

**Transcript of Audio for Slides  
“Culturally Responsive Pedagogy”**

**“Culturally responsive pedagogy facilitates and supports the achievement of all students. In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.”**

**Culturally Responsive Teachers**

- Engage in reflective thinking and writing about your values, motivations, and behaviors.
- Explore personal and family histories.
- Acknowledge membership in different groups.
- Learn about the history and experiences of diverse groups.
- Visit students’ families and communities.
- Visit or read about successful teachers in diverse settings.
- Develop an appreciation of diversity.
- Participate in reforming the institution.

**Cultural Competence Continuum (James Banks, 2004)**

- Advanced cultural competence
  - *Holds culture in high esteem. Ongoing individual & institutional change to address equity based on informed decision making.*
- Basic cultural competence
  - *Accepts & respects differences, recognizes need for systemic change*
- Cultural blindness
  - *Expresses a philosophy of being non-biased*
- Cultural incapacity
  - *Not intentional but maintains the status quo*
- Cultural destructiveness
  - *Intentionally maintains inequity*

**Common Characteristics of Culturally Responsive Practices**

- School climate is one of caring, respect, and the valuing of students’ cultures.
- Bridges are built between academic learning and students’ prior experiences, knowledge, native language, and values.
- All stakeholders have high expectation for students and expect them to achieve high standards.
- Effective classroom practices are challenging, cooperative, and hands-on, with less emphasis on rote memorization and lecture formats.
- School staff build trust and partnerships with families, especially with families marginalized by schools in the past.
- The bottom line is that educators must make the curriculum and instruction relevant by learning about their students’ culture and language.

**Heritage Culture**

- Similar to the dynamic that occurs when parents’ use their native language and students respond in English, fractured loyalties occur between the home culture and dominant culture.

- Students begin to see the home culture as being low status, yet they may want to maintain a connection that is not reinforced by the school.
- These fractured loyalties can contribute to confusion and alienation leading to investment in negative subcultures.
- For example, there are many shallow urban youth cultural groups that form in order for students to create an identity.

#### Requirements for Creating Culturally Responsive Classrooms

- Deep knowledge of different cultural groups.
- Commitment establishing strong relationships between teacher/school, students/families and community.
- Skill in and desire to build bridges between the school and its communities.
- Extensive variety of instructional strategies.

#### Questions to Ask Yourself

- What kinds of diverse perspectives and experiences will students bring to the class?
- How can I assess students' prior knowledge of race, class, gender, etc.?
- How can I incorporate diverse voices without only relying on students to speak for different groups?
- How will my own characteristics and background affect the learning environment?
- Will some students see me as a role model more readily than others?
- How can I teach to all students?

#### Selecting Materials and Activities

- You may wonder "How do I integrate new material so that it's not simply an 'add-on?'"
- Examine two or more traditions and ways of viewing the world which enables students to recognize their prior knowledge in what is being taught.

#### Ideas for Teaching About Different Countries and Cultures

- Give students the opportunities to use pen pals.
- Read picture books about different countries/cultures.
- Have the students journal about the differences and similarities of the countries/cultures
- Explore two perspectives of historical events.
- Have families share traditional stories and folklore.

**"Gaining cultural competence is a developmental process which begins with the awareness of one's own culture, gaining knowledge of other cultures and understanding the way different values intersect. As we move along the continuum of cultural competence and gain proficiency we deepen our understanding of inequity and our ability to help create equity."  
(Shana Ritter, 2007)**