





Toward Innovation for Multicultural & Justice Practices in Education: A comparative analysis of Japan and the U.S.



Erin Brown
Global Honors
University of Washington
Dr. Rachel Endo



Introduction

- What kinds of school inequalities exist in both the U.S. and Japan?
- How do Japan and the U.S. understand and envision DEI ideologies?
- How does the understanding and interaction with DEI ideologies impact minoritized student's academic success and well-being?



Outline

- Similar outcomes for minoritized students in both nations
- The differences in how Japan and the U.S approach DEI Ideologies and practices
- Review case study and results
- Recommendations
- Conclusions

Background



- Trends in inequality for minoritized students
 - Drop out rates
 - Limited access to equal resources
 - Experiences of bullying from peers
 - Teacher bias
 - Educational tracking
 - Lack of educator training

Stories of Discrimination and Systemic Oppression

- Poverty rates
- Limitations for higher education
- Barriers to top tier schools
- Limited employment opportunities
- Housing restrictions



Histories of Erasure and Assimilation

- Histories of erasure and assimilation
- U.S. society and policy has been defined by White Supremacy
- The Mono-cultural and Mono-ethnic Japanese society **MYTH**
 - **Ainu (Indigenous tribe of the North)**
 - **Ryukyu (Indigenous people of Okinawa)**
 - **Ethnic Korean Japanese citizens 5%**
 - **Ethnic Chinese Japanese citizens 5%**
 - **Ethnic Brazilian Japanese citizens**
 - **Other foreign citizens/residents 3.8%**
 - **Ethnically mixed (Hafu)**

General DEI Ideology

- The U.S acknowledges educational gaps formed along lines of difference
 - This history and its acknowledgement shapes DEI ideology and efforts
- **Japan does not**
 - Economic priorities
 - Diversity for global "zest"
 - Narrow understandings of the need for equity and inclusion

DEI Literature & Frameworks

- Pedagogy: the method and practice of teaching

Multicultural Pedagogy

1. Content integration
2. Knowledge construction
3. Prejudice reduction
4. Equitable pedagogy
5. Empowering school culture and social structure that encourages action

Critical Race Pedagogy

1. Race and racism are woven into the fabric of society
2. To challenge dominant ideology
3. Commitment to social justice
4. Centers experiential knowledge
5. Utilizes interdisciplinary approaches

DEI Challenges

- Liberalism
 - Problematic misinterpretations and implementations
 - Lack of awareness and understanding
- Limited training opportunities and resources
- Not prioritized

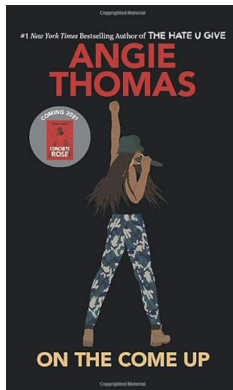
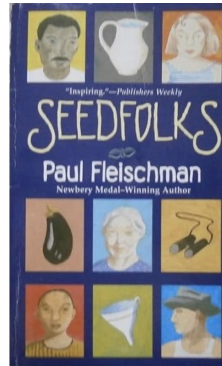
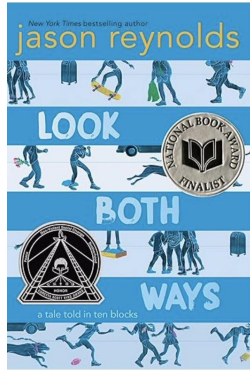


Schott Foundation for Education grantee partner: The New York City Coalition for Educational Justice. (Accessed 2024).

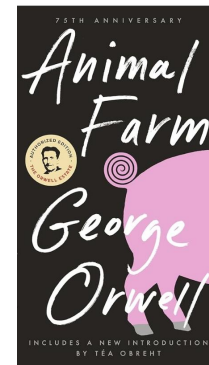
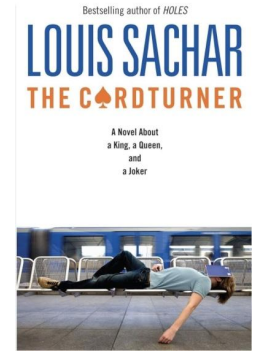
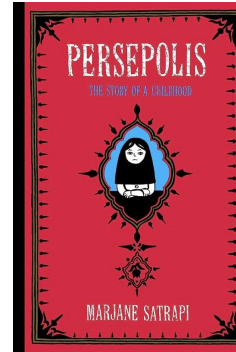
<https://schottfoundation.org/the-latest/after-a-huge-curriculum-victory-the-fight-for-implementation-st-arts/>

