CULTURAL DIVERSITY

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# **Introduction**

The report will discuss in detail about the concept of cultural diversity in school and issues that teachers faces while dealing with cultural diversity. The concept of cultural diversity as a problem is not even on the agenda of many private school societies until the year 1990s. To enable, there were certain specific exceptions, however for the many part, the concept of diversity was not at the main priorities at that time (Ahmad et al, 2018). In the current time, people can see the genuine development during this time.

# **Discussion**

It is crucial that many words are utilised in this report must be understood, consisting terms like culture, monoculture, cultural diversity, multicultural education and many more terms. As discussed, the concept of culture can be defined by studies is based on a customary kind of belief system, social kinds and material features based on racial, social and religious group. The study defines the concept of monoculture as a culture that actually dominate single factor and a prevailing culture is based on homogeneity. The concept of multicultural can be part of the discussion is associated to adapting and reflecting different kinds of cultures. As mentioned by the authors in various studies, culture diversity is actually differences related to race, language, religion, ethnicity and nationality (Banks, 2015). These words are part of many groups within the society. The studies also mention that the concept of multicultural education can be discussed as an area of study and an upcoming concept whose main aim is to develop equal level of education-based options for students from different races, ethics, cultural groups and social-class. The concept of cultural discontinuity and also discussed as cultural level of mismatch, consist of one kind of misinterpretations of styles related to culture, communication and varied behavioural patterns with different opinions.

The research shows that the role of the culture actually plays in fostering as well as not fostering the intelligent growth of minor children is upcoming as a sphere of crucial level of tension and varied disagreements. Important discussion related to genetic changes are among the racial group that have completely faded away in settings like research and policy and also based on the discussion related to the culture which is becoming a hot discussion of races and associated learning gap discussion (Verkuyten, 2013).

## **Cultural Diversity in schools and issues that teachers faces**

The student population constantly becoming immensely culturally diverse, teaching places are increasingly consist of monoculture, middle class people and white people. Organizations like National Centre for Education Information mentions that statistically eight public schools out of ten teachers are women. Also, the research also mentioned that eighty to ninety percent of students that are enrolled in collegiate program of education are white people. The concept of multicultural education has constantly known as authentic integration of multicultural approaches and practices into teacher education approaches (Banks, 2015). There are many prospective and potential teachers that have some extra experience related with cultural diversity. Studies also mentions that lack of synchronization in culture and negative expectation from teacher outcomes in hidden, fight between students and their teachers, a case that finally leads to low accomplishments. There are so many examples that when components of multiculturalism are consisted in learning functions and contexts, minor students are improving engagement, encouragement and performance.

The school premises these days are dealing with children that constantly maturing and growing, not with any adults. Parents also have strong involvement in the school life because they usually worry and focus on reproducing particular culture, for instance religious as well as traditions. Teachers also play a crucial and double role in providing the pedagogical approach of their association with them (Banks, 2015). They have to function as a guide as well as right and also exhibit respect towards the ideas of the children as well as parents. Schools are part of institutional culture where issues of diversity have the tendency to become more acute since mainly all the nations have the compulsory education and communication is highly intensive as well as further extend across a fair deal of time. School has considered as a place for so many stakeholders like teachers, officials of state and parents who can encourage particular methods of dealing with issues related to diversity as well as intolerance (Arweck, 2016). In the end, education is considered as an institution that can be marked by crucial level of power asymmetries.

## **Background of cultural diversity in school in America**

The rich American history shows that schools have addressed the concept of cultural diversity in different manners. In the time of colonial era, some efforts were put into adjusting the cultural level of differences which was made in New York colony, however the dominance from the culture of the USA was the usual norm in general public, and many schools. A country like America has approached the 19th century, the requirement for the common kind of culture was the base for different education-based forum. Formal level of public schools’ direction towards the cultural diversity was considered as rare and celebrate the minority towards culture most importantly was completely non-existent by nature is many schools. During the era of 1930, the educator or teacher were in the movement of progressive education, known for program based on cultural diversity that motivate minor students and ethnic to study the heritage or history (Verkuyten, 2013). Such movements become immensely popular in different schools until the year 1950. In the present time, education, the word multicultural based education can never hide or escape from thought process of teachers.

