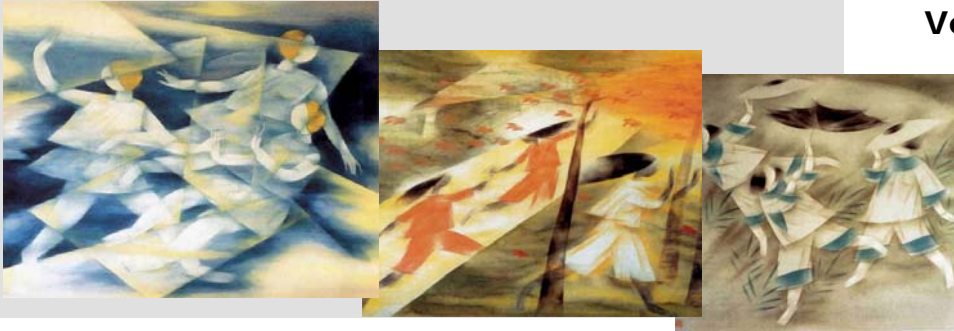


Lunch Seminar

Cultivating Culturally Responsive Environment for Diverse Learners

Prof. HE Ming Fang



Date: 23th Oct., 2007

Time: 12:30 – 2:00 pm →

Venue: D2-LP-04

Tai Po Campus, HKIEd

In this seminar, Professor HE Ming Fang will open discussions on cultivating culturally responsive environment for diverse learners. Four commonplaces of cultivating such an environment are to be explored: *culturally responsive learners, teachers, subject matters, and milieu*. The seminar will start with a sketch of current orientations and approaches to diversity in schools and societies in the United States and Canada, and then move to diversity in Hong Kong schools. The purpose of the seminar is to share examples of emergent culturally responsive learning, teaching, and leading and their power to transform classrooms and schools into an expanded culturally responsive learning community--a community where learners, teachers, parents, community workers, educators, researchers, administrators, and educational policymakers work together with shared concerns and common goals. This expanded community embodies possibilities and creates hopes and dreams for all learners to take responsibilities, develop human capacities, and reach highest potentials in an increasingly changing and diversifying world. This seminar informs teachers, educators, researchers, administrators, and educational policy makers about ways to cultivate culturally responsive environment for diverse learners with the intent to foster awareness of diversity, world citizenship, and social justice in Hong Kong.



HE Ming Fang is currently a Visiting Scholar and Research Consultant (August 15-December 31, 2007) at the Department of Educational Psychology, Counseling and Learning Needs, Hong Kong Institute of Education. Professor HE taught English as a Foreign Language at Wuhan University in P. R. China and English as a Second Language to immigrant adults and children for the Toronto District School Board in Canada. Professor HE is Associate Professor of Curriculum Studies at Georgia Southern University. She advises doctoral students, directs doctoral dissertations, and teaches graduate courses in curriculum studies, multicultural education, and qualitative research methods. Her

preservice teacher education courses are in foundations of education. Most of her recent published work is on cross-cultural narrative inquiry of language, culture, identity in multicultural contexts, cross-cultural teacher education, and curriculum studies which includes: *A River Forever Flowing: Cross-Cultural Lives and Identities in the Multicultural Landscape* (2003); *Narrative and Experience in Multicultural Education* (2005); *Handbook of Curriculum and Instruction* (2007); *Research for Social Justice: Personal-Passionate-Participatory Inquiry* (2008)(a book series). She was an Editor of *Curriculum Inquiry* (2003-2005) and is an Associate Editor of *Multicultural Perspectives*. She is engaged in three book projects: one features social justice oriented work; one features her study on language, culture, and identity development of Chinese immigrant children in Southern U. S. schools; and the other features her teaching in-between the East and West. Her current research is expanded to multicultural education with a particular focus on the ethnic minority and immigrant education in the United States, Canada, Hong Kong, and Mainland China.