Content Analysis Research

Tacoma Middle School

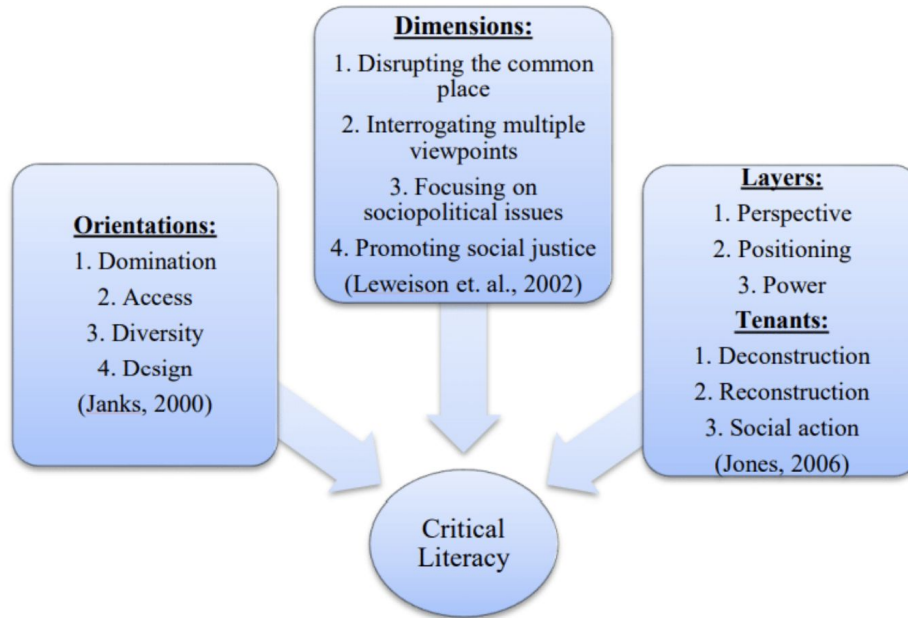


Tokyo International School



		United States				Japan	
Title	Look Both Ways	Seedfolks	On the Come Up	The Cardturner	Persepolis	Animal Farm	
Author	Jason Reynolds	Paul Fleischman	Angie Thomas	Louis Sachar	Marjane Strapi	George Orwell	
Ethnically diverse author (Yes/No)	Y	N	Y	Y	Y	N	
Cultural Contributors (Y/N)	Y	N	Y	N	Y	N	
Diverse Characters (Y/N)	Y	Y	Y	N	Y	N	
Multiple Perspectives (Y/N)	Y	Y	N	N	N	Y	
Representation of different physical abilities (Y/N)	Y	Y	N	Y	N	N	
Authentic Character Portrayal (Y/N)	N	Y	Y	N	Y	—	
Perpetuates Stereotypes/Bias (Y/N)	Y	N	N	Y	N	N	
Inclusive Themes (Y/N)	Y	Y	Y	N	Y	Y	
Inclusive Language (Y/N)	Y	Y	Y	N	Y	N	
Encourages critical thinking (Y/N)	Y	Y	Y	Y	Y	Y	
Curricular Relevance (Y/N)	Y	Y	Y	Y	Y	Y	
Empathy Building (Y/N)	Y	Y	Y	Y	Y	N	

Recommendations



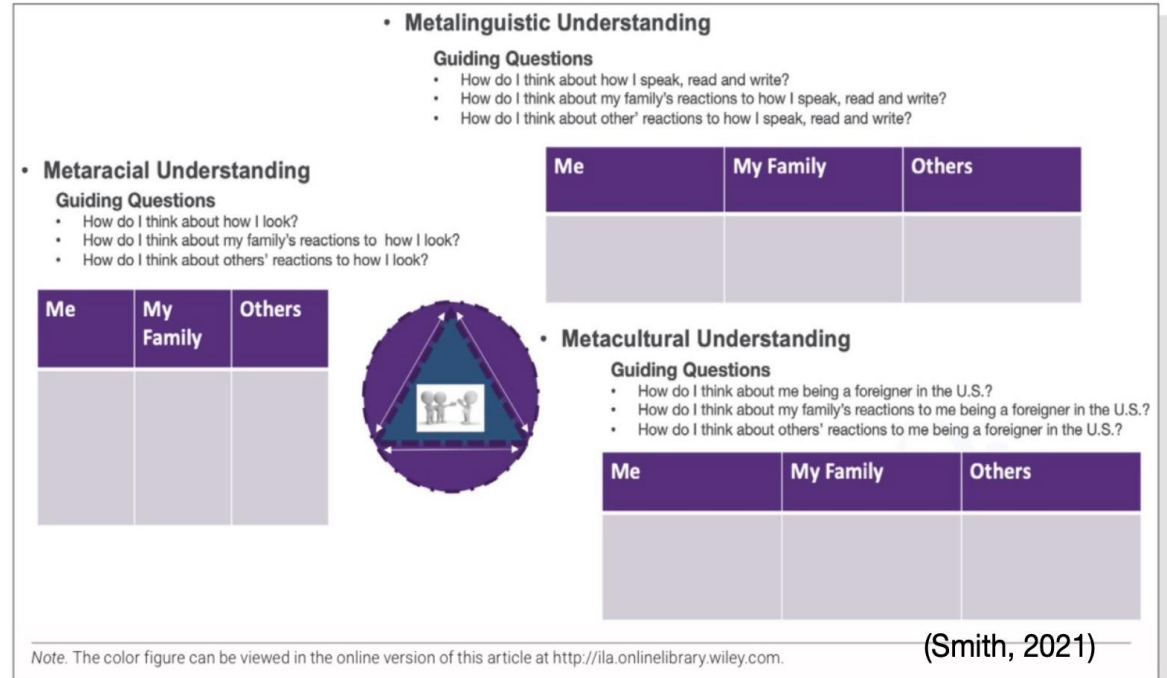
Orientations, Dimensions, Layers and Tenants to Critical Literacy (Langston-DeMott, 2016, p. 26)

