

Why Inclusive Language Matters in Global Education. Making it the Norm, Not the Exception.

Lewis Gibson he, him, his

Kory M. Saunders she, her, hers

Christina Thompson she, her, hers





Introductions

Lewis Gibson
(he/him/his)



Christina Thompson
(she/her/hers)



Kory M. Saunders
(she/her/hers)





Land Acknowledgement

We would like to acknowledge the Ramaytush Ohlone people, who are the traditional custodians of this land. We pay our respects to the Ramaytush Ohlone elders, past, present, and future who call this place, the land that we are currently sitting on, their home. We honor their tradition of coming together and growing as a community. We will continue to amplify their name and we thank them for their rich legacy and traditions.

adapted from the Univ. of California San Francisco



Who's in the room? (menti)

What brought you to this session today?

What goals do you have for the session today?

What languages do you speak? What is your language proficiency?

How has language impacted the way that you relate to your students and colleagues?



Community Pact

- We are practicing inclusive language during this presentation. We invite you to do the same.
- Respect each and the space that we all share
- Mistakes are human. Learn from them. Correct them and continually strive to do better.
- We are sharing our lived experiences, share yours
- Brave (Safe) Space ---We're Vulnerable, be vulnerable
- What is shared here stays here, what is learned here, leaves here
- Make room (leave your titles at the door)
- If/when triggered, examine feelings and thoughts as we strive collectively to make our language more inclusive.



Karakia

- Tūtawamai i runga
- Tūtawamai i raro
- Tūtawamai i roto
- Tūtawamai i waho
- Kia tau ai
- te mauri tū
- Te mauri ora
- kite katoa
- Haumiē!
- Huiē!
- Tāiki ē!

- I summon from above
- ...below
- ...within
- And the surrounding environment
- The universal vitality and energy to infuse
- And enrich all present
- Unified!
- Connected!
- And blessed!



Learning Goals

Learning Goals:

1. Participants will have a deeper understanding of what deficit model language and inclusive language are and what they are not.
2. Participants will explore and practice ways of rethinking deficit model language and move towards inclusive language through the Fast Brain/ Slow Brain framework.
3. Participants will create a way to disrupt deficit language and biases through reflective practices of cultural humility.



Grounding Definitions

Inclusive Model Language

“Acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities.”

Source: counseling.northwestern.edu

Deficit Model Language

The perspective that minoritized group members are different because their culture is deficient in important ways from the dominant majority group.

Source: <https://sk.sagepub.com/reference/educationalpsychology/n60.xml>



Group Discussion

In small groups, share an example of when you encountered Deficit Model Language.

What was the context of this interaction and what was your response?



Words carry meaning and power.

The ways in which we refer to individuals and groups of people can be evidence of respect—or they can convey disregard or scorn. Historic and systemic injustice toward some groups has created bias and prejudice that seeps into everyday language. Because language use is deeply ingrained, mirroring patterns and cultural norms learned from infancy, we may not always be conscious of the harm our words can inflict, especially if we belong to a group holding power.

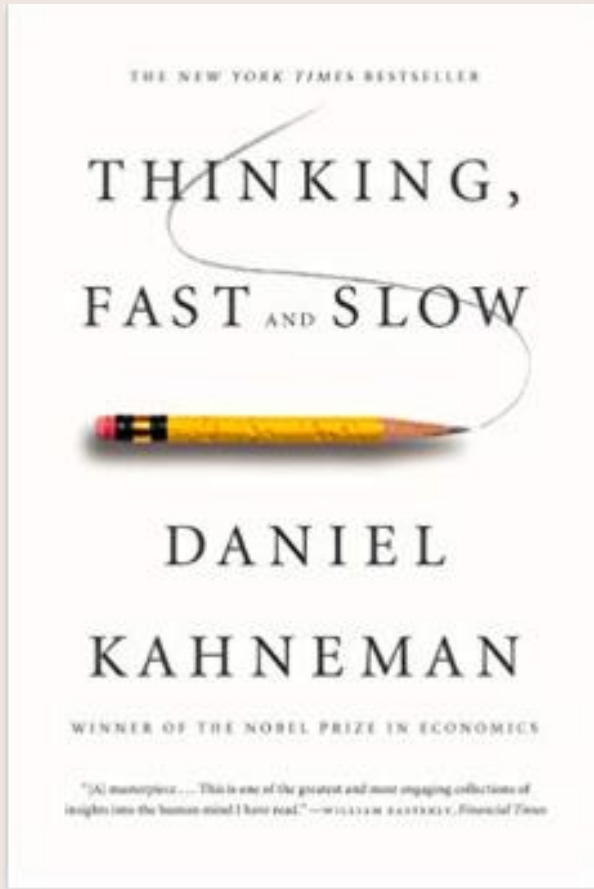
- National Assembly of State Arts Agencies (NASAA)

Source: <https://www.uab.edu/dei/institutional-equity/inclusive-language-guide>



Exploring frameworks on how to use inclusive language.

