



# Pedagogies of Cariño: Asset-Based Approaches and Culturally Affirming Classrooms

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Cañada College  
August 13, 2024  
10:00 am - 12:00 pm

Carmen Johnston  
Kristin Land  
Puente PD Trainers &  
Chabot English Faculty

# Agenda

- Welcome and Conocimiento (Community Builder)
- Puente's History and Professional Development Philosophy
- What is a Pedagogy of Cariño?
- Understanding Community Cultural Wealth
  - What is it and why is it important?
  - Case Study: Recognizing a student's various capitals
  - Chispas: What does affirming community cultural wealth look like in my discipline?
- Reflection & Appreciations
  - What will we apply or adapt *ahora mismo*?



# Community Builder

## Conocimiento

# Dichos: Cultural Sayings

## **Piti, piti, wazo fe nich li.**

Haitian Creole Proverb



Little by little the bird builds its nest.

## **Ponte las Pilas**

Spanish Proverb



Step it up. Put in the work and be your best.

# Ancestral Wisdom in Dichos and Nicknames

Simone Biles, is the GOAT, except to her mother, Nellie Biles, who calls her “little turtle.”

“Don’t worry that you are moving slowly. Just be sure what direction you are going in,” her mother says.



Image Credit:Gabriela Bhaskar  
for The New York Times

# Share & Swap

Greet your table partners and discuss

- What dichos or cultural sayings can you recall?
- Discuss its significance.

Image Credit: "Dichos y Bichos II" by Sam Hernandez (2007) at the San José Museum of Art, August 2023.



Before we discuss, pause and reflect . . .

- What are some benefits of starting class with an activity like this dicho community builder?
- In what ways does an activity like this address what you heard from students in today's panel?

Let's hear from 3-4 Volunteers

# Afro-Indigenous Poet/Scholar Alan Pelaez Lopez Breaks Down Why Blackness is Radical in Latinidad.



Also dive into their essay:  
[The X In Latinx Is A Wound, Not A Trend](#)

# Hans Miguel Esguerra Uplifts Undocu-Asian and Pacific Islander Students



Originally from the Philippines, Esguerra runs his own nonprofit “Help Out More.”

His poem, “Just Won’t Do” calls for unification among immigrants.

[Check out this workshop on supporting UndocuAPI students.](#) Visit [Immigrants Rising](#) to learn more about Esguerra and other undu-leaders.

# In “Why Fill Out the Census”

Amrit, an undocumented filmmaker with South Asian roots, explains her motivation to convince her family to complete the 2020 census.



[Learn more about Amrit – Immigrants Rising](#)

Puente's History  
+  
Professional Development Philosophy

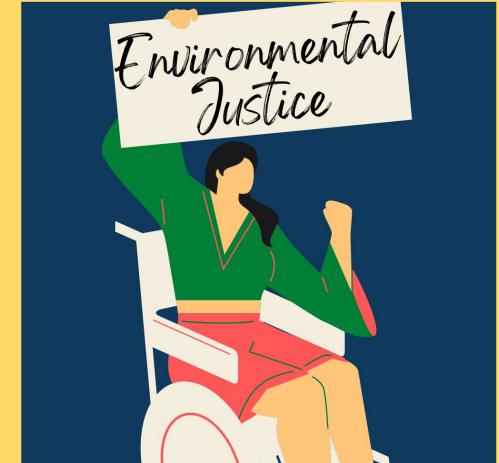
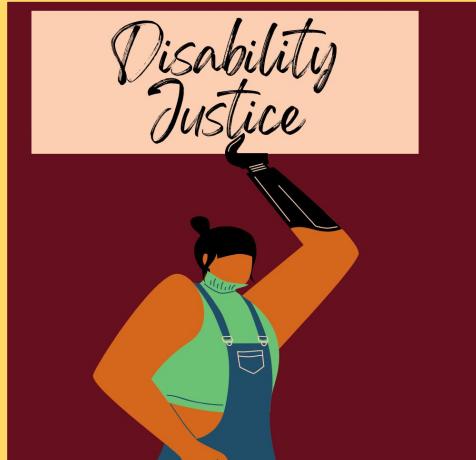
# Puente's Mission

Increase the number of educationally underserved students

- who enroll in 4-year colleges and universities,
- earn college degrees, and
- return to their communities as leaders and mentors.



# Puente Equity Framework



# Chispas! Puente's PD Philosophy



A chispa is a spark, inspiration  
Photo by Ethan Hoover on Unsplash

Puente PD sessions strive to ...

