

Progressive Instructional Strategies: An Amalgamation of Culturally Responsive Pedagogy and 5Cs in Education

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Abstract

Progressive instruction is an active learning approach that promotes the development of critical thinking, creativity, and problem-solving skills by concentrating on each student's unique interests and experiences. In order to promote the 5Cs i.e., communication, citizenship, creativity, collaboration, and critical thinking, as a progressive approach of teaching, culturally responsive pedagogy integrates students from many cultural backgrounds into the educational practices. This approach makes learning more relevant and interesting by enabling students to use their unique knowledge and experiences as assets for developing these essential skills. In this article, the researcher examined the important role that culturally responsive pedagogy plays in advancing the 5Cs in education and every learner's academic achievement, regardless of their sociocultural background. According to the study of secondary evidence from multiple repeatable sources, it is seen that emphasizing the 5Cs in education, culturally responsive pedagogy promotes students' academic performance by increasing student participation, fostering a feeling of community, and connecting the curriculum to students' real-world experiences. It is revealed that when students see representations of their cultures, identities, and histories in the classroom, they feel more valued and motivated. Their involvement, attendance, and feeling of connection to the subject matter all rise as a result.

Keywords

Progressive Instruction, Culturally Responsive Pedagogy, 5Cs in Education, NEP-2020

Introduction

Progressive instructional strategies are teaching approaches that shift away from rote memorization and instead emphasize learning by doing, critical thinking, and addressing real-world problems. They place a strong emphasis on student-led inquiry and active, practical experiences to foster the development of abilities like problem-solving, teamwork, and social responsibility. Progressive approaches frequently incorporate project-based learning, experiments, and field excursions in place of standard grading and assignments to help students make a deeper, more meaningful connection with the subject matter. The goal of culturally responsive pedagogy is to establish inclusive and stimulating learning environments while acknowledging the varied origins and experiences of students (Chaudhary, S. & Gopal, P. 2024). This methodology transcends "good teaching" and highlights the necessity for teachers to integrate students' cultural identities and viewpoints into the teaching and learning procedures. In this way, learners' academic performance, positive self-identity, and critical thinking are all intended

by culturally responsive teaching (Pevec-Zimmer, S., Juang, L. P., & Schachner, M. K. 2024). Culturally responsive pedagogy acknowledges that students come from a variety of cultural backgrounds and works to establish welcoming and stimulating learning environments. In addition to constant self-reflection and self-awareness, this method calls for teachers to acquire the knowledge and abilities necessary to successfully meet the requirements of pupils from varied cultural backgrounds. By using culturally responsive pedagogy, teachers can establish learning environments that empower learners, encourage academic achievement, and cultivate a sense of respect and belonging for everyone (Abdlla, H. & Moussa, A. 2024). The term "5 Cs in education" often refers to Citizenship (or Character), Creativity, Communication, Collaboration, and Critical Thinking. These are regarded as essential competencies for students to become effective learners and members of society, highlighting a change from conventional memorization to a more comprehensive and contemporary method of teaching. In education, especially when using culturally responsive pedagogy, the abilities of critical thinking, creativity, collaboration, communication, and citizenship are interrelated and reinforce one another (Herlinawati & et al. 2024). Together, these "4Cs" and citizenship are developed because they demand that students act as responsible members of their community (citizenship), share their work effectively (communication), and analyse information (critical thinking) by working with a variety of viewpoints. To make learning more relevant and encourage greater engagement in all five areas, culturally responsive education values various knowledge and experiences.

