

<p>+</p> <p>Addressing challenges in multicultural classroom settings:</p> <p><i>Critical differentiated curriculum development</i></p>		
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PESTALOZZI PROGRAMME
Challenging attitudes and actions for a diverse society: fighting prejudices and discriminatory bullying
for equality through human rights: A cross - curricular approach
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The workshop in a nutshell

- Part A: What Multiculturalism finally is
 - The complexity of multiculturalism
 - Multiculturalism and critical consciousness

- Part B: Addressing multiculturalism via critical differentiation
 - Focusing on the learning process and learner.

- + What multiculturalism finally is?
 - The complexity of multiculturalism
 - Multiculturalism and critical consciousness
 - Generative themes

What multiculturalism is

⁺ What multiculturalism finally is?

- We will see some pictures
 - Think how the pictures are related to multiculturalism in a positive or a negative way.

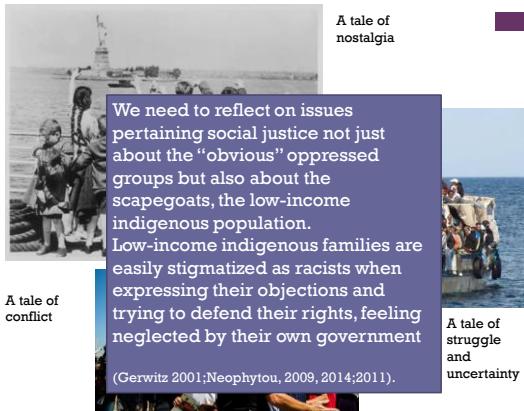
- A “big family”
 - Common European values
 - human rights
 - welfare.
 - tolerance
 - Acceptance
 - Coexistence
 - strengthens the supra-national democratic and social institutions.
 - Diminishing and replacing existing national or state-based norms and values.
 - European identity is better perceived when regarded in opposition to other identities
 - Inclusion (us Europeans) and the other (non EU/Europeans)
 - Western “colonization” of the European Identity.



MacDonaldization



Hollywoodization



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Multiculturalism

Is

- Complex
- Ambiguous
- Related to power and politics
- Associated with different viewpoints of morality and ethics.
- Political
- A decision making process

We need to challenge the tendency to see things in a simplified manner.

"Aggressive Simplification" needs to be put aside when dealing with multiculturalism

Dealing with multiculturalism is primarily a decision making process

+ Ambiguity in semantics
Multiculturalism Vs/Or/And Interculturalism

Working definitions: *use to have currency, to be exchanged, modified and evolve.*
(Porscher, 1979)

Multiculturalism: a phenomenon, a condition
-What happens-

Interculturalism: action upon the condition of multiculturalism.
Transcend differences within and find inter alliances.
-What should happen-

+ What would you have done?
Group Debate

Islamic scarf controversy in France

The controversy over the Islamic scarf (hijab) sparked the 18 September 1989, when three female students were suspended for refusing to remove their scarves in class at Gabriel Haivez Middle School in Creil.

That December, minister of education Lionel Jospin issued a statement declaring that educators had the responsibility of accepting or refusing the wearing of the scarf in classes on a case-by-case basis.



+ Group Debate

- Groups A and B will support the argument that students wearing the scarf should be accepted in classrooms
- Groups C and D will support the argument that students wearing the scarf should NOT be accepted in the classroom.
- Arguments Pro and Con will be expressed by opposing groups interchangeably in two discussion cycles.
- Groups E and F will be the observers. You will act as the barometer.
- Your task is to discuss in your group, refine your opinion and place yourself on the appropriate position on the opinion scale.
- Depending on the arguments presented by the opposing groups, you may change your position.



- In January 1990, three girls were suspended from Louis Pasteur Middle School in Noyon, a city in Picardy. The parents of one of the girls previously suspended from Gabriel Havez filed a **defamation suit against its principal**.
- Following these events, teachers at a middle school in Nanterre held a general strike in protest against the scarf in school.
- In September 1994, a new memorandum, the "François Bayrou memo" was issued, **delineating the difference between "discreet" religious symbols able to be brought into classrooms, and "ostentatious" religious symbols** (including the hijab), which were to be forbidden in public establishments.
- Between 1994 and 2003 around 100 female students were suspended or expelled from middle and high schools for wearing the scarf in class.
- In nearly half of these cases, their exclusions were annulled by the French courts.

