

Understanding the Benefits of Cultural Diversity in Education

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Abstracts

This paper examines some of the major issues and attributes of culturally responsive teaching. These general conceptual frameworks are followed by a discussion of some specific actions essentials to its implications. They are restructuring teacher attitudes and beliefs about cultural, ethnic, and racial diversity; resisting resistance to cultural diversity in teacher education and classroom instruction; centring culture and difference in the teaching process; and establishing pedagogical connections between culturally responsive teaching and subjects skills routinely taught in schools. Cultural diversity is very much important because our country workplaces and schools increasingly consist of various dimensions of races, gender, religious and political beliefs, socio-economic status, cultural and ethnic groups and other ideologies. To understanding that each individual is unique and recognizing our individual differences. We can learn from one another but first we must have a level of understanding about each other in order to facilitate collaboration and cooperation. Increasingly multicultural in classroom are becoming leads to new challenges for teachers. In a tradition manner students coming into the multicultural classroom are at a deficiency because they must learn how to navigate unfamiliar people, language and their culture. Therefore, teachers have the added responsibility of leading students through this unfamiliar territory towards accomplishment. This requires specialized learning techniques, practices and education in order to effectively accomplish. Teachers who combine classrooms with activities both inside and outside of the classroom stand a better chance at improving student achievement and promoting the negative effects that have been observed in multicultural classrooms in past. This discussion examines some of the major issues and attributes of culturally responsive teaching.

Therefore, this paper is to explore some issues in the multicultural classroom that student and teacher may face specifically adjustment to a new cultural environment and low academic achievement.

Keywords: - Multicultural, Education, Teachers, Learning, Classroom

Introduction

Cultural diversity is very much important because our country workplaces and schools increasingly consist of various dimensions of races, gender, religious and political beliefs, socio-economic status, cultural and ethnic groups and other ideologies. To understanding that each individual is unique and recognizing our individual differences. We can learn from one another but first we must have a level of understanding about each other in order to facilitate collaboration and cooperation.

There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Therefore, culture includes everything that makes one community or group within a society distinctive from another like language, religion, values, beliefs and behaviour that construct a specific groups lifestyle (Perso, 1992). Multicultural education encompasses practices and theories that support equitable opportunities and academic achievement for all students (Barndt, 2007). For example, the population of the India is composed of people of many cultural backgrounds with a diversity of traditions, culture and beliefs. Thus, there is the relationship between multiculturalism and education processes through teaching and learning methods and approaches (Witsel, 2003). The concept of cultural diversity encompasses should be accepted and respect. It is about understanding each other and moving beyond simple tolerance to embracing and observing the rich dimensions of diversity contained within each individual.

“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.” (Martin Luther King, Jr.)

Respect for Cultural Diversity in the Classroom

The main aim of culturally responsive education is to help all students become respectful of the huge numbers of cultures and people that they will interact with once they exit the educational setting. “In general most of the students are comfortable interacting with people, ideas and behaviours that they are familiar with but react with fear and understanding when faced with unfamiliar. Another goal is to teach students that differences in viewpoint and culture are to be precious and appreciated rather than feared and judged”.

Teacher can Promote the Growth of Cultural Awareness in the Classroom

Schools that acknowledge the diversity of their student population understand the importance of promoting cultural awareness. A multicultural society is best as of a utility by a culturally responsive curriculum. “Teachers who are interested in encouragement a cultural awareness in their classroom should actively demonstrate to their students that they truly care about their emotional, cultural and intellectual needs. There are several strategies that teachers can use to build believing relationships with diverse students”. To incorporate cultural awareness into classroom curriculum should be:

1. To redirect the teacher’s role in the classroom from instructor to facilitator: - It is important for creating a sustaining environment for students is reducing the power differential between the students and instructor. Providing students with questionnaires about what they find to be interesting or important provides them with a measure of power over what they get to learn and provides them with greater intrinsic motivation and connectedness to the material. “Students in an authoritarian classroom may sometimes display negative behaviours as a result of a perceived sense of social injustice in the culturally diverse classroom, the teacher thus acts more like a facilitator than an instructor. Permitting students to bring in their own reading material and present it to the class provides them with an opportunity to both interact with and share thoughts, stories and ideas that are important to their cultural and social perspective”.

2. To Express interest in the ethnic background of the students: - Firstly, teachers should encourage the students to research and share information about their ethnic background as a means of encouragement a believing relationship with fellow batch mates. “To analyze and observe the differences in traditions, beliefs and social behaviours”. Also, take the time to learn the proper pronunciation of student names and express interest in the etymology of interesting and diverse names.

