



Culturally Responsive Teaching

How Teachers Can Help New Language Minority Students in Their Cultural Adaptation

Communicate an attitude of unconditional acceptance:

- Learn and use language minority students' names with proper pronunciation.
- Learn and share something, general or specific, about the new student' country.
- Encourage the new student's sharing about himself/herself.
- Allow language minority students to share their knowledge. Allow them to "teach" their language, customs, etc. to the class.
- Emphasize similarities more than differences.
- Discuss validity of other ways of life.
- Visit the families.
- Invite language minority students' role models /people from their community to participate in school.

Ensure feelings of belonging:

- Assign buddies" to each new language minority student. (Coach the buddies).
- Use peer tutors. Properly structure cooperative learning, and small group instruction.

Ensure that success is achieved and felt every day:

- Seat new language minority students where they can be surrounded by other peers and have an optimal chance at observing, listening, and participating.
- Provide a low-anxiety environment.
- Teach, model, demonstrate, and explain your content in different ways.
- Contact parents frequently with positive reports. Send home bilingual notes, explanation of rules, and bilingual report cards.
- Don't expect or demand instant/complete acculturation.

Multicultural Education Teaching Strategies

- Decorate classrooms, hallways, and the library media center with murals, bulletin boards, posters, artifacts, and other materials representative of the students in the class or school, or other cultures being studied. Posters and other information are available from travel bureaus and education agencies, consulates, ethnic and cultural organizations, etc.
- Help your students develop the skills needed to locate and organize information about other cultures that is relevant to the content you are teaching.
- Form a multicultural club; engage students in meaningful and serious discussions.
- Designate a permanent bulletin board for multicultural news and displays.
- Feature stories in the school newspaper on multicultural topics; publish a multicultural newspaper or newsletter.
- Hold a mock legislature to debate current or historical issues affecting minorities and cultural groups. Hold oratorical, debate, essay, poster, art, brain brawl, or other competition with a multicultural focus.



Culturally Responsive Teaching

Ask Yourself:

1. Does your classroom conduct inspire your students to respect one another and be open and honest in their communications with you and other students?
2. Do you try to prevent prejudices or stereotyped thinking from influencing your discipline or evaluation of students?
3. Do you take the initiative in dispelling prejudices, stereotypes and misunderstandings among students?
4. Do you strive to avoid expressions and actions which might be offensive to members of other groups?
5. Have you evaluated your textbooks to determine whether they contain fair and appropriate treatment of minority groups?
6. Do your classroom pictures of great people include people from all races?
7. Do you use books, magazines and newspaper articles relating to interracial experiences and problems that can be discussed in class for better human relations?
8. Do you show all racial and ethnic groups in your bulletin board displays?
9. Do your outside reading assignments include accounts of all races and interracial experiences, and are you familiar with bibliographies containing such readings? Have you checked with your school librarian to learn how much material of this type is available in your school library?
10. Have you read any books or other article lately to increase your understanding of and sensitivity to the needs, problems, and frustrations of minority students?
11. Do you take the initiative in discouraging or preventing patterns of informal discrimination, segregation, or exclusion of minority group members from school clubs, committees, leadership roles, etc.?
12. Have you attempted to establish and maintain some meaningful contact and dialogue with the parents, guardians, and communities from which your students come?
13. Do you attempt to give special help to any minority student and parent who needs it without being patronizing?

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