Theoretical Background of the Study

Progressive approaches emphasize problem-solving, inquiry, discovery, and hands-on learning with the instructor serving as a guide. By moving the emphasis from passive, rote memorization to active, student-centered experiences that encourage critical thinking, teamwork, and practical skills, progressive instructional practices support learning (Adu, E.O. et al. 2024). Recognizing and integrating students' cultures, languages, and experiences into the classroom is known as culturally responsive pedagogy. By drawing on students' varied backgrounds, this approach improves learning and makes training more interesting and relevant. Developing students' cultural identities, emphasizing intellectual progress, and equipping them to critically examine and confront contemporary challenges like as social injustice are some of its main tenets (Guberina, T. 2023). Culture has a key role in all forms of education. A student-centered method of instruction known as "culturally responsive pedagogy" acknowledges the significance of students' cultural origins and experiences in all facets of learning and incorporates cultural references. The strategy aims to support all students' involvement, enrichment, and success by valuing their lived experiences and location in the world, embracing a wealth of diversity, and discovering and fostering their cultural assets (Awang-Hashim, R. Kaur, A. & Valdez .2019). Teachers that practice culturally responsive pedagogy set high standards, are dedicated to cultural competency, and see themselves as both facilitators and learners.

Culturally responsive pedagogy and collaboration are related because both emphasize establishing inclusive classrooms where students' varied origins are valued. By relating the curriculum to students' real-world experiences, culturally responsive teaching offers the structure and material to make these exchanges relevant and respectful (Shin, 2024). Collaborative activities also enable students to benefit from one another's diverse viewpoints. Culturally responsive pedagogy and critical thinking are related because CRT values students' varied

origins and builds a basis for critical thinking, which makes learning more interesting and meaningful (Tanasa, M. 2020). This relationship is reinforced by CRT, which encourages students to analyze information from their own perspectives and fosters a critical consciousness that allows students to challenge social structures and presumptions, resulting in more in-depth critical analysis and improved information synthesis skills. Communication is essential to culturally responsive pedagogy since it is the main means of comprehending the varied histories of students, establishing trust, and modifying instructional strategies to make them more effective and relevant (Hunter, T.C. 2015). Through effective communication, teachers can create an inclusive classroom climate, learn about students' individual and cultural identities, and modify their teachings to incorporate a range of viewpoints and experiences. The connection between creativity and culturally responsive pedagogy is that it makes learning more relevant and interesting by drawing on students' cultural experiences to inform innovative teaching strategies (Maaruf, S.Z. 2021). Students' cultural identities are included into creative projects through culturally responsive creativity, which builds on their experiences and community to support projects like project-based learning and art education. This method helps diverse pupils feel more included and enhances their motivation and academic performance. Culturally responsive pedagogy and citizenship are related because it is a technique that increases the effectiveness of citizenship education by fostering an inclusive atmosphere where a variety of pupils feel appreciated. Through the incorporation of students' cultural backgrounds, past knowledge, and experiences into classes, it can improve citizenship education by encouraging the critical thinking, empathy, and respect necessary to participate as active, global citizens (Shabalala, N. P. (2025).

Objectives of the Study

1. To study the role of progressive instructional strategies for fostering culturally responsive pedagogy and 5Cs in education
2. To study the perspectives of NEP-2020 regarding culturally responsive pedagogy?
3. To examine the strategies of promoting 5Cs through culturally responsive pedagogy

Research Question

1. How does progressive instructional strategies promote culturally responsive pedagogy and 5Cs in education?
2. What is the point of view of national education policy 2020 regarding culturally responsive pedagogy and 5cs in education?
3. How does culturally responsive pedagogy promote 5cs in Education?

Methodology

This conceptual paper used the secondary data for the study. The study focuses on a thorough examination of secondary data obtained from several books, journals, publications on different websites, reports from national and international research institutes.