- The penalty for a woman, French or foreign, leaving her home with her face hidden behind a veil doing so is a 150-euro fine and instruction in citizenship.
- Anyone found forcing a woman to cover her face risks a 30,000-euro fine.

+ Different viewpoints

Secularism

- A complete preservation of the "principle of secularism" as an element of freedom.
- The hijab is not a free choice, but a result of social pressures.
- The scarf can symbolize a woman's submission to men.
- Permitting the veil in schools risks opening the door to other practices that exist in the Muslim world.

"If today we accept the headscarf, tomorrow we'll accept that women's right to work and vote and receive an education be banned and they'll be seen as just a tool for reproduction and housework (Hedi Mhenni, 2006)

Religious freedom

- An abandonment of the principle of total secularity for the benefit of total religious freedom, and for the recognition of religious communities.
- The controversy over the veil as a manifestation of colonialist sentiments.
- According to the law, "all are equal to show and express their religious opinions in public as well as in private".

When Algerian women fought against wearing the headscarf in Algeria, French feminists supported them. But when it's some young girl in a French suburb school, they don't. (Rose, 2006).

+ Is there a silver bullet?

No

Educators need to:

- acknowledge that multiple knowledges exist in classroom, which are a result of the way difference structures social relations.

If you talk to me in ways that show you understand **that your knowledge of me, the world, and 'the Right thing to do' will always be partial, interested, and potentially oppressive to others, and if I can do the same; then we can work together on shaping and reshaping alliances for constructing circumstances in which students of difference can thrive**. (Ellsworth, 1989).

+ Developing critical consciousness across the curriculum using generative themes:

- Generative themes are codifications of complex experiences that are charged with political significance and, as such, are likely to provoke genuine and motivated discussion derived from a study of the specific history and circumstances of the learners (Freire, 1970)
- It is a topic that can generate discussion, raise questions.*
- It a framework that allows the emergence of politics.*

The challenge for educators is to identify such themes within every separate lesson and use these themes, to help students collaboratively deconstruct their perceptions of reality and the perceptions they have about themselves and the others, reconstruct their perceptions and commit to promote equity and justice.

+ Questions for deliberation in generative themes

- Who benefits?
 - Do all parties benefit equally?
- Who is included/ excluded
 - from the decision making process?
 - from profit?
- Is knowledge objective?
 - Who defines the validity of knowledge?
- How is power exercised?
 - Is it ethical? Is it moral? Is it fair?
- How are different people represented?

+ Generative themes in Social Studies and Language Arts

- “Who Makes History” lesson

- The history of workers and “commoners”

- “Unsung heroes”

■ Bigelow and Diamond (1988)

- “Personal Cultural History Exercise” ..

■ Beyond Heroes and Holidays (Okazawa-Ray's, 1998).

+ Knowledge-Skills-Attitudes-Dispositions

Mathematical skills

- Addition
- Multiplication
- Statistics
- Analogies
- Graphs

Critical Consciousness

- How mathematics can help us understand social life
- How we can use mathematics for exercising politics

+ Knowledge-Skills-Attitudes-Dispositions

School Science Skills

- Chemistry
- Biology
- Design and preform experiments

Critical Consciousness

- Students can learn to appreciate the ways science can work for or against different groups of people
- Environmental abuse
- Environmental policy (favoritism)

+ Generative theme in mathematics: minimum wage

Students are asked to find minimum wage in various countries

Sources: National Statistical Services/
Eurostat /

Code data using tables
Create Graphs

Further elaboration:

- Differences between rural and urban areas / across different states within the country
- Absence leaves/ What happens with those working on an hourly basis
- Which professions usually need to be “protected” by the legislation of minimum wage
- Examining cost of building / Renting a house- who lives where/ Ghettos

Find evidence and discuss if a citizen of their own country receiving the minimum wage has a worse quality of living than a French citizen in Paris also receiving the minimum wage.

Cost of living

Find the prices of everyday essential goods/ rents/ bills etc.

Convert currency and compare

(Monchinski,2008)

+ Generative theme in school science: Arability of farm land/world food shortage/ fertilizers/ biological cultivation.

How are these topics associated with justice and equity in contemporary societies?

Wars for the control of granaries
The importance of land

Classification of production, New and alternative farming methods, use of fertilizers and pesticides production of Genetically Modified food(GM food).

Are there any side effects from the use of fertilizers?