- Ignite curiosity + creativity
- Inspire + resource learning
- Connect crews of culturally responsive teachers

# Pedagogies of Cariño



“When the basic principles of love form the basis of teacher-pupil interaction, the mutual pursuit of knowledge creates the conditions for optimal learning. Teachers, then, are learning while teaching, and students are learning and sharing knowledge.”

~ bell hooks

*Teaching in Community: A Pedagogy of Hope*

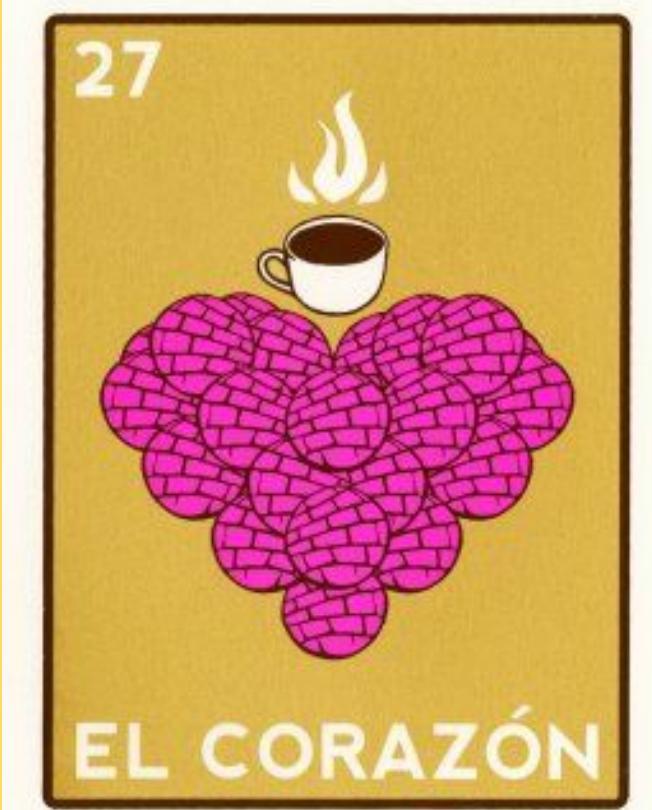
# Pedagogies of Carino



## Turn & Talk

Think back through your educational experience. Talk to a partner about a teacher you could tell cared about you. What did it look like? What did this teacher do to show you they cared?

Curtis Acosta, Tucson, Arizona - "Precious Knowledge"



# Pedagogies of Cariño

In familial or personal relationships,  
Cariño looks like:

Care  
Affection  
Tenderness  
Fondness

What does this look like in a classroom  
setting?

# Cariño in a classroom community is...

- Expressing your enthusiasm for the work
- Honoring students' goals & ambitions
- Affirming students' identities, knowledge, & skills
- Receiving student work with care
- Mentoring students
- Demonstrating consideration for students' challenges & struggles



# Cariño challenges us to engage with...

Anti-racist teaching & Humanizing practices

- Linguistic Justice
- Cultural responsiveness
- Equitable grading & policies
- Mental health & wellness support
- Community Cultural Wealth



# Understanding Community Cultural Wealth

# Community Cultural Wealth



Image Credit: [Yolanda Lopez - a picture of her mother that inspired a series of paintings.](#)

“An array of knowledge, skills, abilities, and contacts possessed and utilized by BIPOC communities to survive and resist macro- and micro-forms of oppression.”

~ Tara J. Yosso

# Yosso's model reminds me to ...



1. Learn about and affirm cultural ways of knowing
2. Resist buying into cultural hierarchies

# Cañada's New Cultural Center . . .



Cañada represents at The Lowrider Exhibit  
Watsonville's Pajaro Valley Arts Museum

provides all of you opportunities to learn alongside students when you attend events.

Why not show up for 2-3 each year?

Educators use Yosso's framework to design experiences that uplift student strengths *and* serve a larger purpose: our common struggle toward social justice.



# "Community Cultural Wealth"

## by Tara J. Yoso

Read and make notes:

- What do you see?
- What do you wonder?