## **How cultural diversity influences the classroom**

There is a lot of discussion where the concept of diversity pays attention following a certain kind of marginalization like race, sexual orientation and gender. Therefore, the significance of such kinds of difference is crucial. The fact is that students actually come to the school classroom with diverse backgrounds, different experiences, opinions from world and cultural contexts. In addition, challenges related to diversity actually play an important role on how students as well as teachers see the significance of the classroom and what must actually happen here. For instance, there are many assumptions related to what any typical student must understand or know, there are many resources that they consider and there is many prior information that are very crucial (Neubrander and Metcalfe, 2016).

Student can actually perceive it as they never belonged to the settings of classrooms which is considered as a feeling that can address to eliminate high participation, distraction as well as some feelings related to inadequacy. Teachers can create flawed and wrong kind of assumptions of student’s capacities or based on an assumption which is constant or uniform in standards related to performance of student. Teacher can themselves actually feel completely out of place which is related to their own ascriptive kind of opinions which means challenges or differences related to privilege or class and many more (Reiss, 2015). Recognizing and thinking via varied notions related to differences and how it can impact the classroom permits students as well as teachers to actually see the classroom as a place which is highly inclusive by nature.

## **Possible steps taken up by the teachers to inculcate cultural diversity in school**

Following are some of steps which schools and teachers can consider while incorporating cultural diversity in school rooms: -

**Establishing examples**: a head which is well thoughtful and the board members understands that they should motivate the concept of cultural diversity in schools. Most probably that has already been established at school premises. In the same manner, a review based on the background of people and where people are going must be the kind of yearly review practices. If schools are not dealing with diversity challenges, that people must get started. Also, the school cannot actually be able to afford the complete turn out of students that have not learned the lessons based on tolerance (Verkuyten, 2018). People actually live in a society which is multicultural by nature, pluralistic and international society. To gain clarity on diversity starts with the procedure of living in harmony with people. Interaction or well thought communication make sure that diversity is implemented in right manner. Instances further fosters the concept of diversity. Every industry of the school society from head as well as trustees on down through varied ranks should be immensely proactive in the concept of listening, welcoming people and accepting their ideas which can be different from other people. Such kind of breeds tolerance as well as change in schools comes from warm, sharing, welcoming academic society.

**Conducting workshops on faculty and staff**: it is very important to bring skilled level professional in order to run workshops from other staff and faculty. The immensely experienced clinician will actually open a widely sensitive challenges for part of discussion. The resources must be confidential that the community can feel highly comfortable that turn towards more help and advices. It is important make the attendance immensely mandatory (Billingsley et al, 2017).

**Teaching the concept of diversity in schools**: it is very important to embrace various concepts based on diversity that are taught in workshop and need everyone to put the concept of diversity into practice. This further means, reworking lesson work, motivating new and highly diverse student practices, recruiting diverse teachers and many more. Communication actually helps in imparting varied knowledge that can help in breed more understanding (Fischer, 2016). The administrator as well as the faculty, people send so many messages to the students not just by what people discusses and teach. However, the important thing is that what they do to not actually discuss or teach. People cannot embrace the concept of diversity by staying more established in different ways, thoughts and belief system. To teach the concept of tolerance is something everyone have to follow. In so many cases, it also means getting rid of old practices and changing conventions and changing opinions. By simply raising an intake of school of non-Caucasian students that will not make school highly diverse. The statistics shows that it can, however spiritually it will not. Developing a culture of diversity also means that immensely changes the methods in which school perform varied things (Forrest et al, 2016).

**Motivating the concept of diversity**: one of many methods that an administrator or a school can motivate is diversity is to need some level of compliance with varied school process and policies. The similar type of strict adherence towards policy and processes that can make the concept of cheating, sexual level of misconduct and hazing related taboo that school must apply towards diversity. The staff member further become immensely proactive when it comes to motivating diversity. The staff should also know that people hold actually hold them just as responsible for the achieving diversity goals as a part of all possible teaching results (García-Cano Torrico et al, 2018).

