

Cultural Standards for Educators

Your community may have developed cultural protocol statements which can guide your work. See if your school or district has a First Nations liaison worker or resource person. If there isn't anyone working in your district who can help you, contact a local First Nations community, teachers' association, cultural centre or friendship centre. If you can't find a local protocol or local help, you can base your work on the cultural standards developed by the Alaska Native Knowledge Network. For more information please go to <http://www.ankn.uaf.edu/standards/standards.html>.

You may want to set time aside to discuss cultural protocols with your students.

Educators have a responsibility to be proponents of cultural understanding and for teaching and maintaining levels of cultural standards inside and outside of their classrooms.

Culturally Responsive Educators:

- provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant
- continually involve themselves in learning about local culture
- regularly engage students in appropriate projects and experiential learning activities
- maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community
- acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities
- recognize cultural differences as positive attributes around which to build appropriate educational experiences
- recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer

These are just a few of the ways in which educators can provide their students the means to navigate the culturally full world around them.

**Bulleted points provided by the Alaska Native Knowledge Network-For more information please go to <http://www.ankn.uaf.edu/standards/standards.html> **