# Recognizing the capitals within our students: A Case Study

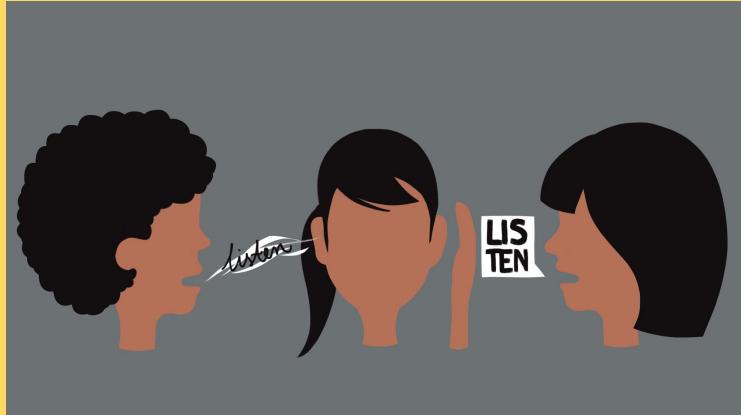
# Kelani -1 and Miguel - 2

Review the case study with these questions in mind:



- How does the student's story reveal different forms of community cultural wealth?
- How do the educators validate and build upon the students' knowledge and community cultural wealth?
- What missed opportunities to uplift the cultural wealth do you see in the case studies? What might the teachers need to do differently to validate and honor that wealth?

# Discussion



1s find a 2

Briefly discuss your response to your case study.

Let's build our understanding of community cultural wealth together. What did you discover through the case studies?



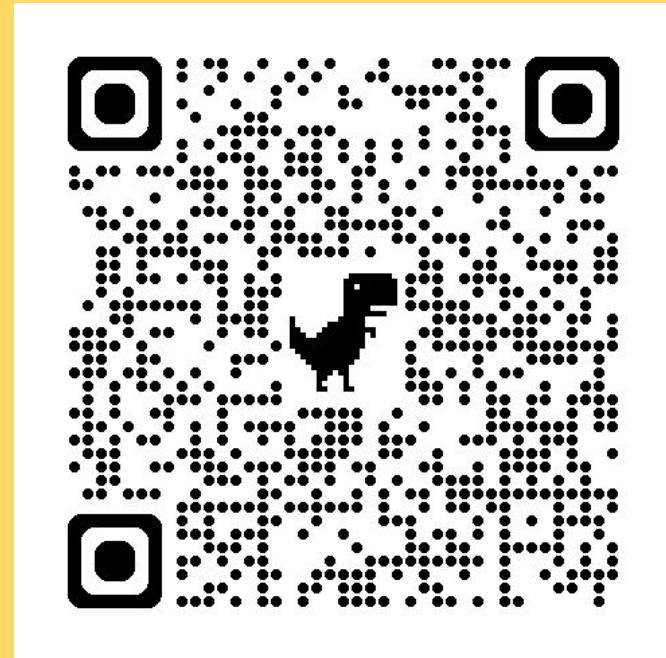
What does it look like  
to acknowledge and nurture  
community cultural wealth?

# Chispas!

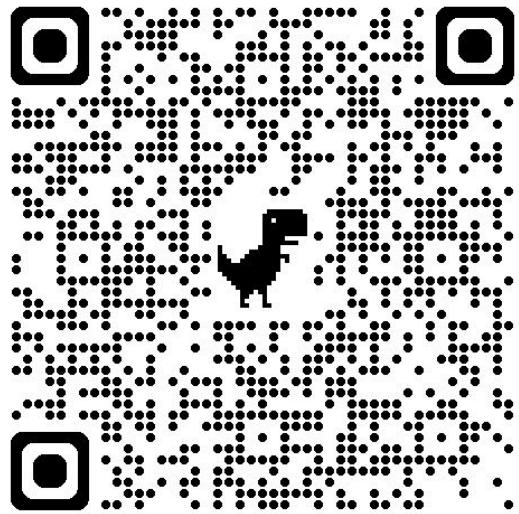
1. Look over the 3-4 samples on your table.
2. Discuss the capitals the instructor acknowledges/nurtures.
3. Which samples inspire you? Is there...
  - a. something you'll borrow or modify?
  - b. something that validates what you already do?
  - c. something you are curious to learn about?

# Application

How might you apply a capital of community cultural wealth to your teaching practice?



Scan the QR Code to complete the exit ticket!