Iyer, Ishwarya & Ramachandran, Sridhar. (2020). Critical Text Selection for the Elementary Classroom: A case for strategically using the classroom library to open new spaces for critical literacy engagements.. International Journal of Research in Education and Science. 396. 10.46328/ijres.v0i0.1030.

Recommendations

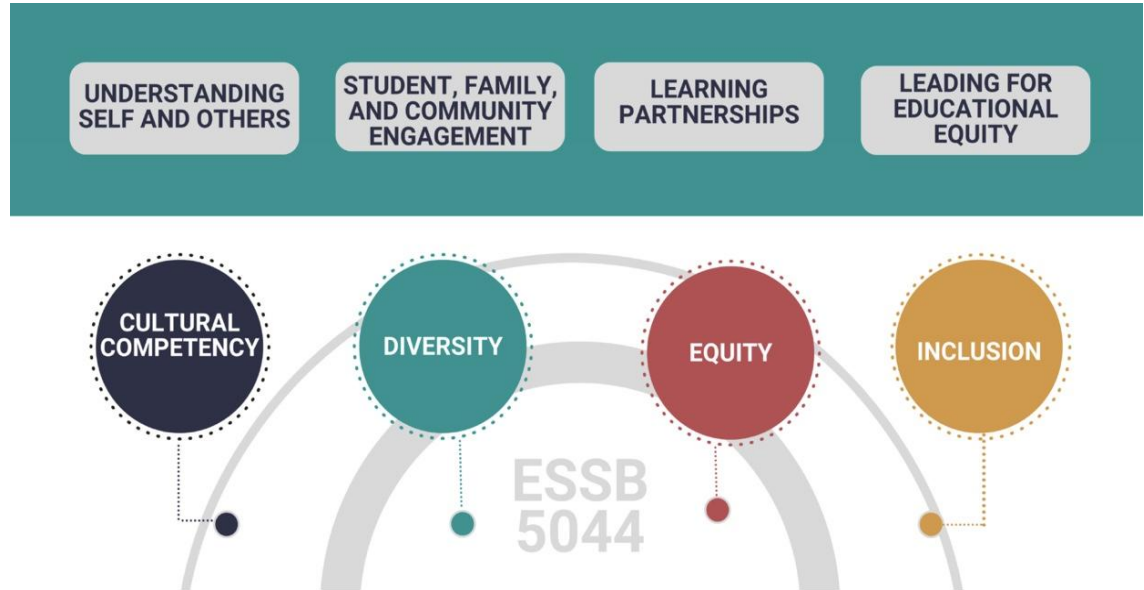
- Transraciolinguistics
- The 3 Ms
 - Metaracial
 - Metalinguistic
 - Metacultural

Figure 2
Creating Storylines with the 3 M's



Recommendations

- Develop (further) initiatives for policy and professional development
- WA State CCDEI



Recommendations

- Open access resources for educators
 - Learning for Justice
 - Teaching for Change
 - WA State Professional standards education board CCDEI resources
 - NSRF Protocols
 - The Big List of Class Discussion Strategies



Recommended



Recommend with caution



Not recommended

Conclusion

- Current DEI strategies and practices should be re-envisioned to address issues of inequality more radically
- Room for improvement in choices of literature that accompany curriculum