Promoting Culturally Responsive Pedagogy and 5Cs through Progressive Instruction

Making learning contextual by incorporating students' histories and varying viewpoints into the curriculum and employing individualized instruction to address a range of needs are examples of progressive teaching techniques for culturally responsive pedagogy (Gakki, I.M.2025). To help students deal with societal injustices, other strategies include developing sincere relationships with them, creating a sense of community, and encouraging critical consciousness. Cooperative learning, inquiry-based learning, and experiential learning are the approaches of progressive teaching techniques that improve students' communication skills by promoting clear expression, polite listening, and peer collaboration. These approaches change the emphasis from rote memorizing to active problem-solving, which boosts students' self-esteem and teaches them how to express their ideas and defend their conclusions. To promote student collaboration skills, such as active listening, communication, and conflict resolution, progressive education employs techniques including project-based learning, experiential activities, and group work. These techniques support students' active engagement with the subject matter, collaborative problem-solving, and the development of social-emotional skills like accountability and critical thinking (Healey, M. 2024). Project-based learning, practical exercises, and design thinking are examples of progressive teaching techniques that foster student creativity by promoting involvement, problem-solving, and original thought which is also promote the critical thinking ability of the students. By encouraging students to investigate and create their own knowledge, these approaches change the teacher's role from one of passive memory to one of deeper, more creative comprehension. Developing critical citizenship requires the use of progressive teaching techniques like experiential learning, critical thinking, and group projects. By empowering students to understand material, solve real-world problems, and become engaged, responsible citizens of their communities, these approaches go beyond rote memorizing (Rafzan, R. et al.2020). The objective is to develop pupils who can participate in democratic ideals, comprehend their rights and duties, and make wise choices that improve society.

Perspectives of National Education Policy regarding Culturally Responsive Pedagogy

The National Education Policy 2020 promotes an inclusive curriculum, teacher preparation, and an emphasis on equity that honours India's rich cultural and linguistic legacy to embrace culturally responsive pedagogy. The policy encourages the inclusion of history, traditional arts, and local knowledge in the curriculum while also giving teachers professional development to help them become culturally competent. Promoting multilingualism, fostering fair learning environments, and utilizing students' cultural backgrounds to increase engagement and academic achievement are some of the main goals. The strategy mandates a curriculum that integrates the vast cultural diversity of India, including history, traditional arts, and indigenous knowledge systems. This reflects the cultural backgrounds of the pupils, making learning more meaningful and relevant. NEP 2020 prioritizes removing linguistic and cultural obstacles to education to provide high-quality education for everyone, particularly underserved populations. By fostering an atmosphere where all students feel appreciated and respected, CRP plays a critical role in accomplishing this goal. Teachers should receive ongoing professional development, including instruction in inclusive and culturally sensitive teaching methods, according to the policy. With this, teachers will be better able to recognize and meet the various requirements of their students. In line with CRP's objective of utilizing students' native tongues and cultural experiences to enhance learning, NEP 2020 encourages multilingual

education, especially in the early years. The goal of the policy is to encourage respect for diversity by helping instructors and students comprehend different cultures, faiths, and languages. Using cultural backgrounds to improve learning and cultivate critical consciousness is a fundamental principle of Culturally responsive pedagogy.

Culturally Responsive Pedagogy and Promoting Critical thinking of the Learners

The process of actively and impartially assessing arguments, challenging presumptions, and examining data to arrive at a well-founded conclusion or judgment is known as critical thinking. Gathering information, considering various viewpoints, recognizing biases, and applying logic to solve problems, reach conclusions, and comprehend complicated situations are some of the abilities required to think critically on subject.

Integrating students' cultural backgrounds, past knowledge, and experiences into the curriculum fosters critical thinking by enabling them to relate what they are learning to their own experiences and comprehend diverse viewpoints (Escala, N. & et al. 2024). Students are encouraged to confront social injustices, question preconceptions, and think critically about the world through this method. Learning becomes more relevant and fosters a greater level of understanding when academic curriculum is connected to students' personal lives and communities (Tong, D. H., Uyen, B. P. & Ngan, L. K. 2022). It gives pupils the ability to recognize and evaluate prejudices, stereotypes, and social injustices they come across in their daily lives and the wider world. As a result of being exposed to and encouraged to interact with diverse viewpoints, students develop empathy and get a multifaceted understanding of the world. The emphasis is shifted from what pupils' lack to what they already know and are capable of by utilizing their cultural knowledge and personal qualities as learning assets. Higher-order thinking abilities require students to be more involved, which is achieved when they see representations of themselves and their cultures in the classroom (Kwangmuang, P. & et al. 2021). This methodology creates classrooms that are inclusive and make all students feel appreciated, which gives them a secure place to take intellectual risks and have difficult talks.

