

Culturally Responsive Teaching

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November 4, 2019

Moscow, ID

What are we talking about and why?

I will be able to...

...*understand* that culture is central to learning in K-12 and Higher Education

...*identify* the recent social and theoretical foundations of culturally responsive pedagogy

...*apply* one or more pillars of culturally responsive pedagogy to my own teaching practice

Culturally Responsive Teaching

What is culture? Dynamic and interactional practices shared among people and communities. A set of inquiries about what people do and what they say about what they do. (Gonzalez, 2005)

What is responsive? Quick to respond, or react appropriately or sympathetically (Merriam-Webster)

What is pedagogy? The art, science, or profession of teaching (Merriam-Webster); the craft of transmitting knowledge (Nieto, 2013)

Activity Theory - the social meets the cognitive

Education as a quintessential sociocultural activity

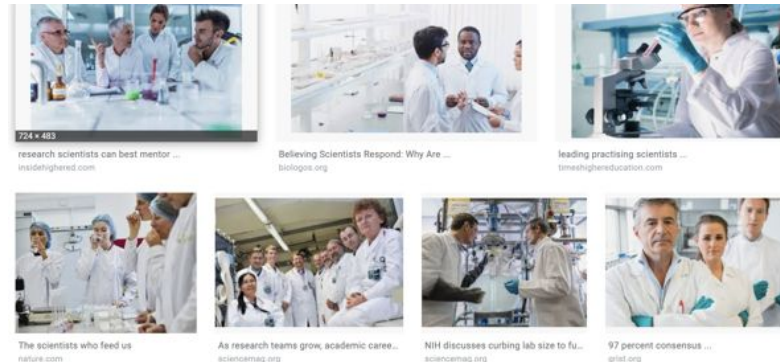
(L. Moll, 1990. *Vygotsky & Education*)

- Learning is a result of social interactions among individuals, society, and culture(s) (Rogoff, 1990; Tharp & Gallimore, 1993)
- Children (and humans) learn best when parents and teachers create instructional activities that use what children already know as resources for learning new knowledge, language and practices (L. Vygotsky)

Do I need to be culturally responsive when I teach science?

Science, like all human activities, is conducted through cultural frameworks (Lemke, 2001) and, situated in social-historical context of our times (Bang, Marin & Medin, 2018).

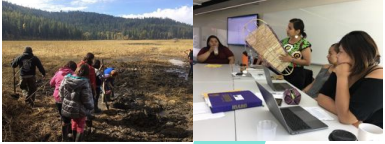
“Science” is most often treated as a single entity, free of cultural influences and value-neutral in principle (Smith, 2012).



Culture and Education



MILWAUKEE
PUBLIC SCHOOLS



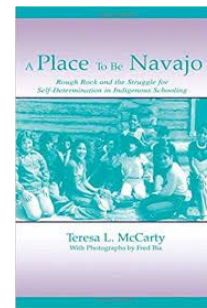
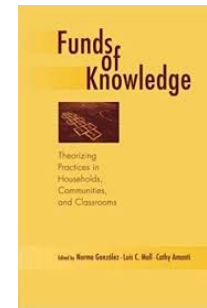
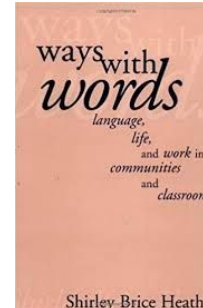
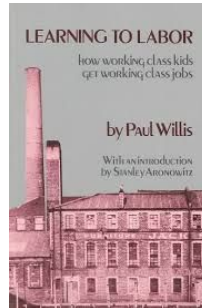
Peace Corps



Anthropology and Education

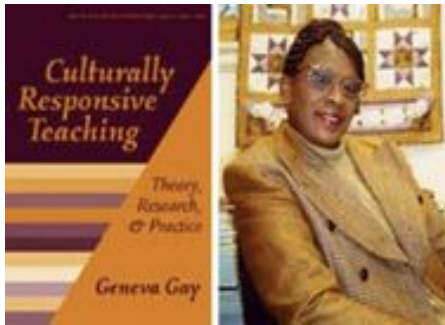
- Focus on educational disparities of minoritized youth
- Educators “coming to know the culture” of students
- Classroom cultural and linguistic patterns should be congruent with cultural and linguistic community patterns
- Focus on microinteractions and group language practices
- Exposure of power dynamics in schooling
- Attention to learner agency in learning processes

González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.



Culturally Responsive Teaching: focus on instruction

<https://www.youtube.com/watch?v=MsyMbSiphTo>



Means using the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning encounters more relevant to and effective for [students] (Gay, 2010)

Culturally Responsive Teaching: focus on instruction

Gay (2013) believed that there were four actions essential to implementing culturally responsive teaching.

1. Replace deficit perspectives of students and communities.
2. Understand the resistance to culturally responsive teaching from critics so they are more confident and competent in implementation; use methods, such as conduct analysis of textbooks, to investigate how different knowledge forms affect teaching and learning.
3. Understand how and why culture and difference are essential ideologies for culturally responsive teaching given they are essential to humanity.
4. Make pedagogical connections within the context in which they are teaching.