**Respond to answers**: the important question to ask here that, is issues with diversity and tolerance challenges can be a problem. Also, people must handle as well as solve issues as it can be increased as a part of acid test for getting the commitment towards tolerance as well as diversity. Each and every person from the assistant towards the ground keeper will be watching as well. This is why, the board must perform three things in order to encourage diversity in the school premises:

* + Determining the policy
  + Executing policies
  + Enforcing various compliance along with policy

The constant worry of authorities is, is all these efforts are even worth it. The answer to this is very simple as well as highly resounding by nature. In simple words, since teachers and authorities are stewards of everything that have been provided. The accountability to shape mind of young people and incorporating it as an eternal set of value system must be the crucial part of stewardship (Gunderson, 2017). The complete abrogation of many motives which are selfish by nature and also embrace objectives and ideals that will create some difference in reality about the concept of teaching in totality. There are number of inclusive school premises and society is considered as rice one. Private school premises must mention that they wish to gain attention of more teachers about diverse cultures to accomplish the concept of diversity (Hope and Naff, 2016). One of the important and upcoming authorities on such subject is discussed in detail in many researches and studies.

**Out of box concept**: private as well as public schools should look outside the conventional hiring process channels to gain attention of teachers of varied colours. People who goes to schools and colleges are people where the students are trained and provided education in effective manner (Iwai, 2017). Deans must be contacted and comes with career services executive at all colleges which promote different colours and colleges that pays attention on particular ethnicity and cultures. It is important to grow a set of networks based on contact at different school premises and take benefit from various social media websites like LinkedIn, Twitter and Facebook, that form networking effective and comparatively easier.

**Preparation to gain attention of faculty who never fit the conventional teacher profile**: teachers with varied colours have usually spent so many times on discovering different roots, growing an immense pride in the history and accept who actually are. Therefore, do not expect them to actually fit in the conventional profile of teacher (Levine et al, 2019). The concept of diversity by concept can be implied that the complete status quo can be transformed.

**Developing a nurtured and immensely welcoming culture**: the work is constantly based on an adventure for any kind of new teacher. Initiating school is considered as a minority can be immensely terrifying. Therefore, to develop an efficient mentoring kind of program right before people actively hire the teachers. It is important for the people to know that there is someone with whom they can share their secrets or to whom they can actually turn up to for guidance (Jan and Fang, 2019). After this step, constantly supervise the fledgling authorities and teacher in a careful manner that people normally do to ensure that they actually set in for. The outcome will be an experience which can be mutually rewarding by nature. The school authorities are very happy, highly productive teachers and they must feel highly confident in varied career options.

The actual makes or break challenge of recruiting teachers of varied colour can be a human element. There are many independent schools and leaders can require to retest the environment and climate of the school. The important question for school to ask is that their premises actually welcome the concept of diversity. The overall human association which is provided or not provided when a new individual is entering the school can be the single most crucial moment in best kind of efforts to hire teachers of colour (Marcellino, 2015). There are so many discussions which are related to diversity focus on conversing about the significance of diversity and identify such differences, it is rightly crucial to move towards the very next step (Rengi and Polat, 2019).

# **Conclusion**

The concept of cultural diversity of student population in US is constantly rising while the similar type of diversity within the population of teacher that constantly decreases. In the current conventional, elementary public school, eighty three percent of teachers are white people, forty two percent of population of student in non-white people, consisting Hispanic, Black, American Indian and Asian and many more (Schachner et al, 2016). The concept of monoculture teaching places is responsible for the immense academic success of learners who are culturally diverse by nature. But the studies show that such cultural gap exists between the students and teachers that seems to have a highly profound academic and social level of implication for ethnic and students which is culturally diverse. The research also based on the concept of cultural diversity and associated awareness which has some kind of bearing on the overall academic success of learners that are culturally diverse by nature. The report studied about the culture diversity and its awareness of practicing basic or elementary teachers in terms of gender, race, level of education, years of experience of teaching people and their set of experiences with or expose to multicultural training and education. Utilising a quantitative procedure, the level of cultural diversity and associated diversity awareness of elementary teachers are evaluated (Willey, 2018). The report is crucial since the population of teacher in current school is becoming highly monocultural by nature, and the student population is becoming more and more diverse from culture perspective. The report helps in understanding the professional level of literature as a source that takes the level of cultural level of diversity and associated awareness of practicing elementary level of teachers in place like USA and culturally diverse nations.

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