

# Inclusive Pedagogy Brown Bag

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# Honoring the People

- Giving respect to the land and Abanaki people, the indigenous people of this land. Gratitude for the Native people of each of the Four Directions.
- Thank you to all the workers, whose labor allows us to eat, drink, have electricity and conduct all of our efforts that we are engaging in here today.
- Thank you to all involved for creating this space for us.

“One of the hardest things teachers have to learn is that the sincerity of their intentions does not guarantee the purity of their practice”.

(Becoming a Critically Reflective Teacher, 1995,  
Brookfield, p.1)

Inclusive teaching is intentional  
teaching.

# Diversity is...

*The fact of human **difference**, that may make a difference - in how we **interact**...with one another, with communities, institutions, and with ourselves.*

*N. Abdul-Wahid*

*Inclusion in the classroom is...*

*Welcoming and embracing the strengths of our differences, encouraging involvement and providing equal access to opportunities and information.*

# Pedagogy is not Culturally Universal

- “No learning situation is culturally neutral.”
- “reasoned” argumentation
- Impersonal objectivity
- Sports-like competition in testing and grading”

(Ginsberg & Wlodkowski, 2009, p.10)

# Pedagogy is Cultural

When we accept norms as universal, we are likely to see deficit rather than difference.

**Example:** Socratic seminar- favors those for whom assertive public discourse is a part of everyday life. If this form of active participation is evidence of being smart, entire groups of students may find themselves at risk of failure.

# Transcultural Pedagogy

...to respect diversity; engage the motivation of all learners; create a safe, inclusive, and respectful learning environment; derive teaching practices from principles that cross disciplines and cultures; and promote justice and equity in society.

(Diversity and Motivation, p. 23)

# Learner-centered Paradigm

“I’ve come to realize that it is not so much what students know but what they can do. Likewise, teaching is not about what I know but what I enable others to do”

(Phelps, 2008, in Weimer, p. 7)



# Classroom climate

- “the intellectual, social, emotional, and physical environments in which our students learn” (Ambrose, et al., 2010)
- Factors that affect climate
  - Content of course and course design
  - Topics discussed vs. dismissed
  - Teacher-student relationships and interactions
  - Tone of discussion
  - Student-student interactions
  - Demographics of participants

# CLASSROOM CLIMATE

- Marginalizing
  - Diverse perspectives excluded or discouraged
  - Reduced learning, achievement, perceptions of competence, belonging
- Centralizing
  - Diverse perspectives included and welcomed
  - Identity safe classrooms

# CREATING CENTRALIZING CLIMATE

What can we do to create a climate, set of expectations or practices to encourage students to engage with these issues and to increase their comfort level in “being uncomfortable?”

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