

## CREATING CULTURALLY RESPONSIVE TEACHING

*by:*

**RYSY MAY G. CONSTANTINO**  
*Teacher III, Limay National High School*

Culture is considered to be a dynamic phenomenon that comprises a group of people's evolving ways of thinking, wisdom, value systems, customs, beliefs, abilities, and social and political interrelations that give meaning to and impact the lives and actions of people in the community. This implies that culture encompasses more than just visible and observable facets, such as societal norms, behaviors, interactions, and beliefs. Culture is communicated and learned among people who share similar history, origin, language, religious doctrine, or social status, but it is diverse and dynamic. For this reason, there are differences between and among people of a certain cultural group.

Culturally responsive instructional strategies can possibly eliminate the performance gaps between the highest and lowest performing students while increasing overall levels of attainment. According to research, culturally responsive pedagogies increase student performance for all diverse cultures, ensuring that students, regardless of their social, socioeconomic status, ethnic identity, or individual learning demands, are encouraged and supported to recognize their academic value.

Many learning institutions and teachers are challenged to involve all students from varied cultures in a single mainstream education. Some students, for example, perform extremely well, while others perform extremely poorly. When other factors are considered, the education system and its varying difficulties can be classified by the ethnicity and cultural background of students. Disciplinary issues are also common for students to struggle with outside of the mainstream culture of schools.

Unaddressed cultural differences between students and teachers can result in misconceptions about teacher expectations and student behavior about learning

development. Most schools, teachers, course content, and texts represent, impart, and reproduce mainstream cultural discussion, understanding, and values while excluding diverse groups. When a student's background is similar to or identical to that of the mainstream culture of teaching, school programs are relatable, and students can easily create their own cultural perspectives to learn in school. When students' cultural knowledge and values do not correlate with school assumptions, moral standards, and knowledge, students who cannot participate in the dominant discourse could be excluded and fail.

Culture has an impact on how people think, interpret, behave, and interact. Culture serves as a vehicle for learning. This implies that even though teaching, resources, coursework, and connections are exactly the same, students' learning experiences may differ because how people acquire knowledge and what they value from learning experiences is processed through cultural perspectives.

When teachers are unaware of the various knowledge and experiences that different students can present, problems may arise. Even if a teacher comes from a similar race to the students, he or she will not immediately recognize their backgrounds because cultural conceptions and behavioral patterns vary within a cultural group. Teachers may also be unaware of various cultural prompts. It is vital to recognize that differences do exist among all students so as to equally provide learning opportunities regardless of their cultural background. Teachers must progress from cultural blindness to cultural sensitivity. Although what constitutes good teaching varies across different cultures, there are some culturally responsive teaching fundamentals that can be effective.

Culturally responsive teaching is concerned with making learning authentic and productive for students by utilizing their cultural understanding, personal experiences, built preferences, languages, and achievement and communication styles. This entails establishing the framework of learning and teaching relationships and curriculum on what students know and how they process learning.

Individual bodies of knowledge and competencies for individual functioning and well-being exist in all students and can be used in structured academic learning. Culturally responsive teaching acknowledges and respects the breadth of cultural abilities and knowledge that students bring to the classroom as a means of establishing multiple points of view and ways of understanding. Teachers interact with students to reinforce their knowledge and collaborate with them to create new learning experiences. Positive interpersonal relationships, as well as beneficial and dynamic structures of instruction and evaluation, are central to culturally responsive practices. Teachers' beliefs and attitudes are critical to their ability to make a difference in the lives of diverse students. Teachers' beliefs and preconceptions about students influence their teaching practices. Furthermore, students view themselves and their abilities to be valuable through the eyes of their teachers. What teachers do and say has an effect on students' self-esteem and self-efficacy. It is therefore important to assess teachers' teaching practices and beliefs about diverse students and reposition teaching standards by planning more productive discourses. Culturally responsive teachers are committed to social equality by helping all students succeed. They are willing to challenge conventional wisdom, curriculum, and pedagogical knowledge, as well as their own assumptions and views about students, families, and community members. They are also willing to venture beyond existing and well-known teaching practices in search of new techniques that may be more effective for all students.

### *References:*

<https://www.edutopia.org/article/getting-started-culturally-responsive-teaching>

<https://theeducationhub.org.nz/what-is-culturally-responsive-teaching/>