

Re-engineering teaching practice through reflexive practice and culturally relevant pedagogy framework

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RE-ENGINEERING TEACHING PRACTICE THROUGH REFLEXIVE PRACTICE AND CULTURALLY RELEVANT PEDAGOGY FRAMEWORK

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Abstract

The shift towards Reflexive Practice and Culturally Relevant Pedagogy (CRP) in teaching practice is critical for the 21st century teachers. In this article, we argue that reflexive teaching and culturally relevant pedagogy frameworks qualify to be used for promoting student knowledge in the teaching practice. For us, teaching practice, as a social tool, is not at all an independent process, disconnected and apart from the society it serves. It is our contention that there is dire need to reengineer teaching practice within the poststructuralist framework. Among others, teaching practice in Open Distance Learning (ODL) setting should be realigned to embrace ethnic groups' cultural values, traditions, communication, learning styles, contributions, and relational patterns. We hold that politics of resistance, counter-hegemonic struggle and emancipation can be brought through reflexive practice and culturally relevant pedagogy. In this article, we use Bourdieu's concept of reflexivity and Ladson-Billings' framework of Culturally Relevant Pedagogy as a conceptual tool to unpack a shift towards pedagogies of reflection in teaching practice.

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Refbacs

- There are currently no rebfacs.

The Practice Principles are based on

the P-12 Principles of Learning and Teaching, the pedagogy from the national Early Years Learning Framework, and are informed by the latest research. The Practice Principles are interrelated and designed to inform each other. They are categorised as Collaborative, Effective and Reflective: Collaborative 1. Family-centred Practice 2. Partnerships with professionals 3. High expectations for every child Effective 4. Equity and diversity 5. Respectful relationships and responsive engagement 6. Integrated teaching and learning approaches 7. Assessment for learni Practice Teaching. A Reflective Approach. Get access. Preparing Culturally and Linguistically Competent Teachers for English as an International Language Education. TESOL Journal, Vol. 8, Issue. 2, p. 250. Richards, Jack C. 2017. Teaching English through English: Proficiency, Pedagogy and Performance. RELC Journal, Vol. 48, Issue. 1, p. 7. 2 culturally responsive-sustaining education. The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change. The Culturally Responsive-Sustaining Framework is the collective insight of the various stakeholders we engaged with while creating this document from the ground up. We are grateful to the multitude of teachers, students, parents, administrators, community advocates, and higher education faculty who participated. Culturally Relevant Pedagogy is a pedagogical framework that grounds and informs every aspect of a teacher's practice. By Bárbara Escudero. Share. Education is the process through which you teach them to transform it." Dr. Jeff Duncan-Andrade. So, what is Culturally Relevant Pedagogy? Culturally Relevant Pedagogy (CRP) is a philosophical outlook towards one's approach to teaching that informs the what, the how, and the why. CRP focuses on the academic and personal success of students as individuals and as a collective. It ensures students engage in academically rigorous curriculum and learning, feel affirmed in their identities and experiences, and develop the knowledge and skills to engage the world and others critically. Communicative teaching is often organized in the three-phase framework. Threephase framework means subdivision of the teaching process into three phases: preactivity, while-activity and post-activity. Pre-activity is organized to arouse interest in the learners towards the main task, to motivate performance, to activate in learners their prior knowledge and to prepare them for the language that may be necessary to perform the main task. It is available for scrutiny not only by the teachers who are expected to implement it, but also by the consumers (the learners or their parents or employers), by representatives of the relevant authorities (inspectors, school boards), by other interested members of the public (researchers, teacher trainers or textbook writers).