Our Slides

Resources for  
In-Depth Learning  
&  
The Community Cultural Wealth  
Sample Slides

# Upcoming Puente Sessions at Cañada



October 4, 2024  
(1-3pm)

Whose STEM is it?  
Cultivating Belonging in  
STEM

Presenters:

Hal Huntsman, Karla  
Rojas

Oct. 9, 2024  
(Flex Day)

Counseling with Corazón:  
Heart Practices for the  
Journey Through and  
Beyond Community  
College Post-AB1/705

Presenters:

Norma Valdez-Jimenez,  
Melissa Aguilar

Oct. 9, 2024  
(Flex Day)

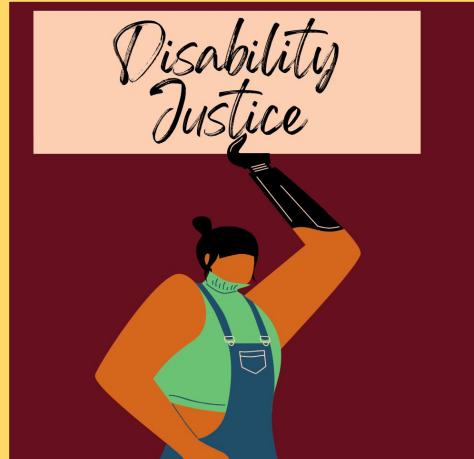
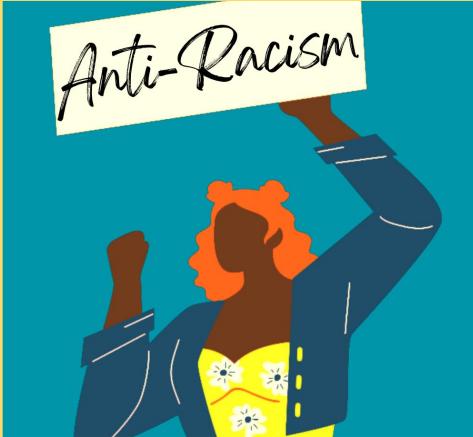
Introduction to Culturally  
Responsive Practices and  
Anti-Racist Equity Work  
for Peer Educators

Presenters:

Norma Valdez-Jimenez,  
Melissa Aguilar

## Puente Equity Framework

[click here](#)



## Leading Scholars Comment on Ethno-Mathematics

- “Ethnomathematics is embedded in ethics, focused on the recovery of the cultural dignity of the human being.” –Ubiratan D’Ambrosio 2001
- “The heart of ethnomathematics is acknowledging the unique identities and traits of each student. They have a significant role to play in our mathematics classes, and we should do everything we possibly can to support them.” –Linda Furuto 2010
- “A more rehumanized mathematics would depart from a purely logical perspective and invite students to draw upon other parts of themselves (e.g. voice, vision, touch, intuition).” –Rochelle Gutierrez

# Thank You! Contact Us

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[kland@chabotcollege.edu](mailto:kland@chabotcollege.edu)

# Chispas!

Community Cultural Wealth Samples

underlines represent live links to follow

# A math instructor has students introduce themselves at the top of every class.



In a whip around, share what you'll become, as in:

- “I’m Ari and I’m a future doctor!”
- “I’m Pablo and I’m a future UCLA grad!”

Mil gracias, Dr. Rob Rubalcaba, for sharing this practice.

## A Chemistry instructor focuses on mentoring by introducing students to BIPOC & LGBTQ+ scientists.

- Students learn about the person and notice the cultural wealth their individual scientist displays.
- Then, students write about their own career aspirations and cultural wealth.
- The instructor commits to affirming their ideas, their writing, and their capacity for mastery of science in the classroom! When possible, he connects to field work or internships.

## Roll Call

## Who's a Scientist?

Below, we offer a few names to get you started for each website, but there are many more fascinating people for you to discover !

 <p>Diego Rojas-Rivera  <a href="#">500 Queer Scientists</a></p>	 <p>Cesar Estien  <a href="#">500 Queer Scientists</a></p>	 <p>Ariangela Kozik  <a href="#">Scientist Spotlight*</a></p>	 <p>Joy Buolamwini  <a href="#">Scientist Spotlight*</a></p>
 <p>José Mijares Palacios  <a href="#">Mathematically Gifted &amp; Black</a></p>	 <p>Rosa Orellana  <a href="#">Latinx people in the mathematical sciences</a>  Also <a href="#">Latinx in STEM</a></p>	 <p>Joe Manuel  Native Affiliation: Akimel O'odham and Hopi  <a href="#">18 Really Awesome Native Folks in STEM</a></p>	 <p>Nicole Archambault  Native Affiliation: Wampanoag/Pokanoket Nation  <a href="#">18 Really Awesome Native Folks in STEM</a></p>

\*The Scientist Spotlight page asks visitors to enter an email before it offers full descriptions. Scroll to the end of this document to view 3 samples of the full descriptions.