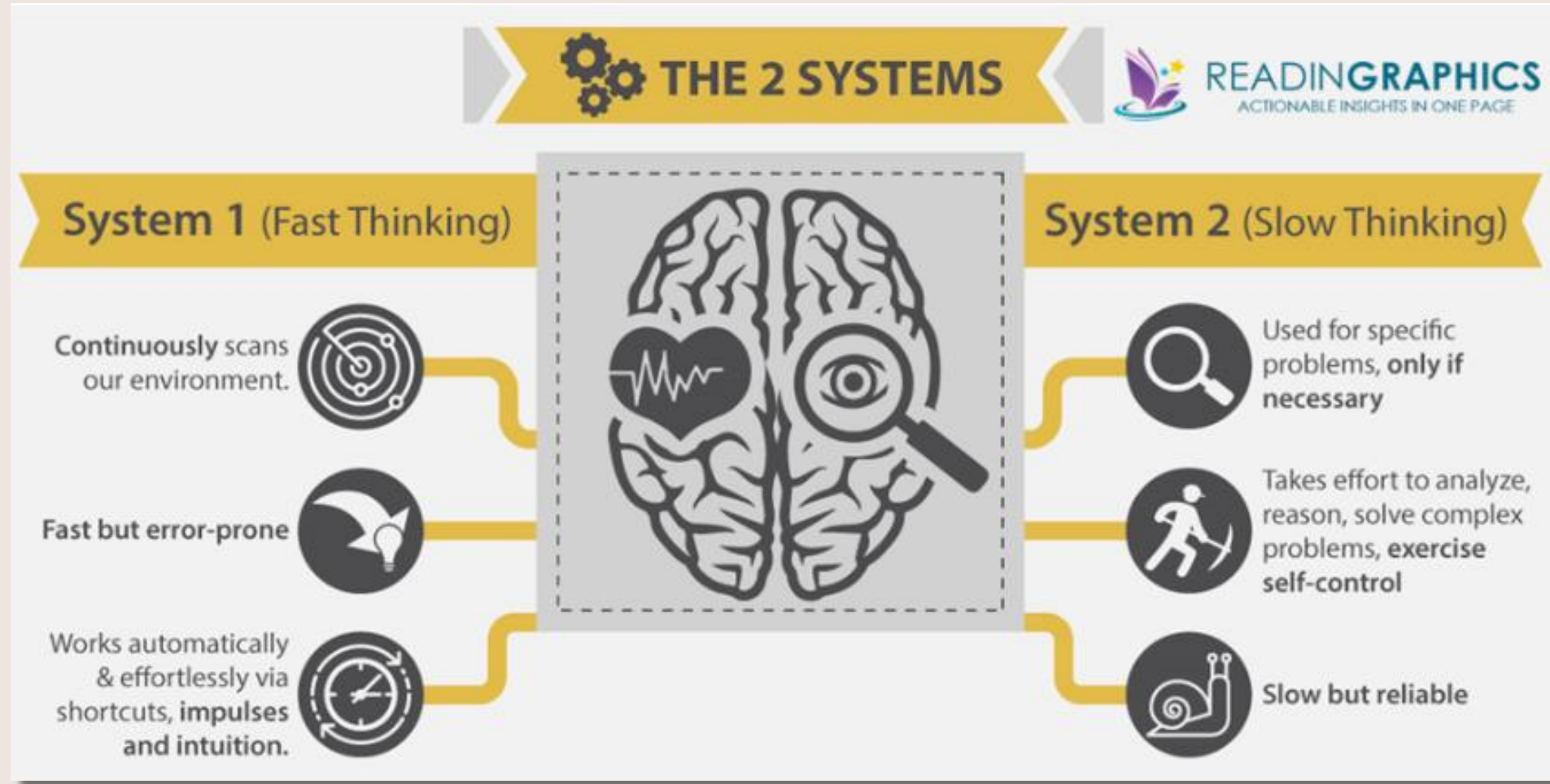
Fast and Slow Thinking



“Kahneman reveals where we can and cannot trust our intuitions and how we can tap into the benefits of slow thinking....and how we can use different techniques to guard against the mental glitches that often get us into trouble.”

— amazon.com

Fast and Slow Thinking - Why is it Relevant?

