

DIVERSITY AND EDUCATION

Epsc 501

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GAME: DRAW, WRITE, DRAW

- You will get a pad of paper and a word
- Your job is to draw a pictures of that word on the top page (no words or symbols)
- When done pass your pad to the person on your right
- Look at the picture on the pad and write the word that you think the picture represents on the next page
- Pass the pad with the word on it to the person to your right
- Draw a picture of the word on the next page
- You are NOT ALLOWED to flip back to look at any other pictures or words
- Continue until you get your pad back

GAME RESULTS

- ⦿ How did we do? Did you get the word that you originally drew?
- ⦿ Why/why not?
- ⦿ What does this mean?

DISCUSSION

- ◉ Are there real differences among people?
- ◉ Can we acknowledge and talk about differences?
- ◉ What are the differences?
- ◉ What produces differences?
- ◉ How important are the differences? For what?
- ◉ What problems/opportunities are created by the differences?
- ◉ What can we learn from the differences, the problems, the opportunities?

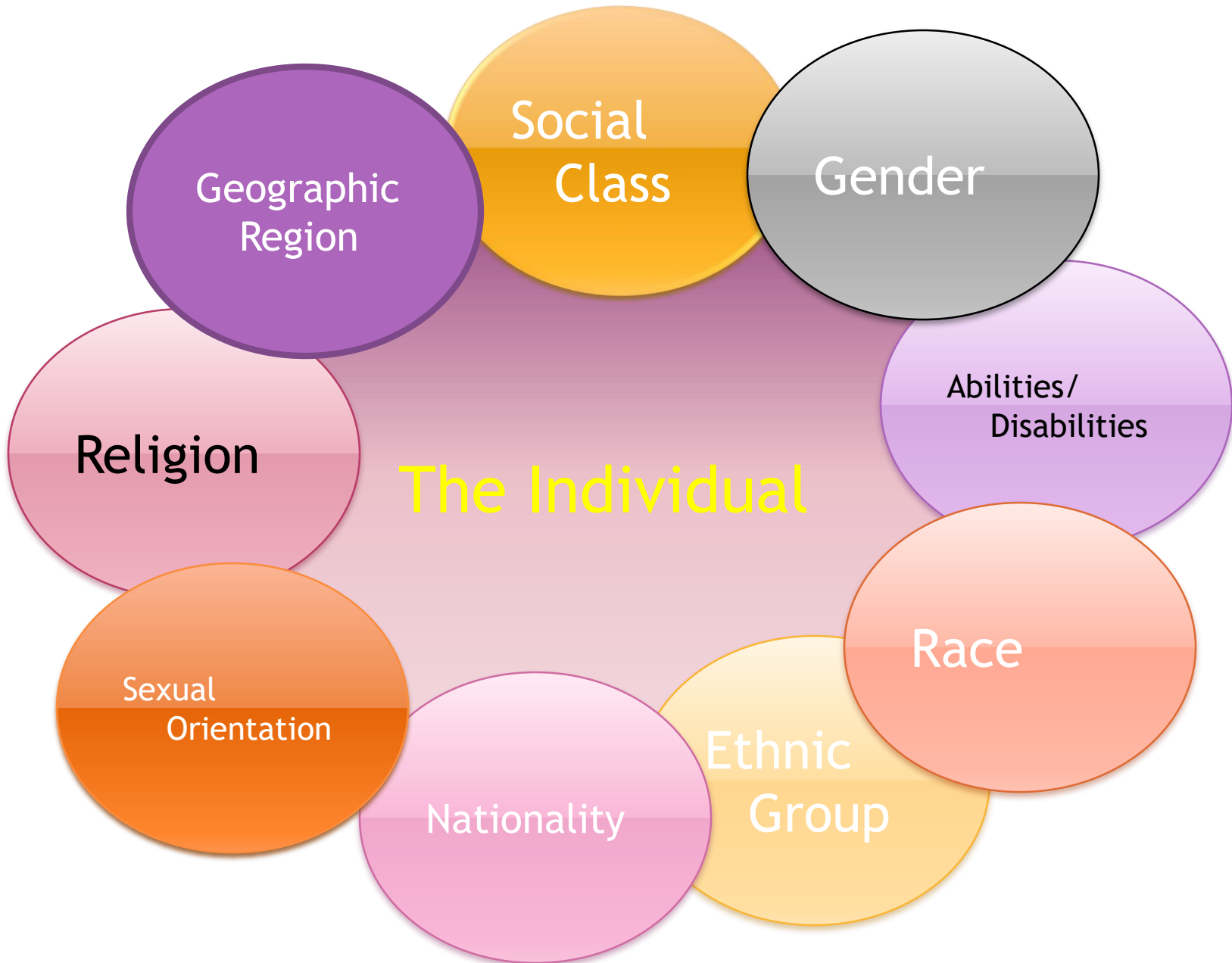
ASPECTS OF DIVERSITY

- ◉ Economic and Social Class Differences
- ◉ Ethnic and Racial Differences
- ◉ Gender differences
- ◉ Language Differences
- ◉ Others?

WHAT IS CULTURE?

- ◉ Knowledge, values, attitudes & traditions that guide the behaviour of a group of people and allow them to solve life problems
- ◉ Everyone is a member of many cultural groups
 - Each membership carries a different set of influences and expectations
- ◉ An important part of cultural identity is self-knowledge.
 - Describe yourself in regards to attitudes, values, beliefs and ethnic groups membership that makes up ethnic identity.

WE BELONG TO MANY GROUPS



DIVERSITY IN OUR CLASSROOMS

- Canadian children face several problems that interfere with learning:
 - Poor health
 - Neglect
 - Physical abuse
 - Emotional abuse
 - Homelessness
 - Living with alcoholic or drug-addicted parents
- In 2013, 20.4% of BC's children live in poverty (19% in Canada overall)
 - More than double for children from Aboriginal, immigrant, and visible minority groups
 - Children with disabilities were also more likely to live in poverty
 - Over ½ of low-income children were living with only one parent



