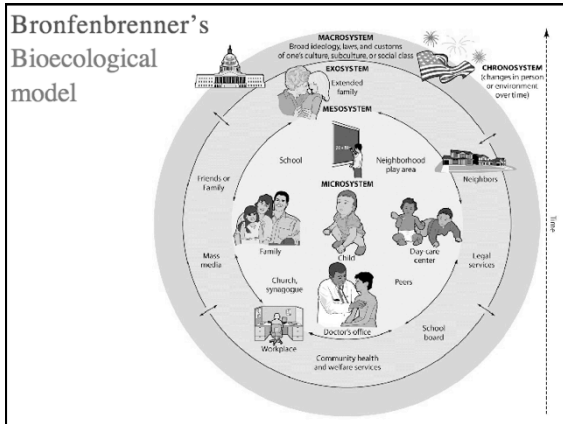


The Self, Social, & Moral Development

Dr. Jeff Sapp

Choose any of the following questions to discuss in a small group

- What/Who do you think are the big influences on the students you teach?
- What are the different types of teaching styles that you notice among colleagues?
- What kinds of controversial topics have ever come up in a class you were teaching? How did you handle them?
- What do you do to set a moral tone in your classroom?



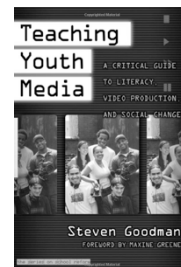
The Microsystem

- Also includes “the increasing influence of television, the Internet, and other forms of media.”

Reviving Ophelia

The Microsystem

- This book explores the power of using media education to help teenagers develop their critical thinking and literacy skills.



The Microsystem

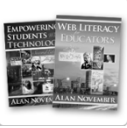
www.novemberlearning.com



Alan November



podcasts



Books



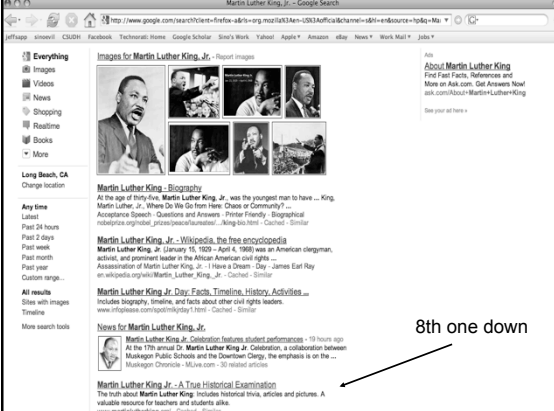
Conferences




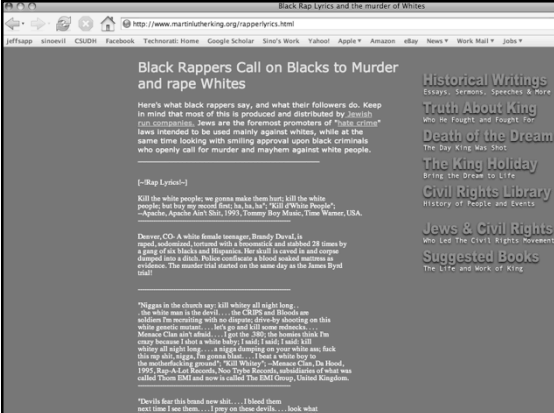
Online Courses



Handouts



8th one down

The Microsystem

- **Responsive Parents** accept their children and frequently interact with them.
- **Unresponsive Parents** tend to be rejecting, negative, or indifferent.

Punishment autocratic	Rigid Obedience Status	High standards enabling flexible	Because I said so
Authoritarian		Authoritative	
I'm the Boss Rules	Directive Structure	assertive Self-regulation	Democratic
Low		High	
distance uninterested		You're the Boss no guidelines	
Uninvolved		Permissive	
neglectful absent	passive	Non-directive Over-involved blurred roles	lenient indulgent
Low		High	

The Microsystem

- “Next to parents and other caregivers, peers exert the most powerful influence on personal development, especially for adolescents.”
- Cliques can provide both emotional support and a sense of identity.
- Some neighborhoods are safe and nurturant, while others are dangerous and toxic...and this isn't necessarily a matter of urban-suburban-rural and socioeconomic class.

