



Culturally Responsiveness practices in the IB Diploma Program

TAPPING IN THE POTENTIAL OF ACID TESTS TO FOSTER COHERENCE BETWEEN
THE IB PRINCIPLES AND TEACHING PRACTICES

International Education (is, has, tells me, should, does, does not, etc.)

I used to think...	...Now I think

The International Baccalaureate (IB) is

- ▶ Well-known educational option for international education (5,278 schools in 158 countries)
- ▶ Accredits schools worldwide to teach its programs (a framework with flexibility to meet national requirements)
- ▶ Provides graduates an IB Diploma which is recognized by colleges worldwide



One of my main propositions

The '*International*' in international education offer by the IB means *Western education*. This is detrimental for the education of students, specially those from non-Western countries and cultural backgrounds who learn about the IB framework by mostly Western teachers.

IB compared to other pedagogies

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

-IBO Mission-

- ▶ Multicultural Education
- ▶ Equity Pedagogy
- ▶ Culturally Responsive Education
- ▶ Critical Pedagogy
- ▶ Highlander Folk School

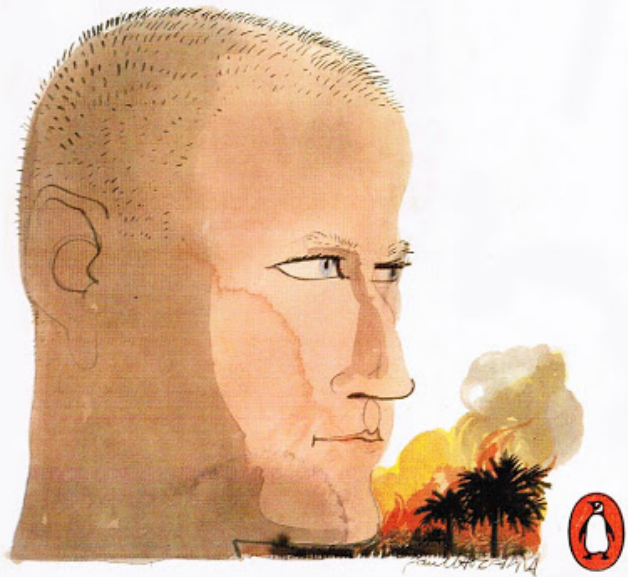
Video

- ▶ Taken from the IB Resources website
- ▶ Language A: Literature class to highlight collaboration skills
- ▶ British International School in Ho Chi Minh City, Vietnam

Look for:

- ▶ Classroom environment
- ▶ Teacher(s) and student population
- ▶ Content of the class
- ▶ Teaching practices

GRAHAM GREENE THE QUIET AMERICAN



Video:

“Narrated in the first person by journalist Thomas Fowler, the novel depicts the breakdown of French colonialism in Vietnam and early American involvement in the Vietnam War”

-The Quiet American Movie Review
(2003)-

Short discussion (only if time allows)

- ▶ Would someone like to share?
- ▶ Would you be comfortable sharing what you saw (or did not see) in the chat?

This is what I saw


- ▶ From all the videos in the website.
(Faculty, Faculty in relation to ss.
population, classroom environment [Why it
matters?] Practices, and Content)
- ▶ Implications:
 1. Reflective of IB classrooms around
the world
 2. What the IB has decided to
showcase as the model to follow.

The screenshot shows the top navigation bar of the IB website with links for 'ibo.org', 'Online Curriculum Centre', 'Blogs', 'IB Store', and 'IB Answers'. Below this is the 'Diploma Programme' logo and the page title 'Approaches to teaching and learning'. A language dropdown menu is set to 'English'. The main content area features three columns, each with a representative image and a title: 'Guide' (two students talking), 'In Practice' (two students at a laptop), and 'Tools' (two students looking at a phone). Below each title is a small icon and a descriptive label: 'Approaches to learning' for Guide, 'Videos' for In Practice, and 'Self reflection tool' for Tools.

ibo.org | Online Curriculum Centre | Blogs | IB Store | IB Answers |

Diploma Programme | Approaches to teaching and learning | English ▼

 Guide |  In Practice |  Tools

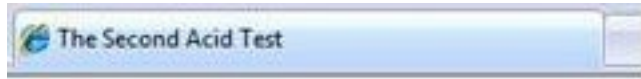
 Approaches to learning |  Videos |  Self reflection tool

Proposal:

My Solution

- ▶ Give educators agency to initiate the evaluation of their work in regards to cultural responsiveness
- ▶ Point expatriate educators the direction to find material and information that help them become culturally responsive
- ▶ Support developing the habit of implementing daily culturally responsive practices with students from different cultural backgrounds

Acid tests



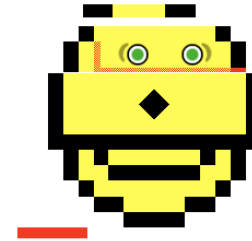
Hello World!



