

EQUAL LEARNING OPPORTUNITIES AMONG DIVERSIFIED LEARNERS

by:

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Today's learning environment is comprised of a diverse population of learners from various cultures who are looking for support in the educational setting. Diverse learners are children and students of all abilities from racial backgrounds, ethnic groups, cultural belongingness, and diverse linguistic inclinations. Teachers, as the primary figures in the classroom, must have the necessary skills for communicating with students from varied cultures by maintaining mutual intelligibility in a free and open manner, respectfully without jeopardizing their cultural sensitivities. Furthermore, teachers must be prepared to deal with the present problems of an increasing number of students from various cultures who are prepared to become citizens who are active and responsible (Clewell and Villegas, 2001). They are also liable for bringing their students up as performing learners who see distinctions as positive factors. As a result, progress must be made in order to overcome these obstacles or problems, and teachers must be able to adapt to a variety of values if they are successful in relating communication types in these potentials (Spinthourakis, 2006).

Differentiated instruction has the potential to engage a wide range of learners. The term refers to presenting knowledge and instructions in a variety of forms – either to different groups or in a variety of ways. This could entail explaining the activity to the entire class and then performing a practical demonstration, or it could entail distributing written instructions that you then briefly explain.

To ensure that awareness about individual differences is promoted in the classroom, the teacher must first recognize each student as a potential active learner.

Discover each student's cultural background, hobbies, learning styles, and what distinguishes them. A sincere interest in learning about each student and their culture will help you develop trust and make a connection with them, making them feel valued. If students feel valued and at ease with the teacher, they are more likely to feel at secure talking with and respecting their classmates – and communication is at the heart of a culturally aware and holistic classroom. Apart from getting to know your students, teachers should maintain ongoing communication with learners throughout the school year. Maintaining regular dialogue with students about their perspectives and observations will allow you to consistently improve how accessible the classroom is to all students. Students can discuss whether or not they feel included in the classroom culture. This can assist in identifying problems or ways to improve the overall experience. It's also an opportunity to talk about their progress in class and offer advice on how they can improve based on their unique needs as a student.

When it comes to classroom management, teachers are frequently expected to adopt a strict, authoritative attitude. Since the most important lessons are often learned through a student's own experiences, allowing them some autonomy in the course encourages a stronger connection to the curriculum. Allow students to explore and present their own materials related to the fundamental lesson so that they can approach the subject from their own point of view. Group activities are also an effective strategy to expose students to different points of view while allowing them to collaborate to explore and solve a problem.

Create a conducive environment for culturally responsive learning. Teach students to be proud of their heritage and culture. Another important goal of culturally responsive education is to instill in students a sense of pride in their heritage and culture. Minority students may feel pressured to abandon cultural norms, behaviors, and traditions in order to fit into the dominant social order. When this occurs, it can cause a significant

disconnect between the culture of the student's school and community lives, interfering with emotional growth and social development

Diversity has always existed in the classroom, but in today's society, it is critical to embrace and utilize it positively. One of the most important actions an educator can take in the classroom to ensure engaged and equitable learning, virtual or not, is to value diversity.

Factors to Consider in Valuing Students' Diversity

Spend time getting to know your students' backgrounds, interests, and cultural contexts. Pose questions to elicit feedback from students on how you can better help their learning.

Expand your curriculum. Expose students to a diverse range of multicultural experts, writers, and artists to the extent that you have control over your curriculum. You will be able to accurately represent contributors to your class subject and possibly establish a cultural connection for your students.

Maintain high expectations for all students. Students from the lower class in society feel that they are held to lower standards than those with great fortune. Meanwhile, studies show that female students receive more remarks about their looks than their academic abilities. By raising the bar for all students, you encourage them to participate in your class and eliminate stereotypes about what they are capable of.

Make no presumptions about your students' backgrounds. It's easy to assume that your students have had similar life experiences. This can be difficult because everyone's experiences are unique. Schools with large student populations may have a broader range of racial and economic backgrounds and also students with unique gender orientations.

Spend the effort to become acquainted with your student's learning styles. You can develop a learning environment that is appropriate for every learner. Provide a time for

the students for them to have an opportunity to get to know one another and appreciate the diversity they bring to the learning environment.

References:

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