

CULTURALLY RESPONSIVE TEACHING

by:

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Culturally responsive teaching incorporates students' norms, characteristics, experiences, and perspectives as instruments for improving classroom education. " It refers to a level of training that enables children of color to see themselves and their communities as belonging in schools and other academic contexts, leading to increased engagement and achievement.

Culturally Responsive Teaching (CRT) is a beacon of equality and inclusivity in education, advocating for instructional techniques that recognize and affirm students' different cultural backgrounds, experiences, and perspectives. It bridges the cultural divide between educators and students by acknowledging how cultural identities influence learning experiences and outcomes. The purpose of this review is to thoroughly examine CRT, going into its various models and techniques.

Gay (2002) stated culturally responsive education focus on the cultural characteristics, experiences of each learners, and the ethnically perspective of diverse learners in the aspect of effectively teaching. It focuses on student-centered strategies to teach learners unique cultural and are identified and nurtured to promote learners, achievement and a sense of well-being about the cultural place in the world. This strategy is divided into three functional dimensions mention as the institutional dimension, the personal dimension, and the instructional dimension.

While Hammond (2014) claimed that culturally responsive instruction focuses on the ability of educator to identify each learner cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural

knowledge as a scaffold to connect what the learners know to new concepts and content in order to promote effective information processing."

Throughout, the teachers acknowledges the need of developing a rapport with the learners and maintaining a social-emotional connection in order to provide a safe learning environment."

She also identifies four important components of culturally responsive teaching:

1. Affirmation - I acknowledge and embrace you for who you are; I recognize and cultivate your many identities, and none of them conflict with mine.

2. Validation means validating students' perceptions of the world by acknowledging the sociopolitical environment in which we live. Teach the truth about power, politics, history, and context in age-appropriate ways, and utilize these issues as teaching and discussion tools.

3. Cognition entails using pupils' cultural context to help them understand things. This is where learning theory, neurobiology, and culturally relevant teaching all meet.

4. Processing - Help kids "hold on to it." Learn about the neurology of information processing to help them internalize stuff automatically. Call and response, music, dancing, and storytelling are all culturally appropriate ways for developing brain networks.

The goal of CRT is to actively engage all students in learning, which is a critical component of effective teaching. CRT acknowledges that when instruction is primarily teacher-centered with no student or community voices, teacher effectiveness declines. CRT views pedagogy as a two-way communicative process that aims to reduce student indifference by prioritizing student involvement in teaching and learning. Rather than viewing educators' roles as mere information transmitters, CRT urges teachers to help students become active participants in knowledge generation and acquisition. This

demands instructors to acknowledge the conceptual and cultural resources or assets that culturally diverse students offer to their schools, as well as validate each student's background. Without this acknowledgment and validation, teachers may be unable to use the backdrop. Students' knowledge and experiences add to their learning environment.

Most educators think that a one-size-fits-all approach to teaching is unsuccessful, and that a more student-centered approach is necessary for student success. Culturally responsive teaching recognizes and emphasizes individual student experiences and identities, allowing educators to build learning partnerships that result in increased student involvement and ownership of learning.

Culturally responsive teaching contributes to closing those gaps by incorporating students from underrepresented cultures (which can be informed by everything from color and ethnicity to religion and ability) in the learning process in meaningful and relevant ways.

The Official Website of DepED Division of Bataan

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