The Mesosystem

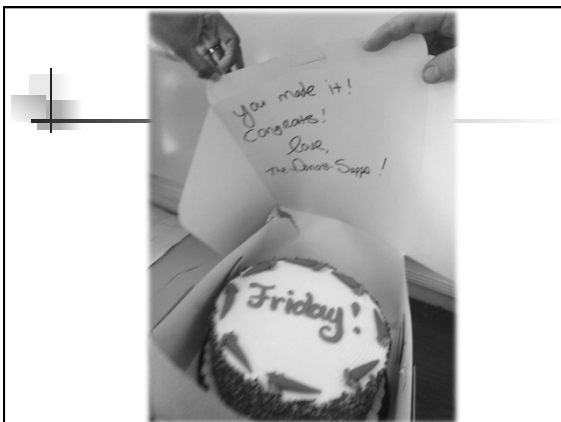
- The mesosystem consists of the interactions between the elements of the microsystem...

The Mesosystem

- Is your school welcoming to parents? How do you know? What does it do to make parents feel welcome?
- What are ways that parents are involved in your school? What do they do?

Parents

- Henderson and Mapp (2002) examined eighty studies of parental involvement, preschool through high school, in settings around the nation. They concluded that “the evidence is consistent, positive and convincing: many forms of family and community involvement influence student achievement at all ages.”



Parents

- Parental support and participation enhances children's success in school.
- Let's look at some obstacles that keep parents from participating in schools.

Lack of commitment to diverse parental involvement

- Schools must be committed to including a broad cross-section of parents. Parental diversity is not only reflected in culture, ethnicity and language but in socioeconomic and family makeup (single parent, two-working parents, foster parents, blended families, same-sex parents, undocumented parents, military parents, etc.). It's important to be proactive in seeking out a broadly representative group of parents to ensure their voices and perspectives are brought to the table. The best decisions are made when the decision makers represent all the identities that make up the school.

Blaming parental apathy for a lack of involvement

- When there is a lack of parental involvement, it's easy for schools to blame parental apathy or a lack of caring instead of considering whether the school is not removing barriers or making some parents feel unwelcome. For example, issues of child-care, transportation and working multiple jobs can all be obstacles to a parent's ability to participate. This means treating all parents with respect, examining our own attitudes towards some parent groups and their issues and ideas, and seeking ways to accommodate other obstacles. We cannot expect to attract parents whom we do not value as human beings.

Parental involvement is more than the numbers

- It's easy to get caught up in the "head-count", however, the question is not, "How many parents came?", but, instead, "How effective are we in strengthening our partnership to be of support to each other?" The issue is not how many parents turn out for an event, but rather how well parents are supporting their child's education. Schools must take responsibility for establishing a climate of welcome, respect, encouragement and positive action for parents.

Parents are seen as having a limited support role

- Some schools view the extent of parental involvement as helping to raise funds, volunteering at school events and monitoring homework assignments. When parent involvement is really working effectively, the school shares these six roles: communicating with parents, supporting the well being of families, supporting education and the school, learning from parents, teaching parents and sharing governance in mutual partnership.

Parents' views of their appropriate role within the school

- In some cultures it is considered inappropriate for parents to be involved with the school. They entrust their children to the institution with the certainty that the school's interests coincide completely with that of their children and fear that it would be an insult to school staff if parents had input. Other parents may view the school as an institution that is undermining their cultural beliefs by reinforcing mainstream values. They see the school as a threat to family harmony and thus seek to distance themselves from it. It is important to make sincere efforts to educate and involve all parents. Do you know where your parents stand on these thoughts?