Hello World!



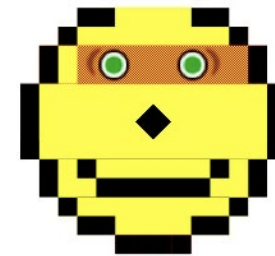
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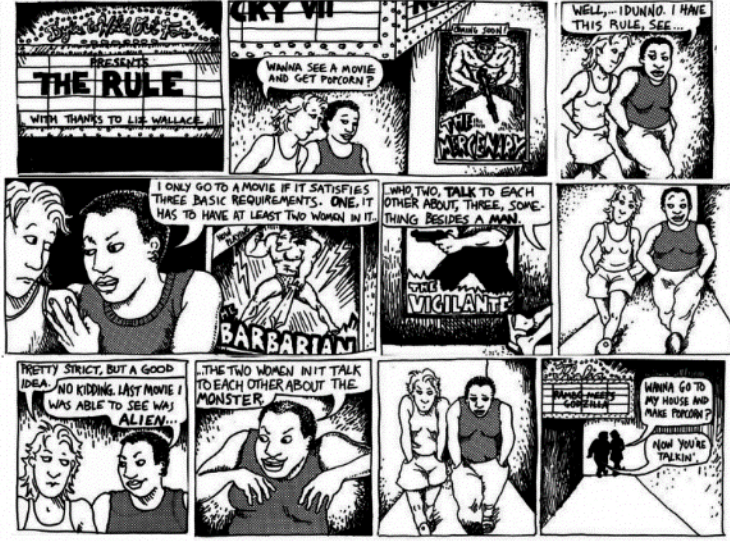
Hello World!



Hello World!



