

## **Considerations for Creating Culturally Responsive Pedagogy**

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### **Audio Accommodation Scan Below**



1. Have I considered my own inherent biases as I approach this design?
2. How does my identity shape my thinking, values, and understanding of the world?
3. Have I connected with my students to learn about their existing knowledge, cultural backgrounds, interests, issues of concern, and triggers?
4. How does my identity differ from my students and colleagues? How does it shape my interactions with students, families, and colleagues? How does it shape the design of the lesson/workshop/assessment?
5. What is the purpose and cultural relevance of what I am teaching?
6. How will my instruction help my students to learn something new about themselves? (Including their racial and cultural identities)
7. Is my content representative and responsive to all of my students in the class?
8. How will my instruction help students learn new skills and enhance competencies?
9. How will my instruction help students to learn about anti-oppression and anti-racism?
10. What texts will I layer to support the learning for all of my students?
11. How will I make it impossible for students to fail?
12. How will I include multiple narratives in my instruction?

13. How will I ensure that authentic voices are heard and valued?
14. How will my instruction engage parents, families, and communities?
15. How will my instruction incite social action to improve communities, society, and the state of humanity?
16. How am I ensuring that I am not perpetuating stereotypes and reinforcing barriers that produce disparities in student outcomes?
17. Have I considered the eight competencies for culturally responsive teaching in my planning and design?

### **8 Competencies for Culturally Responsive Teaching**



18. How have I reviewed the assignment learning resource for historical accuracy, stereotypes, cultural relevance, and multiple perspectives?
19. How can the content help my students solve problems in their lives, communities, and the world?
20. How does the lesson/unit/provocation/challenge/assessment/workshop that I planned, empower my students, and prepare them as critical digital citizens?
21. How does the instruction challenge the status quo?
22. How is my content decolonized?
23. Have I considered all communities (IBPOC, 2SLGBTQIA+, all genders, all abilities/disabilities, neurodivergent individuals, learning types and needs, within my design?