



Developing an Asset Based Perspective on Immigrant Students

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**IMMIGRANT STUDENT SUCCESS:
Models & Tools for K-12 & Adult Educators**

Online Workshop
The ILC Public Education Institute
Malden, MA





The need for self-reflection

- What do I bring to the conversation?
- What is my approach to my immigrant students?



Why self-reflection?

- To **analyze** beliefs, values, cultural practices (assumption analysis).
- To **be aware** of the specific context that create the assumption (contextual awareness).



Why self-reflection?

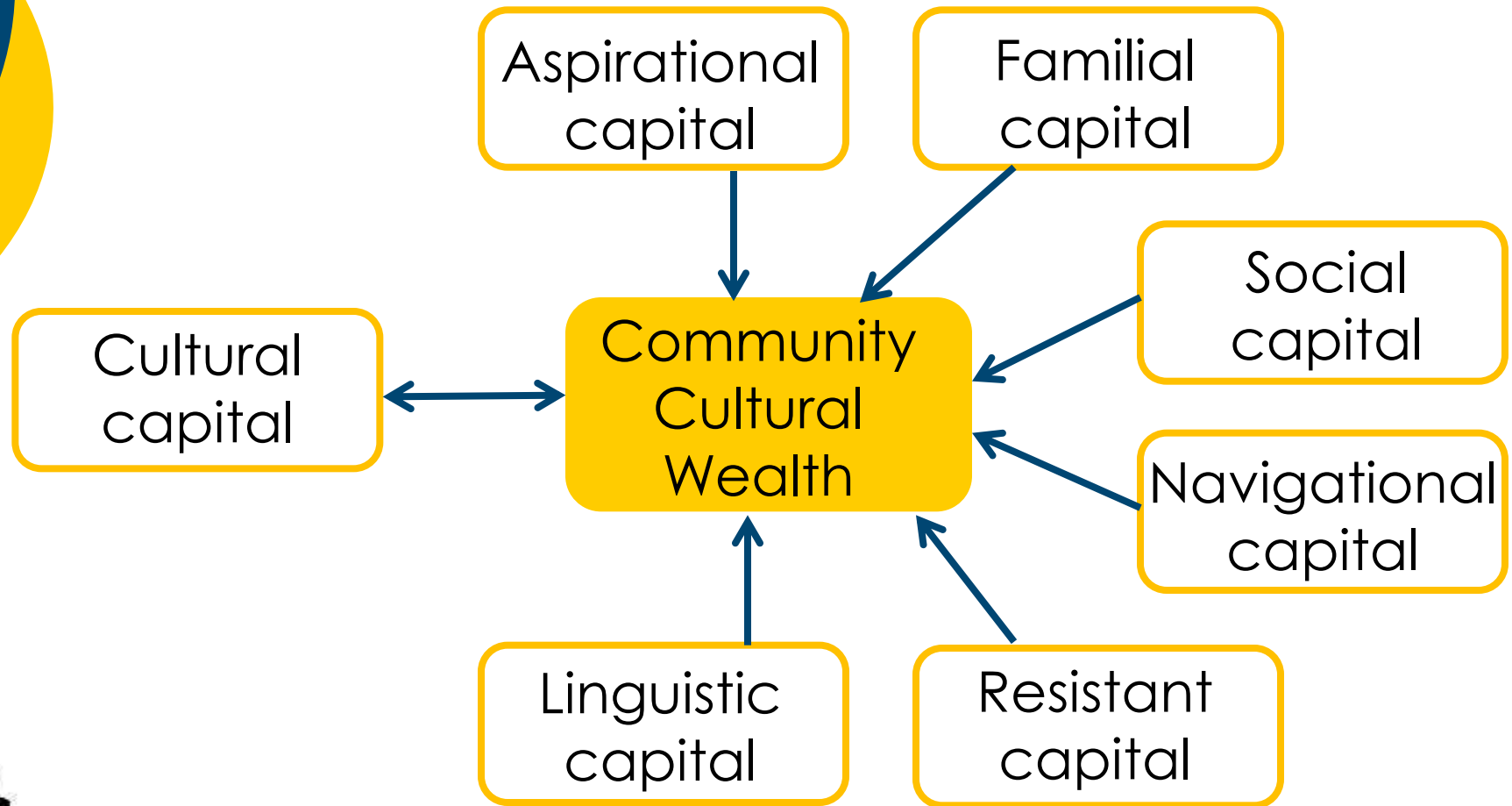
- To **imagine** alternative ways of thinking = “thinking outside the box” (imaginative speculation).
- To **question** patterns of behavior and interaction (reflective skepticism).



The asset-based model

- Builds on **data** and **stories**
- Focuses on potential and **strengths**
- Challenges deficit-based narrative

Tara Yosso's Community Cultural Wealth model



From Tara Yosso's *Whose culture has capital? A critical race theory discussion of community and cultural wealth*, *Race Ethnicity and Education*, Vol. 8, No. 1, March 2005



Mapping immigrant students' assets

- Aspirations/Culture of Possibility:
 - Have high aspirations
 - Recognize value of education
 - Are hopeful about future
- Language:
 - Employ two or more languages
 - Engage with formal and informal modes of expression



Mapping immigrant students' assets

- (Extended) Family:
 - Family examples of strength & determination
 - Family encourages education
 - Recognize and embrace sacrifice made to attend school
- Social/Networks:
 - Form peer networks
 - Peer validation
 - Strong communities of origin



Mapping immigrant students' assets

- Navigational skills/Success:
 - Operate in liminal spaces (transition)
 - Cross multiple, distinct social contexts
 - Dislocate and relocate
 - Adapt to new culture
 - Develop inner strength; determination to succeed



Mapping immigrant students' assets

- Resistance/Resilience:
 - Resist stereotypes
 - Overcome hardships: poverty, lack of guidance and resources

Mapping immigrant students' assets



<https://www.youtube.com/watch?v=g6t5ija7h-o>

- What does Mai T. Yang bring to her classroom/school?



Mapping immigrant students' assets

- **INDIVIDUAL EXERCISE:** Using the presented model, find examples of assets/capitals that Mai T. Yang brings to her school/classroom.

Assets	Examples from Mai's story
Aspirations	
Language	
Family	
Social	
Navigational/Success	
Resistance/Resilience	



Mapping immigrant students' assets

- **SMALL-GROUP DISCUSSION:** Share and discuss how each asset does/can benefit your school/program or classroom?

Assets	How does/could this asset benefit my school/program, the whole classroom?
Aspirations	
Language	
Family	
Social	
Navigational/Success	
Resistance/Resilience	