Bechdel-Wallace test



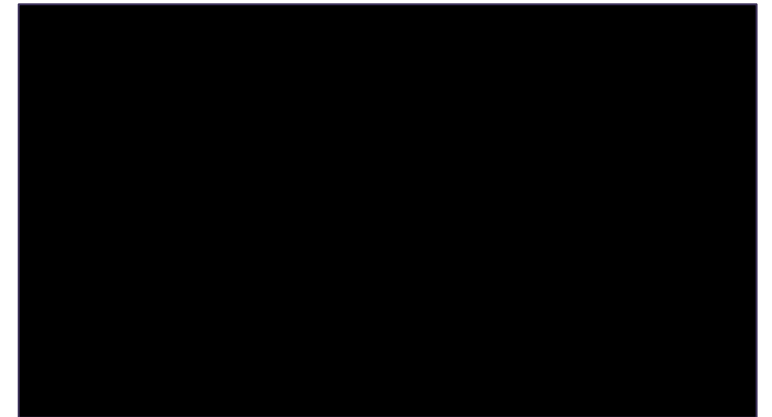
Laurie Voss Test



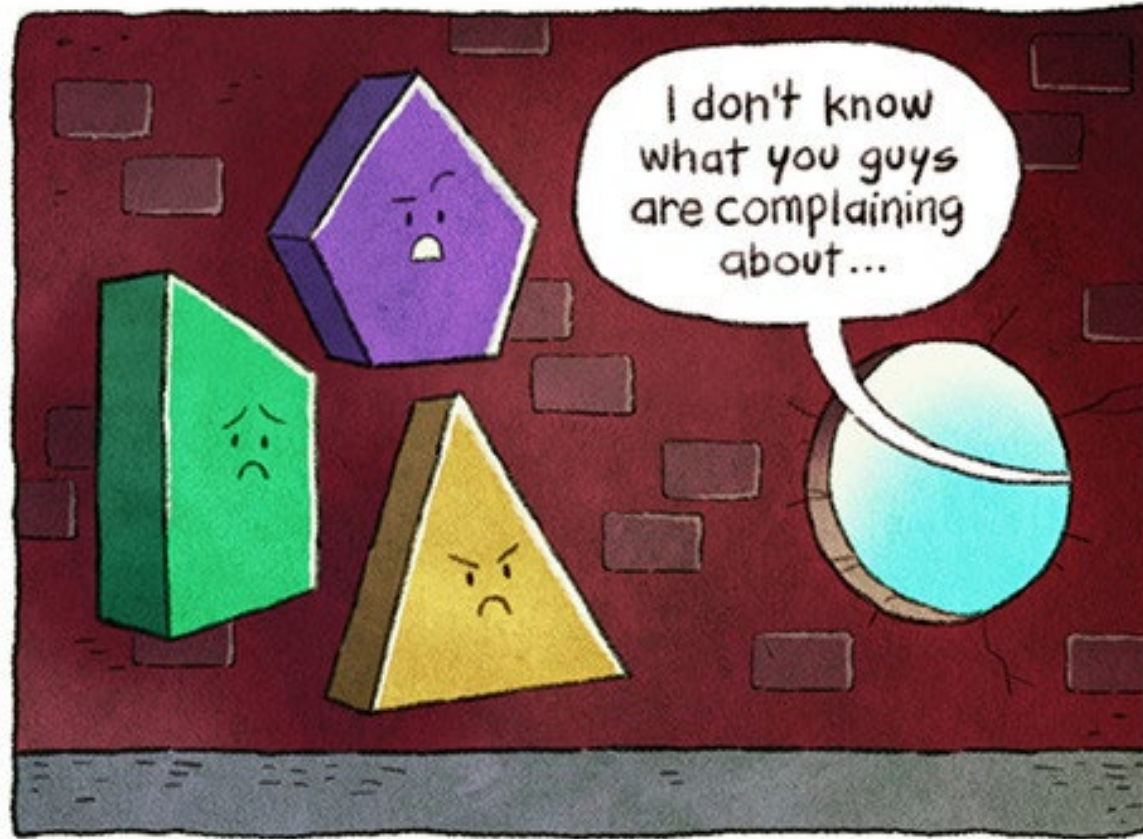
Finkbeiner Test



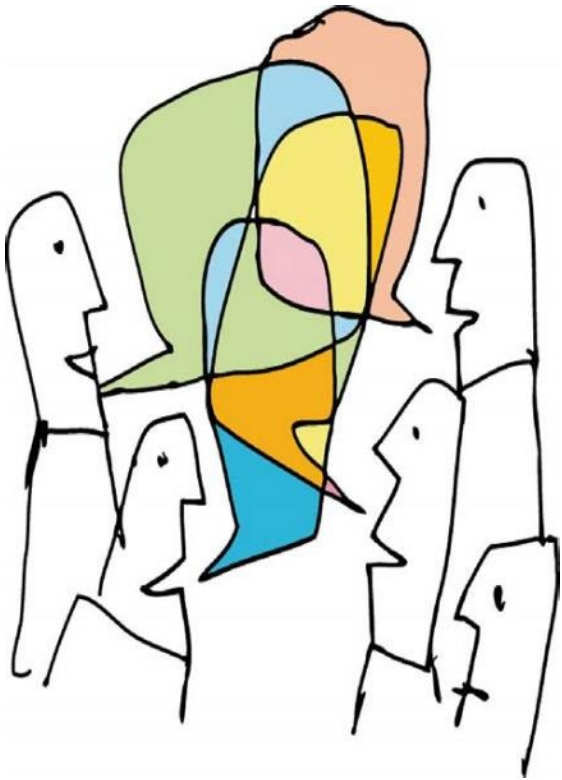
How about education?



Realities and complexities of teaching non-Western cultures.



