

Culturally responsive pedagogies: Teacher reflection tool



School resources

Teacher reflection on the changing interplay of curriculum, content, and culture for each class or lesson is very important for culturally responsive teaching. Use the following questions to help you reflect on your own practice from a [culturally responsive perspective](#).

Reflect on and explore where your assumptions, attitudes and biases come from:

- How do your interactions with students reflect your attitudes about cultural difference?
- Do you spend more time with and focus on certain students or groups of students?
- Is your teaching biased in favour of particular ways of knowing and learning?
- How well do you value the diversity of your students? Do you see cultural difference as a problem for teaching and learning to be solved, or do you approach it as a valuable resource for your teaching and the learning of the whole class?
- Are there ways in which your view of the world could lead to misrepresentations of cultural groups and actions, and to misunderstandings in interactions with students?

Reflect on how your classroom management techniques suit different students, and whether particular practices might be promoting learning for some students while obstructing learning for others:

- What are your expectations of appropriate behaviour and how are these culturally based? How might they lead you to misinterpret student behaviours that are incompatible with your expectations? Could a student's misbehaviour be due to a cultural clash, misunderstanding, or miscommunication, or could the rule itself be inappropriate in some way?
- When explaining to students why a behaviour is not acceptable, do you also ask why he or she did it, in order to better understand how the student perceives the rules of the classroom and to build relationships with students?

Examine your expectations of each student:

- Are your expectations of all your students high enough? Do you tend to have higher expectations of and devote more time and effort to students who adhere to certain ways of learning and participating in class?
- Do you make time and space to listen to student voice?
- Do you consciously reject cultural stereotypes and see your students as individuals?
- Do you critically reflect on your discursive positioning and the impact this might have on your students?
- Do you ask students to identify which teaching strategies work for them, and what is most important in their relationships with teachers?
- Do you base your learning about and decisions related to teaching on analyses of student learning, by regularly reviewing evidence of culturally diverse students' achievement and learning experiences, including student narratives and perspectives, as well as standardised tests?

References

Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2014). A culturally responsive pedagogy of relations: Effective teaching for Māori students. In A. St. George, S. Brown, & J. O'Neill (Eds.). Facing the big questions in teaching: Purpose, power and learning (pp. 165-173). Cengage.

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