A group of math instructors engage in an Ethnomathematics course and deconstruct misguided beliefs, such as “the universality” of math. They become more skilled at integrating indigenous knowledges into their lessons.



U Hawai'i at Mānoa, College of Education, Ethnomathematics



Professors Melissa Aguilar and Dr. Rob Rubalcaba teach a group to play the Mesoamerican game, Patolli.

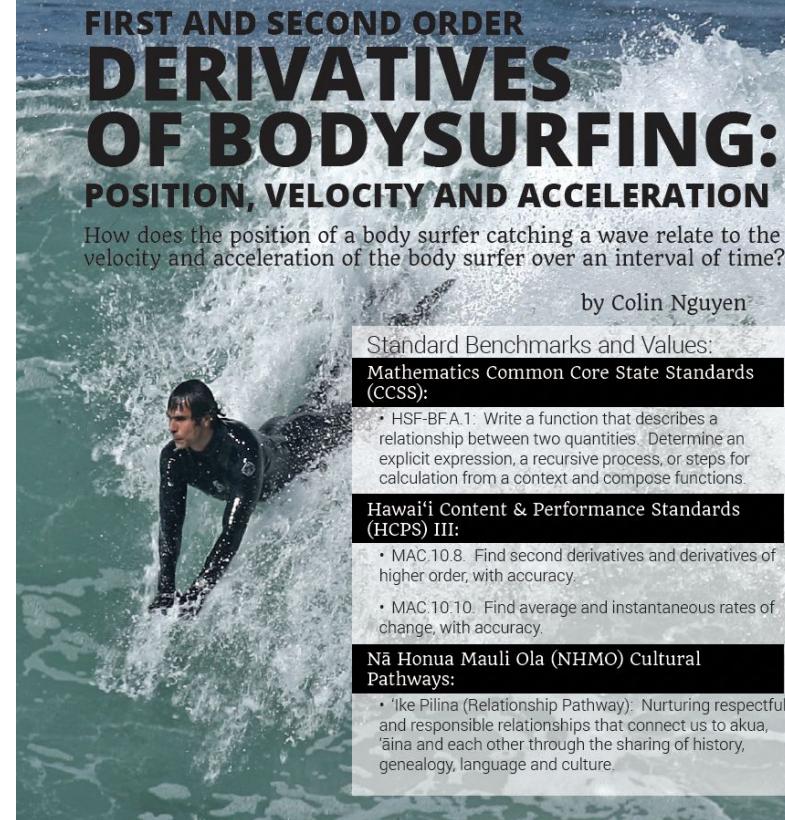
They use it to demonstrate key concepts for statistics.

~from [How to Play Patolli | Otago Museum](#)

A math instructor borrows a lesson from Colin Nguyen, at the University of Hawaii.

- It is called First and Second Order Derivatives of Body Surfing.
- They try it with their class and survey students to see how to refine the lesson.

University



FIRST AND SECOND ORDER  
**DERIVATIVES  
OF BODYSURFING:  
POSITION, VELOCITY AND ACCELERATION**

How does the position of a body surfer catching a wave relate to the velocity and acceleration of the body surfer over an interval of time?

by Colin Nguyen

Standard Benchmarks and Values:  
Mathematics Common Core State Standards  
(CCSS):

- HSF-BF.A.1: Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from a context and compose functions.

Hawai'i Content & Performance Standards  
(HCPS) III:

- MAC.10.8. Find second derivatives and derivatives of higher order, with accuracy.
- MAC.10.10. Find average and instantaneous rates of change, with accuracy.

Nā Honua Mauli Ola (NHMO) Cultural  
Pathways:

- 'Ike Pilina (Relationship Pathway): Nurturing respectful and responsible relationships that connect us to akua, 'āina and each other through the sharing of history, genealogy, language and culture.

An engineering instructor decides to build and foster intercampus connections for herself and students. She ...



Image Credit: Source Unknown.

- Attends events at the Cultural Resource Center and gives extra credit when students do, too.
- Partners with academic support services and makes sure students form study groups.
- Takes students on a campus tour pointing out the health center, basic needs services, and other resources.