Parents perceptions of themselves

- Some parents have low self-esteem, some have negative memories of their own schooling experiences and some view themselves as without rights because of immigration status. Parents who have had little education may think they have little or nothing to offer the school, those with negative experiences may wish to avoid the school and those with legal status issues may view the school as another arm of the government. You will need to take these possibilities into consideration when seeking out parents to participate.

Untrained educators

- Most teacher education programs do not prepare teachers or administrators to understand the benefits of a strong home/school partnership or train them to interact confidently and productively with families, especially non-mainstream families. This is an obvious staff development opportunity.

PTA isolation

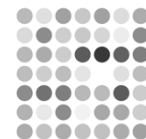
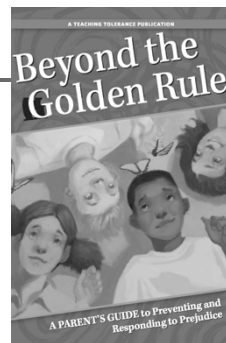
- If the PTA has no connection with other parent organizations or committees and/or is not representative of the cultural and ethnic demographics of the school populations and/or has no connection with the community it may not be an effective resource for parental involvement.

Discrimination, prejudice and bias

- There are many barriers that affect the involvement of parents. These barriers - racism, cultural and language differences - are part of the macrosystem.

Solutions to think about

- Offer programs that meet the needs of parents
- Involve a cross-section of parents in planning activities
- Publicize meetings in a variety of ways
- Provide adequate advance notice
- Send timely follow-up reminders
- Get teachers and students involved
- Target a particular group of parents
- Provide an interpreter
- Have hand outs available in different languages
- Schedule meetings at a time most convenient to parents
- Set up a telephone tree
- Provide child care and/or involve children in the program
- Provide transportation
- Have door prizes
- Serve refreshments
- Evaluate meetings
- Make improvements a priority



Different families

The experiences of children with lesbian and gay parents



Erikson's 8 Life-Span Stages

- **Identity** is the sense of self, individuals' personal understanding of their own existence, and what they want in life.
- **Self-concept** is individuals' cognitive assessment of their physical, social, and academic competence. (self-esteem is confidence in one's abilities.)
- A **crisis** is a psychosocial challenge that presents opportunities for development.



Did you know that "stressed" is "desserts" spelled backwards?



=



Supporting Psychosocial Development

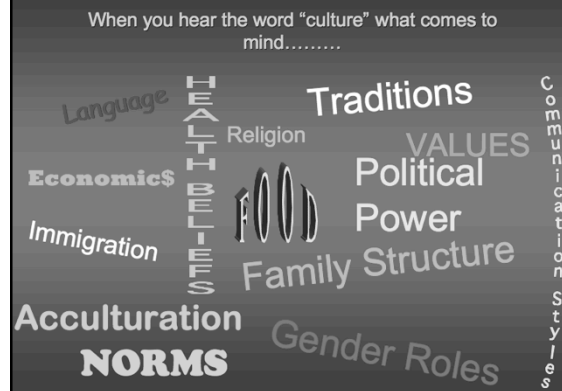
- What is "Youth Culture"?

Defining Culture

The body of learned beliefs, traditions, principles, and guides for behavior that are commonly shared among members of a particular group. Culture serves as a roadmap for both perceiving and interacting with the world.

Source: *Increasing Multicultural Understanding: A Comprehensive Model*, Don C. Locke, Sage Publications, 1992.

When you hear the word "culture" what comes to mind?



What are some examples of the sub-cultures among the young people you works with that are not based on race, ethnicity, or religion?