3. To Maintain high expectations from student performance: - It is culturally responsive instruction is a student centred philosophy, that expectations for achievement are determined and assigned individually for each student. Students don't receive very generous praise for simple task but do receive praise in proportion to their accomplishments. If a student is not

completing her work, then one should engage the student positively and help guide the student toward explaining how to complete the initial steps that need to be done to complete a given assignment or task.

4. To incorporate methods for self testing: - Another other method for helping students become active participants in learning is to framework the concept of testing. “While teaching students to self test learning new information will help them better remember and use what they have learned in class and will help them to make on their own when they need to study a topic in greater depth”.

5. To maintain a strict level of sensitivity with concern to language: - In traditional classrooms the students who are not native English speakers often feel marginalized and pressured into discarding their original language in favour of English. “Diversity of language is celebrated and the level of instructional materials provided to not being speakers are simple in line to their level of English fluency”. Following materials should be provided to the student’s primary language and the student should be encouraged to master in English.

6. To maintain a comprehensive curriculum that remains respectful of differences: - A culturally responsive curriculum is both comprehensive in that it ensures that all students are included within all aspects of the school and it acknowledges the unique differences in students may possess. “It also encourages teachers understanding and recognition of each student’s non school cultural life and background and provides a means for them to incorporate this information into the curriculum, but promoting inclusion”. Schools have the responsibility to teach all students how to form a synthesize cultural differences into their knowledge base, in order to facilitate students professional and personal success in a different world. It helps students from minority racial or ethnic background develops a sense of identity as individuals, as well as identify with their particular culture group. Teachers can play a important role in helping these students succeed through the establishment of culturally responsive classrooms.

There is a wide range of classroom activities that can help students recognize the essential humanity and value of different types of people. For an example, providing students with an opportunity to share stories of their home life such as family holiday practices etc. “By what means a culturally responsive educator push against human nature natural antipathy to the

unknown and help students become more respectful of cultures with different ideas? The best way to give this answer is to provide students with rich evidence that people that don't look like them are at the core people just like them". It can be taught in school by promoting a culture of learning from one another rather than a culture of passing judgement of differences in values and beliefs.

Instructional Strategies for Activities

To provides the students offering variety opportunities to learn in ways that are responsive to their own communication and cognitive styles and aptitudes. This variety helps them develop and strengthen other approaches to learning. To consider students language skills and cultures when developing instructional activities and learning objectives. Make easier compatibility learning opportunities for students with differing characteristics. Such as, consider opportunities for students who differ in appearance, sex, ethnicity, religion, race and ability or socio economic status.

- 1. To comprise objectives for affective and personal development:** - It provides increased opportunities for low to high achievers to promote their self esteem, motivation to achieve and learn, enhance their talents and strengths and positive self attributes.
- 2. Proper communicate expectations:** - Every students know the "classroom rules" about verbal, talking participation in lessons and moving about the room. Tell to student how long a task will take to complete or how long it will take to learn a skill and when it is appropriate give them information on their ability to master a certain skill or complete a task. For example, it is necessary to promote students who expect to achieve mastery but are struggling to do so. They may need to know that they have the ability to achieve mastery but must work through the difficulty.
- 3. Provides principles and concepts:** - At the beginning of the lessons give the students the overview and tell them the purpose or aim of the activity and explain the benefits of learning a skill and concept and ask students to tell you the rationale and explain how the concept or skill applies at school levels, home, work places and use advance and post organizers.
- 4. Frequently reviews of the content learned:** - For example, examine with the students to see if they remember the difference between simple and compound sentences. Provide students a brief review of the previous lesson before continuing on to a new or a related lesson.

- 5. To make help independence in thinking and action:** - There are many ways to help the student's independence. Such as, when students being their work without specific instruction from teacher they are to show independence. suppose, when a student ask a questions the teacher can encourage independence by responding in a way that let's the students know how to find the answer for him. When a teacher ask to students to evaluate their own progress they are facilitating independence and asking students to perform for the class also encourage independence.
- 6. Encourage student on task behaviour:** - Maintaining the students on task at a high level of intensity of instruction. By initiating lessons should promptly and minimizing transition time between lessons. Teachers can help the students stay on task. Changing smoothly and efficiently from one lesson to another and being business like about housekeeping tasks such as handing out papers and setting up audio visual equipment helps to maintain their attention. Keeping students actively involved in the lesson by asking questions that require students to remember the information. It also helps them to stay focused and increases the volume of instruction.
- 7. To monitor students in academic progress:** - During seat work of students they need assistance before they have to ask for help. teacher can ask if they have any questions about what they are doing and if students are understand what they are doing and also make the students aware of the various situations in which a strategy can be used extend its applicability to additional situations.
- 8. To give frequent feedback:** - teacher may also give positive feedback by telling the appropriate aspects of a student's performance. For example knowing a correct response is a form of brief feedback as promoting a student who has given an incorrect answer by providing repeating the questions in another level. At last, the teacher may give positive feedback by making students aware of specific aspects of their performance, making suggestions for improvement, asking questions and reviewing, having the students correct their work.
- 9. Require mastery in task:** - A student has to require master in one task before going to the next task. When task are assigned to student tell them the criteria that define mastery and the different ways of mastery can be obtained. When mastery is achieved in one aspects give corrective feedback to students let them know that what views they have mastered and what views still need to do more work. When the students task is complete allow the students to know that mastery was reached.

