# Culturally Relevant Teaching Strategies

| PRECONDITIONS FOR CULTURALLY RELEVANT TEACHING | CULTURALLY RELEVANT TEACHER CHARACTERISTICS | CULTURALLY RELEVANT TEACHING STRATEGIES |
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| Recognition & validation of a Students' culture | Teacher incorporates students cultural strengths into the learning process | Cultural-based instruction |
| Belief that all students will succeed | Teacher demonstrates high expectations for all students | Explicit instruction in Linguistic & behavioral codes |
| Appreciation for the cultures represented in schools | Teacher values and makes use of the language & culture students bring | Culturally congruent interaction |
| Recognition that teaching begins with the establishment of relationships between teachers & students | Teacher uses explicit vs. veiled authority | Utilize instructional scaffolding |
| Variety of teaching methods<br>Genuine emotional and personal presence | Teacher demonstrates personal connectedness with all students | Cooperative learning |
| See teaching as "pulling" knowledge out vs. "putting" knowledge | Teacher encourages a community of learners | Capitalize on students cultural styles and strengths<br>Legitimize students' real life experiences |
| Broad conception of literacy that includes both literature and oratory | The teacher-student relationship is fluid and humanely equitable | Link students histories & worlds to the subject matter |
| In-depth knowledge of students and subject content | The teacher acts as a cultural mediator to bridge students' culture with the school and classroom cultures | Provide students with opportunities for pro-social interaction<br>Good classroom organization and management |
| Belief that knowledge is re-created and re-cycled, not static | Teacher exhibits a genuine caring attitude toward all students | Provide opportunities for affective stimulation & opportunity for movement for males |
| High esteem for self and high regard for others | Teacher recognizes and gives voice to differing perspectives and worldviews | |
| Belief that education at its best hones & develops skills and knowledge students already possess | Teacher forms emotional affiliation with all students | Content relevant to students' culture culture and life experiences |
| | Teacher establishes a teacher friendly environment | Investigative learning methods |