Nearly 1 in 5 children lives in poverty

19%

Canada's overall
Child Poverty Rate

147

Federal ridings have
a child poverty rate
greater than **19%**



1 in 2

Status
First Nations
children lives
in poverty

1 in 5 households
spend 50% of their
income on rent



Childcare fees



are often greater
than the cost of
attending

University

37%

of all
monthly
food bank
users
are children



1



in



3

low-income children

have



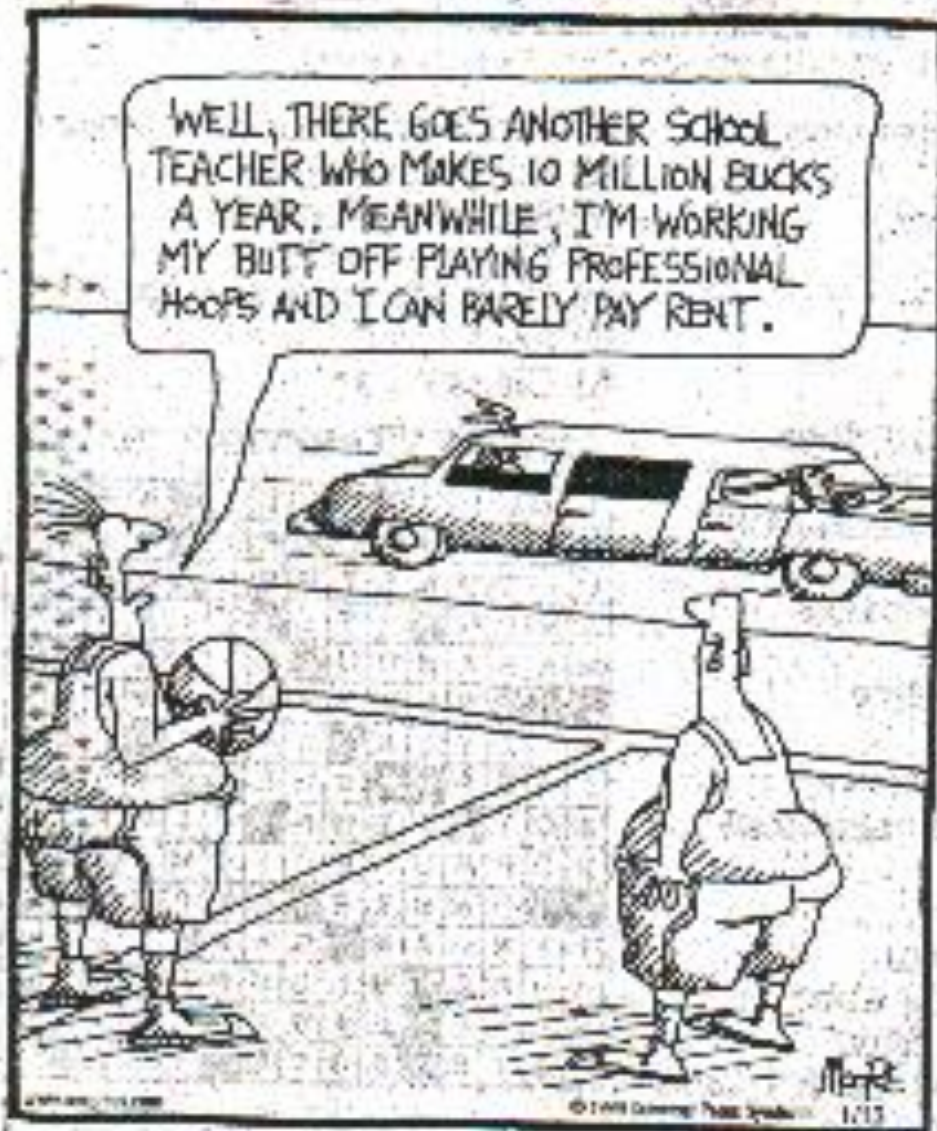
parent working full time

ECONOMIC AND SOCIAL CLASS DIFFERENCES

Socioeconomic status (SES) means

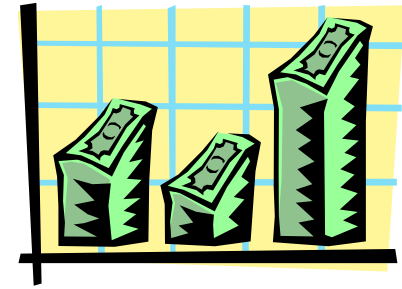
- Relative standing in society
- Level of wealth, power, prestige
- 4 Levels: upper, middle, working, and lower class
- No variable alone is effective measure

