids to learning & build in their insights into the teacher's learning

SPICE Program - Overview

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SPICE - Highlights

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Views of “Inner-City” - Require Unpacking

- *Inner city schools are more diverse = more students of colour*
- *Inner city kids have greater needs, including needing more control*
- *They do not value education*
- *They do not have supports outside classroom*

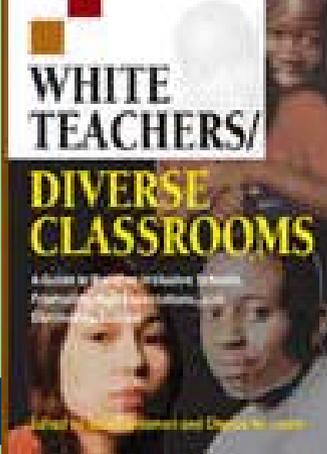
Sample Deficit Driven notions – often based on monolithic stereotypes

Effective Teaching/Effective Urban Teaching
Watson, Charner-Laird, Kirkpatrick, Szczesiui, & Gordon Journal of Teacher Education, 2006

Dilemmas of Distinctions

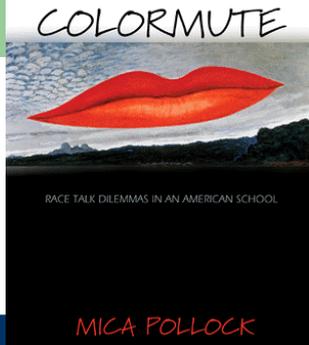
You have the power to label others “different” and treat them differently on that basis. Even if you only mean to help others, not hurt them, because of their difference...you may recreate and reestablish both the difference and the negative implications

(Minow, Making All the Difference: Inclusion, Exclusion, and American Law, 1990).



Dilemmas of Distinctions for Inner-City: racial/ethnic diversity example

- survey of Equity/Urban focused Initial Teacher Education programs reveals “diversity” most frequently defined racially/ethnically
- student-teacher gap framed as increasing “demographic divide”
(Banks et al, Preparing Teachers for a Changing World, 2005)
- Equity/urban programs seek to develop teachers who embrace “culturally relevant pedagogy”
Ladson-Billings *But That's Just Good Teaching!* 1995
- What is revealed & hidden by framing “diversity” as race and/or ethnicity?



Dilemmas of Distinctions for Inner-City: racial/ethnic diversity example

- *The dilemma of presenting the pupil as an individual VERSUS the pupil as representative of a particular group.*
- Colourmute dilemmas - without “race-talk” one risks remaining “colourmute”
“When we notice racial patterns and say nothing publicly to dismantle them, we often help ensure these very patterns’ matter of fact reproduction”

(Pollack, Colormute:Race Talk Dilemmas in an American School, 2004)

Dilemmas of Distinctions for Inner-City: expectations dilemma

The rightful advocacy to have high expectations of all children...

IN TENSION WITH...

The belief that high expectations may be unattainable for some due to systemic barriers in tension with the belief that having 'realistic' expectations for some children is pedagogically unsound and ethically unjust.

(Levine-Rasky, Preservice education & the negotiation of social difference, 1998)

SPICE - Challenges



SPICE - Insights

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Implications

