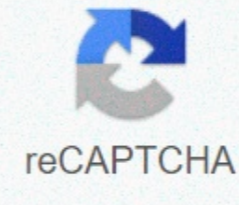




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## What is the difference between asset and deficit-based observations

Source: ResearchGate Many social movements, nonprofits, and philanthropic ventures frame their work from a deficit-based approach, especially when their work surrounds issues of identity and inequality. The deficit-based approach is aimed at meeting needs, solving problems, resourcing underresourced. It begs the question: What is missing that we have to go find? Contrary to the deficit-based approach, the asset-based approach, which is aimed at creating opportunities and reaping the benefits of the community. It begs the question: What can we build on? For example, a nonprofit that provides workshops and training in corporate environments on gender equality in the workplace. The deficit-based mission statement for this nonprofit could read something like this: The X Organization provides interactive workshops to eradicate inequality and microaggression that are currently widespread against women and other genders in the workforce. An asset-based mission statement for this nonprofit could say: The X organization engages professional communities to empower their non-male employees and create just and equitable workplace environments. I suggest that both allies and those who identify with communities at the heart of activism can benefit from framing their work around an asset-based framework alongside a deficit-based framework. In the context of the Black Lives Matter movement, I strive to be an ally. As an ally, when I frame my activism in support of the BLM from a deficit-based approach, it implies a mindset of saviors reinforcing the injustices I'm trying to fight. For example, if I volunteer for an organization that facilitates college preparation programs for African-American high school students in West Oakland, and I view my work as providing resources for a lack of outsourcing, a high-risk community of at-risk youth, I view my students as victims and myself as a kind of savior, solving the problem, and serving the need. But if I see my work as engaging students to achieve their goals and become leaders in their community, I see my students as individuals driven by opportunity and celebrating their potential and aspirations. This shift in mindset can turn misinformed but benevolent saviors into true allies. In addition, community development and social change through a deficit-based approach are contradictory by nature. By victimizing the community and focusing on what it doesn't have, the social movement becomes dependent on that community that continues to face problems. It's not very productive for a movement intended to empower that community! I'm a woman and a feminist. Take the Women's March, a feminist movement founded by President Trump's inauguration. Despite the controversy she has found herself in since its inception, its main mission is admirable. The mission of the Women's March is to harness the political power of different women and their communities to create transformative social change. This statement is symbolic of an asset-based approach. It highlights the inherent strength of women as individuals and as a community. When the movement uses this framework, its potential becomes exponentially greater, as it is no longer limited to the limitations of community problems. Instead, it examines the potential and opportunity that the community represents and builds from there. Consider the difference in describing people who have experienced sexual assault as survivors versus victims. It evokes a very different picture. In examining local community efforts, The Guardian recommends the following foundations on property development: Move the debate away from people's needs and towards community property, and incorporate this into strategies and plans Please and update the map of people's personal and social assets and their assets together through peer support, coordination of local areas, Care navigators and social prescribing, which includes primary care professionals who refer people to a range of local, non-clinical services See an asset-based approach environment to thrive, for example by commissioning more services to be provided by small voluntary sector providers Monitor how your area works and share your successes - as well as looking at how some of the challenges are addressed, all of which is not to mean that issues and problems should be ignored. Deficit-based approaches can be an integral part of raising people's awareness and education. Seeing problems and responding to needs can provide motivation to continue and grow movements. It can ground a movement in a set of concrete goals and absolutely serves a purpose within activism. But when paired with an asset-based framework, and perhaps replaced with it, the scope of activism can be expanded exponentially. Skip to main content I recently facilitated a TEAL Student-Centered Learning online course focusing on writing. During one of the discussions, the idea of deficit-based instruction/learning arose in relation to property. The participant said that in her experience one factor motivating adult learners is their recognized weaknesses in certain areas. It made me think about teaching and learning based on deficit versus property. I'd like to hear from this community what you think of it. In your classrooms, are you starting to focus on the strengths of your students and use them as a foundation to build areas where they are weaker, or do you start by focusing on the gaps your students have and concentrating on strengthening them? Thank you in advance for sharing your approach. I look forward to a thought-provoking discussion! Kathy St. Access to property-based education is key to achieving equality in classrooms across the country. In recent years, while efforts for equality and access have illuminated marginalized and underrepresented communities, some efforts have treated schools and communities as if they needed to be saved. With an asset-based approach, every community is valuable; every community has strength and potential. What exactly does it mean to have an asset-based approach to education? In simplest terms, an asset-based approach focuses on benefits. He sees diversity in thought, culture and traits as a positive asset. Teachers and students alike are valued for what they bring to the classroom instead of being characterized by what they may need to work on or lack. Property-based teaching seeks to unleash students' potential by focusing on their talents. Also known as advantage-based teaching, this approach contrasts with a common deficit-based teaching style that highlights student shortcomings. (Association of University and Research Libraries, 2018) It is also crucial that teachers practice asset-based approaches with their peers and school leaders. New teachers need to be supported in their hard work to demonstrate effectiveness, which includes coaching that focuses on their strengths to build the foundations for acquiring new skills. This runs counter to the damaging burden placed on teachers to meet unrealistic growth expectations and penal structures that blame teachers for anything that may be wrong in schools. Why is an asset-based approach to education important? Schools are increasingly diverse, but teachers still lack considerable diversity and do not represent today's student demographics. A 2018 New York Times article highlighted statistics: 80 percent of public and private elementary and high school teaching strength is white. Conversely, the latest demographics of 50.7 million public school students, As reported by the National Center for Education Statistics (NCIS), is as follows: 23.7 million white students 13.9 million Hispanic students 7.9 million 7 million black students 2.7 million Asian 2.1 million students of two or more races 0.5 million American Indian/Alaska native students 0.2 million Pacific Islander students Teacher preparation programs must contend with this harsh reality. That's why one of the core values of NYU Steinhardt Teacher Residency is an asset-based approach to education. It seeks to eliminate deficit thinking and harmful biases that hold back students, especially those with disabilities, English language learners and new bilinguals and students of color. Teacher residents are taught to view diversity and differences as attributes to be celebrated, not things to overcome. We know that best and most ecological learning builds on what students do know, said Diana Turk, director of teacher education at NYU Steinhardt and one of the faculties that developed the teacher's residence. To reach students, we need to know what they know—not just what they don't know. We must see them—and let them see themselves—as capable students who can learn and do anything. Take student discipline, for example: student discipline reflects an asset-based approach or deficit model. The asset-based approach is aimed at building relationships with students and understanding students, not punishing them with detentions, suspensions and expulsions. Jacqueline Richards, a child and teen psychotherapist, writes about it in a recent Edutopia article: While traditional rule-and-consequence discipline is sometimes effective at stopping harmful behaviors, it can have negative effects on long-term resilience and connectivity within the community. Imagine you are a student seen only through the lens of your deficits: as a student who cannot sit quietly in class or disrupt classes with outbursts, Professor Turk continued. Now, imagine what it would feel like to be that same student, but instead they see you as a child who has more energy than anyone else and therefore you can do so much more. , or as a child who smiles at everyone and is always in a good mood. This is how asset-based approaches change perspectives in the classroom. Great teachers embrace differences in the classroom and make deep connections with their local communities. This is why teacher residences across the country are working to recruit more people from different backgrounds. New statistics from the National Center for Teacher Residences have a hint that more than 50 percent of residents identified as people of color in 2017. As new, diverse individuals enter the teaching profession, an asset-based approach is of a central role in achieving fairness and giving all students the education they deserve. It helps all teachers — regardless of race, ethnicity, or background — learn to build practices that culturally respond and respect students and their communities. Community.

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