Culturally responsive teaching in UK higher education

CHARACTERISING FEATURES OF CULTURALLY RESPONSIVE TEACHING.

AN ACADEMIC APPROACH
Aims of this paper

- Explore the relevance of culturally responsive teaching in UK higher education
- Examine the Methods and mechanisms of pedagogy in H.E. for equality and diversity
- Identify the characteristics of culturally responsive teaching
Ethnicity?
Bridging the gap
## 5 Pillar framework to bridge the gap

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Literature</th>
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Jabbar & Hardaker 2012
Cultural consciousness

validating & affirming

understanding & empathy

reflective & disruptive
resources

credibility, experts of knowledge

Culture as a resource not as an obstacle

targeted resources
Moral responsibility

agents of change

commitment to making success happen

confidence in themselves and in the academic
cultural bridging

Passion to engage students in knowledge construction

Build on what they do know, not on what they don't

Cultural mismatch
HE Curriculum

Policies and practices

White syllabus

Ingrained climate of failure
ethnic minority issues?

- Pressure to succeed from parents
- One upmanship
- Expected to marry young
- Expected to have an arranged marriage
- Forced to flee for their safety

Forced to work at young age to support their parents
Conclusion

- Too early to determine best practice, but my early research hints that culturally responsive teaching:
  - can create equality not preference
  - can build bridges between the academic and the student
  - Can allows students to recognise content that is meaningful to them, thereby validating what they already know
  - Can provide consistency that encompasses and underpins the pedagogy


