SUGGESTIONS FOR TEACHERS HANDLE CHILDREN WITH DIVERSE BACKGROUND

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Nowadays, diversity of learners has become a local and global concern to teachers. Diversity has been recognized as an element that needs attention particularly in the classrooms. It is a fact that individual differences and multiple intelligences really matter. These are added to the impetus of knowing about multicultural education. With the boundaries opened to education, diversity of learners has a greater demand for understanding.

To assist the teachers in understanding diverse learners, Fraser-Abner (2001) contributes the following suggestions:

• Teachers learn as much about and become as sensitive to and aware of racial, ethnic, cultural and gender groups other than their own.
• Teachers never make assumptions about an individual based on their perception of that individual’s race, ethnicity, culture or gender.
• Teachers avoid stereotyping.
• Teachers get to know each student as a unique individual: Walk in the footsteps of all their students.
• Teachers look into their own conscious and subconscious biases about the people who are different from themselves in race, ethnicity, culture, gender or socioeconomic status.
• Teachers plan their activities within a multicultural framework while making their classroom a safe and secure haven for all the students.
• Teachers infuse multicultural instructional materials and strategies in their teaching
• Teachers foster collaboration and cooperation among their learners, parents and teachers.

Teachers are encouraged to try to consider the above suggestions in order to contribute to a caring and nurturing learning environment that embraces all students with different backgrounds. Thus, diverse learners will enhance their academic performances and the school will help unify individuals and citizens as a contribution to a democratic society.

References:
