



CULTURALLY RESPONSIVE TEACHING: A PEDAGOGY OF INCLUSION

Presented at the 4th OECD Policy Forum on "Strength
through Diversity", May 31-June 1, 2018

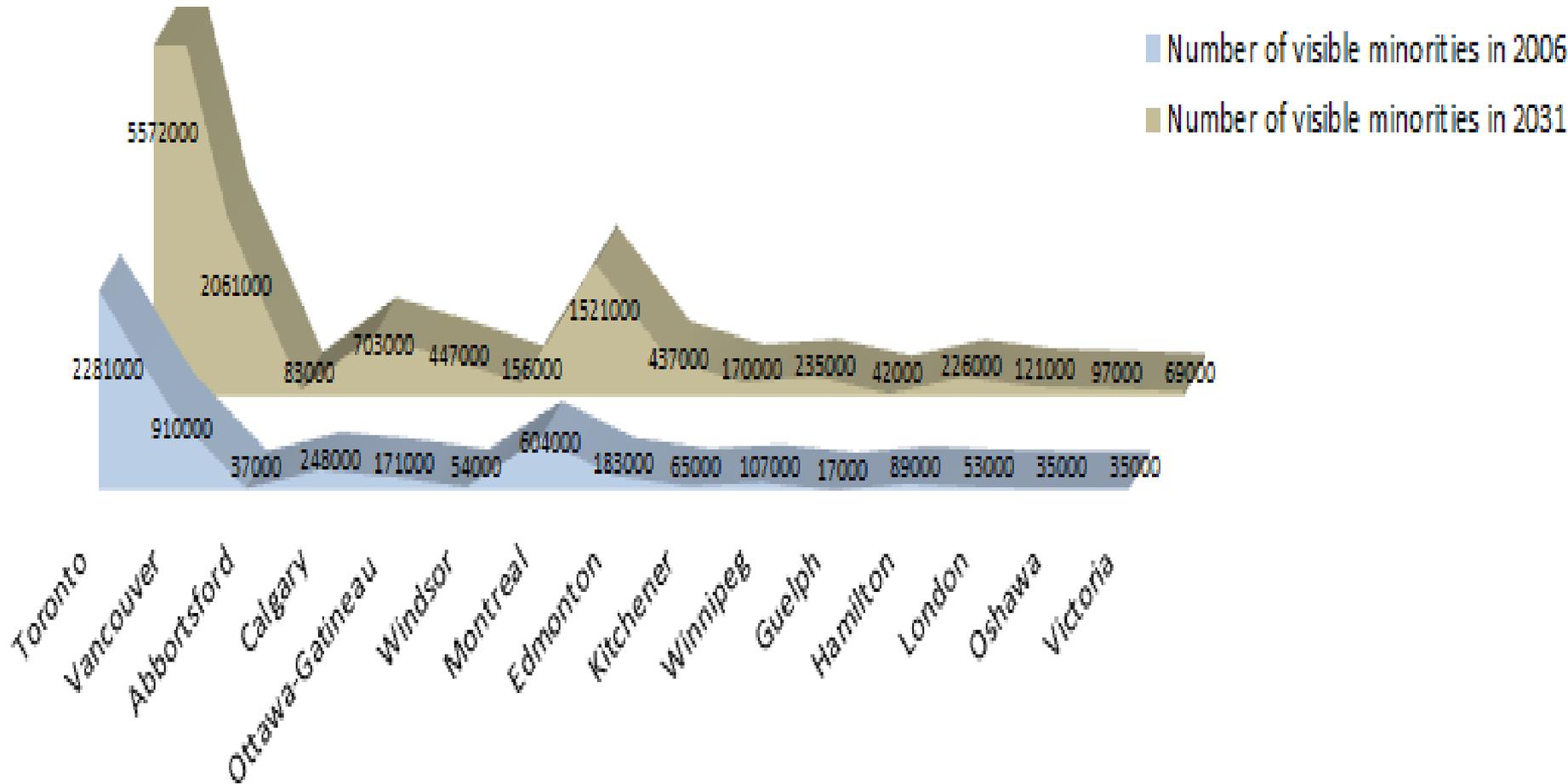
Benedicta Egbo
University of Windsor
begbo@uwindsor.ca

INTRODUCTION

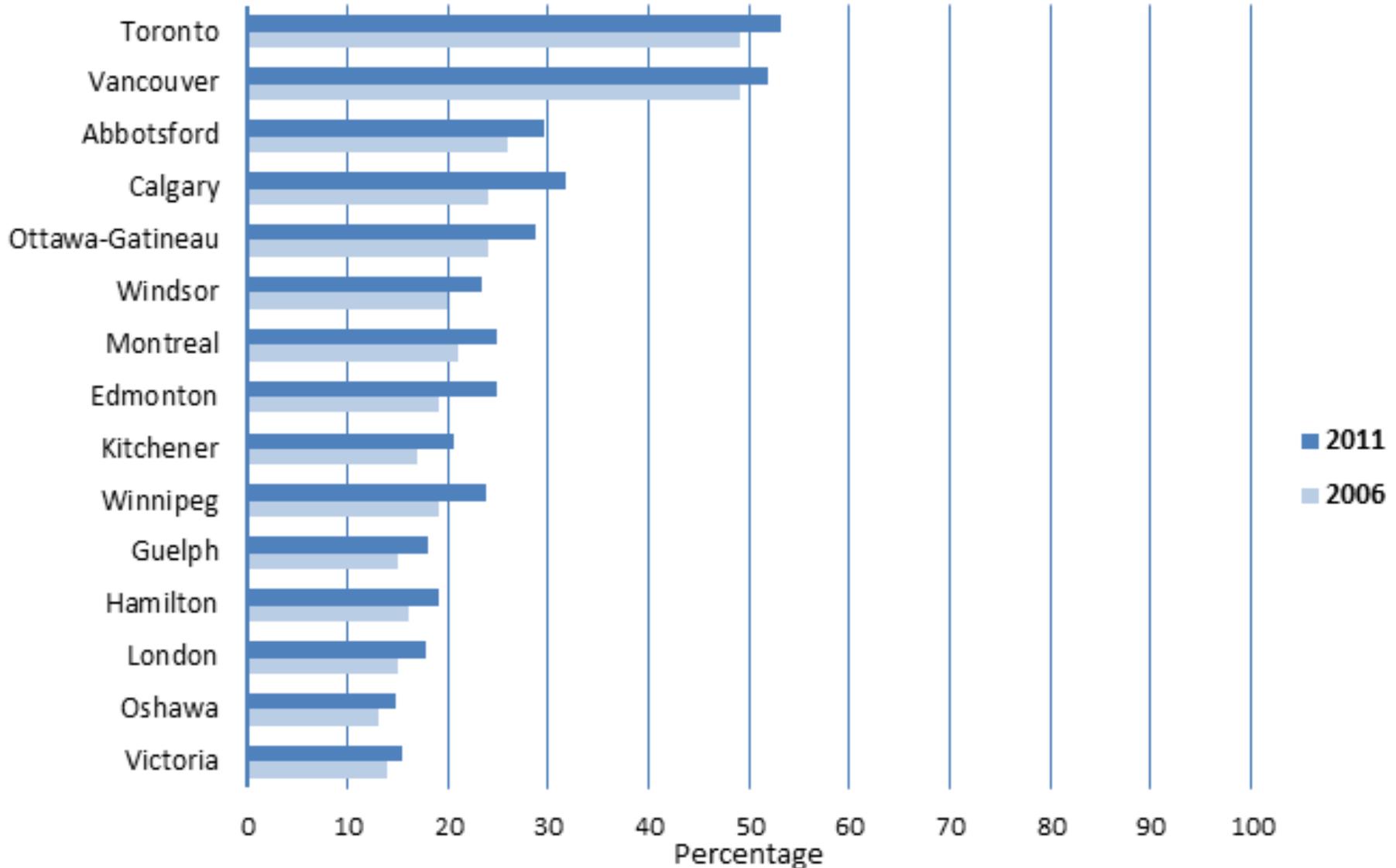


- Global migration trends are changing the demographic profile of many OECD countries
- Diversity is a stable reality in Canada (the changing “faces” of Canada)
- Demographic projections: immigrants will constitute a significant proportion of the Canadian population by the year 2031
- Canadian classrooms are characterized by demographic variability

Projections of the Diversity of the Canadian Population 2006–2031 (Egbo, 2019)



Proportion of Visible Minorities among the School-age population, Canada (Egbo, 2019)



Adapted from Statistics Canada. (2015)

EMERGENT QUESTIONS



- What and how should schools teach students from culturally diverse backgrounds in order to improve their academic achievement & life chances?

What? The concept of non-negotiable and negotiable knowledge

How? Culturally responsive teaching

DEFINING THE CONCEPT



- Various conceptions; simply:

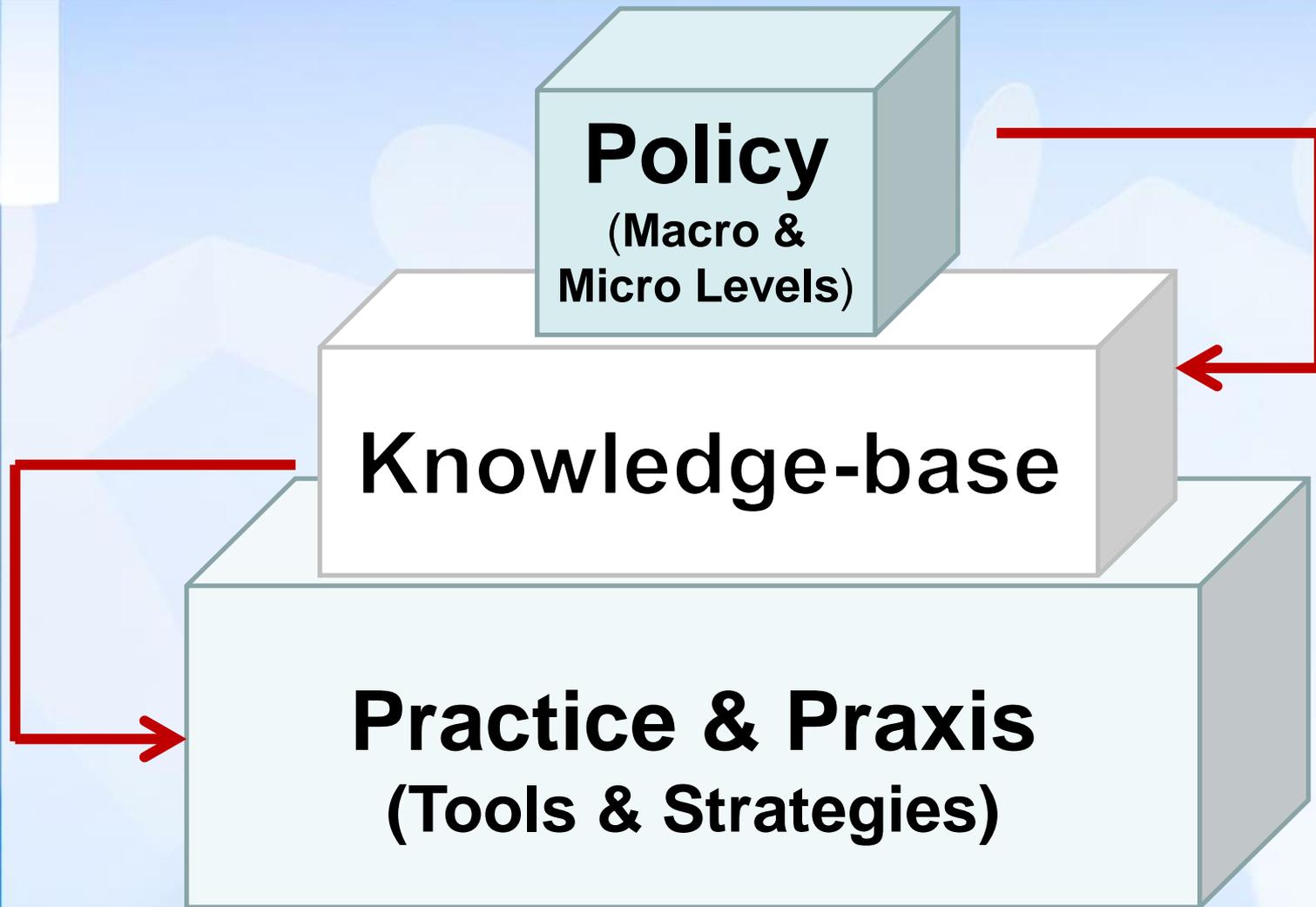
Culturally responsive teaching draws on students' culture-bases, lived experiences and ways of knowing to create authentic learning experiences in a social space that fosters mutual respect and critical engagement

RATIONALE (THE “WHY”)



- Culture mediates learning
- Learners construct their own meaning through interaction with the world around them
- Students from culturally different backgrounds navigate at least two cultures: **Culture base 1** (CB1) & **Culture base 2** (CB2)
- The mismatch between CB1 & CB2 may disadvantage, lead to alienation, disengagement, resistance and the development of oppositional subcultures
- The principles of fairness, equity & social justice

THE ARCHITECTURE OF CULTURALLY RESPONSIVE TEACHING



Policy

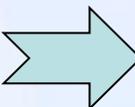
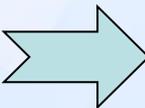


Policies:

- Progressive and praxis-oriented institutional policies
- Values ➡ A centripetal force
- Inclusive curriculum
- Teachers/educators' supports

Knowledge-base and Competencies



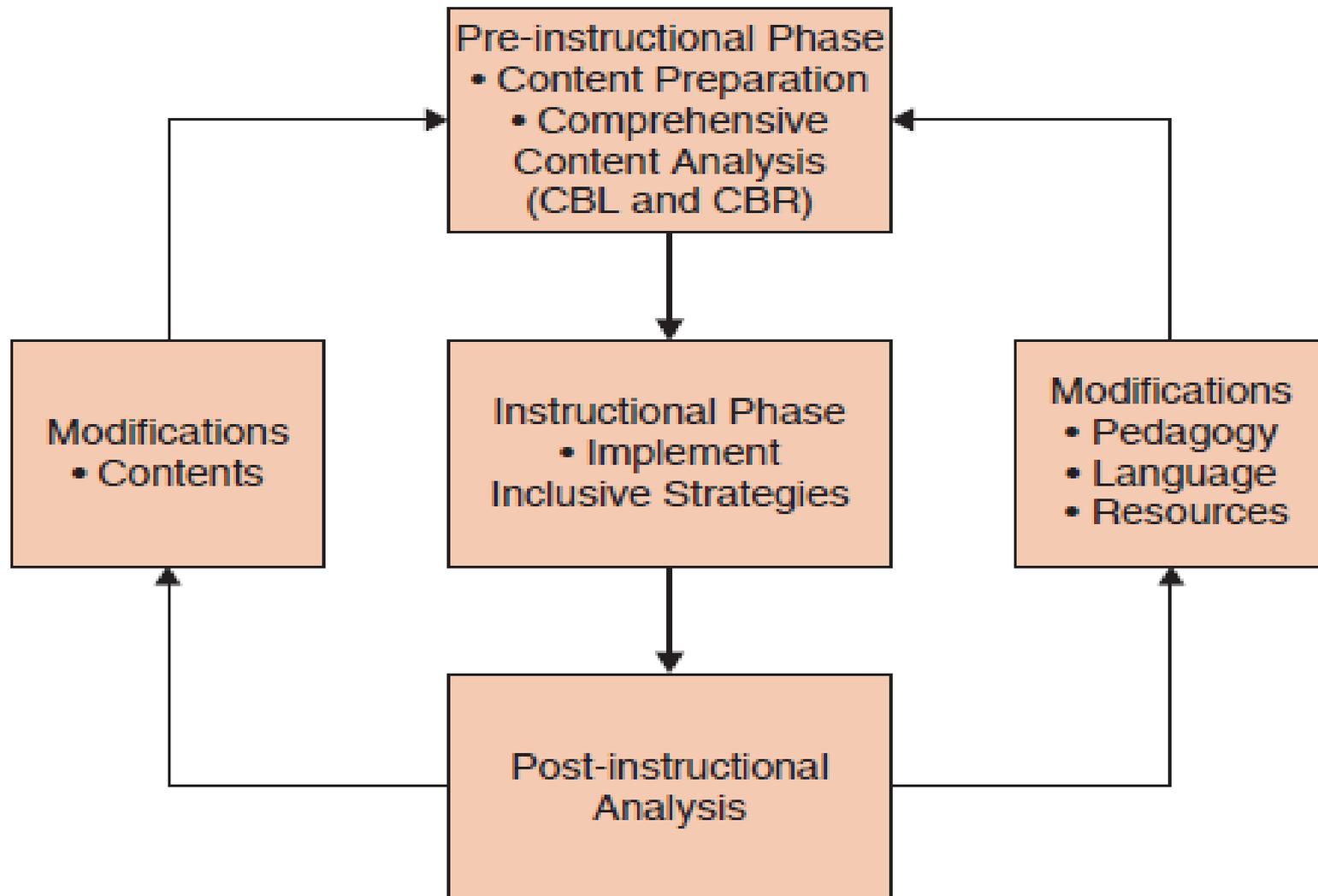
- Cultural/Intercultural literacy
- Cross-cultural (mis)communication
- Diversity literacy
- Global literacy
- Adaptive skills  The curriculum
- Knowledge of students/families
- Agency  Challenging orthodoxy
- Knowledge of the trajectories of identity & schooling





Practice & Praxis

Inclusive and Culturally Responsive Teaching: A Model (Egbo, 2019)



Culturally Responsive Assessment



- Should be fair, bias-free and inclusive
- Assessment tools must be culturally responsive
- Varied strategies and tools- written, verbal, performance-based etc.
- Should reflect differential & preferred learning styles

Culturally Responsive Assessment (cont'd)



- Should be cognizant of cultural contexts and language competencies
- Should focus on authentic tasks that provide diverse learners multiple opportunities for success

