



Leadership Development

Anywhere, Anytime

Practical Tips for School Leaders – #36

August 17, 2020

Dr. Sharroky Hollie – Culturally Responsive Teaching: Six Ways to Know if You Are Culturally Responsive

Are you on the professional journey of becoming culturally responsive? Can you recall the moment when you recognized that all students were not being treated fairly or their academic needs were not being met? Can you describe the moment? Did the experience help you become more sensitive, aware, and understanding of certain students? (The following information is from a short training I attended with Dr. Hollie. If you would like to dig deeper, I recommend *The Will to Lead, The Skill to Teach*, Muhammad and Hollie, 2012)

1. **Are you able to define cultural responsiveness?** Dr. Hollie reminds us that it is recognizing what the student requirement for the purpose of bringing them to where they need to be academically and socially. He uses **VABB: Validate, Affirm, Build and Bridge** to define culturally responsive teaching which can become an expectation of the school culture. The educator commits to talking to students differently, relating to students differently and teaching differently. Dr. Hollie uses the term **VABBnation** to describe his vision.
2. Is cultural responsiveness something that you do or something that you are? Both are ok; were you born with the ability to VABB naturally or do you need coaching and practice? Are you resistant or reluctant to change? Dr. Hollie states that less than 10% of people are naturally responsive so most people will benefit from coaching and practice using a growth mindset to reflect on current processes. Once you can identify these things you know where to begin.
3. There is a difference between race and culture, and we must separate the two. Why is it important to note the difference between race and culture? Unpack and define racial identity and ethnic identity.
4. Identify the underserved students. Don't think about the underserved students as a generalized group by race or ethnicity; instead think of students one by one. Who are the students who are underserved; what is their socioeconomic status, gender, race, family dynamics, neighborhood, experiences, interests, etc.? Identify the deep, individual variables of each child.

5. The culture of the school and classroom should validate, affirm, build, and bridge the diversity of students every day.
6. Do you practice cultural responsiveness every day? Do you infuse cultural responsiveness into everything you do? Do you practice it every day in every way?

Summary of a June 2020 virtual work session with Dr. Sharroky Hollie.

Paula Steele – August 17, 2020