TEACHING FOR DIVERSITY IN AN ESOL LITERACY CLASSROOM

Catherine Taylor and Chuda Ghimirey, Palmerston North, English Language Partners
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THE ESOL-LITERACY PROGRAMME

- Intensive language, literacy & numeracy
- Refugee background learners with 0-6 years formal education
- Delivered through eight centres in areas of refugee resettlement
- Supported by Bilingual assistants
DIVERSITY IN THE ESOL-LITERACY PROGRAMME

- Learners bring different cultural norms, languages, beliefs, values and practices to the classroom

- Shared refugee background and similar experiences may result in feelings of loss, dislocation and powerlessness upon resettlement

- Teachers need a ‘working knowledge’ of past and present issues concerning learners and possible implications for learning in the classroom
DIVERSITY IN THE CLASSROOM

- Age, physical and mental ability, educational background etcetera have implications for learning and teaching

- Adopting teaching methods and approaches that better fit the needs of learners with no or limited literacy

- Bilingual assistant makes the new language accessible to learners and facilitates communication between learner and teacher – helping develop rapport
TEACHING AWARENESS OF NZ SOCIETY

- Lessons promote awareness of the rights and perceptions of New Zealanders towards individual differences

- Information on legal and human rights is embedded in curriculum topics

- Bilingual assistant acts as a classroom resource – keeping learners updated with news and events within their own and the wider community
LEARNING TO RESPECT SOCIAL DIVERSITY

- Classroom routines and protocols designed to promote awareness and understanding of every person's right to fair and equitable treatment

- Turn-taking rituals, active listening, and use of polite responses and non-verbal gestures help create a positive, welcoming classroom culture
## SELF–REFLECTIVE QUESTIONS

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<tr>
<th>QUESTIONS</th>
<th>ALWAYS</th>
<th>SOMETIMES</th>
<th>SELDOM</th>
<th>NEVER</th>
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</thead>
<tbody>
<tr>
<td>1. I recognise and think about the visible/ less visible differences existing within the classroom/community—for example: ethnicity, culture, mental and physical ability, ancestry, language &amp; religious beliefs</td>
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<td>2. I avoid making assumptions related to the diversity of individuals in my classroom/ workplace ....</td>
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