

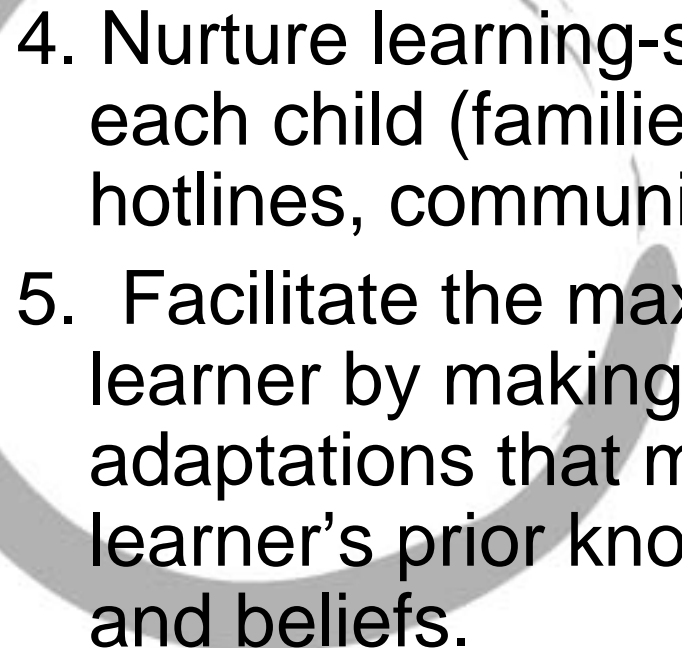



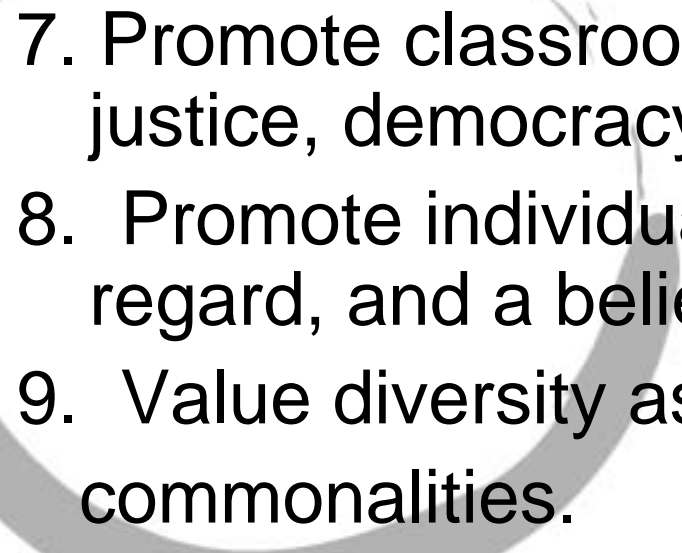

Culture and Culturally Responsive Educators

A large, light grey brushstroke graphic that starts as a thick, curved line on the left side of the slide, loops around the top and right, and ends as a thin, trailing stroke at the bottom right. It serves as a background element for the text.

Culturally Responsive Educators

1. Hold high academic and personal expectations for each child.
2. Ensure that learning outcomes are meaningful, relevant, useful, and important to each child.
3. Provide for each child equitable access to the necessary learning resources and sufficient opportunities to learn.

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4. Nurture learning-support communities for each child (families, peers, homework hotlines, community centers).
 5. Facilitate the maximum growth of each learner by making informed academic adaptations that match and build upon the learner's prior knowledge, experiences, skills, and beliefs.
 6. Build positive and supportive school and classroom learning environments that are grounded in mutual and genuine respect for cultural diversity.
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7. Promote classroom climates built on social justice, democracy, and equity.
 8. Promote individual empowerment, self-regard, and a belief in societal reform.
 9. Value diversity as well as human commonalities.
 10. Believe that it is their role and responsibility to provide effective and empowering instruction for each child. (p.23)

(Irvine, J. & Armento, B. (2000). *Culturally responsive teaching*. Boston: McGraw-Hill.

Cultural Compatibility Studies


- Kamehameha Early Education Program - (KEEP) collaboration on native Hawaiian children (1970-1980)
- 3-stage process: 1) Knowledge base of home culture and school experiences developed; 2) Knowledge applied to development of curriculum; 3) Curriculum was implemented
- Highlights included: home language use patterns were transferred by emphasizing comprehension over phonics; and used “talk-story” approach over “question-answer” pattern.

Sociocultural Theory - Vygotsky's Concepts of Teacher- Student Interactions

- The role of knowledge construction in the curriculum - teacher and student collaborate in the teaching/learning process.
- Studies on reductionist instructional strategies showed how teachers adjusted their instruction to meet the needs of students once they became aware of alternative instructional strategies.



STAGES OF ACCULTURATION

- Euphoria
 - Culture Shock
 - Recovery
 - Stabilization
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CULTURAL TERMS

- Enculturation
- Assimilation
- Acculturation
- Stereotypes
- Deep v. Surface Levels
- Ethnocentrism v. cultural relativism
- Deficit v. Difference theories
- Social reproduction theory
- Cultural compatibility studies

Margaret Mead's Stages

- Pre-figurative - One way strict transmission of culture: parent to child
- Figurative - Two-way transmission: parent and child
- Post-Figurative: Child to Parent Transmission

Bilingual Socialization

- Elective v. circumstantial bilingualism
- Compound v. coordinate bilingualism

Multiple Layers of Culture

(Ooka Pang, V. (2003). *Multicultural education: A caring-centered, reflective approach*. (pp.13-14)

- **Language, symbols, artifacts**

Language, dialects preferred, proverbs, signs, jokes, stories, myths, analogies, folklore, art forms, heroes, dances, rituals, children's games, currency, holidays, history (family, national, global)

- **Customs, practices, interactional patterns**

Verbal and nonverbal communication patterns, family behaviors, governmental and social institutions, conversational styles, friendship patterns, community roles, gender roles

- **Shared values, beliefs, norms and expectations (values driving people)**

Attitudes, religious and spiritual beliefs, fears, laws, standards, levels of political participation