Culturally Responsive Pedagogy and Advancing Creativity of the Learners

Critical thinking is the process of evaluating the facts, arguments, observations, and supporting data to draw wise conclusions or make well-informed decisions. Recognizing underlying presumptions, offering arguments for concepts and behaviors, comparing these arguments with different viewpoints, and determining their plausibility and possible repercussions are all part of it (Ganon, M Taheri. B. & Azer, J. 2022).

Through encouraging critical thinking, establishing a supportive environment where students feel encouraged to develop, and tying learning to students' lives and cultural backgrounds, culturally responsive pedagogy fosters creativity. Students are engaged through the utilization of their cultural frames and existing knowledge, which motivates them to be change agents and provide original solutions to issues (Anyichie, A. C., Butler, D. L. & Nashon, S. M. 2023). Learning becomes more relevant and engaging when culturally relevant pedagogy is used, which encourages inquiry and creative thinking by incorporating students' cultural references, histories, and experiences. Students are encouraged to critically examine both their local communities and the wider globe, which helps them come up with innovative solutions to problems like social injustice and inequality. Students gain confidence and self-esteem when they believe that their culture is valued. Because they feel safe and included, they

can take chances and be more imaginative in their work (Obi, A.K., Blythe, S. & Grace, R. 2025). Students who receive instruction that is culturally sensitive are encouraged to believe that they are competent learners and problem solvers. There should be an intellectual atmosphere where students feel they can learn and create is more important than engaging in cultural activities. A crucial component of creativity is the ability to organize and present knowledge in novel ways, which teachers can foster in their pupils by integrating student-generated ideas and content (Weng, X., Chiu, T. & Tsang, T.T. 2022). A welcoming, inclusive classroom culture strengthens bonds between educators and learners and creates a feeling of community that promotes cooperation and artistic expression.

Culturally Responsive Pedagogy and Enforcing Collaboration of the Learners

The collaborative learning technique is one in which students cooperate in groups to accomplish a shared objective, including finishing an assignment, coming up with a project, or solving an issue (Lal, M. & Lal, M. 2012). Peers collaborate intellectually, exchanging ideas, assessing each other's work, and relying on each other's contributions to learn more.

Building on students' cultural experiences, backgrounds, and expertise, culturally responsive pedagogy fosters collaborative learning by fostering inclusive, encouraging environments where students can collaborate politely (Yuliantari, S. & Huda, T. 2023). To do this, educators must incorporate culturally relevant resources, encourage cross-cultural collaboration to improve comprehension and critical thinking, and use the different cultures of their students as a learning resource. In doing so, teachers foster a strong sense of community, which inspires kids to get involved and interact with one another. To integrate multiple perspectives, it is necessary to employ materials that reflect students' backgrounds, culturally appropriate literature, and examples that help them feel included and like themselves (Simel, T.T. 2024). Students should be able to relate new information to their current cultural capital and learn from one another by sharing their personal and community experiences. Create assignments that encourage collaboration, idea sharing, and politely navigating various learning environments among students from various backgrounds to promote cross-cultural dialogue. To foster a supportive classroom environment where students feel free to express themselves and work together to forge lasting relationships, educators should actively learn about the backgrounds, families, and interests of their students (Meland, E. A. & Meisels, G.B. 2024). Discussing social justice concerns and dispelling stereotypes are essential for raising students' critical consciousness because they enable them to solve problems in a meaningful, group setting and gain a deeper comprehension of societal challenges. All students should be held to high social and academic standards to maximize their potential and motivate one another to succeed.

Culturally Responsive Pedagogy and Developing Communication Skills of the Learners

Communication skills refer to the ability of a person to effectively communicate with another person or group of people. Since the sharing of knowledge is a continuous act in daily life, this is a valuable set of lives skills (Sumaiya, B. & et al. 2022).

Fostering debate and collaboration, establishing a safe space for a range of viewpoints, and making learning relevant to students' everyday lives, culturally responsive pedagogy fosters communication skills (Ashrafova, L.

2024). By making connections between the curriculum and the students' cultural backgrounds, experiences, and languages, this method improves student engagement and fosters the growth of critical consciousness, polite conversation, and open-mindedness. Teachers can help students become active learners and enhance their communication skills by serving as facilitators and fostering strong relationships.

