Culturally Responsive Education

ELL Institute

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Characteristics of CRE

1. Validating and Affirming
2. Comprehensive
3. Multidimensional
4. Empowering
5. Transformative
6. Emancipatory
Validating & Affirming

Culturally relevant teaching acknowledges the strengths of students’ diverse heritages
Comprehensive Culturally responsive teaching is comprehensive because it uses “cultural resources to teach knowledge, skills, values, and attitudes” (Gay, G).

Culturally responsive teachers realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage (Gay, 2000).
Multidimensional

Culturally relevant teaching involves curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments.
Empowering Culturally responsive teaching enables students to be better human beings and more successful learners.
Empowering (Cont.)

Culturally relevant teaching empowers students giving them opportunities to excel in the classroom and beyond.

Empowerment translates into academic competence, personal confidence, courage, and the will to act.
Transformative

Culturally relevant teaching is transformative because educators and their students must often defy educational traditions and the status quo.
Being transformative involves helping “students to develop knowledge, skills, and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal, social, political, and economic action” (Gay, 2000).
Emancipatory

Culturally responsive teaching is liberating because:

It guides students in understanding that no single version of “truth” is total and permanent.

Teachers make authentic knowledge about different ethnic groups accessible to students.

“The validation, information, and pride it generates are both psychologically and intellectually liberating” (Gay, 2000).
Guidelines

1. Create a positive learning environment: attentive skills, teaching skills, teacher/student interaction (Radical Pedagogy, 2003)

2. Utilize a diverse curriculum (Gollnick and Chin, 2013)

3. Know, understand, and work with families that come from different races and ethnicities ((Gonzalez-Mena and Pulido-Tobiassen, 1999).
Guidelines

4. Expose children to role models from their own cultures as well as other cultures (Gonzalez-Mena and Pulido-Tobiassen, 1999).

5. Utilize students’ cultures to help them learn the subjects and skills taught in school (Gollnick and Chin, 2013)

6. Start teaching multi-cultural education at an early age (Russel, 2007)
Challenges

* Not all educators favor culturally relevant teaching

* New teachers must be taught to adapt their curriculum, methodology, teaching methods, and instructional materials to connect with students’ values and cultural norms

* Prepare reflective educators who can connect with diverse students and their families
Suggested Activities

- **Reciprocal teaching**: Students and teachers take turns leading the class discussions.

- **Cooperative learning** methods to promote culturally relevant learning and collaboration rather than competitiveness.

- **Games & cross-cultural activities** that allow students personal interaction with different cultures.
Suggested Activities (cont.)

- **Family history research** where students interview family members and learn about familial cultural influences in their own lives.

- **Reflective writing** where students write about their beliefs and cultural assumptions – Students may choose to write about their cultural identity and its connection with their educational experiences.

- It is very important that teachers advocate for students sharing their own personal experiences with classmates.
Online Resources

* https://education.skype.com/
* http://globalreadaloud.wikispaces.com/
* http://www.epals.com/#!/main
* http://www.globe.gov/
* http://www.iearn.org/
* http://www.globalschoolnet.org/
* http://www.tolerance.org/
Teach your students to value their differences. When you do this, you are creating a truly global classroom.

By expanding students' appreciation of each other, you are showing them how to appreciate the rest of the world.
References


Websites

* http://www.intime.uni.edu/multiculture/curriculum/Culture/Teaching.htm