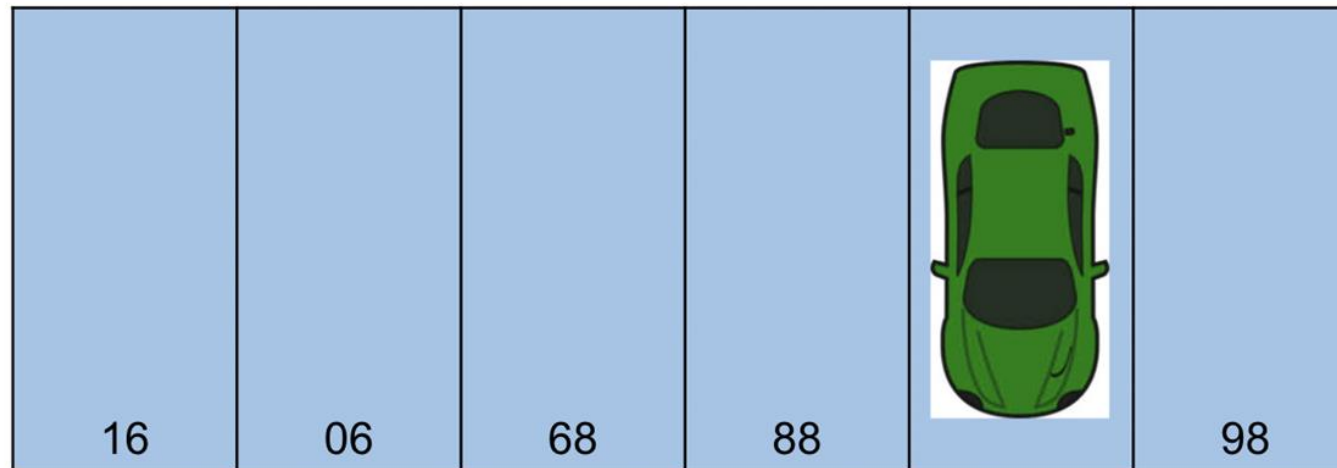


Fast thinking:

What number is the parked car in?

A Lot of Thought!

What is the number of the parking space containing the car?



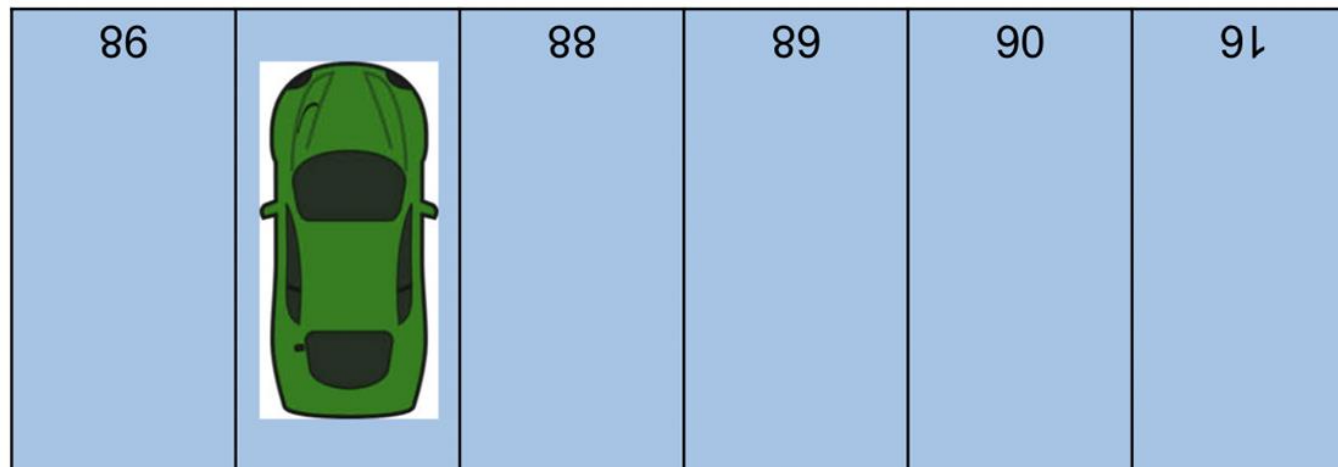
Slow Thinking in Practice

When you let fast thinking drive all the time, you're vulnerable to incorrect feedback and suboptimal decision-making — which studies have shown can lead to incongruous stress, unhappiness and you can fall into a pattern of allowing your unconscious/implicit bias to drive your thoughts about diversity and identity.

- Schedule Slow thinking time
- Create list or notes on the task at hand. In writing down completed thoughts, it forces us to slow down and it also requires us to critically think about topic at hand.

Slow thinking:

What other views or perspective could you utilize to approach finding the answer?



What is the number of the parking space containing the car?

A Lot of Thought!

Example: Pop Culture Lyrics

Lizzo

- Song: Grrrls
 - word used “spazz”

Beyonce

- Song: Renaissance
 - word used “spazz”

Spazz- used to refer to someone out of control. Disrespectful to those in the disabled community

Both Lizzo and Beyonce changed their lyrics once they learned how offensive the word was.



