



Defining Culturally Relevant Pedagogy



Culturally Relevant

Culture is a resource for learning ...

Gloria Ladson-Billings (1994) introduced the term “Culturally Relevant Teaching” to describe teaching that integrates a student’s background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) holding high expectations for all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.

Culturally Responsive

Other theorists, among them Gay (2000) and Villegas and Lucas (2002), use the terms “Culturally Responsive Teaching” or “Culturally Responsive Pedagogy” to describe teaching that recognizes all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity. Theorists and practitioners of culturally responsive pedagogy more than acknowledge the “cultural uniqueness” of each student; they intentionally nurture it in order to create and facilitate effective conditions for learning (Brown-Jeffy & Cooper, 2011). They see student diversity in terms of student strengths; they orient to it as presenting opportunities for enhancing learning rather than as challenges and/or deficits of the student or particular community.



gentleart.ca

Decolonizing Our Minds

Ministry of Education

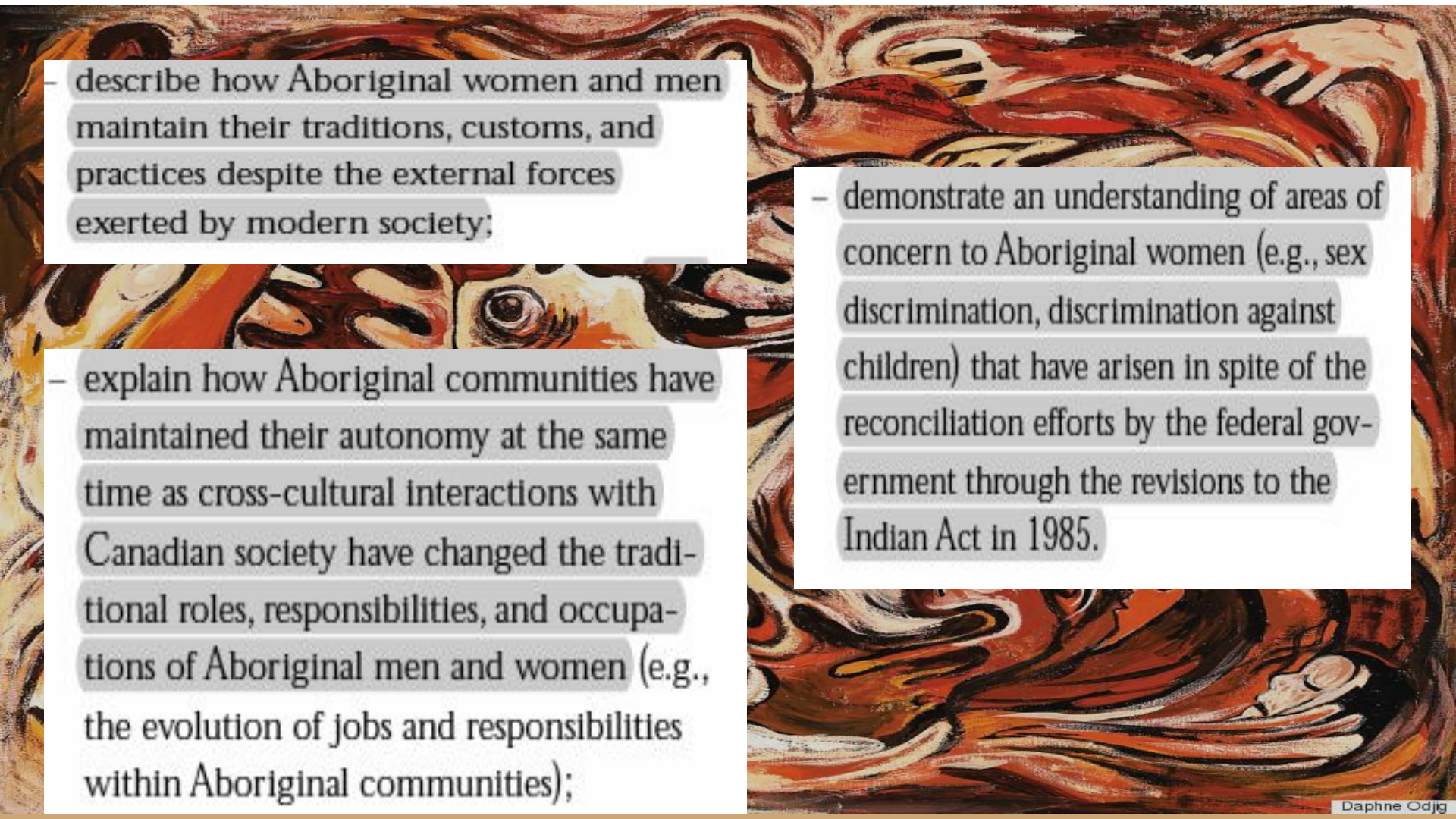


The Ontario Curriculum
Grades 11 and 12

Native Studies

2000





- describe how Aboriginal women and men maintain their traditions, customs, and practices despite the external forces exerted by modern society;