Promote Equality and Diversity

It is the idea of promoting and accepting the differences between people. Equality is about make certain in future of individuals are treated fairly and equally no matter their gender, religion, race, disability and sexual orientation, Diversity is about recognising and respecting these differences to create an all compressive in surrounding influence.

It is very much essential for promoting equality and diversity for students and teachers. The goal is to create a classroom environment where all students can make steady progress together and understand that individual characteristics make unique not different in a negative way.

There are some important points how we can promote in school/college level:-

1. Creating an compressive culture for all staff and students: - Strong positive attitudes about safety require long term efforts through continuous significance on safety. Learning and teaching safety is an ethical responsibility.

2. Treating all staff and students fairly: - Students expect an teacher's to treat everyone in the class equally. Few teachers deliberately favour certain students over others but it is probably impossible not to like some students more than others. Students except an teacher's to listen carefully consider and give thoughtful replies to their ideas when they challenge the teacher's views. Students except from teachers to care about them and their academic performance.

3. Helping all students and staff to develop their full potential: - To create a mindset for excellence, teach them the right values and teach them to be responsible and good citizens. In school or college level workshops focus at providing students with strategies to understand their strengths and weakness teach them learning skills to help them cope with transition and change the directions as well as encourage them to accept responsibility and look ahead to the future. The workshop served as a platform for students and teachers interaction and helped to develop good relationship among students.

4. Any learning materials do not discriminate against any individuals or groups: - Providing a better environment that allows disabled children full access to all areas of learning. Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may

give extra time to complete certain activities or modify in teaching materials. Give offers alternative activities to students where they are unable to manipulate tools or equipment.

Policy for Equality and Diversity in Schools

1. School policies and practices: - Peoples progress assessment, Skills, discipline, behaviour and exclusions. People's personal development, teaching, learning, attendance, admission, staff recruitment and professional development the content of the curriculum.

2. Legal Duties: - First thing is to eliminating unlawful discrimination. Encouraging the good relations between members of different cultural, racial, religious groups and communities. Finally, promoting equality of opportunity.

3. Guiding Principles: - There are three essential principles they are: - a) every people's should have opportunities to achieve the highest possible standard and the best possible qualifications for the next stages of their life and education. b) Every people's should develop their knowledge, skills and understanding that they need in order to participate in multi ethnic society like India. c) They should be helped to develop a sense of cultural and personal identity that is confident and open to change and that is receptive and respectful towards other identities.

4. Information and resources: - Assure that the content of this policy is known to all students and staff and also to all parents of the students. All teachers should access to a selection of resources which explain and discuss the concepts of cultural diversity and equality in detail.

5. Religious Practice: - Respect the religious beliefs and practice to all teachers, students and parents and it should follow with all reasonable requests relating to religious practice.

6. Responsibilities: - The governing body is responsible for ensuring that the school should be follow with legislation, policy and its related procedures and strategies are implemented. The school head is responsible for implementing the policies for ensuring that all teachers are aware of their responsibilities with given appropriate support and training. An additional language English is to incorporate principles of equality and diversity into all aspects of their work.

7. Evaluation and Monitoring: - Study and use quantitative and qualitative data relating to the implementation of this policy and make as a appropriate and monitoring its impact.

Conclusion

It is revealed that we can teach our students to think critically and help them to recognize that they can play a role in creating a fairer and more equitable society in future. Multicultural education is broadly defined takes many forms and as an impact on every aspects of schools procedure such as discipline policies, curriculum, parents, students and community involvement. It may also depend on the comfort level of the administration and school board and the relationship with the parents and the community. Diversity is the many differences that different backgrounds hold within those backgrounds are differences that make and improve people. We should observe the difference and learn to work together.

“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community - and this nation.”(Cesar Chavez)

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