IN THE BLEACHERS By Steve Moore



In another universe,

SES AND ACHIEVEMENT

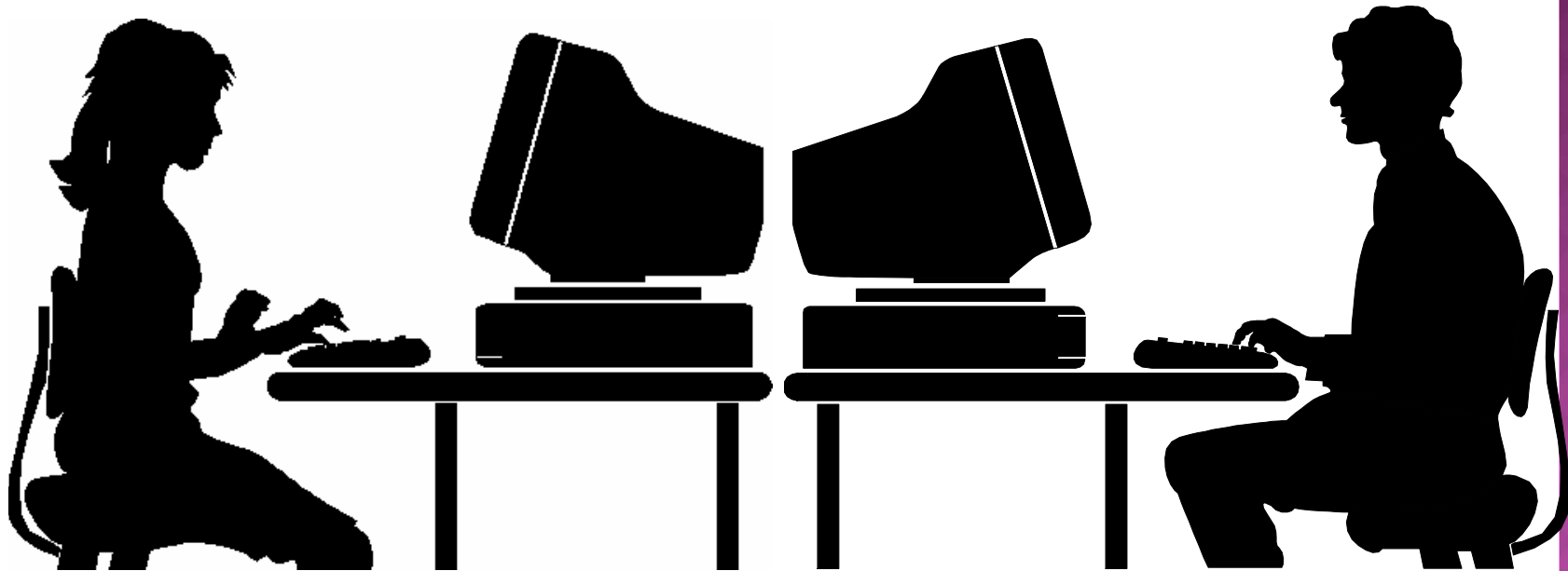


There is a positive correlation between SES & achievement. Why?

- Health, environment & stress
- Low expectations - academic self-concept
- Peer influences and resistance cultures
 - Canadian research indicates that not all low-SES students resist achievement
 - i.e., resilient students do well
- Tracking: Poor Teaching
- Home environment has limited resources