Faculty Advisor Overview & Implications

- Beyond The Politics of Representation
- What's Knowledge?
- DEI in the current sociopolitical moment

References

- Apple, M. (2018). Critical Curriculum Studies and the Concrete Problems of Curriculum Policy and Practice. *Journal of Curriculum Studies*, Vol. 50, No.6, pp. 685-690. <https://doi.org/10.1080/00220272.2018.1537373>
- Banks, J. A. (1993). Multicultural education: Development, dimensions, and challenges. *The Phi Delta Kappan*, 75(1), 22–28.
- Banks, J. (2002). Transforming the Mainstream Curriculum. *Education for Diversity*. Association for Supervision & Curriculum Development. <https://www.csuchico.edu/freespeech/assets/documents/pedagogy/banks-j-1994-transforming-mainstream-curriculum.pdf>
- Darling-Hammond, L. (2017). Teaching for Social Justice: Resources, Relationships, and Anti-Racist Practice. *Multicultural Perspectives*, 19(3), 133–138. <https://doi.org/10.1080/15210960.2017.1335039>
- Derman-Sparks, L. (2016). Guide for Selecting Anti-Bias Children’s Books. Social Justice Books A Teaching for Change Project. <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>
- Equity-based school practices*. Washington State Professional Educators Standards Board. (2024). <https://www.pesb.wa.gov/current-educators/certificate-renewal/equity-based-school-practices/>
- Fleischman, P. (1997). *Seedfolks*. New York, N.Y. HarperCollins Publishers.
- Gonzalez, J. (Accessed 2024). The Big List of Class Discussion Strategies. Cult of Pedagogy [Website]. <https://www.cultofpedagogy.com/speaking-listening-techniques/>
- Gordon, J. (2005). Inequalities in Japanese Urban Schools. *The Urban Review*, Vol. 37, No. 1. DOI: 10.1007/s11256-005-3561-7
- Gordon, J. (2010). Challenges to Japanese education: economics, reform, and human rights. Teachers College Press.
- Ha, H. K. (2020). Dilemma of Multicultural Coexistence: Korean Schools in Japanese Society. *Journal of Contemporary Eastern Asia*, 19(2), 20–39. <https://doi.org/10.17477/jcea.2020.19.2.020>
- Hammond, Z. (2015). *Culturally Responsive Teaching & The Brain*. Sage Publications.
- Hooks, B. (2010). *Teaching Critical Thinking, Practical Wisdom*. UK, Routledge.
- Ishida, K., Nakamuro, M., Takenaka, A. (2016). The Academic Achievement of Immigrant Children in Japan; An Empirical Analysis of the Assimilation Hypothesis. *Educational Studies in Japan: International Yearbook*, No.10, pp.93-107. <https://doi.org/10.7571/esjkyoiku.10.93>
- Kaomea, J. (2000). A Curriculum of Aloha? Colonialism and Tourism in Hawai'i's Elementary Textbooks. *Curriculum Inquiry*, Autumn, 2000, Vol. 30, No. 3 (Autumn, 2000), pp. 319-344. Taylor & Francis, Ltd. <https://www.jstor.org/stable/3202105>
- Ladson-Billings, G. (2004). New directions in multicultural education. *Handbook of Research on Multicultural Education*, 2, 50–65.