Insert CURRENT pictures/music/video here

Defining Cultural Competence
The state of being capable of functioning effectively in the context of cultural differences.
Source: Towards a Culturally Competent System of Care, Cross, Bazron, Dennis, & Isaacs, 1989, Georgetown University Child Development Center

Stages of Cultural Competence

- Cultural destructiveness is characterized by attitudes, policies, structures, and practices within a system or organization that are destructive to a cultural group.
- Cultural incapacity is the lack of capacity of systems & organizations to respond effectively to the needs, interests, and preferences of culturally & linguistically diverse groups. Examples include but aren't limited to: institutional or systemic bias; practices that may result in discrimination in hiring and promotion; disproportionate allocation of resources that may benefit one cultural group over another; subtle messages that some cultural groups are neither valued nor welcomed; and lower expectations for some cultural, ethnic, or racial groups.

Stages of Cultural Competence

- Cultural blindness is an expressed philosophy of viewing & treating all people as the same. Characteristics may include: policies and personnel who encourage assimilation; approaches in the delivery of services & supports that ignore cultural strengths; institutional attitudes that blame individuals or families for their circumstances; little value placed on training & resource development that facilitate cultural & linguistic competence; workforce personnel that lack diversity; and few structures & resources dedicated to acquiring cultural knowledge.
- Cultural pre-competence is a level of awareness within organizations of their strengths & areas for growth to respond effectively to culturally & linguistically diverse populations. Characteristics include but aren't limited to: the organization expressly values the delivery of high quality services & supports to culturally & linguistically diverse populations; commitment to human & civil rights; hiring practices that support a diverse workforce; sometimes a tendency for token representation on governing boards, etc.

Stages of Cultural Competence

- Cultural competence: Systems & organizations that exemplify cultural competence demonstrate an acceptance & respect for cultural differences and they:
 - Reflect it in their mission statements.
 - Implement policies & procedures that integrate cultural & linguistic competence into the core of the organization.
 - Identify and use evidence-based and promising practices that are linguistically & culturally competent.
 - Implement policies and procedures to recruit, hire, and maintain a diverse workforce.
 - Provide fiscal support.
 - Dedicate resources.
 - Collect data on their implementation.
 - Practice principles of community engagement that result in the reciprocal transfer of knowledge and skills between all people.

Stages of Cultural Competence

- Cultural proficiency: Systems & organizations hold culture in high esteem, use this as a foundation to guide all of their endeavors, and they:
 - Continue to add to the knowledge base.
 - Develop practices that integrate health and mental health care.
 - Employ faculty/staff and consultants with expertise in cultural & linguistic competence.
 - Share what they're learning with others.
 - Support & mentor other organizations.
 - Advocate with, and on behalf of, populations who are traditionally un-served and underserved.
 - Establish and maintain partnerships with diverse groups.

10 Things You Can Do To Become Culturally Competent

- Explore Your Community
- Strengthen Your Verbal & Non-Verbal Skills
 - Observe • Ask
 - Question • Read
 - Examine • Talk
 - Analyze • Listen

“Teachers and other adults can assist adolescents in their identity achievement by openly discussing pressing issues with students.”

What is an example of a topic you would NOT take on in a classroom setting and why?

Discussing Controversial Subjects

- Why teach controversial issues?
- Education should not attempt to shelter our nation's children from even the harsher controversies of adult life but should prepare them to deal with such controversies knowledgeably, sensibly, tolerantly and normally.

National Guidelines

- 1996 Education Act section 406 forbids promotion of partisan political views in teaching and forbids schools to allow pupils under 12 years of age to engage in partisan political activities.
- 1996 Education Act section 407 requires teachers to ensure balance in presentation of opposing views in dealing with political or controversial issues.

Examples of controversial issues

- Euthanasia
- Cloning, stem cell research
- Treatment of terror suspects
- Policy for refugees/asylum seekers
- Fair trade
- World debt
- Animal rights

The Approach

- The community of enquiry - developing listening skills and respect for alternative viewpoints and the use of activities to encourage students to examine critically their own and others thinking and reasoning.