GIRLS & BOYS

DIFFERENCES IN THE CLASSROOM



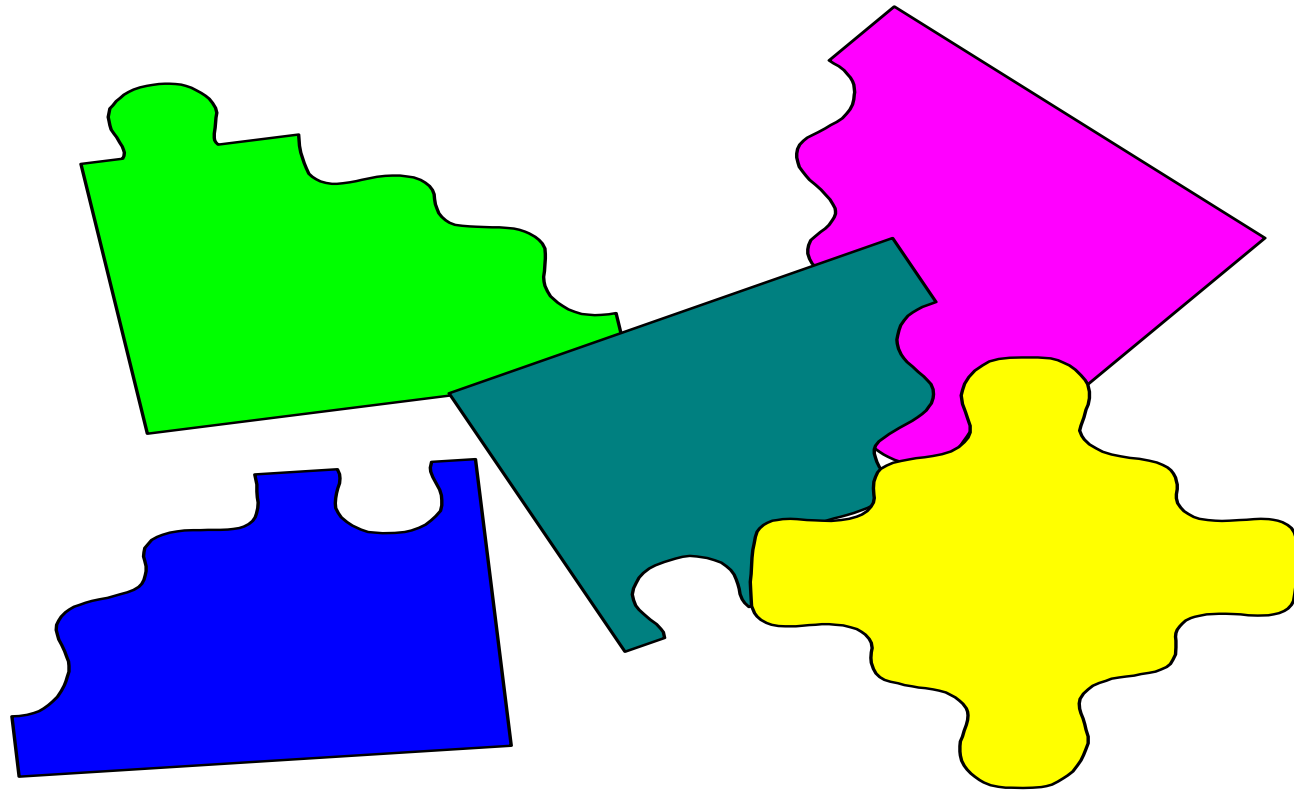
SEX DIFFERENCES: MENTAL ABILITIES

- ⦿ Ongoing debate as to whether boys and girls learn differently
- ⦿ No overall IQ difference
- ⦿ Girls: strength in reading & writing
- ⦿ Boys: strength in math, mechanical & visual information processing
- ⦿ Differences are small
- ⦿ Mathematically gifted boys perform better than mathematically gifted girls

ELIMINATING GENDER BIAS

- ⦿ Check textbooks for gender bias
- ⦿ Watch for unintended biases in your classroom practices
- ⦿ Check for equal opportunities for all genders in school activities
- ⦿ Use gender-free language
- ⦿ Provide role models from all genders

CREATING CULTURALLY INCLUSIVE CLASSROOMS



SHOULD WE:

- ⦿ Focus on similarities among groups?
- ⦿ Focus on differences among groups?
- ⦿ Not be concerned with similarities or differences?

IN CULTURALLY INCLUSIVE CLASSES, STUDENTS:

- ◎ Experience academic success
- ◎ Learn to critically challenge status quo
- ◎ Experience resilience, which includes:
 - Academic self-efficacy
 - Behavioural self-control
 - Academic self-determinism
 - Caring teacher-student relationships
 - Effective peer & home relationships

INQUIRY INTO CHANGE....

- Teachers often hesitate to interrupt homophobic slurs because they are not confident to do so....
(Zack et.al)

Four Archetypes:

- **Avoiders:** homophobia met with silence from teachers
- **Confronters:** those teachers who educated students about hate speech; easier to do in a supportive school
- **Integrators:** combat issue of homophobia through curriculum
- **Hesitators:** LARGEST GROUP - felt they should do something but didn't know how to confront hatred

SOME FINAL WORDS...

- ◉ “Educating the mind without educating the heart is no education at all.” (Aristotle)