Title: But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy.  
Authors: Gloria Ladson Billings  
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In this article the author describes what she sees as “culturally relevant teaching”. After 3 years of monitoring teachers who were effective in teaching African American students the author uses these experiences to describe what she calls “culturally relevant teaching”. The author describes what she saw as culturally relevant teaching using three categories: Academic success, Cultural competence, and critical consciousness. In each section the author provides examples of each and connects them to culturally relevant pedagogy. In the critical consciousness section, the author talks about connecting the community to what is going on in school classrooms, specifically providing inner city students with more up-to-date textbooks. In the cultural competence section, the author talks about how African American youth culture is often ostracized in schools through punitive punishment. Teachers are pushed to challenge these norms if they want to achieve cultural competence. For Academic success, the author talked about holding all students to high academic standards even when their culture does not match the teachers. At the end of the section, the author provided an example. In the example a teacher worked with her African American male students to promote academic success in different ways because she saw that these students had social power in the classroom. The author points out that these students’ social power is often used in negative ways which creates an antagonistic relationship between them and the teacher. But in this example the teacher encouraged the students to use their social power in a positive way. To end the article, the author provides common themes she saw from 8 teachers who were all effective in teaching African American students. These teachers were observed for a 3-year period and interviewed throughout this period. The teachers all built strong connections with students, parents, and the school administration. These teachers were present within student’s community spaces such as libraries, barbershops, and grocery stores. Lastly, these teachers held all their students to high academic standards. The author says that all teachers of minoritized students should use this article to understand the tenets of culturally relevant teaching.

Culturally relevant teaching – A pedagogical strategy typically used when teaching students from minoritized populations. It often refers to connecting the school’s classroom culture to the student’s home culture.