



CULTURALLY RELEVANT PEDAGOGY & MATHEMATICS

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WHAT IS CULTURALLY RELEVANT PEDAGOGY?

Developed by Ladson-Billings (1995), culturally relevant pedagogy (CRP) is an approach to teaching that *integrates education into students' cultures* and reconnects students' lived experiences outside the classroom with their classroom experiences. The three main pillars of CRP are:



Academic Success

Teachers guiding students to complete learning objectives and choose academic success for themselves



Cultural Competence

Teachers using students' cultures as the basis for their learning in the classroom



Critical Consciousness

Teachers leading students to critique social institutions' inequities and to participate in democratic society

HOW DOES THIS CONNECT TO MATHEMATICS?

Students often experience trauma related to mathematics from an early age. Students of color, specifically, describe a disconnect from mathematics because of a lack of connection between the material and their lives (Gutierrez, 2018). Therefore, mathematics educators are called to rebuild their students' relationship with mathematics. When CRP is being implemented in their mathematics classroom students are more likely to:

- find mathematics useful outside of the classroom
- feel more prepared to discuss societal issues

This encourages "*rehumanizing*" mathematics, reconnecting students with mathematics, and giving students *Power* back in the mathematics classroom (Gutierrez, 2018).

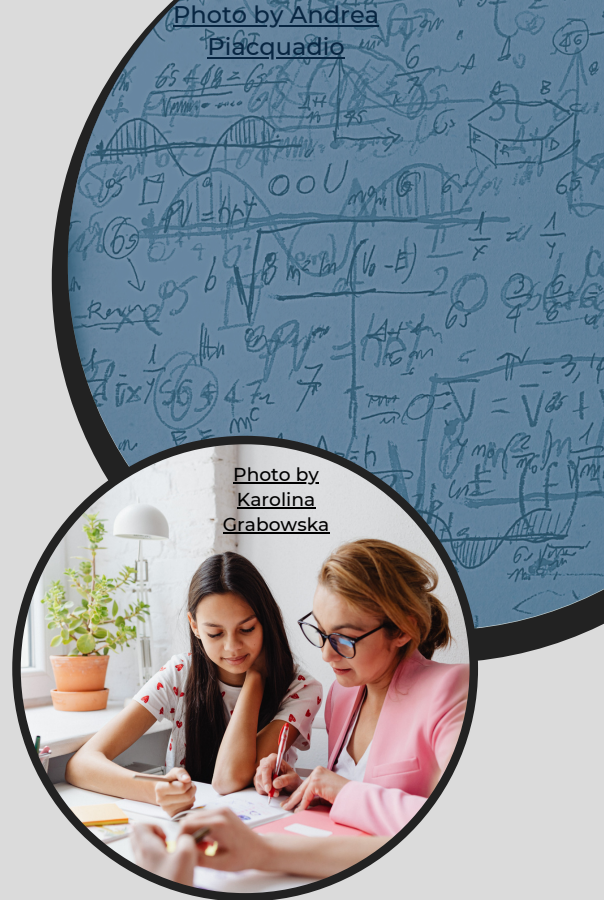


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WHAT CAN YOU DO IN YOUR MATHEMATICS CLASSROOM TO IMPLEMENT CRP?

OTHER RESOURCES TO CONSIDER:

- [Affirming Diversity](#)
- [Culturally Responsive Teaching & the Brain](#)
- [Learning to Teach Mathematics for Social Justice](#)

Before implementing CRP strategies in the classroom, it is important for educators to prepare by *researching* about CRP, learning about their *students' lives*, and analyzing their own *socio-cultural identity*. These actions are essential for teachers to begin implementing CRP in their mathematics classrooms (Krasnoff, 2016). The resources provided are good opportunities to extend your math and CRP repertoire.

REFERENCES

- Gutierrez, R. (2018). *Rehumanizing mathematics: A vision for the future*. University of Illinois at Urbana Champaign. <https://www.youtube.com/watch?v=D266LYIigSQ>
- Krasnoff, B. (2016). Culturally responsive teaching: A guide to evidence-based practices for teaching all students equitably. Region X Equity Assistance Center at Education Northwest. <https://educationnorthwest.org/resources/culturally-responsive-teaching-guide-evidence-based-practices-teaching-all-students>
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice: Culturally Relevant Teaching*, 34(3), 159-165. https://www.researchgate.net/publication/245591801_But_That's_Just_Good_Teaching_The_Case_for_Culturally_Relevant_Pedagogy

- ✓ **Hold high expectations**
Both high behavior and academic expectations set a supportive, motivational environment and encourage students to choose academic success.
- ✓ **Modify given curriculum to promote student voice**
Some examples of this are encouraging mathematical discourse, creating discovery-based lessons, and providing choice assignments for students
- ✓ **Start lessons and/or units with connections to students' lives**
Rather than adding a project at the end, start a lesson or unit with real-world, cultural connections to pique students' interest and bond them with the material
- ✓ **Build relationships across schools and communities**
Create a classroom that promotes inclusion and connects students with the material and the communities around them