

## 2024 Showcase 2 – Abstract

### Working towards a Culturally Responsive Pedagogy: A collaborative approach

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Educators recognise the importance of embedding cultural diversity in the curriculum to ensure an engaging, inclusive and equitable quality education for all students. A Culturally Responsive Pedagogy aims to enhance the learning experience of all students, irrespective of their culture (Morrison et al., 2019). A Culturally Responsive Pedagogy is not only beneficial for students' learning; there is also a multitude of academic, social and emotional benefits for culturally responsive teaching (Civitillo et al., 2019).

A Culturally Responsive Pedagogy is characterised by educators who are committed to cultural competence, establish high expectations, and position themselves as both facilitators and learners (Samuels, 2018). Embedding cultural diversity in the curriculum can seem like a daunting task, especially when including First Nations Peoples' knowledge and perspectives. Many educators may fear 'getting it wrong' or being 'tokenistic' in their approach (Hoger, 2020). While this fear is genuine and understandable, it is not an adequate reason to intentionally exclude Indigenous knowledge and perspectives in the curriculum.

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This presentation will showcase examples of embedding cultural diversity in the curriculum of the A Culture of Enquiry (COMM1004) unit, and discuss cultural considerations. This is a core unit in various diplomas and bachelor degrees, and delivered at multiple SCU campuses: Gold Coast, Online, Melbourne, Perth, Sydney, and Papua New Guinea – IBSU Port Moresby. In this presentation we will discuss the importance of engaging students through a Culturally Responsive Pedagogy, and reflect on the benefits of a collaborative approach. Perspectives from SCU College, Gnibi College and Papua New Guinea-IBSU colleagues are heard. This presentation illustrates the importance of a collaborative approach to increase student engagement and inclusive learning, promoting cultural understanding, and making higher education more inclusive and equitable. Finally, we will reflect on measures to determine to what extent culturally responsive pedagogy ‘works’.

## References

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Samuels, A. J. (2018). Exploring culturally responsive pedagogy: Teachers’ perspectives on fostering equitable and inclusive classrooms. *SRATE Journal*, 27(1), 22-30.

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