Chemistry concepts :
N cycles, the Haber process, and pH
Design and perform experiments to test the effect of fertilizers/pesticides on humans and on the environment.

Use and abuse of scientific knowledge
Socioeconomically characteristics of those living in rural areas where fertilizers are used.

Income and consumption of biological products

Who lives where?
Who buys what?
Who produces? Who consumes?

Social injustice. How the consumption of biological products becomes an elitist prerogative.

Lee et al., 1998

+ Education should focus both

- on the technical skills necessary for mastering knowledge
- on the critical analytical skills that could help students uncover the politics underpinning the world.

(Neophytou, 2012).

- Students not only need to develop critical disposition.

- They also need to learn how to act (Praxis).

+ Addressing multiculturalism via critical differentiation of instruction

Focusing on the learning process and learner

+ The challenge: Educational Equity

- Beyond ideals, beyond cultural barriers, beyond differences

All students should

- Learn
- Progress
- Feel safe and accepted

Educational equity creates a culture of fairness for all students regarding opportunity, access, and respect for diverse learning styles.

+ Differentiation

- Differentiation is a way of teaching;
 - it's not a program or package of worksheets.
- It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning.
- Differentiation means giving students multiple options for learning (Tomlinson, 1999).
- Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction.

DIFFERENTIATION is a Provision and Supply of a framework within which all students are able to work and

“The Ottoman period in Cyprus”

*Learning to explore change,
continuity and diversity*

*Hands on
exercise*

+ Why is it hard to tell the story of the Ottoman in Cyprus?

Lesson 1

What kinds of stories can we tell about the Ottoman Cyprus?

- We need to consider students' existing understanding of the Ottoman period.
- Students recall and consolidate that familiar knowledge and then think about the many other ways in which it might be possible to construct and convey knowledge of the period.
- Students built a “story” of the period based on the resources studied

Be prepared
It will NOT be A SINGLE STORY

+ Activity 1

- Study resource 1.1 p.14-15
work individually to fill in the gabs

5 minutes



+ Reflection on activity 1

- Describe the challenges/ problems you encountered while trying to complete this activity.
- Suggest ways to handle these challenges (Group Work).



+ Differentiation of a given activity

Individual work level

- According to their **pace of work** or their **level of competences** limited the amount of work they have to do on this activity on the individual level

Example

Fill in the gap of only two specific paragraphs

- Make simple sentences in order to show that you understand the words given
- Create a story using words given in recourse
- Create a cross word given words in recourse
- Make a collage of pictures to present as many works as you can (you must be able to present your work)

- Create their own story
- Diverse understanding
- Challenging work
- Creative work
- In depth – open activities

+

Group work level

- Presentation of individual work, exchange of ideas and reflection on their work. Fill in all the gaps within the group

Class work

- Reflection on results of group work (only if needed) – All students must be able to report the work of the group

Curriculum compacting for those students that complete their work before everybody else !

Social Construction of Knowledge

- Discussion
- Exchange of ideas and knowledge
- Development of social competences
- Opportunities for talented and students that are ahead of the majority of the classroom

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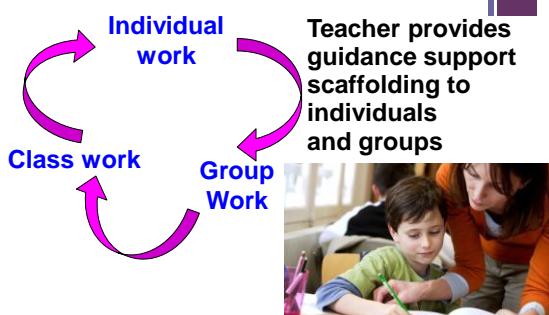
Curriculum Compacting



A teaching strategy that “buys time” for acceleration and/or enrichment.

The goal is to modify or “streamline” curriculum to allow students to move at a quicker pace and then have time to pursue an alternate topic or go into greater depth in an area of study.

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Flexible Grouping



- Occurs when there is a whole group assessment or instruction initially; and then the students are divided in order to **review**, **for re-teaching**, **for practice** or **enrichment**.

- Flexible grouping creates **temporary groups** for an hour, a day, a week, or a month or so.
- Different grouping criteria
- Interests, readiness, learning profile etc

+ Activity 2

- Student Resource 1.2. - 6 Different resources
- Student Resource 1.3 – Table to fill in

The given resources raise different issues – political, social, economic, etc.

