Culturally Responsive: Educator Mindset and Action
The What and Why of CRP

>> The intercultural exchange, cosmopolitanism, inter-culturalism, is part of everybody's business. Everybody is being touched by it in one way or the other. You can simply be a traditional mono-cultural person, and you're still going to be touched in your everyday life by cultural issues, by multilingualism and so forth, whether it's in the people you work with, or the media that you engage with, or the issues that you've got to deal with in your everyday life.

>> Culturally responsive and relevant pedagogy is a way of making sure that student voice impacts the curriculum, the teaching and the learning that happens in the classroom.

>> ... like tiles that are on the floor.

>> It's really about a sensitivity to your surroundings. That's what it really is. It starts there, listening to children in every opportunity you can, listening to families, being able to hear what it is that families value, and understand how that can be part of your teaching.

>> What comes right in my head, and, like, for a lot of people, it's just -- it's fun. We get to go outside and we actually get to do stuff that in our community, that normal classrooms wouldn't do.

>> Two and a half.

>> It's critical that the students see themselves reflected in the daily teaching at the school. In order to get kids excited about learning, they need to see reflections of themselves. Kids need to see that the learning is relevant, and connected to things that are happening in their lives, and that's how we promote some engagement, that's how we promote genuine learning.

>> Remember we measured it up to 17, right?

>> Yeah.

>> I had a student who came into class one day, and said, "Well, I went to the store with my grandfather, and we walked in. He looked at all the prices and said, 'Enough, we're leaving now.'" And I think that that's very illustrative of the way in which we as educators need to listen and understand what the students have to say, because most certainly, these are the incidents that create the learning opportunities.

>> There are two things that we need to think about when we're dealing with kids from different cultures, particularly indigenous kids, but as well migrant kids, kids -- Muslim kids, kids from Confucian-based cultures, et cetera. We have to know and
respect the cultural strengths that they bring to the classrooms. And we have to engage in an intercultural exchange with their communities and their families, and making the terms of those exchanges as absolutely transparent, accessible and negotiable to the extent that we all can talk about them and name them.