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Culturally Responsive Pedagogy Culturally Responsive Pedagogy The culturally responsive mode of teaching is placing teachers on a position whereby they should be responsive to the multicultural needs of their students. In this case, it is vital for teachers to provide their students with comfortable and academically enriching environments so that students of all races, beliefs, races and creeds can manage cope with the learning atmosphere provided in most public schools (Intime, 2002). Moreover, teachers should address issues such as prior experiences, cultural knowledge, and the performance of the diverse group of students so that the students can be able to learn in an appropriate manner. This mode of teaching advocates for acknowledgement of cultural heritages. Thus, it provides the students with a wide range of instructional strategies which support their different learning habits (Lynch, 2011).
There are various theories that are associated with culturally responsive pedagogy. These include Maslow’s hierarchy of need theory, McClellan Acquired Needs Theory and the Self-Determination theory by Richard Ryan. Maslow’s hierarchy of need theory bases its arguments on self-actualization, esteem, belongingness, safety and psychological needs of a person. Acquired needs theory focus on the need for achievement, affiliation and power (Analytitech, n. d). On the other hand, the self-determination theory focuses on human motivation and personality (Intime, 2002).
Therefore, it is evident that these theories illustrate that students should be provided with conducive condition for them to learn. They provide a basis whereby teachers can understand the diverse learning needs of the students so that they can improve their performance in class (Analytitech, n. d). In this perspective therefore, it is important for the administration of schools to re-evaluate and re-shape the school curriculum so that the diverse academic needs of the students can be addressed in an appropriate manner.
References
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