EQUITY IN TEACHING AND LEARNING PROCESS

by:

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Moral values like equity and fairness, play an important role in teaching and learning process. Every class includes students with diverse learning styles, backgrounds, motivations, etc. What types of diversity are present in your classroom or the student body at your school? In terms of gender, racial/ethnic group, primary language, and socio-economic status? In terms of learning abilities and styles? Physical disabilities? What particular needs might these groups have concerning in education? Are there questions you need to ask to determine whether these groups have particular needs? The classroom will not, of course, meet all needs or solve all problems...but it can make a contribution. What ideas come to mind that you could initiate to address equity/diversity issues?

Key to all of these reflections is the importance of collecting data and outcome data, designing evaluations in ways that promote multiple perspectives, conducting evaluations in ways that support the involvement and engagement of learners who are often excluded from governance and decision making (students, parents, language minority communities, etc.), and developing frameworks for observations and data collection to elicit information on barriers to confirm the presence or absence of culturally responsive practices. But, perhaps most importantly, we must use the evaluation process and data to promote equality, inspire reflection, and stir engagement within and among communities about their desired outcomes for youth and their visions of equity and inclusion.
References:


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