

Response Cards

Session # 502

Giving Voice: A Dialogue on Race and Gender within Adult Education Classrooms

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Implications for Practice

- Raise the issue of voice in teacher prep programs.
- Set ground rules in class like no discrimination if I offend you, tell me.
- Provide opportunity for self-reflection for teachers – safe space.
- Giving voice can also be risky and requires some skills for teachers in dealing with voices which may be homophobic, classist or racist.
- Be neutral and non-judgmental in our responses to students.
- Instructional Strategies:
 - Enabling low-level ESL students to discuss their realities.
 - Allowing for different ways of learning
 - The colors of student perceptions
- Help students define their voice and what giving voice is.
- To give voice – what does that look like in the classroom. What does that look like in my life?
- Stronger connection to explicit buy-in from school with project-based learning.
- ESL and parent involvement
- Student goals met by instruction.
- Teachers need to be extremely tolerant.
- Teachers need to have PD around giving voice.

Implications for Policy

- Include the issue of voice in policy.
- Teachers, admin, staff and students need to be trained cultural awareness self-knowledge. “Teachers need to explore themselves together”.
- Staff development to handle talk about history, class, gender and race.
- What’s the future?
- More funding to support Adult and K12 teachers working together.
- Provide funding to enrich programs.

Implications for Further Research

- Successful programs, practices showing where it was and where it is going.
- How do we operate in a traditional system as a transformational leader?
- What ESL staff development would look like for parent involvement and ESL?
- See new book on race “Courageous Conversations”, by Glenn Singleton.

Questions for Researchers

- More description of classroom power relationships.
- How do we equalize power?

Questions for Practitioners

- How can “open-minded” people begin dialog with defensive colleagues.
- Messy dialogues – what/how do we participate? Boundaries?
- Talk about how do we have conversations about giving voice.