Multiculturalism and Multilingualism: Equity is the Key

Especially in Distance Teaching and Learning

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Multiculturalism can work as soon as racism is abolished
Racism is not an episode. It is a system.
COVID-19 has exposed the pre-existing conditions of inequality
We must consider *equity* because *inequities* and *inequality* exist.

*Equity* in practice means undertaking the necessary measures to undo or redress *inequities* in schooling and society to ensure that everyone experiences *equality*. 
Specific attention to the history of deliberate group oppression has been given by a number of historians. Educators who are not familiar with the substance of these written histories cannot construct a holistic map of the equity territory."
Domains for Equity Practice

- Purpose
- Pedagogy
- Content
- Climate
- Assessment
- Teacher Evaluation
- Hiring
- Professional Development
- Funding
- School & Family Arrangements

ALL LEARNERS
ALL EMPLOYEES

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A set of connected arrangements or regular procedures that form a whole and work together.

How are your classroom systems connected to other systems in the school?
…and remember, the Gap is not in the Person. It is in the System.
What do I know about my students’ experiences, prior knowledge, home languages, interests & goals?

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How can I connect this lesson to the experiences, prior knowledge, home languages, interests and goals of all students?
How do I want the students to feel about the people they are learning about in this lesson?
When I reflect on what I have learned from talking with students, family members, community members and colleagues about teaching and learning, how can I fine-tune or change my systems for greater equity in the coming month?
What **historical information** can I teach students to examine in order to **deepen their understanding** of the key concepts in this lesson?
NATURE OF LEARNING TASKS

What specific **vocabulary, grammatical structures** and **contextual information** do I need to teach to ensure that **English Language Learners**, **speakers of African American Language** and **students with Special Education placements** are able to engage in the tasks?

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How do I create opportunities for students to access their language of comfort?

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How does my lesson facilitate the re-entry and engagement of students who have been absent or who are joining the class after the beginning of the year?
How is my language **inclusive and positive** with respect to:

- gender  
- culture  
- language  
- class  
- family structures  
- immigration status  
- faith  
- race  
- perceived abilities  
- sexual orientation  
- country of origin?

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What are the various ways in which students can **show what they are learning** from these tasks?
History is Written by the Winners

A Reason for Each of Us to Write Right Now!
We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.

... yet

AND not OR
Who are the modern day abolitionists?
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