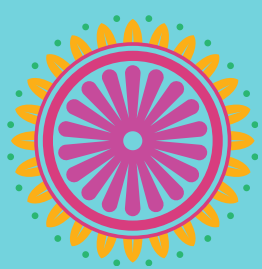


CENTERING MINORITIZED STUDENTS' ACADEMIC LEARNING THROUGH CULTURALLY SUSTAINING PEDAGOGY

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THE FOUNDATION

Culturally Relevant Pedagogy



Culturally relevant pedagogy, developed by Gloria Ladson-Billings focused on three outcomes: academic learning, cultural competence, and sociopolitical consciousness. From there, culturally sustaining, culturally revitalizing, and racially liberatory pedagogy has evolved.

ACADEMIC LEARNING

Deep Academic Learning in Higher Education



Offer students access to the dominant (canon) disciplinary knowledge, but also expose them to critical perspectives. Draw on students' prior knowledge, including their lived experiences, without essentializing students. And, support students in making multi-directional connections between their prior knowledge and core ideas of the discipline.

CULTURAL COMPETENCE

Focus on Minoritized Students' Cultures

Students' cultures are dynamic and ever-evolving. They are co-constructors of bi-multi-cultures. Also, give them access to the dominant culture. Do not essentialize students' cultures. To revitalize and support educational liberation, support students in attending to power, reclaiming what has been lost through colonization, and upholding their community responsibilities, while advancing academic learning.

SOCIOPOLITICAL CONSCIOUSNESS

Internal and External Criticality & Action



Support students in knowing how to use academic learning to critique/analyze current social inequities impinging on their lives. Support students in understanding ways to impact their own communities or society more broadly (policies), and offer opportunities for ways to apply what they have learned to engage in action (locally or more broadly).

CULTURALLY SUSTAINING PEDAGOGY REQUIRES TAKING TIME FOR AUTHENTIC RELATIONSHIPS WITH STUDENTS. IT IS IMPORTANT TO BE TRANSPARENT WITH STUDENTS ABOUT HOW YOU ARE TEACHING AND WHY. ALL OF THIS, HOWEVER, REQUIRES INSTITUTIONAL SUPPORT.

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