Multicultural Curriculum Planning

Multicultural Education

by

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ME Curriculum Plan Components

- Why Plan???
- What makes a complete plan?
Goals
Activities
Benchmarks
Timelines
Content Integration – teachers use examples and content from a variety of ethnicities, races, religions and cultures to illustrate key concepts, generalizations, and issues within their subject area.

Knowledge construction process – educators help students to understand, investigate, and determine how the biases, frames of reference and perspectives within a discipline influence the ways in which knowledge is constructed within it. Students also learn how to build knowledge themselves (critical thinking skills).
- Prejudice reduction – educators use lessons and activities to help students to develop positive attitudes toward differences and reduce prejudice.
- Equity pedagogy – educators modify their instruction to facilitate academic achievement from all subgroups.
- Empowering school culture – educators, students, parents and the community create a transformation that enables students from diverse racial, ethnic, gender and SES groups to experience equality.
Activities-1

- **Instruction**
- **Regular Instruction/Lessons**
  - All subject areas
  - Occurs daily
  - Additive
- **Instructional Units**
  - Contributive Approach
- **Interdisciplinary Lessons**
- **Teachable Moments**
Effective multicultural and global lessons contain the same ingredients as any effective lesson. Plans for instruction are based on decisions about the nature of the learner, the nature of the subject manner, societal needs, and what is known about effective pedagogy. In addition, however, multicultural and global lessons are based upon a special rationale that clarifies the instructor’s values and goals.
Activities-3

- Responsible Students Program
- Character Education
- Advisor/Advisee
- Kindness and Justice program
- Service Learning
- Parent Programs
- One Day Events
- Field Trips/Food
- Holidays
**Benchmarks**

- Observing behaviors, comments, attitudes, graffiti, etc. and indicating that the inappropriate ones are **Not Tolerated In Our School**

- Taking “incident” reports seriously
Timelines

- 1-3 year plan
- Faculty senate agenda
- Semester reviews
- Revise
What Do Counties Need To Do?

- Provide Technical Assistance/Staff Development to Schools and Teachers
- Develop Resources
- Monitor Multicultural Education Programs
- Highlight Outstanding Programs in the County
What Do Schools Need To Do?-2

- Be Responsible for Multicultural Education
- Understand Multicultural Education
- Develop a School-wide Plan of Multicultural Education (Curriculum Team)
- Articulate the Plan
- Develop Resources
- Evaluate
- Celebrate Success
Proactive or Reactive?

★ Multicultural Ed. is PROACTIVE…
   - Encourages student dialogue
   - Promotes understanding
   - Develops questioning and listening skills

★ Harassment policy is REACTIVE…
   - Enforces fairness
   - Provides consequences
   - Ensures student discipline

Proactive or Reactive? Both!
No Child Left Behind
- Emphasizes the importance of ALL children
- Subgroups (Special Ed., SES, LEP, Races)
- Gains in student achievement through improved critical thinking
- PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
“the attitudes, beliefs, values, and practices shared by a community of people which they often do not state or question and which they may not be consciously aware of.”

Julian Weissglass-1994
§18-5-15a. Study of multicultural education for school personnel.

County boards of education shall annually provide a program, during at least one noninstructional day of the school term, for the study of multicultural education for all school personnel as defined in subsection (a), section one, article one, chapter eighteen-a of this Code. The study provided shall be in compliance with regulations to be developed by the state board of education.

As used in this section, multicultural education means the study of the pluralistic nature of American society, including its values, institutions, organizations, groups, status positions and social roles.
Multicultural education is an approach to teaching and learning that is based upon democratic values and beliefs, and seeks to foster cultural pluralism within culturally diverse societies and an interdependent world.

Christine I. Bennett, 1995 (p. 13)
Policy 2421 (11.1)

- Each programmatic level (k-4, 5-8, 9-12)
- Faculty and staff
  - Raise awareness of harassment
    ✓ (types, manifestations, consequences etc.)
- Multicultural Educations programs
  - Foster attitude of understanding/acceptance
    ✓ Cultural, ethnic, racial and religious
Policy Requirements-3

✦ Policy 2510 (3.2.3)
  – Harassment
  – Safe and caring environment
  – fosters supportive relationships
  – free from harassment, intimidation bullying, discrimination and other inappropriate forms of conduct
  – involves parents
Policy Requirements-4

政策 2320 (7.1.14.)
- Multicultural education is taught at each programmatic level, K-4, 5-8, and 9-12
- Emphasis on prevention
- Zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)
OEPA Verification-1

- Conduct interviews, observe classrooms, and review documentation to:
  - verify ME is taught at each programmatic level
  - the school has taken measures to promote racial, sexual, religious/ethnic tolerance among staff and students
  - the school has educated the students on the responsibilities of mutual respect, behavior, and understanding of diversity
  - Review the multicultural education written curriculum (all components of ME)
**Teachers –**
- How is ME included in the instructional program?
- What staff development have you attended on preventing, recognizing, and dealing with racial, sexual, religious/ethnic harassment/violence? Are there incidents of racial, sexual, religious, ethnic intolerance? Discuss procedures for reporting incidents.
- What strategies are in place to promote an atmosphere for tolerance and diversity?
- Discuss the school curriculum/plan for teaching multicultural education.
- **Documentation** - Staff development information on multicultural education. A written multicultural curriculum, curriculum guides. Examples of students’ work. Documents showing that instruction has taken place in fostering mutual respect.
- **Students** – When is multicultural education taught? Discuss some parts of multicultural education.
The Contributions Approach

- This approach reflects the least amount of involvement in multicultural education approaches. This is incorporated by selecting books and activities that celebrate holidays, heroes, and special events from various cultures. For example, spending time reading about Dr. Martin Luther King in January is a common practice that falls into this category. In this approach, culturally diverse books and issues are not specified as part of the curriculum (Banks, 1999).
The Additive Approach

In this approach content, concepts, themes, and perspectives are added to the curriculum without changing its basic structure. This involves incorporating literature by and about people from diverse cultures into the mainstream curriculum without changing the curriculum. For example, examining the perspective of a Native American about Thanksgiving would be adding cultural diversity to the traditional view of Thanksgiving. However, this approach does not necessarily transform thinking (Banks, 1999).
The Transformation Approach

- This approach actually changes the structure of the curriculum and encourages students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. For example, a unit on Thanksgiving would become an entire unit exploring cultural conflict. This type of instruction involves critical thinking and involves a consideration of diversity as a basic premise (Banks, 1999).
The Social Action Approach

- This approach combines the transformation approach with activities to strive for social change. Students are not only instructed to understand and question social issues, but to also do something about important about it. For example, after participating in a unit about recent immigrants to North America, students may write letters to senators, Congress, and newspaper editors to express their opinions about new policies (Banks, 1999).