Practicing Culturally Relevant Pedagogy

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Learning Outcomes

1. Outline a rationale for applying this approach to your classes.
2. Identify how to make cultural competence or critical consciousness meaningful to your students
3. Plan the extent to which you incorporate culturally relevant pedagogy into your class—just one topic or lesson, a whole unit, or the entire class
4. Design activities that encourage students to use what they have learned beyond your class
Culturally Relevant Pedagogy must have three criteria:

1. Students must experience academic success;
2. Students must develop and/or maintain cultural competence; and
3. Students must develop a critical consciousness through which they challenge the status quo of the current social order (Ladson-Billings, 1995).
Why Culturally Relevant Pedagogy?

• Engagement
• Investment
• Agency

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Remember...

- CRP is not **racially** relevant/ responsive - but inclusive of race, culture, and identity as important considerations when teaching and designing curriculum.

- Praxis- the link between action and reflection- is essential within the instructional relationship.

- CRP is not just about **what** is taught, but **how** one teaches in a multicultural setting.

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Accompanies a Healthy Classroom Culture

- Safety (not a replacement for, or an indicator of a safe space)
- Inclusive participation
- Clear purpose
- Shared teaching and Learning
- Be conscious of Micro-aggressions

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What does this look like?

Reflection

Transferability

Socio-Cultural Relevance

Depth

Complexity

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Reflection 1

• Who am I? How have I been impacted by my social location?
• How do I view my students?
• Where do I need to improve in terms of communicating and engaging in dialogue with my students?
• How might my identity impact how students receive me in the classroom or workspace?
Socio-cultural Relevance

• Historical and contemporary examples from a diverse array of cultural backgrounds provides students with a broad set of meaningful scenarios with which they may identify.

• The diversity of cultural references and the opportunity to explore the complexity and depth of cultural particularities serve as learning opportunities for all students.
Complexity

Reflect on the complex ways in which your discipline interacts with social problems.

• What are some components of a particular social issue that emerge through the lens of your discipline?

Example: Homelessness

Psychology- Mental health of America’s homeless.
Economics- How the economy impacts homeless rates in ______ county

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What if I don’t know?

If I need more information the answer to question 1, how might I attain such information?
• Recent news topics
• Online Sources
• Public welfare reports from local non-profits and state/county agencies.
• Academic journals and research
• Community involvement
• Opportunities for students to share
Depth

Essentially an articulation of the connection between macro-level phenomena and your student, examining the depth of a societal issue provides you with an opportunity to demonstrate the usefulness of your discipline.
Transferability and Personalization

• How must one “be” while engaging with these ideas?
• What can/must one do in their daily lives with this understanding and these tools?

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“Ms. B”
Biology Teacher
Fairfield, CA

• My entire first semester is based around going to Mars (which is a huge discussion in the scientific community now).

• We talk about the population crisis that exists right now in the world. The world population is at 7.4 billion people and its growing exponentially.

• My favorite unit I teach all year is one about Henrietta Lacks.

• I teach a whole unit on genetic engineering and we discuss a lot about the current and future impacts of it.
Mr. Cobb  
Fmr. Assistant Principal  
Los Angeles, CA

- Practically, my students enjoyed when I used their bills to teach ratios, proportions, percentages, & equivalencies.

- “For the hip-hop heads, I would explain how production points convert to actual dollars. The TLC example is killer!”
  Amarudon tv- How it Works

- “It’s like fantasy football for movies. I used it with students & staff to teach statistical analysis (essentially, handicapping)”
  Hollywood Stock Exchange

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Reflection 2

• What are the common demographics of my classroom or institution?
• In the communities you serve, what societal issues might my students face?

Examples may include issues of health, education, citizenship, poverty, incarceration, discrimination, environmental concerns, etc.
Reflection 3

• How does my discipline of study address these issues?

*Think about the power imbedded in your discipline. Consider the larger social purpose and impact your discipline has had on humanity or the Earth.*
Reflection 4

• Given what you may know/discover about:
  1. Your student population,
  2. Your discipline; and,
  3. How your discipline addresses important issues,

How can you demonstrate how these large issues impact your students and their communities?
Reflection 5

- How might students use information, frameworks, or skills from your discipline to begin immediately addressing these issues in their lives?

- Natural Sciences - environmental hazards, public health
- Mathematics - wealth gaps, domestic and global economics
- Liberal Arts - social navigation, conflict aversion, power and privilege etc.
Note

• The reflections that you have performed serve as a framework for developing a culturally relevant curriculum.

• Study and research are critical to the development of a culturally relevant pedagogy. Such research should not be exclusively based on the review of literature, but should include exposure to community members and local narratives.