# A counselor encourages students to:

1. Explore their options and not limit themselves to one university system.
2. Follow their passion (e.g., stick to STEM major).
3. Use their resources and remember they are not alone.
4. Recognize the skills and resilience they have gained through lived experiences.
5. Leverage their linguistic capital in class and on resumes.

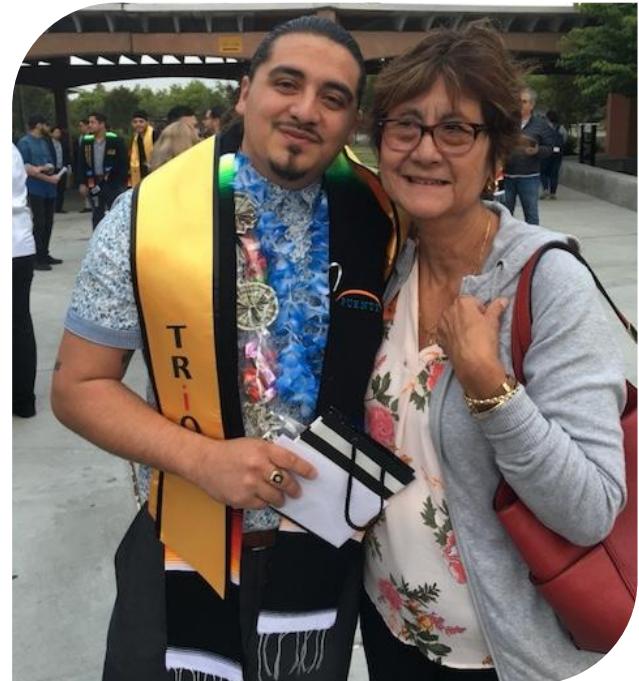


Image Credit: Puente student and counselor from Tennyson HS celebrate his graduation from Chabot. He transferred to San Diego State University and completed an Engineering degree.

# A PSCN instructor asks students to research murals on 2-3 college campuses as part of a larger assignment about transferring.

1. Students will report back on symbolism in the murals that speaks to their lived experiences and future dreams.
2. Then, as follow up, the counselor shares how the two murals mentioned here were dedicated to loved ones. She asks students to dedicate their learning to a loved one by creating art pieces to share with the class.



Mural: Metamorphosis of Migration 2016, at La CASA USC, Student Union. The artist is [Luis-Genaro Garcia](#) and it is posted on Tara J. Yosso's website.

Another mural, "[The Last Supper of Chicano Heroes](#)" by Jose Antonio Burciaga, was displayed on the center wall at Casa Zapata Dining Hall, Stanford University in 1989. Both murals are dedicated to beloved community members.

A service learning instructor surveys students about unmet needs they observe in their communities.



[Effectively Supporting Black Undocumented Students Through Higher Education](#) by Shirleen Achieng, et al.

- She shares this webinar as a model/example of a student identifying a need and taking action.
- Then, the class brainstorms needs.
- Finally, she groups students together to design their own guide or action to address a community need of their choosing.

A gender studies professor invites Ariana Brown to speak to her students about her poetry and how it exposes anti-blackness in Latinx spaces, elevates queer kinship, and envisions liberated futures.

- Before the guest visit, the class discusses Brown's spoken word piece, [Passage](#).
- Students then get into groups to find other poems by Brown either online or in her latest book, *We are Owed*. They'll choose one poem to analyze and present to the class.
- Groups will also connect their chosen poem to a different poet, athlete, artist, or filmmaker who is talking about a similar theme.

