

**Selected Guidelines Adopted by the  
Assembly of Alaska Native Educators**

<b>Guidelines for Respecting Cultural Knowledge</b>	
<b>Guidelines for Researchers</b>	Researchers are ethically responsible for obtaining informed consent, accurately representing the cultural perspective and protecting the cultural integrity and rights of participants in a research endeavor.
<b>Researchers may increase their cultural responsiveness (and nurture culturally healthy youth) by:</b>	Effectively identifying and utilizing the expertise in communities participating in research to enhance the quality of data gathering as well as the data itself, and use caution in applying external frames of reference in its analysis and interpretation.
	Submitting research plans as well as results for review.
	Ensuring controlled access to sensitive cultural information that has not been explicitly authorized for general distribution, as determined by members of the local community and participating families and individuals.
	Providing full disclosure of funding sources, sponsors, institutional affiliations and reviewers.
<b>Guidelines for Curriculum Developers</b>	Culturally responsive curriculum developers utilize the natural environment of the community to move educational activities beyond the classroom as a way of fostering place-based education and deepening the learning experiences of students.
<b>Guidelines for Educators</b>	Culturally responsive educators recognize the importance of cultural and intellectual property rights and honor such rights in all aspects of the selection and utilization of curriculum resources.

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<b>Standards for Culturally Responsive Schools (Adopted as Alaska Education Standards)</b>	
<b>Culturally Knowledgeable Alaska Students</b>	<b>Those meeting the cultural standard are able to:</b>
A. Are well-grounded in the cultural heritage and traditions of the their community	A.4. Practice their traditional responsibility to the surrounding environment.
Are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.	Identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in their community.
E. Demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.	E.2. Understand the ecology and geography of the bioregion they inhabit. E.4. Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems.
<b>Culturally Knowledgeable Alaska Educators</b>	<b>Those meeting the cultural standard are able to:</b>
A. Incorporate local ways of knowing and teaching in their work. (They increase their cultural responsiveness by learning how to use local ways of knowing and teaching to link the knowledge base of the school to that of the community.)	A.1. Recognize the validity and integrity of the traditional knowledge system. A.5 Adhere to the cultural and intellectual property rights that pertain to all aspects of local knowledge they are addressing.
B. Use the local environment and community resources on a regular basis to link what they are teaching to the everyday life of the students.	B.1. . . . engage students in appropriate projects and experiential learning activities in the surrounding environment. B.2. Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills. B.3. Provide integrated learning activities organized around themes of local significance and across subject areas.
E. Recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential. (They increase their cultural responsiveness by taking steps to recognize and validate all aspects of knowledge students bring with them.)	E.2. Provide learning experiences that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings. E.5. Recognize the need for all people to understand the importance of learning about other cultures and appreciate what each has to offer.

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<b>A Culturally Responsive Alaskan Curriculum</b>	<b>One that meets the cultural standard:</b>
Uses the local language and cultural knowledge as a foundation for the rest of the curriculum.	<ul style="list-style-type: none"> <li>- Recognizes the depth of knowledge that is associated with long inhabitation of a particular place and utilizes the study of “place” as a basis for the comparative analysis of contemporary social, political and economic systems.</li> <li>- Views all community members as potential teachers and all events in the community as potential learning opportunities.</li> <li>- Is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate use of local knowledge.</li> </ul>
Locates local knowledge and actions in a global context.	Conveys to students that every culture and community contributes to, at the same time it receives from the global knowledge base.
<b>Culturally Responsive Alaska Schools</b>	<b>A school that meets the cultural standard:</b>
Provide multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.	Encourage and supports experientially oriented approaches to education that makes extensive use of community-based resources and expertise.
Consists of facilities that are compatible with the community environment in which they are situated.	Makes use of facilities throughout the community to demonstrate that education is a community-wide process invoking everyone as teachers.
Fosters extensive on-going participation, communication and interaction between school and community personnel.	Sponsors on-going activities and events in the school and community that celebrate and provide opportunities for students to put into practice and display their knowledge of local cultural traditions.
<b>Culturally-Responsive Alaska Communities</b>	<b>Communities who meet the cultural standard:</b>
Assists teachers in learning and utilizing locale cultural traditions and practices.	Sponsors regular community/school potlucks to celebrate the work of students and teachers.
Contribute to all aspects of curriculum design and implementation in the local school.	Facilitate teachers’ involvement in community activities and encourages the use of the local environment.

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### **Culturally-responsive teaching practices:**

- Incorporating and building on prior knowledge and experience
- Exhibiting an understanding of the role of naturalistic intelligence in indigenous societies
- Drawing on multiple forms of intelligence in teaching
- Appropriate use of experiential approaches to learning
- Engaging in extended experiences that involve the development of observation and listening skills associated with traditional learning ways of Native people.

From: *Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools*. Adopted by the Assembly of Alaska Native Educators, February 2, 1999. Fairbanks: ANKN.

### **Other Guidelines and Standards Documents:**

*Alaska Standards for Culturally Responsive Schools: Cultural Standards for students, educators, schools, curriculum and communities*. Adopted by the Assembly of Alaska Native Educators, February 3, 1998. Fairbanks: ANKN.

*Guidelines for Respecting Cultural Knowledge*. Adopted by the Assembly of Alaska Native Educators, February 1, 2000. Fairbanks: ANKN.

*Guidelines for Nurturing Culturally Healthy Youth*. Adopted by the Assembly of Alaska Native Educators, February 6, 2001. Fairbanks: ANKN.