

Culturally Responsive Caring

"...caring-based education has academic, civic, social, personal, cultural, political, moral, and transformative learning goals and behavioral dimensions...It includes teachers..."

- Providing spaces and relationships where ethnically diverse students feel recognized, respected, valued, seen, and heard;
- Fostering warmth, intimacy, unity, continuity, safety, and security;
- Knowing culturally diverse students thoroughly personally and academically;
- Cultivating a sense of kindredness and reciprocal responsibility among culturally diverse students;
- Responding to the needs of diverse students for friendship, self esteem, autonomy, self-knowledge, social competence, personal identity, intellectual growth, and academic achievement;
- Being academic, social, and personal confidantes, advocates, resources, and facilitators for culturally diverse students;
- Acquiring knowledge of and accepting responsibility for culturally diverse students that go beyond the school day and its organizational parameters;
- Helping students of color develop a critical consciousness of who they are, their values and beliefs, and what they are capable of becoming;
- Enabling ethnically and culturally diverse students to be open and flexible in expressing their thoughts, feelings, and emotions, as well as being receptive to new ideas and information;
- Building confidence, courage, courtesy, compassion, and competence among students from different ethnicities and cultural communities;
- Being academically demanding but personally supportive and encouraging;
- Allowing for the active assertion of student interest and curiosity;
- Creating habits of inquiry, a sense of criticalness, and a moral edict among students to care for self and others;
- Treating everyone with equal human worth;
- Acknowledging social, cultural, ethnic, racial, linguistic, and individual differences among students without pejorative judgments;
- Promoting cultural, communal, and political integrity and solidarity among different ethnic and cultural groups;
- Dealing directly and bluntly with the vicissitudes of racism, and the unequal distribution of power and privilege among diverse groups;
- Preparing students to understand and deal realistically with social realities (what is), along with possibilities for transformation (what can be);
- Teaching ethnic, racial, and cultural knowledge, identity, and pride;
- Providing intellectually challenging and personally relevant learning experiences for socially, ethnically, racially, and culturally diverse students."

(Source: Geneva Gay (2010), *Culturally Responsive Teaching: Theory, Research, and Practice*, p. 51-52.)