



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Virginia Beach City Public Schools will provide and support culturally responsive practices to meet the social emotional needs of all students. Culturally responsive practices bridge the gap between learning and lived culture by focusing on authentic relationships, student experiences, and pedagogy as a way to strengthen student engagement and build a culture that values both individuality and inclusivity. Cultural responsiveness embodies Transformational Learning through a multi-faceted approach that considers leadership, teachers, students, the learning environment, and the community as foundational factors for academic achievement and social empowerment.

Cultural responsiveness is supported when:

Leaders-

- are open to change and value differences
- lead by example and effectively communicate the connection between Transformational Learning and culturally responsive practices
- engage in shared leadership with teachers and staff to leverage support for building capacity in effective culturally responsive practices and pedagogy
- ensure diversity in “voices at the table”
- seek out global examples, beyond the walls of the school itself, to broaden the school community’s understanding that the alignment of cultural responsiveness and pedagogy lead to greater student agency

Teachers-

- are open to change and value differences
- seek to understand their own values and beliefs about culture that may impact their relationships with students, colleagues, and the learning environment
- **use culturally diverse instructional resources** to build students’ cultural awareness and connect content to the students’ own cultural experiences
- **make global cultural connections** to build students’ cultural awareness and connect content to the students’ own cultural experiences
- ensure that student voice and choice is sought out as a valued part of the student learning experience

Students-

- are open to change and value differences
- know they are welcomed and valued
- utilize voice and choice as a way to connect what they are learning to their “lived culture”
- seek out and learn from the perspective of others
- set attainable goals that are representative of both their academic and social-emotional learning



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The Learning Environment-

- is welcoming and accessible to all school stakeholders
- includes equitable access to instructional support for teachers and students
- is adaptable and changes based on student needs, voice, and choice
- supports collaborative structures which promote inclusivity and mutual respect between all stakeholders
- promotes student strengths and differences (individuality)
- is representative of the school's community

The Community-

- is open to change and values differences
- is aware of diverse learning and social emotional needs of students
- supports school and classroom practices that include diverse voices and perspectives
- provides a reciprocal partnership that links community and school resources
- partners with the school to provide students, teachers, and families diverse civic experiences and leadership opportunities

