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. |  |  |  |
| * Accept that there is Māori/Pasifika (or other culture’s) world view and show that you value it. |  |  |  |
| * Involve students in active, authentic problem solving activities. |  |  |  |
| * Incorporate aspects of community service. |  |  |  |
| * Consider how you can go beyond what schools usually do. |  |  |  |
| * Look for and use appropriate role models. |  |  |  |
| * Provide access to learning experiences in a manner that does not lead the students to deny or devalue their own cultural background. |  |  |  |
| * Explore various points of view and their validity in a cultural context. |  |  |  |
| * Provide opportunities that will allow characteristics of Māori/Pasifika (and other culture’s) giftedness to manifest. |  |  |  |
| * Go beyond window-dressing - show that the depth of cultural values and beliefs play a part in your classroom. |  |  |  |
| * Explore the concept of creativity and apply this in a cultural context. |  |  |  |
| * Assess students’ outcomes in the context of students' cultural environment. |  |  |  |
| * Move well beyond the celebration-of-culture weeks commonly found in schools (Banks, 1993). |  |  |  |
| * 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. |  |  |  |
| * 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). |  |  |  |