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What are contemporary CPP languages, and what from these languages need to be retained and developed?

Culturally Relevant Pedagogy (CRP) is a framework developed by Gloria Ladson-Billings (1995) to enhance the learning experiences of African American students and other marginalized groups. This approach emphasizes the importance of academic success while incorporating students' cultural identities into the classroom. Ladson-Billings (2009) argues that effective teaching supports not only academic achievement but also cultural competence and critical consciousness, encouraging students to engage with and question social inequalities. As the social landscape and student demographics continue to shift, educators are increasingly turning to Culturally Sustaining Pedagogy (CSP) as an evolution of CRP. CSP seeks to affirm and support students' cultural identities in educational settings (Paris, 2012). By adapting to the dynamic nature of culture and language, CSP fosters inclusive environments that recognize and celebrate the diverse backgrounds of all students (Paris & Alim, 2014).

Culturally Relevant Pedagogy (CRP) is based on three main goals aimed at fostering a supportive learning environment for marginalized students. First, academic success is essential; educators must ensure that all students develop the skills necessary to achieve academically, regardless of their background (Ladson-Billings, 2009). Second, cultural competence is critical. This involves helping students appreciate their own cultural identities while also gaining fluency in dominant cultural practices. Finally, developing critical consciousness is a vital goal. Students should be empowered to recognize and challenge social inequalities, which encourages them to become active

participants in their communities (Ladson-Billings, 2009). or example, in her classroom, a teacher might incorporate literature from diverse authors that reflect the cultural backgrounds of her students, allowing them to see themselves in the curriculum. Additionally, discussions about historical inequalities can lead students to engage more deeply with the material, fostering a sense of agency and critical awareness. In my classroom, incorporating construction could involve exploring practical applications of measurement and budgeting for community projects, such as the design of a playground. This approach would extend beyond these activities, allowing students to engage with geometric principles through the study of traditional architectural styles that reflect their cultural backgrounds.

As the educational landscape has evolved, so too have the frameworks for culturally relevant teaching. Culturally Relevant Pedagogy (CRP), founded by Gloria Ladson-Billings in 1995, laid the groundwork for understanding how cultural identities can improve the academic experiences of marginalized students. However, to address the complex and dynamic nature of culture, there has emerged a new paradigm: Culturally Sustaining Pedagogy (CSP). Ladson-Billings (2014) reflects on this evolution by advocating for a "remix" of CRP, suggesting that it is crucial to embrace a more dynamic view of culture and education. The transition to CSP recognizes that culture is not static but fluid, demanding pedagogical practices that sustain cultural identities while promoting academic success (Paris, 2012). Paris and Alim (2014) articulate that CSP is not simply an extension of CRP; rather, it fundamentally shifts the focus to sustaining students' cultural practices as a vital aspect of educational achievement.

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Culturally Sustaining Pedagogy (CSP) encompasses several key characteristics that distinguish it from its predecessor, CRP. First and foremost, CSP emphasizes the ongoing maintenance of cultural and linguistic diversity in the classroom. As articulated by Paris (2012), this approach not only acknowledges students' cultural backgrounds but actively works to sustain them. Unlike prior pedagogies that often viewed culture as a static element to be incorporated into teaching, CSP recognizes culture as dynamic, allowing it to shift and evolve within educational contexts (Paris & Alim, 2014).

A significant aspect of CSP is its commitment to valuing students' cultural practices as essential for academic success. Educators are encouraged to leverage the cultural and linguistic strengths of their students, creating learning environments that are both relevant and affirming. For instance, reflecting on my 8th-grade math classroom, I have found that incorporating culturally relevant examples—such as using local community projects or traditional architectural styles in geometry lessons—allows students to see their cultural identities reflected in the curriculum. This not only makes the mathematics more relatable but also fosters a sense of ownership and connection to the learning material.

Moreover, CSP advocates for critical engagement with the curriculum. Educators are urged to facilitate discussions that empower students to question dominant narratives and challenge systemic inequalities. This critical consciousness, rooted in social justice, aligns with Ladson-Billings' (2009) original goals of CRP, but it expands beyond individual achievement to focus on collective empowerment. In my classroom, fostering this kind of consciousness might involve students analyzing how mathematical concepts apply to community issues, such as budgeting for local initiatives, thus

preparing them to not only succeed academically but also to become active partici-

pants and agents of change in their communities (Paris, 2012).

Finally, CSP also embraces innovative teaching methods that are reflective of

contemporary culture, including the use of digital tools and media that resonate with

students' lives outside of school. This approach aims to make learning more accessible

and engaging for today's diverse learners. In my experience, integrating technology

and allowing students to create digital presentations on mathematical principles or

community projects can increase engagement while showcasing their cultural narra-

tives, thus further enhancing the connection between cultural identities and academic

content (Paris & Alim, 2014).

mplementing Culturally Sustaining Pedagogy (CSP) in the classroom requires

specific strategies that empower students by connecting learning to their cultural iden-

tities. One effective approach is to incorporate culturally relevant materials that reflect

students' backgrounds and experiences. Paris (2012) emphasizes the importance of

connecting curricula to students' cultural practices, which can be accomplished by us-

ing local community data in math lessons. For instance, in my 8th-grade math class-

room, I could create lessons around statistical analysis using data from community

projects, thus reinforcing mathematical concepts while demonstrating their real-world

relevance.

Collaborative learning processes are another critical method for applying CSP.

Paris and Alim (2014) argue that inclusive learning environments that recognize and

celebrate cultural resources strengthen educational experiences for all learners. Group

projects that encourage students to collaborate, share their cultural perspectives, and

learn from one another foster a sense of collective ownership of the learning experience. For example, students could work together on a project to develop a budget for a community event, allowing them to apply mathematical skills while discussing the cultural significance of the event.

Additionally, integrating technology is essential for modern CSP applications. Paris (2012) advocates for the use of digital tools that students can utilize to create presentations or videos about their cultural heritage. In my classroom, using such technology could involve having students produce podcasts that recount community stories or cultural practices. This approach not only improves digital literacy but also reinforces the value of their cultural narratives as significant resources for learning.

Furthermore, incorporating critical discussions into the curriculum allows students to relate mathematical concepts to broader social issues. CSP advocates for developing a critical consciousness that empowers students to challenge societal norms (Ladson-Billings, 2009). In my classroom, discussions could center around analyzing how inequalities impact access to educational resources, fostering an environment where students consider their roles as active participants in addressing these issues. This deepens their engagement with the material and ties together their academic pursuits with social justice.

By implementing these practical applications of CSP, educators can create environments that honor and sustain the cultural identities of all students, ultimately enriching the educational experience and nurturing academic success in a diverse classroom context.

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Culturally Relevant Pedagogy (CRP) and Culturally Sustaining Pedagogy (CSP) are essential frameworks for supporting marginalized students by focusing on academic success, cultural competence, and critical consciousness. CSP emphasizes the ongoing representation of students' cultural identities in the classroom. Practical strategies such as incorporating culturally relevant materials and fostering collaborative learning create inclusive environments that enhance learning and empower students to engage with societal issues. Continuing to develop these pedagogies is crucial for achieving educational equity, ensuring that all students' cultural backgrounds are recognized and valued in the learning process.

References

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