Title: Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice  
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In "Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice," Django Paris critiques the concepts of "culturally relevant" and "culturally responsive" pedagogy. He argues that these terms do not fully capture the need to sustain and value the linguistic and cultural practices of marginalized communities. Instead, he proposes the term "culturally sustaining pedagogy," which aims to support and maintain cultural and linguistic diversity in education.  
  
Paris traces the development of resource pedagogies, which emerged as a response to deficit approaches that viewed the cultural and linguistic practices of students of color as deficiencies. Resource pedagogies, such as the funds of knowledge framework by Moll and Gonzalez and the third space concept by Gutiérrez, recognize these practices as valuable resources for learning. However, Paris argues that even these approaches do not go far enough in ensuring the ongoing presence and value of students' cultural and linguistic practices in education.  
  
Culturally sustaining pedagogy, as Paris defines it, seeks to perpetuate linguistic, literate, and cultural pluralism. It aims to support students in maintaining their community practices while also gaining access to dominant cultural competencies. This approach is essential for fostering a truly pluralistic society where diverse cultural practices are valued and sustained.  
  
Paris highlights the importance of recognizing the dynamic and evolving nature of cultural practices. He emphasizes that culturally sustaining pedagogy should not be limited to traditional practices but should also include contemporary and evolving forms. The goal is to sustain both heritage and new cultural practices as they are lived and used by students.  
  
In conclusion, Paris calls for a shift in educational practice and terminology to embrace culturally sustaining pedagogy. This approach is necessary to resist the push towards a monocultural and monolingual society and to support the linguistic and cultural diversity that enriches our communities and schools.  
  
Key Terms and Definitions:  
1. Culturally Sustaining Pedagogy: An educational approach that aims to support and maintain the cultural and linguistic practices of students while also providing access to dominant cultural competencies.  
2. Resource Pedagogies: Educational practices that view the cultural and linguistic practices of marginalized communities as valuable resources for learning.  
3. Deficit Approaches: Educational practices that view the cultural and linguistic practices of students of color as deficiencies to be corrected.  
4. Funds of Knowledge: A framework that recognizes the historically accumulated and culturally developed bodies of knowledge and skills that are essential for household or individual functioning.  
5. Third Space: A concept that integrates home, community, and school practices to create a forward-looking space for learning that values and extends students' diverse cultural and linguistic practices.