

Culturally Relevant and Responsive Pedagogy Educator Checklist

Considering the new distance learning reality educators find themselves in, it's important to ensure that our best practices continue online. One of the ways in which lessons and class work can continue to engage students is by ensuring it is student-centred. The principles of CRRP (culturally relevant and responsive pedagogy) present a model of how students can consistently see themselves in their work on a regular basis.

This checklist can be used as a tool to monitor practices in relation to the preparation and presentation of the 'curriculum' that you teach.

Aspects of inclusive teaching	✓
<ul style="list-style-type: none"> • You use a variety of experiences to help students understand that the total range of human emotions if applicable to all people. 	
<ul style="list-style-type: none"> • Classroom activities and examples are monitored with a view to achieving a balance of interests and experiences of all social and cultural groups. 	
<ul style="list-style-type: none"> • Curriculum resources used reflect various groups and perspectives. (For example, posters and other material on display depicts various sexualities, abilities and class from a variety of cultures participating in a wide range of family, work force, recreational and community-based activities). 	
<ul style="list-style-type: none"> • Attempts are made to offset the effects of stereotyping that may be present in existing resources through examining such resources critically and through the provision of more appropriate materials. 	
<ul style="list-style-type: none"> • The language you use, see, read and hear in online discussions is inclusive and non-discriminatory. 	
<ul style="list-style-type: none"> • You take care to develop teaching models, which cater for the varying learning styles & abilities of students. 	
<ul style="list-style-type: none"> • You monitor your own practices paying attention to the following: <ul style="list-style-type: none"> ○ frequency of opportunities for students to share their own understandings of the world. ○ Positioning yourself as a learner and allowing students to teach you about their realities ○ The expectations that you hold for all students are to a high academic standard. 	
<ul style="list-style-type: none"> • The contributions and achievements of traditionally oppressed groups are integrated into your practice on a regular basis to counter dominant narratives from mainstream media sources 	
<ul style="list-style-type: none"> • Students have choice and their worldview reflected in the curriculum they're taught. 	
<ul style="list-style-type: none"> • Professional and curriculum resource materials that you reference, are consciously chosen to expand your awareness of global issues. 	



Reflection Questions

1. Are there equal numbers of students with varying identities participating in the online activities? Is this subject/unit perceived by all students as being of importance and relevance to their lives?
2. Examine examples used in teaching and resource materials. Are examples used which equally draw on the achievements and contributions of both privileged and oppressed groups?
3. Are incidents of inappropriate stereotyping or oppressive language dealt with when they are encountered in materials, online discussions and student work?
4. Are students taught the skills to have the ability to recognise and critically analyse inequitable situations?

