Guidelines for Educators

Classroom teachers are responsible for drawing upon Elders and other cultural experts in the surrounding community to make sure all resource materials and learning activities are culturally accurate and appropriate.

Teachers may increase their cultural responsiveness through the following actions:

a. Learn how to use local ways of knowing and teaching to link the knowledge base of the school to that of the community.

b. Make effective use of local expertise, especially Elders, as co-teachers whenever local cultural knowledge is being addressed in the curriculum.

c. Take steps to recognize and validate all aspects of the knowledge students bring with them, and assist them in their on-going quest for personal and cultural affirmation.

d. Develop the observation and listening skills necessary to acquire an in-depth understanding of the knowledge system indigenous to the local community and apply that understanding in teaching practice.

e. Carefully review all curriculum resource materials to insure cultural accuracy and appropriateness.
f. Make every effort to utilize locally-relevant curriculum materials with which students can readily identify, including materials prepared by Native authors.

g. Provide sufficient flexibility in scheduling Elder participation so they are able to fully share what they know with minimal interference by the clock, and provide enough advance notice for them to make the necessary preparations.

h. Align all subject matter with the *Alaska Standards for Culturally-Responsive Schools* and develop curriculum models that are based on the local cultural and environmental experiences of the students.

i. Recognize the importance of cultural and intellectual property rights in teaching practice and honor such rights in all aspects of the selection and utilization of curriculum resources (see page 29 for details.)