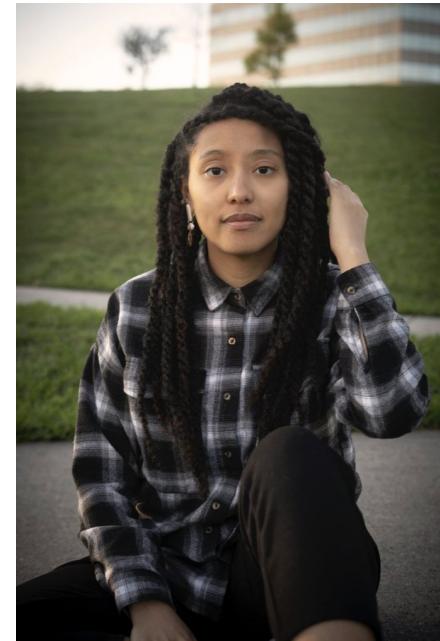
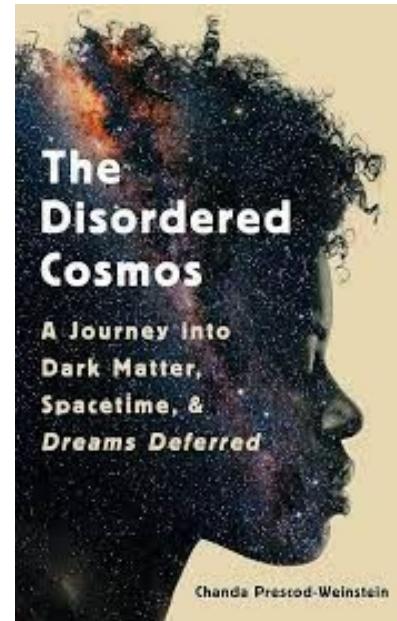
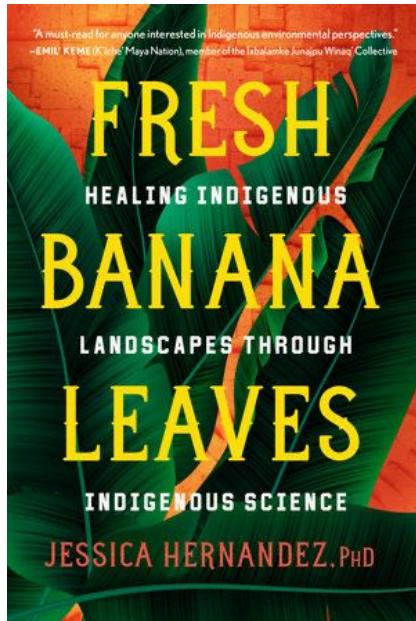
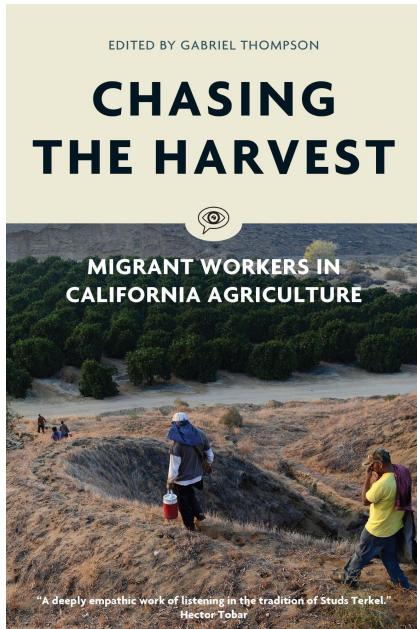


Photo Credit: author's website,  
[Ariana Brown](#).

A team of professors support each other to center multilingual, BIPOC authors in their classes. They validate diverse ways of learning, creating, and communicating knowledge in community.



An Admin of Justice instructor leads a discussion on Shirleen Achieng's essay:



Achieng explains the anti-blackness in our immigration process and how  
“...detention spaces and prisons, ... make money from each person they’re  
holding.” ~ [“The Future is Unindoctrinated”](#). Students then do research on the  
the ethics of privatizing the prison industry.

An business instructor asks students to explore 3-4 entrepreneurship profiles at Immigrants Rising as part of an assignment about visioning a plan for themselves.

Entrepreneurship is a possibility for anyone! Meet immigrant entrepreneurs across the country who are fulfilling their dreams.



**DJ SIZZLE**  
MUSIC DJ

[ZACIL'S STORY >](#)



**EDEM TOMTANIA**  
MUSIC PRODUCER

[EDEM'S STORY >](#)



**EUN-JEONG PARK**  
ACCESSORY DESIGNER

[EUN-JEONG'S STORY >](#)



**FAUSTINO MARTINEZ**  
ICE CREAM MAKER

[FAUSTINO'S STORY >](#)

# An economics instructor decides to focus on transfer throughout the semester. They ...



- Message that student transfer goals are attainable.
- Post several images around class, similar to this one from Alberto Ledesma's *Diary of a Reluctant Dreamer*.
- Embed transfer information into class sessions, syllabi, and assignments.
- Connect students with Academic Counseling and the Transfer Center.
- Share transfer information about their own universities and offer a virtual campus tour!
- Bring in alumni from their discipline to speak to about their transfer journeys.

