

Issues of trust

Education



Incorporating Culturally Responsive Teaching Incorporating Culturally Responsive Teaching After a clear review of the websites, Incorporation of several culturally responsive teaching practices in the curriculum would be my move to ensure that I foster a strong nous of a culturally responsive learning environment for culturally and linguistically diversified students.. There are already measures to help all students and parents understand the school learning process and activities such as translators and English classes . However, a number of practices has attracted my attention from the websites, which will enhance the teaching environment in achieving a culturally responsive aspect.

1. http://www.ncela.gwu.edu/files/uploads/36/3_2_Rincon.pdf

Parent, Family, and community Engagement and involvement:

By developing effective pedagogical strategic plan of fully engagement of culturally diversified parents towards the learning process, which avoids any events that can be interpreted as discrimination of the low-income CLD families. I will foster collaborative decision-making, which is made hard by less active parents in the school by involving parents, family and the community will ensure that all students' needs are met without racial, culture, and level of income discrimination. The focus of the engagement is to enhance collaboration and testing the response from different cultures in my school, which will help in coming up with universal goals towards representing students from diverse backgrounds.

2. The Education Alliance: <http://www.alliance.brown.edu/tdl/tl-strategies/crt-principles-prt.shtml>

Reshaping the curriculum:

Promoting more effective and efficient federal policies guarantees equal <https://assignbuster.com/issues-of-trust/>

opportunities for all CLD families irrespective of their race, gender, culture, or socio-economic status; hence, this is a practice that I will engage in to provide a culturally responsible teaching environment. The policies will be published after gathering extensive information from all families including low-income CLD families, which will enhance the accomplishment of a collaborative governance of the teaching process free from criticism. The policies have to address all differences that arise from CLD families, stipulating considerations of the special attention required by the low-income families, which ensures that all students receive quality service. This is to ensure that what I offer in the curriculum would be my move to ensure that I foster a strong nous of a culturally responsive learning environment for culturally and linguistically diversified students.

3. The Education Alliance: <http://www.alliance.brown.edu/tl/tl-strategies/crt-principles-prt.shtml>

Communication focused on high expectation

This is a practice that I believe plays an important role in enhancing collaborative ties in a school despite the cultural differences. I will put measures to promote consistent communication ensures that students develop self-empowerment regardless of their cultural background and economic demography. Moreover, effective communication offers an environment aimed at motivating the student's effort leading to a successful learning process. Well-established teacher-parent communication helps the parent track the child's progress as well as providing a link that the teacher can involve the parent in finding a resolution to differences that may arise in school because of cultural diversification among students (The Education Alliance, 2000).

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4. <http://www.fndfl.org/>

CLD networks on Disabilities

Psychologically, students and parents from low-income CLD families feel isolated from social relationship with other native students and guardians. To ensure that I foster social aspect, the CLD network on disability will serve as a medium to facilitate interaction of parents and students from different backgrounds, which will facilitate a multicultural learning society. In addition, the CLD network will be responsible in building trust by providing comprehensive culturally diversified trust services. Subsequently, nurturing trust among low-income CLD families will boost a positive perception towards pooled funds, agencies, and schools (Family Network on Disabilities of Florida Inc., 2012).

5. <http://www.cal.org/topics/rii/index.html>

Refugee and Immigrant Integration

Holding meetings and conferences with the aim of welcoming and orientation of immigrants in their own language has proven to be a significant aspect in incorporating responsive cultural teaching. Utilization of the connection between diverse cultures promotes multiple models of inquiry, which supports multimodal communication skills for immigrants and refugees, which enhance cultural diversity understanding. Consequently, this practice will help me enhance multiculturalism in the classroom from the initial stages an immigrant is oriented and introduced to a new program.

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References

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