



Teaching and Learning Conversation (TLC): Culturally Responsive Teaching

Culture: distinctive pattern of beliefs and values that are learned by a group of people who share the same social heritage ... It is the frame of reference for our intentions, behaviors and impact and influence on others¹

Culturally Responsive Teaching: Integrating cultural content that enhances achievement for all

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- It uses a wide variety of instructional strategies that are connected to different learning styles.
- It teaches students to know and praise their own and each others' cultural heritages.
- It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (p. 29).²

“Approaching a student's education in these culturally and linguistically responsive ways—rather than emphasizing deficits—has the potential to truly engage all students in learning, both in college and beyond.”

Villegas, Ana M. and Lucas, Tamara (Mar. 2007).

What are the negative consequences of non-culturally responsive teaching?

Children whose language and culture align closely to that of the school are advantaged in the learning process. Those that feel devalued or unrecognized become alienated and disengaged from the learning process. (Gay 2000)

What do I consider when adopting culturally responsive teaching?

Relationships

- **Learn** about your students' individual cultures.
- **Adapt** your teaching to include attitudes and perspectives of all students.
- **Develop** a connection with the most challenging students.

Curriculum

- **Use** various cultural and student-centered stories and examples.
- **Incorporate** relatable aspects of various cultures and students' lives.

Delivery

- **Establish** an interactive dialogue to engage all students.
- **Continually interact** with students and provide frequent feedback.
- **Vary your instructional methods**³
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Motivational Framework for Culturally Responsive Teaching⁴

Goal: Create compelling learning experiences through which learners are able to maintain their integrity as they attain relevant educational success (Ginsberg & Wlodkowski 2009)

“Establish inclusion: Norms and practices that are woven together to create a learning environment in which learners and teacher feel respected and connected to one another [small groups with members that interact in meaningful ways with one another]

- *Develop attitude:* Norms and practices that create a favorable disposition toward the learning experience through personal relevance and volition [allow choice of research or paper topics that help make it relevant]

- *Enhance meaning:* Norms and practices that create challenging and engaging learning experiences that include learners’ perspectives and values [students actively engage in questioning, posing problems, conducting research, projects]

- *Engender competence:* Norms and practices that help learners understand how they are effectively learning something they value and is of authentic value to their community” [write, reflect on what is learned from the experience; allow multiple ways to represent knowledge and skill]

Selected References:

- 1: Peoples, J. & Bailey G. (2008) *Humanity – An Introduction to Cultural Anthropology*. Wadsworth.
- 2: Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- 3: Rajagopal, K. (2011) Create Success! ASCD. Retrieved from: <http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>
- 4: Ginsberg, M., & Wlodkowski, R. (2009). *Diversity and Motivation: Culturally Responsive Teaching in College*. San Francisco: Josey-Bass.
- 5: Villegas, A. & Lucas, T (Mar. 2007). *Responding to Changing Demographics: The Culturally Responsive Teacher*. Educational Leadership, Vol. 64, Number 6. (pgs. 28-33)