The Rubric

- Looking at PERSPECTIVES: image, film, cartoon, song, story
- Drawing or writing your FIRST THOUGHTS and sharing it
- Making QUESTIONS in pairs
- VOTING and DECIDING TOGETHER on questions and issues
- TALKING about it
- SHARING what we have learned

The Invasion of the Americas (Not The Discovery of America)

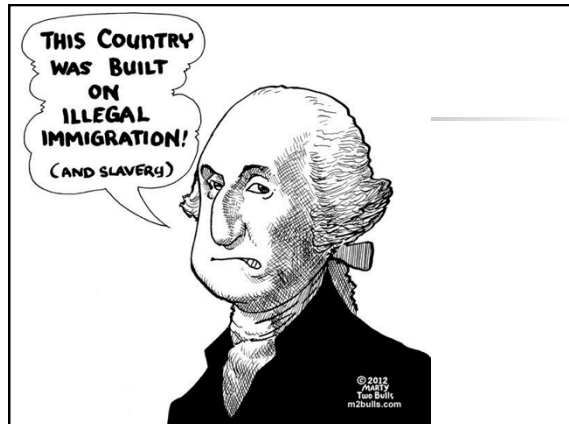
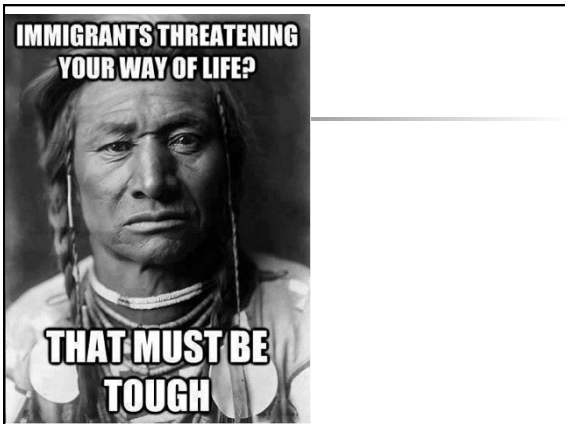
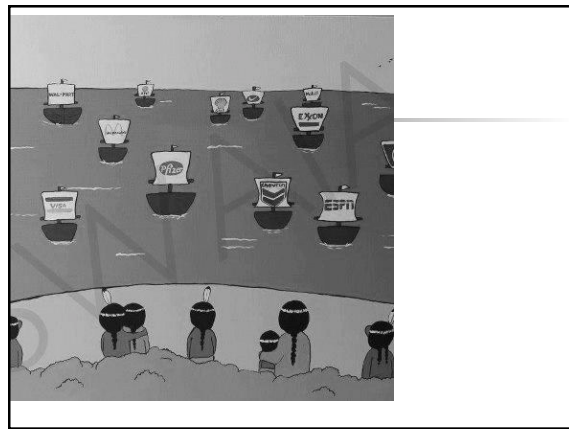
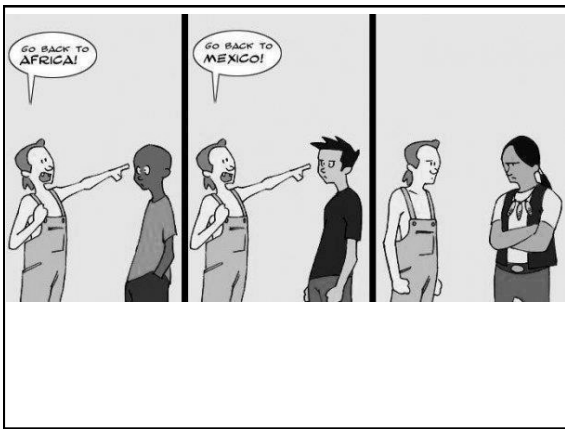
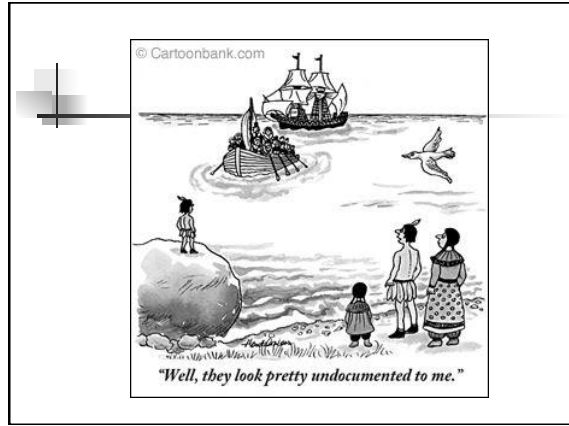
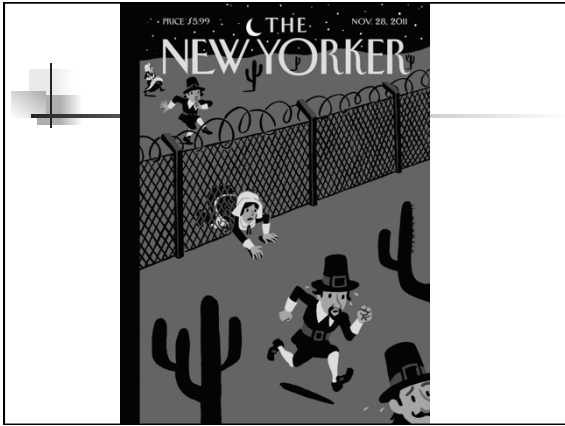


