
WHAT?

A culturally responsive space is one that integrates Indigenous knowledge and practices into daily life. Having culturally responsive curriculum in particular allows for new viewpoints on both contemporary and historical issues, and restores aboriginal people into the narratives where they are often erased or ignored.

WHY?

Studies conducted in areas of Canada and the United States have shown a large achievement gap between students of aboriginal and non-aboriginal descent. If Indigenous knowledge is integrated into the curriculum, it allows for:

- A renewed interest in cultural practice and knowledge
- Indigenous knowledge to be given the same authority and weight that non-Indigenous knowledge is given in the traditional classroom
- The transition between school and home to be made easier for the students who have a culturally traditional home

RESOURCES

Background Research:

Goodyear-Ka'ōpua, Noelani. "Indigenous Education, Settler Colonialism and Aloha 'Āina." *The Seeds We Planted Portraits of a Native Hawaiian Charter School*. Minneapolis: U of Minnesota, 2013. Print.

Summers, Laura L. "Culturally Responsive Leadership In School Libraries." *Library Media Connection* 28.5 (2010): 10-13. ERIC. Web.

Getting Started:

Native Hawaiian Education Council. *Nā Honua Maui Ola: Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments*. Honolulu: Native Hawaiian Education Council, 2002.



LIBRARIANS FOR THE LĀHUI:

The Library's role in creating Culturally Responsive spaces



HOW?

How can libraries help implement such curriculum?

It is first vital to assess how the library and the school fall on the spectrum of “culturally responsive teaching”.

Four Stages of Culturally Responsive Teaching (CRT)

Stage 1: Contribution Stage

Exploration of diversity is superficial. Curriculum touches on diverse topics only when necessary - Martin Luther King day, Chinese New Year, etc.

Stage 2: Additive Stage

Some diverse resources are added, but only the teacher-librarian uses them. The users are not yet educated enough about diverse resources to properly assess their quality.

Stage 3: Transformation Stage

Diverse resources begin to be used by other faculty, and students are now able to think critically about books and media through a diverse and multi-cultural lens.

Stage 4: Social Action Stage

Students are able to research issues in their own diverse communities and enact social change.

Suggest units of study, such as:

A language arts cycle that focuses entirely on oral traditions of Indigenous people.

A sustainability unit (or food unit for younger students) that explores Indigenous resource management methods



Community Engagement

Find opportunities for service learning and outdoor education in culturally significant places.

Resources of Quality

Having resources of quality to the construction of such curriculum. If a librarian is well acquainted with cultural resources and methods, then they are better qualified to offer input and provide curriculum support.



BENEFITS

- ▶ Aids in student retention - if students are truly connected to what they are learning, then they are more motivated to remain in school.
- ▶ Teacher-Librarians become leaders in the school. Teacher-Librarians who implement CRT can influence their peers and the school on a wide scale.
- ▶ Creates an atmosphere of acceptance, tolerance and appreciation of diversity in the student body and the greater school community.

“A’ole pau ka ‘ike i ka hālau ho‘okahi.”

Not all knowledge is learned in one school.