Culturally Responsive Pedagogy (CRP): A Pedagogy of Difference Profile

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| Category | Description and examples  |
| Teacher ethic of care | An ethic of care is the foundation for all teaching practices. Teaching is characterised by respectful, positive and warm interactions with students. Teachers communicate their regard for all dimensions of learning, including social development. Students with individual needs, such as hearing loss, have access to support services.  |
| Teacher cultural values  | Valuing students’ cultural identity including showing respect for students’ home language and knowledge, family and community, values and beliefs; cultural knowledge and values, and relatives are welcomed into the classroom and used to scaffold children’s learning.  |
|  Literacy teaching | Literacy is taught from a foundation of spoken language. Code switching between Aboriginal English and Standard Australian English is explicitly taught. Students are orientated to age-appropriate texts before reading; then reading strategies and writing are taught and repeatedly modelled in context.  |
| Explicit teaching practices  | Expectations of students both in behaviour and achievement, and the direction of future learning are clearly and repeatedly communicated to students. The knowledge and skills needed by students are explained and modelled in a variety of ways; feedback is regularly offered.  |
| Pedagogical expertise  | The teacher behaves as a learning facilitator; students are given choices, open ended, experiential, group and outside activities from which to learn. Visual imagery is used to prompt engagement and support learning. Information and skills are chunked and scaffolded, and connected to prior knowledge. Students are provided time to gain mastery of skills. Communication of ideas, especially abstract tasks, occurs orally when students are engaged physically with learning tasks.  |
| Behaviour support; Support for self-regulation | Students contribute to the setting of classroom expectations, which are clearly and consistently communicated to students. The encouragement of cooperative behaviours, engaging and accessible tasks and use of routine decrease the need to manage student behaviours.  |
| Structural support of culturally effective teaching practices  | Schools support teachers’ pursuit of student academic and social outcomes by providing an accessible process by which students and community can be included in school decision making. Schools provide staff time to visit families at home and organise cross-cultural training from community Elders.  |

**Ethic of care**

**V4 : I.ensure.that.students.know.that.their.success.and.value.is.not.determined.only.by.academic.achievement**

**V13 : I have a warm respectful manner to all students**

**V32 : I.spend.individual.time.with.all.students.in.matters.pertaining.to.their.learning**

**V40 : I communicate high academic expectations for students**

**V54 : I.engage.with.all.students.in.positive.conversation.in.matters.that.display.evidence.of.my.interest.in.the.student**

**V60 : I.explicitly.encourage.learner.development.in.the.broad.sense..not.just.academic.learning**

**V65 : I positively acknowledge all students verbally or non-verbally outside the classroom**

**V73 : Learning success is celebrated**

**V78 : I display positive gestures e.g. smiles towards all students**

**Indigenous Cultural Value**

**V8 : Students specific cultural identities are valued in this classroom**

**V25 : I communicate personally with families**

**V36 : Resources with local Indigenous content are provided**

**V41 : Cultural values are verbally endorsed**

**V47 : Relatives.and.community.Elders.are.invited.to.contribute.to.or.observe.classroom.learning**

**V53 : Contemporary.Aboriginal.and.Torres.Strait.islander.perspectives.are.included.in.all.subject.areas**

**V59 : Local community has input into curriculum content and process**

**Literacy Teaching**

**V6 : Buddy reading occurs**

**V38 : The.vocabulary.and.language.of.each.curriculum.area.are.explicitly.taught**

**V44 : Literacy.skills.are.taught.and.practiced.in.the.context.of.modelled.age.appropriate.text**

**V55 : ESL strategies are used when teaching students learning English as a second or additional language**

**V61 : Basic literacy skills are regularly revised**

**V72 : I orientate students to the vocabulary background knowledge and features of a text before reading**

**V79 : Oral language is used to develop literacy competence in SAE**

**Explicitness**

**V62 : Individual.scaffolding.is.provided.to.all.students.so.each.can.perform.required.learning.tasks**

**V57 : I ensure my explanations are succinct**

**V35 : The learning priorities of the classroom are made clear**

**V10 : Learning objectives are displayed and articulated**

**V17 : I give constructive individual feedback**

**V24 : The.learning.focus.for.lessons.is.orally.communicated.throughout.lessons**

**Pedagogical Expertise**

**V85 : Many.examples.are.provided.to.support.students.in their learning**

**V86 : Tasks.carried.out.encourage.student.creativity.and.independent.thinking**

**V80 : I use multiple strategies to assist students in their learning**

**V81 : Intervention.is.provided.for.those.students.not.achieving.the.expected.attainment.for.their.age.cohort**

**V75 : Students show their learning in various ways not just written**

**V68 : Learning.and.assessment.are.placed.within.the.broader.contexts.of.what.is.familiar.to.students**

**V69 : Learning.experiences.that.cater.for.a.variety.of.learning.preferences.are.provided**

**V56 : Learning is chunked into short teaching segments**

**V51 : Hands on experiential activities are provided to support learning**

**V52 : I model thinking processes aloud**

**V33 : Multiple methods are used to explain abstract ideas**

**V34 : Students are provided with many opportunities to master skills**

**V5 : Narrative and story are used across the content areas**

**V9 : Open ended learning activities are provided**

**V42 : Visual images are used to support understanding of ideas**

**Behaviour support**

**V58 : Skills and behaviours are modelled for students**

**V48 : I.address.off.task.behaviour.with.less.intrusive.correction.skills.such.as.non.verbal.cues.and.proximity**

**V43 : Students.are.able.to.contribute.to.the.setting.of.the.behavioural.expectations.for.the.classroom**

**V37 : Routines.provide.students.with.foreknowledge.of.activities.and.expectations**

**V26 : Consequences for student behaviour are made clear**

**V21 : I.communicate.and.follow.through.on.expectations.about.expected.classroom.behaviour**

**V7 : I communicate high behavioural expectations for students**

**Self-regulation Support**

**V67 : Students.are.given.time.to.think.things.through.in.their.own.minds**

**V71 : I use individual student’s strengths to support individual and collective learning**

**V74 : Lessons are paced to allow students time for task completion**

**V76 : Students reflect on their goal achievement**

**V82 : Time.is.given.for.students.to.respond.to.questions.or.during.discussion**

**V28 : Individual goals for student achievement are established**

**V31 : Students.work.together.and.help.others.on.activities.and.problems**

**V16 : Students are given choices about work e.g. modes content timing order of tasks where to work**

**V23 : Students conduct self-assessments of work completed**

**V39 : I act as a learning facilitator**

**V49 : Students are provided with time to ensure mastery of ideas**