

RCH: Culturally
Responsive
Pedagogy/Teaching

THERE ARE THREE (3) DOCUMENTS THAT ALIGN WITH THE
SSRSB RCH POLICY

1) Human
Rights Act
of Canada

2) Human
Rights Act
of Nova
Scotia

3) Provincial
Code of
Conduct

SSRSB Race,
Culture,
Human
Rights Policy

SSRSB Race, Culture and Human Rights Policy



- Learning environment safe to all students and staff
- Curriculum, assessment and teaching resources must be appropriate and inclusive to all students
- PD to teachers, students, community must be inclusive and anti-discriminatory
- Addressing incidents in an appropriate and timely manner
- Any violation goes through Code of Conduct or SSRSB Human Resources

Sometimes we teach based on, how we were taught in school, the culture that surrounded us etc.



How do we make sure that we teach using the lens that embodies multiple cultures so that everyone's story is told and valued.

Snowball Activity: What is Culturally Responsive Teaching

VS

Multicultural Education?

Culturally Responsive Teaching

Culturally responsive teaching can be defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students.”

- Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (2nd ed.), 2010

SO LET'S DIG DEEPER INTO CRT:

Culturally Responsive Teaching (CRT) is the relationship builder.
Kids change and so should how we teach them.

Culture is the software to your brain's hardware - what raises my stress level is going to be seen through the lens of my cultural orientation (strengthening neural networks & avoiding pruning)

A sense of connection in my culture might not be in another person's culture, so we have to know our kids

Kids will not risk failure unless they feel safe: they must trust the one leading them to the edge of their learning.

Diversity Approach

It's A Small World"

- Operating from belief that you have to mention factoids about each different culture in your classroom during a lesson
- Focusing on surface culture and artifacts like food, clothing, music from different cultures.

Culturally Responsive Approach

"I Am Because We Are"

- Operating from belief that to be responsive to the diversity in your classroom you bring in elements of collectivism.
- Focuses on shallow (intermediate) culture and the non-verbal communication and collectivist mindsets and moves

Building Rapport is Foundational:

Reframe the Student-Teacher relationship around trust

Set the stage for “relaxed alertness”

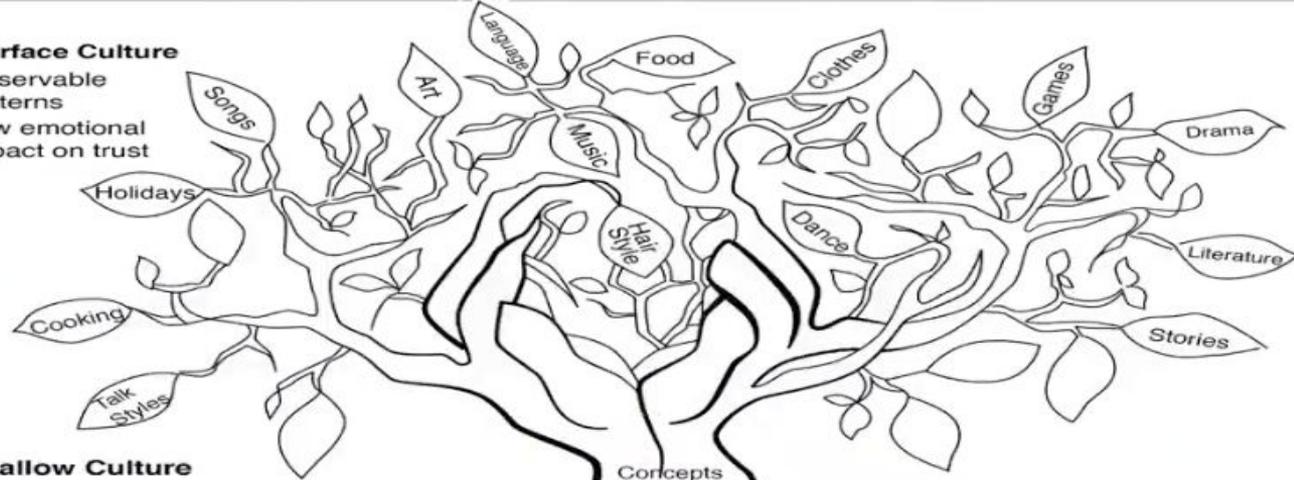
Recognize student will not risk failure unless they feel safe and trust the one leading them to the edge of their own learning

ACTIVITY:

KNOWING, NAMING &
CONFRONTING OUR BIAS

Surface Culture

Surface Culture
Observable patterns
Low emotional impact on trust



Shallow Culture

Shallow Culture
Unspoken rules
High emotional impact on trust

Concepts of time
Acceptable food sources
Personal space
Eye contact
Ways of handling emotion
Nature of relationships
Tempo of work
Being honest
Non-verbal communication
Child rearing principles
Theories of wellness & disease

Deep Culture
Collective unconscious (beliefs & norms)
Intense emotional impact on trust

Decision-making

Concepts of self

World view

Definitions of kinship & group identity

Cosmology (how the world began)

Spirituality & Concept of a higher power

Notion of fairness

Preferences for completion or cooperation

Relationship to nature and animals

“Teaching doesn’t have to be that either I’m doing my instructional time or I’m doing this touchy-feely thing, because that is the view through an individualistic lens. That this is just technical and we just need to get down to business.”

- Zaretta Hammond

Teaching and learning processes and structures:

Use Discussion Protocols: Socratic seminar, world cafe, chalk talk, gallery walk, concentric circles... AKA - active talk, active engagement

Liberating Structures: pairs, triads, jigsaw, groups, etc.

Thinking Maps

Journaling

Personal Dictionaries

Learning games: simulations, scavenger hunts,

OPPORTUNITIES FOR ACCOUNTABLE TALK/LEARNING

REMEMBER...

It is the children's
way of knowing
that should be the
basis for
instruction