Source:
<https://www.billboard.com/music/rb-hip-hop/spazz-lyrics-beyonce-lizzo-disability-experts-opinion-1235121272/>



Let's Practice



Word Play - Menti (exercises)

Master Bedroom/Master Suite

Oversee

Stakeholder

Slavedriver

Taskmaster

B**ger (F word)

Chino (cheap)

Gypped

Whakapapa



Menti

Now that you've completed this exercise, what words do you use everyday that you now want to re-think?

(Comment Boxes)



Considerations Across Cultures

- Spirit Animal
- Oriental
- Fag
- Negro/a

What other words can you think of that have different meaning in different languages?



Word play is complicated

- Inclusive Language may be processed differently depending on the person you are interacting with and culture that you are in.
 - There is no hard/fast rule but ask questions (respectfully)
 - e.g Homestay Training - Is it necessary, is it kind?
 - Referring to local knowledge is key
 - e.g. opening Karakia
 - Context is important
 - e.g. Explain the history/reasons why it's important

Flip it to Test it

There are also some simple everyday actions that can really help build momentum in understanding and our own implicit biases*. One of the most useful, is the 'flip it and test it' technique. Simply mentally flip or swap the non dominant culture in any given scenario with dominant culture and see if it sounds/ feels off or inappropriate.

*Implicit bias - Implicit bias is a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors.



leader
provider
assertive
strong
driven

SOCIETY



supportive
emotional
helpful
sensitive
fragile



leader
provider
assertive
strong
driven

FLIP IT



supportive
emotional
helpful
sensitive
fragile



Flip it to Test it Exercise

Example:

Have you seen any Māori people today? vs. Have you seen white people today? If so, what were they doing? Was it like you or different?

In the small, discuss the following prompts and how you can flip this to test this for implicit bias?

- Cleveland Indians
- Washington Redskins
- Jeep Cherokee



Linking back to International Education



International Education - Written Language

We support all students in their study abroad journey, regardless of their gender, race, religion, age, physical ability, or sexual orientation. Everyone has a complex identity, and the different aspects of your identity are important when deciding on a study abroad location.



International Education - Verbal vs Non-Verbal

Language is verbal and non-verbal

- The way you speak and dress can give non-verbal cues.
- Welcoming the dominant culture student, seeing what they need or want. Ignoring the non-dominant student when they walk in the office. It's as if they are invisible.
- Speaking to all students in a way that uplifts and centers them. Not the stereotypes and perceived barriers that may or may not be true.
- When speaking of colleagues of marginalized backgrounds, are you amplifying their work or taking the credit as if it's a collective effort.

International Education - Example

Sign Language

- American Sign Language (ASL)
- Black Sign Language
- British, Australian and New Zealand Sign Language (BANZSL)
- Chinese Sign Language (CSL)
- French Sign Language (LSF)
- Japanese Sign Language (JSL) Syllabary.
- Arabic Sign Language.
- Spanish Sign Language (LSE)
- Mexican Sign Language (LSM)
- Plains Sign Language (Indigenous)
- Finger Spelling

Source: <https://www.ai-media.tv/ai-media-blog/sign-language-alphabets-from-around-the-world/>





International Education – Example

Land Acknowledgements

- What is a Land Acknowledgment?

A land acknowledgment is a formal statement that recognizes and respects Indigenous peoples as stewards of the land and highlights the enduring relationships that exist between Indigenous peoples and their traditional territories.

- Why do we recognize the land?

To recognize the land is to express gratitude and respect for those upon whose territory we live and work. It acknowledges not only the land but more importantly the original peoples. It reminds us of the history of how we came to reside on the land and of the ongoing process of settler-colonialism that shapes our relationship with the land even today. This in turn helps to create public awareness and inspire future action in support of Indigenous communities.

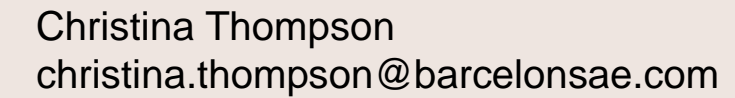
Source: <https://diversity.ucsf.edu/initiatives/ucsf-land-acknowledgment>



Closing Karakia

- Kia tau, te rangimārie
 - O te Rangi e tū iho nei
 - O Papatūānuku e
takoto nei
 - O te taiao e awhi nei
 - Ki runga i a tātou
 - Haumi ē!
 - Hui ē!
 - Tāiki ē!
- May the peace
 - Of the sky above
 - Of the earth below
 - And of the all-
embracing universe
 - Rest upon us all
 - Unified!
 - Connected
 - And blessed!

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