- Ladson-Billings, G. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. *Educational Researcher*, Vol. 35, No. 7, pp. 3-12. American Educational Research Association.
- Learning for Justice. (2014). Social Justice Standards: The learning for justice anti-bias framework. <https://www.learningforjustice.org/sites/default/files/2022-09/LFJ-Social-Justice-Standards-September-2022-09292022.pdf>
- Lee, J. (2002). Racial and Ethnic Achievement Gap Trends: Reversing the Progress Toward Equity? *Educational Researcher*, 31(1), 3–12. <https://doi.org/10.3102/0013189X031001003>
- Maher, J. (1997). Linguistic minorities and education in Japan. *Educational Review (Birmingham)*, 49(2), 115–127. <https://doi.org/10.1080/0013191970490203>
- Moto, Y. (2021). The Right of Ethnic Minorities to Education in Japan: Its Realities and International Human Rights Standards. *National Institute of Informatics*.
- MEXT. (2009). *Junior High school Learning Guidelines*, Chapter 1, General Provisions. https://www.mext.go.jp/content/20201008-mxt_kyoiku02-000005242_1.pdf
- National School Reform Faculty. (Accessed 2024). NSRF Protocols and Activities... from A to Z. [Website] <https://nsrfharmony.org/protocols/>
- Nieto, S. (1993). Moving beyond tolerance in multicultural education. *Teaching Tolerance*. <https://rrscholar.daltonstate.edu/bitstream/handle/10758/344323/Beyond%20Tolerance.pdf?sequence=1>
- Nieto, S. (2012). Defining Multicultural Education for School Reform. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, pp. 40-59.
- Nieto, S. (2017). Re-imagining multicultural education: new visions, new possibilities. *Multicultural Education Review*. <http://dx.doi.org/10.1080/2005615X.2016.1276671>
- Nomoto, H. (2009). Multicultural and Multiethnic Education in Japan. *Educational Studies in Japan: International Yearbook*, No.4, pp. 53-65.
- OECD. (2012). Policy Lessons from and for Japan. *Lessons from PISA for Japan*, OECD Publishing, Paris. DOI: <https://doi.org/10.1787/9789264118539-9-en>
- OSPI. (2021) *Inclusionary Practices Handbook*. Washington Office of Superintendent of Public Instruction. <https://ospi.k12.wa.us/sites/default/files/2022-12/Inclusionary-Practices-Handbook-DRAFT.pdf>
- Okano, K. (1999). *Education in Contemporary Japan: inequality and Diversity*. Cambridge University Press.
- Okano, K. (2006). The global–local interface in multicultural education policies in Japan. *Comparative Education*, 42(4): 473–491. Taylor & Francis Ltd. <https://www.jstor.org/stable/29727801>
- Orwell, G. (1945). *Animal Farm*. Secker and Warburg.
- Reynolds, J. (2019). *Look Both Ways: A tale told in ten blocks*. Simon & Schuster Children's Publishing.
- Sachar, L. (2010). *The Cardturner: A novel about a king, a queen, and a joker*. Delacorte Press.
- Satrapa, M. (2004). *Persepolis*. Pantheon Books
- Sensoy, O., DiAngelo, R. (2017). *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education*. Teachers College Press, Columbia University.

- Selden, M., Nozaki, Y. (2009). Japanese Textbook Controversies, Nationalism, and Historical Memory: Intra- and Inter-national Conflicts. *The Asia Pacific Journal*, Vol. 7 Num. 5 pp. 1-23. Article ID 3173
- Sharp, L.A., Johnson, R. D. (2016). Overcoming Cultural Inequalities With Diverse Children's Literature: Recommendations That Support Culturally Responsive Teaching With Multicultural Literature. *English in Texas*, Vol. 46.1. <https://files.eric.ed.gov/fulltext/EJ1262893.pdf>
- Sherlock, Z. (2016). Japan's textbook inequality: How cultural bias affects foreign language acquisition. *Power and Education*, Vol.8(1), pp. 73-87. Sage Publishing. DOI: 10.1177/1757743815624119
- Sleeter, C. E. (1989). Multicultural Education as a Form of Resistance to Oppression. *Journal of Education*, 171(3), 51–71. <https://doi.org/10.1177/002205748917100305>
- Sleeter, C. E. (1996). Multicultural education as a social movement. *Theory Into Practice*, 35(4), 239–247. <https://doi.org/10.1080/00405849609543730>
- Smith, P. (2021) . A transraciolinguistic approach for literacy classrooms. *The Reading Teacher* 75, no. 5, pp. 545-554. International Literacy Association. doi:10.1002/trtr.2073
- Spring, J. (2024). *American Education*. 21st edition. New York, Routledge.
- Stevenson, A., Beck, S. (2017). Migrant Students' Emergent Conscientization Through Critical, Socioculturally Responsive Literacy Pedagogy. *Journal of Literacy Research*, 49(2), 240-272. <https://doi-org.offcampus.lib.washington.edu/10.1177/1086296X16683418>
- Swartz, E. (2009). Diversity: Gatekeeping Knowledge and Maintaining Inequalities. *Review of Educational Research*, 79(2), 1044–1083. <https://doi.org/10.3102/0034654309332560>
- Takahashi, F. (2020). Japaneseness in Immigrant Education: Toward Culturally Responsive Teaching in Japan. *Educational Studies in Japan: International Yearbook*, No. 14, pp. 15-27. <https://files.eric.ed.gov/fulltext/EJ1261647.pdf>
- Teaching for Change. (accessed 2024). <https://www.teachingforchange.org/socialjusticebooks-org>
- Thomas, A. (2019). *On the Come Up*. Balzer Bray.
- The Washington State Professional Educator Standards Board. (2018). Cultural Competency Standards. <https://www.pesb.wa.gov/innovation-policy/equity-initiatives/>
- Zamudio, M., Russell, C., Rios, F, Bridgeman, J. (2011). *Critical Race Theory Matters: Education and Ideology*. UK, Routledge.