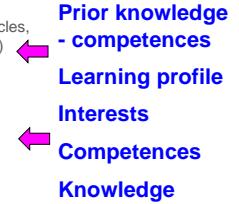
Try to find ways that these resources can be helpful in the design of a differentiated instruction.

Work individually for 2 minutes and then as a group.



+ How can we accommodate differentiation with this activity?

- Individual work
- Choice of resources (pictures, photos, articles, Inscription, official documents, letters, etc)
- Set criteria on how many and what kind of resources students should work with



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- Individual work (a minimum number of resources for each student)
 - Students work at their own pace
- Different products – outcomes by studying the resources
 - Learning profile
- Group work with all of resources
 - Social construction of knowledge

+ Learning Contracts

"In essence, a learning contract is a **negotiated agreement** between teacher and students that gives students some freedom in acquiring skills and understanding that a teacher (students) deems important at a given time."

Tomlinson (2011)

Activity 3

Student Resource 3.3 p. 38

Student Resource 3.4 p. 39

Now as experienced history teachers with knowledge of differentiated instruction can you think some ways to differentiate Instruction using these resources



Proposals for Differentiation on Activity 3

Individual Work - Provide choices on how students' can work using the resources!

- Work with activity as it is
- Choose at least three characters and try to identify the encounters that has to do with these characters
- Make a single sentences for every encounter using the characters below
- Create a graph to show encounters at least between three characters
- Make a graph to show how society was structured that period using the characters of these recourse
- Present a character from the resource provided based on evidence from the resource (use the words might, probably, certain, etc)

Group the students according to their choice on how to work !

- Presentation and reflection on individual work in the group
- Preparation of a presentation from the group
- Group chooses how to present their work

Class Work

- Presentation of the group work – Reflection on the big question !
- Why is it hard to tell the story of the Ottoman period in Cyprus ?



RAFT

Role:

Who are you as the writer? Are you Chil Osman ?
A Bishop ? A noble Cypriot ? The Sultan ?

Audience:

To whom are you writing? Is your audience the Cypriot people? Readers of a newspaper?

Format:

What form will the writing take? Is it a letter?
A classified ad? A speech? A poem?

Topic:

What's the subject or the point of this piece? Is it to persuade Osman to change the taxes ? To make accusations against Osman ? To pursue Cypriots to take action against Osman ?

RAFT

In this RAFT, all students will have a Topic that focus on an event that took place in Cyprus in 1764, when some groups of Orthodox Cypriots and Muslim Cypriots, prelates and nobles, rose up against the governor Chil Osman.

The Formats are meant to appeal to different learning styles .

Role	Audience	Format	Topic
Cypriot nobles	People gathered outside Chil Osman's Aga Palace	Dramatic speech	Presenting the situation and what must be done about this
Archieparchs	Grand Vezir	Letter	The problems Cypriots are facing because of Chil Osman's actions
Chil Osman Agha	Archieparchs, Turkish council	Role playing of the meeting of Chil Osman and the Archieparchs	Confrontation of allegations by Chil Osman
The Sultan	To Chil Osman and Grand Vezir	Create a List	List of measures to be taken for the problem arose in Cyprus



3-2-1 Exit Card

Is way to assess student learning

- 3 things you learned today regarding the Ottoman period
- 2 ways you might like to continue studying the Ottoman period
- 1 question you still have about the Ottoman Period

[More Differentiation Strategies on Handout 3](#)



The teacher's role in Differentiated instruction

- The role of teachers in differentiated teaching is
Vital - Difficult - Intensely differentiated
- Teacher doesn't have the "leading role" - "silently" in charge
- Differentiation is what and how students work, something that is orchestrated with mastery, knowledge, experience, interest and love from each teacher for his students (Koutselini, 2006)



Critical differentiation.....

..... implies **intergenerational equity** between students and teachers in which both learn, both question, both reflect and both participate in meaning-making.

Note.....**Critical teachers, must admit they are in a position of authority** and then demonstrate that authority in their actions in support of students (Kinchloe, 2004).



One size doesn't fit all !



**Differentiation is not easy
but it is viable, possible and highly effective
if you pursue it !**

- + To succeed using Critical Differentiation teachers need....

to Learn, Relearn, & Unlearn
through:

- Listening
- Learning
- Reflecting
- Acting

(Freire, 1998; Hollenbeck, 2007)

- + Thank you

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