Criteria



Language



**Holistic
approaches to
teaching**



Self-reflection

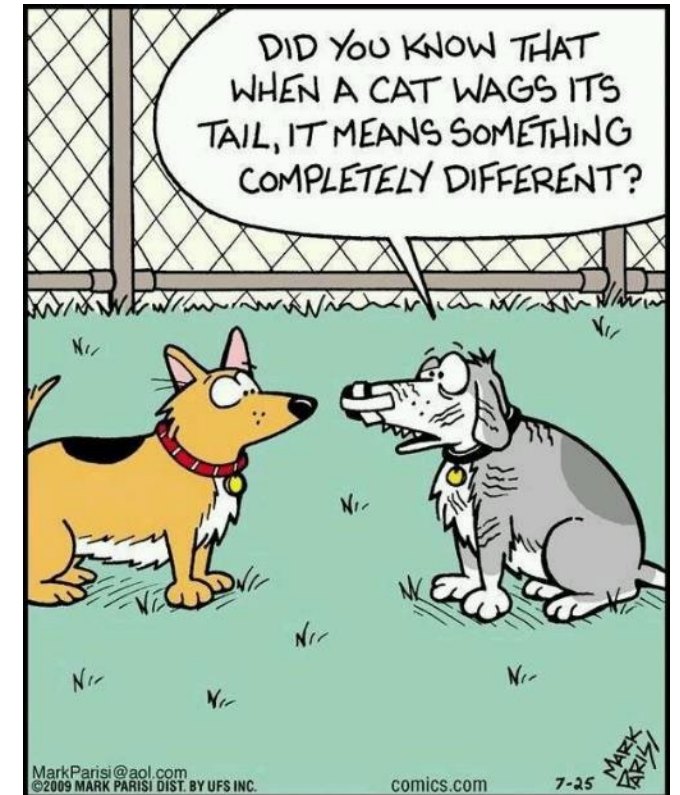
Language



Coming to terms with one's monolingualism



Standing up to English only policies



Understanding the power of language nuances

Holistic approaches to teaching



Avoiding sole inclusion of Ethnic heroes



Allowing several ways of student participation



Facilitating student learning communities

Self-reflection



Constantly questioning
own cultural experiences
(ex: where did I learn this
from? etc.)



Aiming for self-
knowledge

James Bank's Diversity within Unity Essential Principles Checklist

Diversity Within Unity Essential Principles Checklist

Principles	Rating				
	Hardly at All		Somewhat		Strongly
<p>1.0 Do professional development programs in your school district help teachers understand the complex characteristics of U.S. ethnic, racial, and cultural groups?</p> <p>1.1 Do professional programs help teachers to understand the ways in which race, ethnicity, culture, language, and social class interact in complex ways to influence student behavior?</p> <p>1.2 Do professional programs help teachers to uncover and identify their personal attitudes toward different racial, ethnic, language, and social-class groups?</p> <p>1.3 Do professional programs help teachers to uncover and identify their behaviors related to diverse racial, ethnic, language, and social-class groups?</p> <p>1.4 Do they help teachers acquire knowledge about the history and cultures of diverse ethnic, racial, and cultural groups?</p> <p>1.5 Do they help teachers become knowledgeable about the diverse perspectives on historical and current events within different ethnic, racial, language, and cultural communities?</p> <p>1.6 Do they help teachers develop the knowledge and skills needed to modify their instruction so that students from diverse ethnic, racial, cultural, and language groups will have an equal opportunity to learn in their classrooms?</p>					
<p>2.0 Do the schools in your district ensure that all students have equitable opportunities to learn and to meet high standards?</p> <p>2.1 Are the teachers and administrators in schools with large minority and low-income populations comparable in terms of experience, degrees held, and endorsements with teachers and administrators</p>					

Timizay Ruiz's Initial Guide to Culturally Responsive Practices

In this unit:

	Yes	No	Working On it
Language			
Monolingualism			X
There are opportunities for students to think, express themselves, ask questions, and show their understanding of the concepts in their own language if this is other than English			
I have asked local teachers and parents (or examine this country's history) about their views on key concepts of the unit (ex: democracy, communism, etc.) and there are opportunities for students to learn about them in the unit and to share their opinions about them without feeling judged or coerced			
Holistic Approach			
There is a consistent inclusion of the contributions, literature, viewpoints, interpretations, etc. of the cultural groups of the students in the unit			
I have arranged groups of students, invite local teachers, parents, TAs, etc. to participate in classes and support the learning and sharing of students whose culture and language are different than mine			
Self-Reflection			
I have asked myself how my culture benefits or is harmed from the theme and it's perspectives; specially in comparison to the cultures of my students. Are there any rights that were accessed or denied to any cultural group (including mine) because of the concepts treated in the unit			
I have reviewed my prior cultural exposure to the concepts in the unit. I have reviewed how the media, cartoons, music, conversations of my peers, etc. influenced my views on the concepts in the unit.			

In this lesson:



	Yes	No	To consider
Language			

References

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Acid test 2 [www.microsoft.com › en-us › internet-explorer](http://www.microsoft.com/en-us/internet-explorer)

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NPM Icon www.icons8.com (n.d)

Watermelon winner <https://www.youtube.com/watch?v=eLgxBaiwuA8> (2019)