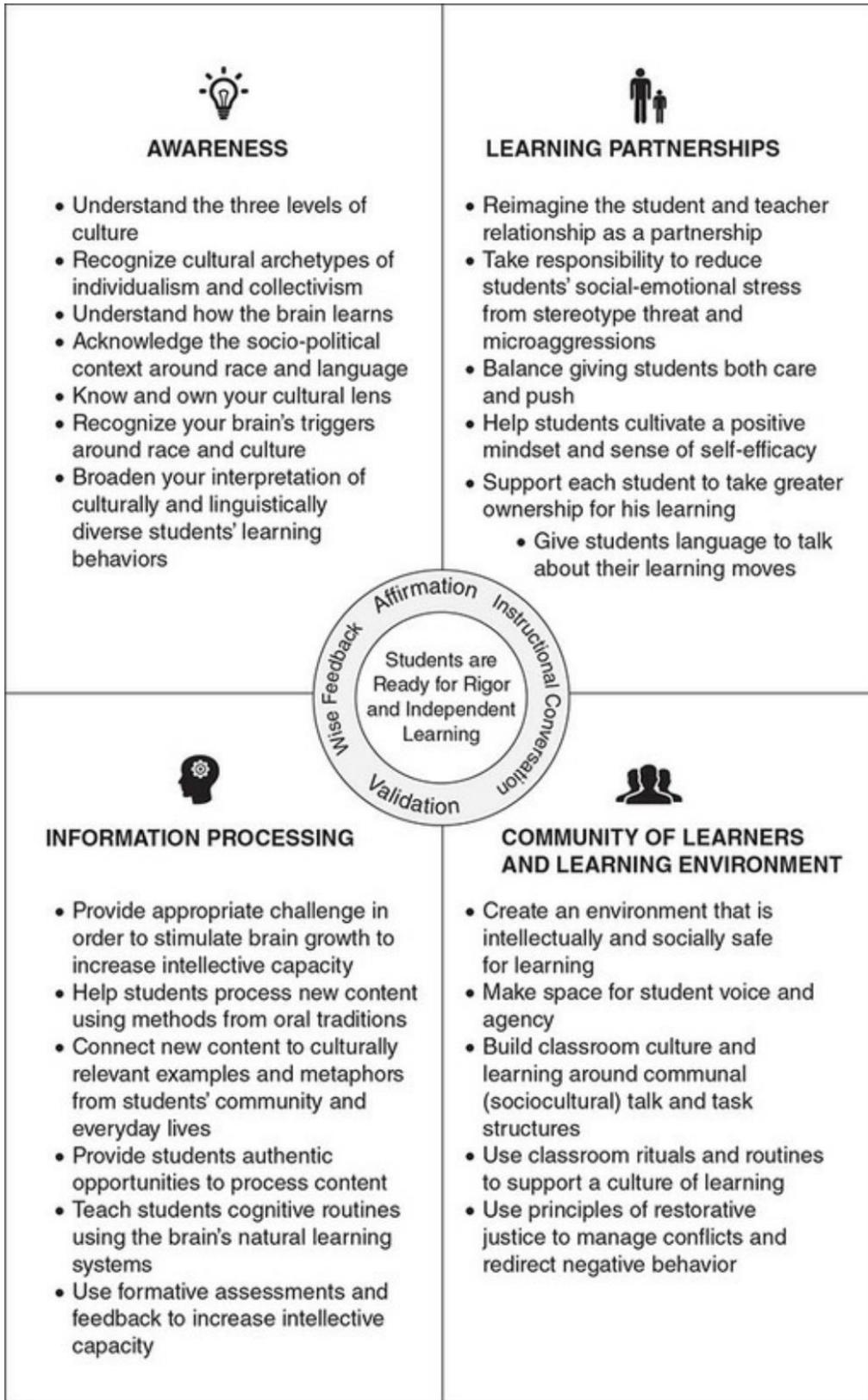


Notes from Culturally Responsive Teaching and the Brain by Zaretta Hammond, 2015

Relationships exist at the intersection of mind and body. They are the precursor of learning.



Culturally Responsive Brain Rules

1. The brain seeks to minimize social threats and maximize opportunities to connect with others in community.
2. Positive relationships keep our safety threat detection system in check.
3. Culture guides how we process information.
4. Attention drives learning.
5. All information must be coupled with existing knowledge in order to be learned.
6. The brain physically grows through challenge and stretch expanding its ability to do more complex thinking and learning.

We are driven to connect with one another

The five elements of social interaction that activate THREAT (Anxiety, stress)

Standing: The fear to be expelled.

Connection: The fear to be an outsider.

Certainty: The fear of embarrassing oneself.

Control: The fear of group values inconsistent with own.

Equity: The feeling of being unearned, disadvantage.

The negative bias of the brain

The brain focused on negative more than in positive. You need 20 positives to offset one negative.

Negative bias are micro assaults, micro insults, micro invalidations.

Teacher has a role shifting a negative academic mindset into a learning partnership through:

- Validation.
- Mantra: My ability and competence grow with my effort. Empowering. I can do it.
- Refraining mistakes as information.
- Creating a counternarrative
- Igniting students' imagination
- Interrupting negative self-talk. Talk back the negative self-talk.

Building intellectual capacity

- The brain processes for 12-15 min. before in cycles down for 10min.
- Primacy effect: We remember better what happens at the beginning.
- Recency effect: We remember well what happens at the end.
- What happens at the middle is blurry.

Structure of a class session

1. Ignite: Ritual, music, call and response, provocation, talk
2. Chunk: Lecture i+1 It is the size of a bite.
3. Chew: Unstructured think time and cognitive routines: Activities that promote making connections, looking for patterns, representation of concepts, adding to a larger system.
4. Review: Rehearsal and repetition in time intervals of 24 hours at least two times.

Resources

HAMMOND, Z. (2015) *Culturally Responsive Teaching and the Brain*. SAGE Publications, Thousand Oaks, CA