Cultural Engagement in the Classroom

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| Recommendation | Suggestions for how we could do this | Barriers to doing this | How do we get over this/these barrier/s |
| * Provide opportunities for Māori/Pasifika gifted learners to feel connected to you as a person and to the learning contexts and content of classroom work.
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| * Accept that there is Māori/Pasifika (or other culture’s) world view and show that you value it.
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| * Involve students in active, authentic problem solving activities.
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| * Incorporate aspects of community service.
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| * Consider how you can go beyond what schools usually do.
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| * Look for and use appropriate role models.
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| * Provide access to learning experiences in a manner that does not lead the students to deny or devalue their own cultural background.
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| * Explore various points of view and their validity in a cultural context.
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| * Provide opportunities that will allow characteristics of Māori/Pasifika (and other culture’s) giftedness to manifest.
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| * Go beyond window-dressing - show that the depth of cultural values and beliefs play a part in your classroom.
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| * Explore the concept of creativity and apply this in a cultural context.
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| * Assess students’ outcomes in the context of students' cultural environment.
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| * Move well beyond the celebration-of-culture weeks commonly found in schools (Banks, 1993).
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| * Stereotypes can be eliminated when material and learning experiences enable students to understand the similarities among individuals (Gomez, 1991), and all students can benefit from this approach.
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| * Students develop more positive racial attitudes when realistic images of ethnic and racial groups are included in teaching materials in a consistent, natural, and integrated manner (Banks, 1993).
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