CHALLENGES TO THE ADOPTION OF CULTURALLY RESPONSIVE TEACHING



- Institutional structures and policies
- Initial professional training
- Personal beliefs and values
- Binary conceptions of learners (e.g., the construction of diverse students as the “other”)
- Perceived irrelevance of diversity issues
- Limited knowledge of students’ & their communities
- Feelings of inefficacy

IN PRACTICE...



Culturally responsive teaching should:

- Interrogate the monopoly of dominant narratives & worldviews in diverse contexts
- Provide culturally relevant knowledge that engages, rather than disenfranchises students
- Be pedagogically grounded in the voices and experiences of *all* learners
- Increase the life chances of minoritized students

IN PRACTICE...



Culturally responsive teaching should:

- Question taken-for-granted assumptions about what constitutes valid knowledge
- Teach culture and diversity-responsive curriculum
- Examine texts and other resources for bias, exclusions & stereotypes
- Engender transformative learning

IN PRACTICE...



Culturally responsive teaching should:

- Promote participatory and democratic learning environments
- Integrate critical language awareness across the curriculum
- Respect differences while recognizing similarities among individuals
- Promote excellence

CONCLUSION



In the final analysis, teachers ought to empower *all* their students through the contents they teach and, their pedagogical practices. Culturally responsive teaching provides a critical framework for supporting diverse learners

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