Culturally Responsive Pedagogy and Fostering Citizenship

Citizenship is a person's legal status as a member of a sovereign state, which involves having a duty of loyalty to the state in return for its rights and protection. It gives people rights and obligations, including civic and political rights like voting and running for office, as well as obligations like filing taxes and serving in the military.

The integration of students' cultural experiences and knowledge into the curriculum, culturally responsive pedagogy enables a more genuine investigation of civic responsibilities, global concerns, and social justice from a variety of perspectives (Manuel, C. 2023). Through fostering an atmosphere where each student feels appreciated and respected for their own experience, citizenship education may lay the groundwork for inclusion and equity for all students. Lessons that are relevant to students' personal lives and cultures increase their level of engagement and help them comprehend ideas like accountability, fairness, and civic engagement. Students who are exposed to cultural variety are more likely to develop the empathy and communication skills necessary to engage with others from diverse backgrounds, which is an important aspect of responsible citizenship (Jiajun, N. & Hussain, Y.B. 2025). Culturally responsive pedagogy, which use culturally relevant materials and examples, can assist students in striking a balance between their local identities and their responsibilities as global citizens. Both strategies inspire students to take informed action in their communities and the wider world, promoting leadership and accountability while going beyond rote memorizing.

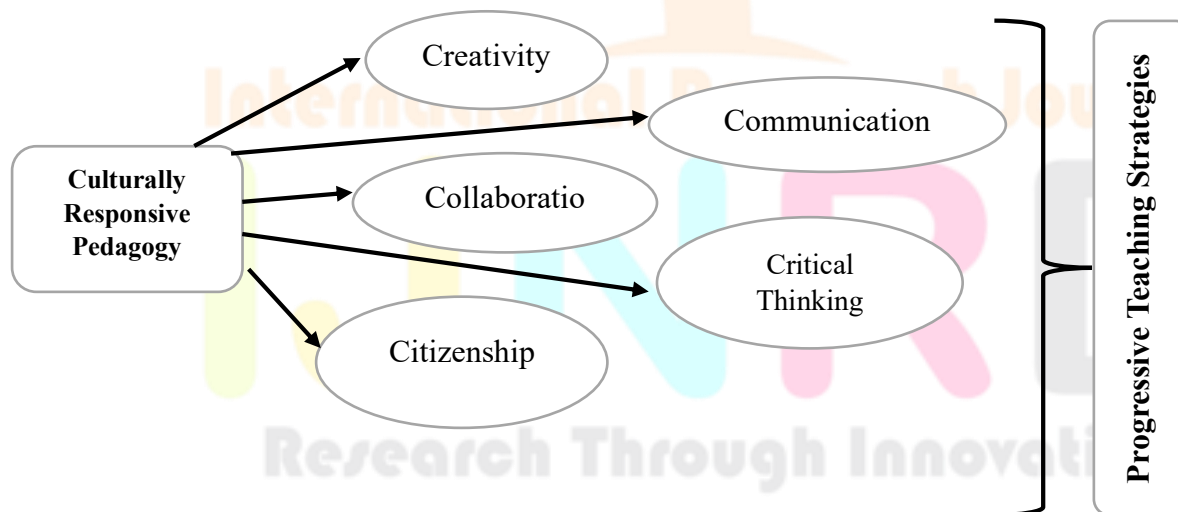


Figure 1: Fostering 5Cs in Education through Culturally Responsive Pedagogy in the Context of Progressive Teaching Strategies

Conclusion

This study has explored the connection between culturally responsive pedagogy and 5Cs in education and showed the strategies of fostering collaboration, critical thinking, communication, creativity, and citizenship through culturally responsive pedagogy. In a classroom that is based on culturally responsive pedagogical approach, these

5Cs are not taught as distinct, abstract topics. Through a strategy that centres the educational experience around students' cultural identities, they are incorporated and developed. Under such circumstances, kids may work together on a project that entails evaluating a local problem that is pertinent to their families' histories, sharing their innovative solutions with their peers, and then acting as citizens to suggest reforms. CRP uses this method to give learning purpose, boost participation, and create a more just, inclusive, and productive learning environment.

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