

Culturally responsive pedagogy and assessment in primary science classrooms: Whakamana tamariki

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Bronwen Cowie, Kathrin Otrell-Cass, Ted Glynn and Helena Kara, with Marion Anderson, Jude Doyle, Asri Parkinson and Christine Te Kiri

In this project four teachers addressed their diverse students' need for a range of different opportunities to develop more sophisticated expertise in science. They achieved this by drawing on the principles and practices of culturally responsive pedagogy and assessment for learning. Interviews and classroom observations indicated that students, and their families, took greater ownership and responsibility for science learning when teachers incorporated and built on the funds of knowledge and lived experience that all students bring from their homes and communities.

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