An Asset-based Model for Learner-centered Instruction

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Overview

- Perspectives: Deficit based and asset based
- Defining assets
- Background
- Asset-based instruction
- Examples
What do you know about asset-based instruction?

How are you using asset-based instruction?
Perspectives: Deficit based

BUDGET DEFICITS
The Harder You Dig, The Deeper You Sink.
Perspectives: Asset based
What Are Assets?

“The enduring resources that individuals, organizations, or communities can acquire, develop, improve, or transfer across generations.”

- Financial holdings
- Natural resources
- Social bonds and community relations
- Human assets such as marketable skills and comprehensive reproductive health

Ford Foundation, Building Assets to Reduce Poverty and Injustice.
http://www.fordfoundation.org/pdfs/library/building_assets.pdf
Background

- Finance
- International Development
- Education
  - Freire: Pedagogy of the Oppressed
  - Vygotsky: Zone of proximal development
  - Second language acquisition research
  - Luis Moll: Funds of Knowledge
More Recent Developments

- Culturally responsive teaching: the Mutually Adaptive Learning Paradigm (MALP)
  - Helaine W. Marshall and Andrea DeCapua
  - www.malpeducation.com

- Cultural proficiency
“Culturally proficient educators are committed to educating all students to high levels through knowing, valuing, and using the students’ cultural backgrounds, languages, and learning styles within the selected curricular and instructional contexts.”

Asset-based Instruction

- Teacher as lifelong learner
- Students as authorities
- Learning as a co-constructed enterprise
Example 1. Adult Basic Education

National Council of La Raza

*Padres Comprometidos* program

http://www.nclr.org/index.php/issues_and_programs/education/parent_engagement/
Example 2. Career Technical Education

- Computer skills: file management
- Health sciences: patient perspectives
- Manufacturing, transportation: processes
Example 3: Professional English

- Prepares speakers of critical languages to work for the federal government
- 2014 cohort has speakers of Amharic, Arabic, Bambara, Mandarin Chinese, Persian Farsi, Somali, Turkish, Uzbek
- Capstone Open Source Analytical Research Project (OSAP)

www.ehlsprogram.org
“Rather than write about ELL education as a problem, dilemma, achievement gap, or crisis, these innovative practitioners shift the paradigm, reminding and urging us to embrace ELLs as the very community members who, when well educated, will be the bicultural, bilingual leaders who improve our city neighborhoods and help us participate effectively in the global economy.” (p. 4)

Rosann Tung, Innovations in Educational Equity for English Language Learners. In English Language Learners: Shifting to an Asset-based Paradigm. VUE (Voices in Urban Education), Summer 2013. Annenberg Institute for School Reform.
Questions and Comments?
Thank you!

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