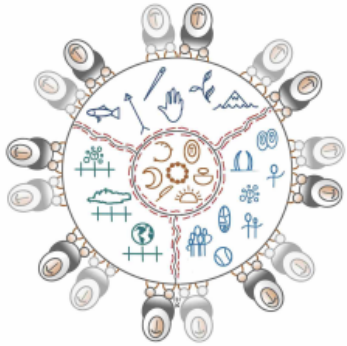


North Slope Borough School District Instruction



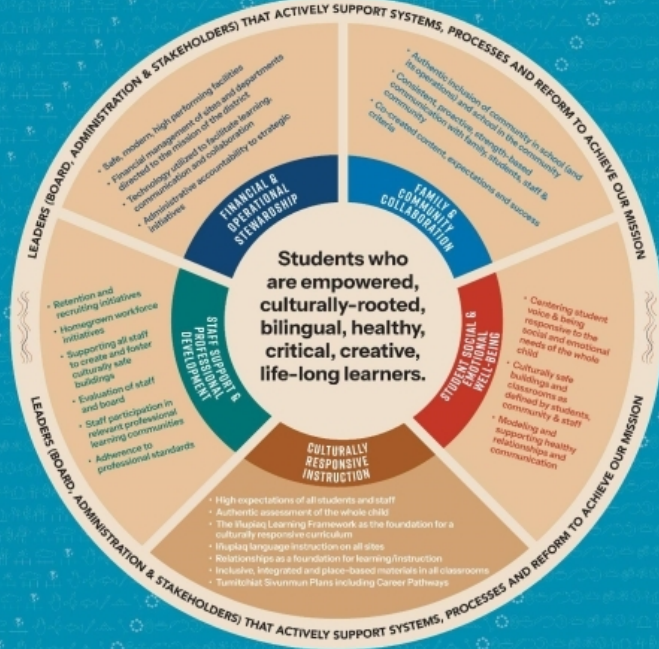
Culturally Responsive Instruction



Caitlin Santos and Tenna Pili



NORTH SLOPE BOROUGH SCHOOL DISTRICT PEDAGOGY IMPLEMENTATION PLAN



MANUQPUT - OUR FOUNDATION

Iñuk una qauriñaniñ nukatpiangguñinanon naegga nivaqsangguñinanon ilisimmatiniguuruq ilisausamiñin naipiqtuñinaniñlu aasii tavra isumalaalgusivluni suli ilisimmaagikivluni tainnamik aasii kisuuñlaniñ paugaivlugu iñuguhuni iñulluatauvluni.

The North Slope Borough School District is committed to embedding through our curriculum and teaching practices, traditional Inupiaq ways of raising and educating children, Inupiaqsiñli, which is the principle that guides our work with the children and communities of the North Slope. We share in the responsibility to support our students' development as inulluataat - good human beings - able to navigate successfully in today's world. We honor and recognize the unique process of learning that is deeply tied to the land, culture, language, and knowledge of the Inupiat. This approach, that engages the Inupiaq worldview, respects how children learn as they become aware of their surroundings and expand their knowledge into adulthood.

All education is culturally responsive.

The question is, whose culture is it
responding to?

Gloria Ladson-Billings

North Slope Borough School District

What might the following look like in practice? How do these shape our classrooms, and what our students experience every day?

- High Expectations of all staff and students
- Authentic Assessment of the whole child
- The Iñupiaq Learning Framework as the foundation for a culturally responsive curriculum
- Iñupiaq Language Instruction at all sites
- Relationships as a foundation for all learning/instruction
- Inclusive, integrated and place-based materials in all classrooms
- Tumitchiat Sivunmun Plans including Career Pathways

North Slope Borough School District

For our teachers, what are some of the guiding questions they might ask themselves/colleagues to keep creating culturally safe and responsive classrooms across our District?

- Where is student voice highlighted visible for this unit/chapter/lesson?
- What parts of this unit/chapter/lesson have been co-created with students and/or community members?
- How will this unit/chapter grow the academic or career learning skills and capacity of the students?
- How does this unit positively reflect the culture of the student/s and increase their awareness of other cultural contexts?
- Does this chapter/unit encourage my students to analyze, and solve real-world problems that will benefit our community?
- How am I communicating high expectations in a strength-based way?
- How am I modelling and demonstrating co-regulation? What regulation skills might we learn together in our classrooms?
- What is the learning outcome for the students? Is this clear to them when begin and end the class? Can my students see their growth?

North Slope Borough School District

Connections to other Pedagogy Domains:

Trauma- informed teaching practices

- Research-based methods that consider how trauma impacts learning and behavior

Cultural Safety

- Goes beyond cultural relevance and competence, is determined by students and families, and asks those delivering services to understand their own biases and positions of power



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