Image credit: Alberto Ledesma, Diary of a Reluctant Dreamer

# A history instructor learns and teaches about linguistic justice.

- She talks about proverbs/dichos to emphasize the knowledge and histories passed down through family stories and cultural sayings. Then she assigns students to interview an elder about a saying/story.
- She also leads a class discussion on linguistic justice using Michelle Gonzales' video and points out the outsized effects of language discrimination on BIPOC communities and students.
- When students share their interviews, she invites them to code-mesh. She also welcomes code-meshing during class discussions, presentations, and writing assignments. She models it, too.

## Code Meshing is Freedom

Code meshing is a way to move freely between modes of communication and to resist language segregation.

It's a way to bring your identity/positionalities to educational settings

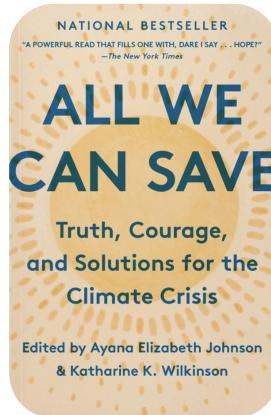
In other words, code meshing is freedom.



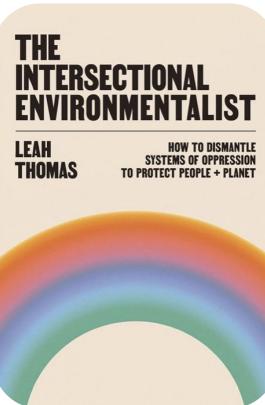
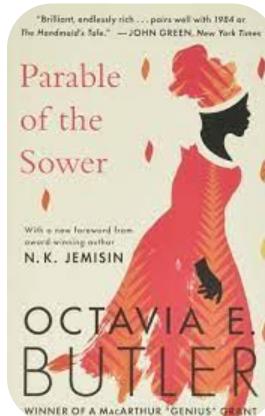
Image from [the video overview of Linguistic Justice](#) by Professor Michelle Gonzales

# An English instructor designs a course around environmental justice that centers texts written by BIPOC scholars.

She also develops a “fractal project,” inspired by Adrienne Maree Brown, that asks students to design an bite-sized, environmental justice action plan based on their interests and community’s needs.



[The All We Can Save Project](#)



[Intersectional Environmentalist](#)

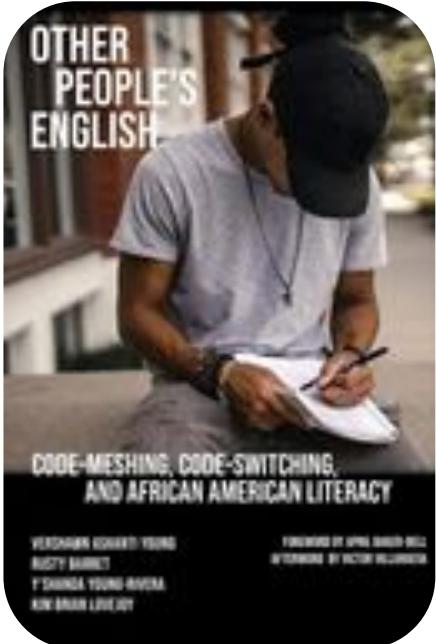
# A nursing instructor includes a linguistic justice statement in her syllabus and practices culturally responsive teaching.

## Syllabus Statement on LJ

Diverse languages and dialects are welcome in this classroom. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker...[We] will listen patiently, work to understand one another, seek clarification when necessary and avoid finishing each other's sentences or correcting grammatical errors. (Savini, [10 Ways to Tackle Linguistic Bias in Our Classrooms](#))

- In week 3, students do a role play to review medical terminology, an activity inspired by Chpt. 8 of Zaretta Hammond's *Culturally Responsive Teaching and the Brain*.
- The 'nurse' imagines a patient from her community and then uses her linguistic capital to explain the medical concept to the patient. The 'nurse' may code-mesh, storify, create an analogy, use rhyme or draw an illustration.

A Language Arts Division forms a faculty study group to learn about the racialized histories of language discrimination and the concrete practices to promote linguistic justice.



After discussing the book and other resources, they agree to adopt these practices across the division:

1. Affirm and welcome all languages
2. Model and invite code-meshing
3. Listen (with effort and intent) to understand, which includes resisting the urge to 'correct.'
4. Learn about and validate diverse ways of knowing:
  - oral and written traditions
  - ancestral and indigenous knowledge
  - lived experience
5. Seek additional training to support faculty implementation.