**What is Culturally Responsive Teaching?**

A grossly simplified definition: Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning [(Ladson-Billings,1994).](https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0#ladson-billings)

It’s important to recognize there are three levels of culture, and CRT seeks to engage the deep level rather than the superficial. (See Fig. 2.1 below)

**Possible Recommendations to Search and Selection Committees:**

1. Ask candidates to submit their philosophy of teaching and learning
2. Include criteria related to Culturally Relevant Teaching in the job posting, e.g.
	1. Duties and Responsibilities section:
		1. Suggest adding “Instruct CC courses … to a diverse student population *in a culturally competent manner*.”
	2. Knowledge and Abilities sections
		1. Ability to utilize Culturally Responsive Teaching pedagogy
	3. Preferred Qualifications section
		1. Experience implementing Culturally Responsive Teaching in [discipline] classes
3. Include interview questions related to Culturally Responsive Teaching/Pedagogy
	1. What are some approaches you’ve used to foster relationships with your students? (potential answers r/t CRT may be learning names, asking them about themselves, etc.)
	2. What are some techniques you use to help your students become independent learners?
	3. How do you get your students to connect the new concepts in your class to their previous knowledge?
	4. How do you infuse culturally relevant practices into your pedagogy?
	5. Assessment question

*Attributes of the Culturally Relevant and Assimilationist Teacher*
(Ladson-Billings, 1994)

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| --- | --- |
| **Culturally Relevant Teacher** | **Assimilationist Teacher** |
| Views teaching as “pulling knowledge out” like mining | Views teaching as “putting in” the right kind of knowledge like banking |
| Views self as an artist | Views self as a technician |
| Believes all students can succeed | Believes failure is inevitable for some |
| Encourages cultural integrity by using culture as a vehicle for learning, as well as for affirmation and celebration | Pressures diverse learners to conform to dominant culture |
| Helps students make connections to their personal lives, families and communities | Views students only in terms of individual characteristics; views achievement as a means to escape community |
| Teacher-student relationships are fluid, humanely equitable with interactions extending beyond the classroom | Teacher-student relationships are hierarchical, authoritarian, and limited to classroom interactions |
| Encourages a “community of learners” | Encourages individual competition and learning in isolation |
| Knowledge is viewed critically and shared by both teachers and students | Knowledge is infallible and static |
| Values the knowledge students bring to the learning environment | Only values the knowledge that is passed in one direction, from teacher to student |
| Facilitator of knowledge | Transmitter of knowledge |