- explain how Aboriginal communities have maintained their autonomy at the same time as cross-cultural interactions with Canadian society have changed the traditional roles, responsibilities, and occupations of Aboriginal men and women (e.g., the evolution of jobs and responsibilities within Aboriginal communities);

- demonstrate an understanding of areas of concern to Aboriginal women (e.g., sex discrimination, discrimination against children) that have arisen in spite of the reconciliation efforts by the federal government through the revisions to the Indian Act in 1985.



DECOLONIZATION

“Indigenous peoples must be involved at all stages and in all phases of our planning” to redress “the damage and losses of Indigenous peoples of their language, culture, and properties, and enabling Indigenous communities to sustain their knowledge in the future” (26).

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B: Canada, 1914–1929		
<p>B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)</p>	<p>National and international events, trends, and developments during this period affected various groups in Canada in different ways.</p>	<p>Why might different groups in Canada view the same event, trend, or development in different ways? Why might we view it differently now?</p>
<p>B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)</p>	<p>This was a period of major conflict and change in Canada and abroad.</p>	<p>In what ways did government policy during this period create or contribute to divisions in Canadian society?</p> <p>Was this period a turning point for women in Canada?</p>
<p>B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)</p>	<p>During this period, predominant attitudes towards women, and towards immigrants, First Nations, Métis, Inuit, and other minority groups, affected the development of Canadian identity and citizenship.</p>	<p>In what ways did the lives and struggles of different individuals and groups help shape Canada during this period? What lasting impact did they have on Canada?</p>

B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period (*e.g., with reference to racism and antisemitism, segregation, discrimination in jobs and housing, residential schools, restrictions imposed by the Indian Act or the Chinese Immigration Act of 1923, groups helping new immigrants*), and explain their impact

Sample questions: “Who were the British Home Children? Why did Home Children who were sent to Canada during this period later seek an apology from the Canadian government?” “In what ways was the No. 2 Construction Battalion a reflection of attitudes towards African Canadians?”

B3.1 explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada (*e.g., with reference to Frederick Banting, Napoléon Belcourt, Billy Bishop, Robert Borden, Samuel Bronfman, Arthur Currie, Marie Lacoste Gérin-Lajoie, Fred O. Loft, Agnes Macphail, Masumi Mitsui, J. S. Woodsworth; the League of Indians, rum runners, the Trades and Labour Congress of Canada, the Vandoos, the Woman’s Christian Temperance Union*)

Sample questions: “In what ways did the Royal Canadian Mounted Police (RCMP) contribute to the development of Canadian heritage and identity?” “What impact did Henri Bourassa have on the development of French-Canadian identity?” “In what ways did the work of Nellie McClung and other suffragists challenge notions of citizenship in Canada?”



B3.3 describe some significant developments in the rights and lives of women in Canada during this period (e.g., *women's contribution to the war effort, their expanding role in the workplace, and the impact of these on their role in the family and in society; women's role in suffrage, temperance, and other social movements; new political rights; changing social mores in the 1920s and their impact on women; the participation of women in organized sports*), and explain the impact of these developments on Canadian citizenship and/or heritage

Sample questions: "What role did World War I play in changing the lives of some Canadian women?" "Do you think the Persons Case was a turning point for women in Canada? Why or why not? What impact did the final decision in that case have on Canadian citizenship?"







General FAQ

Doesn't Canada have a strong education system? >

Why are education outcomes lower in remote communities? ^

A combination of systemic under-funding of education, a history of oppression, a legacy of outside involvement in remote and Indigenous communities, teacher shortages and rapid teacher turnover, and social challenges have combined to reduce education outcomes in remote communities. Much of the inequity that Teach For Canada seeks to address is itself the result of residential schools—the calculated destruction of Indigenous languages, cultures, and communities in the name of education.

Why are you asking for a minimum two-year teaching commitment? >

Does Teach For Canada prioritize Indigenous teachers? ^

Yes. Recruiting Indigenous educators is a priority for Teach For Canada because it's a priority for many of our community partners. We are committed to addressing the social and political inequities that Indigenous students face, and we spend what energy and resources we have to work alongside Indigenous communities—and at their direction—to address this issue.

We will also recruit teachers from urban centres, where there is often a surplus of teachers. Our targeted recruitment efforts will offer committed educators a means of teaching in a community where their talents can make a meaningful difference.