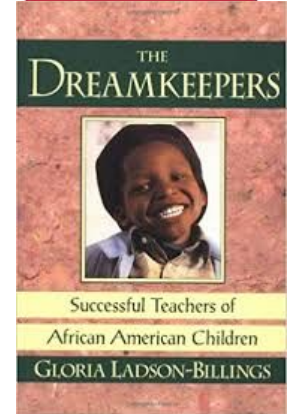
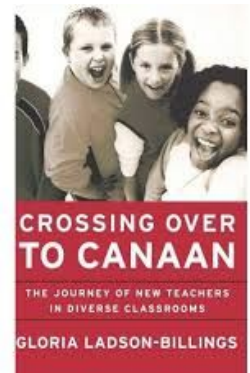
Culturally Relevant Pedagogy

Academic success - the long-term intellectual growth that students experience as a result of classroom instruction and learning experiences (not just standardized achievement test).

Cultural competence - possess an ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture. Learn to navigate between home and school cultures.

Sociopolitical consciousness - possess ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems. Help students to recognize and critique social inequalities.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review*, 84(1), 74-84.



Culturally Relevant Pedagogy: cont.

Ladson-Billings (1994) defined culturally relevant pedagogy as one “that empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes” (pp. 16–17).

Ladson-Billings (1995a) explained that culturally relevant pedagogy is a “pedagogy of opposition not unlike critical pedagogy but specifically committed to collective, not merely individual, empowerment” (p. 160).

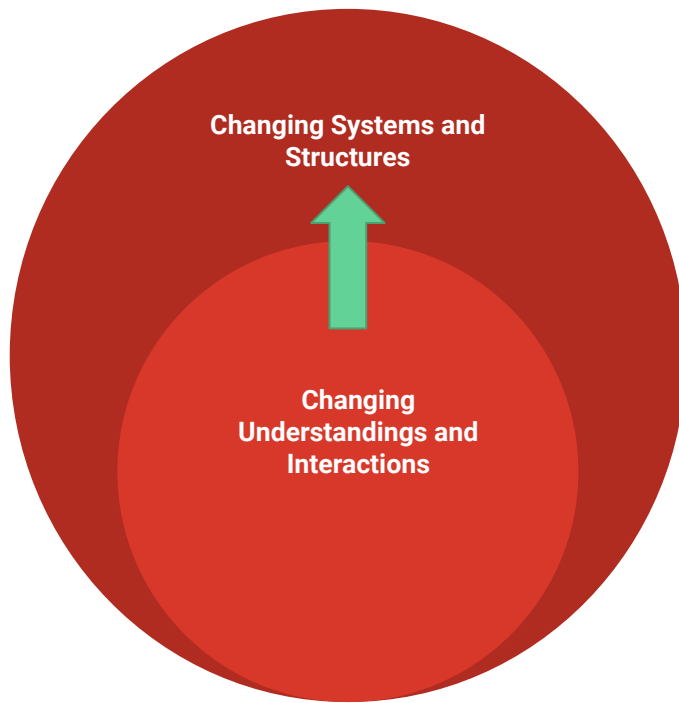
“So, it’s just like throwing a reference to MLK into it, right?”

CRP is not superficial.

CRP does not mean assimilation.

CRP means negotiation and seeks equity in learning for facilitators and learners.

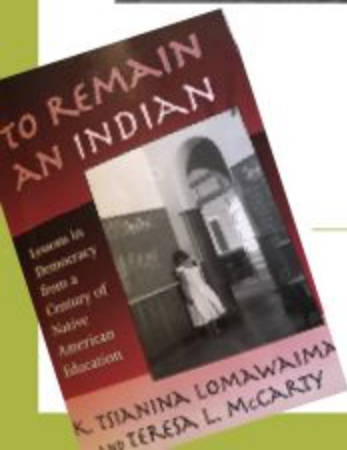
CRP attends to social justice.





U.S. FEDERAL POLICY: SCHOOLS AS 'CIVILIZING AND HOMOGENIZING INSTITUTIONS' (LOMAWAIMA & MCCARTY, 2006)

Federal Indian policy, including educational policy, as "on going struggle over cultural difference and its perceived threat, or benefit, to a sense of shared American identity" (Lomawaima & McCarty, 2006)



Culturally Responsive Schooling/Teaching on Indigenous Lands

“...an approach to teaching and learning which acknowledges the unique needs of diverse students, takes action to address those needs, and adapt approaches as students’ needs and demographics change over time” (Castagno & Brayboy, 2008, p. 947).

[American Indian/Alaska Native] students benefit from access to teachers who understand and respect their cultural and linguistic needs, and have the skills to build upon those cultural/linguistic assets in the classroom (Castagno & Brayboy, 2008; Nolan, 2013).



Assessing CRP to Teaching Practice

Component of Culturally Responsive Teaching	Strategies	Materials/Resources	Assessment
<i>Student-centered instruction</i>			
<i>Culturally mediated instruction</i>			
<i>Reshaping curriculum</i>			
<i>Teacher as facilitator</i>			
<i>Positive perspective on students' cultural beliefs and practices</i>			
<i>Communication of high expectations</i>			
<i>Students draw upon/utilize funds of knowledge in learning (familial and community knowledge)</i>			
<i>Learning within the context of culture</i>			

+ 1: How can I practice culturally responsive pedagogy in my class(es)?

- Using grid, jot down any ways you currently practice CRP in your teaching.
- Identify one (or more) additional way you can incorporate a strategy, resource, or assessment to increase cultural responsiveness in your teaching.

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