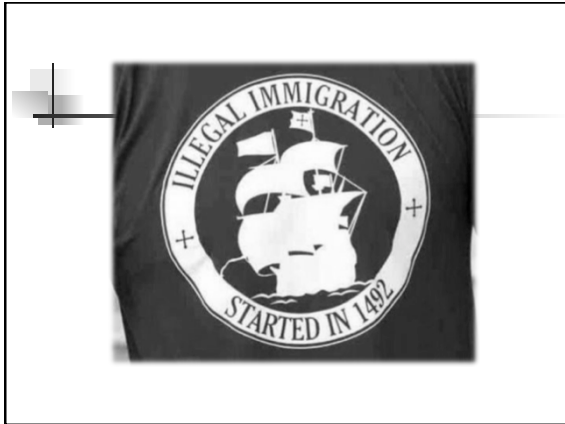
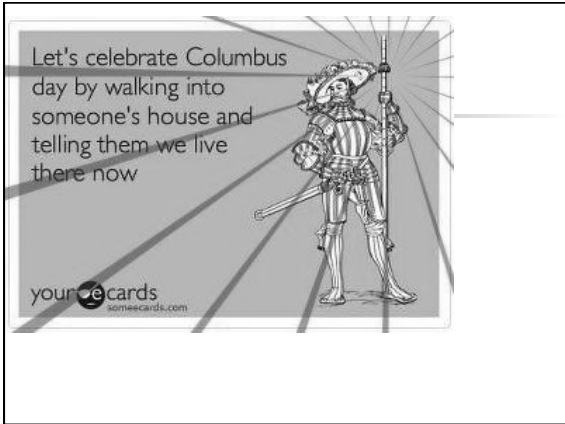
"THEY SAY THEY'RE BUILDING A WALL BECAUSE TOO MANY OF US ENTER ILLEGALLY AND WON'T LEARN THEIR LANGUAGE OR ASSIMILATE INTO THEIR CULTURE..."

WANTED



CHRISTOPHER COLUMBUS
GRAND THEFT, GENOCIDE, RACISM
INITIATING THE DESTRUCTION OF A CULTURE
RAPE, TORTURE, AND MAIMING OF
INDIGENOUS PEOPLE AND INSTIGATOR OF THE BIG LIE.
500 YEARS OF TOURISM





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 and only then will I drop my defenses and my hostility and I will sing your praises and help you make the desert bear fruit.

Ralph Ellison