

report

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Best Teacher Practices in Early Childhood Education Involving Children from Diverse Cultural

Backgrounds

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Repeatedly, research has documented the fundamental benefits associated with early education. There is substantial evidence which indicates that receiving good quality early education makes better children's early literacy, cognitive, as well as mathematical skills. It is also considered to yield additional positive outcomes like high school attainment levels, increased incomes, reduced criminal behavior along with lower incarceration rates within the youth, as well as, adulthood (Zeichner & Liston, 2013).

Nonetheless, it should be noted that within the early age of three, most children have already learned to not only recognize but also associate with race, gender, culture together with physical ability depending with whatever they have either seen or heard, mostly mirroring the societal expectations of both power, as well as, privilege (Hollins, 2011). The sense of self together with "others" starts to develop, too, while the children interact with their colleagues within the preschool. *In that respect, due to the growth of diverse children population within early childhood settings, the time has come for teachers to foster what can be considered as an inclusive classroom, which encourages the learners to tolerate, as well as, value each one's abilities, traditions, as well as, languages.*

One of the strategies that teachers can put in place for purposes of fostering inclusive classrooms is by developing curriculums that are inclusive and that remain respectful of the early learners' differences. Once this groundwork has been put in place, we will start to make a room that is inclusive of everyone, including their society. But how do we allow everyone? The new room appears to uphold cultural and social norms, which, Undoubtedly, help to alienate some that do not fit within these `` norms. " Instructors spend their time thinking and making examples that just some students may relate to, but by opting to have the book like `` Cinderella," this educator has enforced their beliefs of culture to a group of pupils that may not have any

connection to a "white lady." Cultural diverse curriculums are completely inclusive such that they make that all learners are included in every aspect of the school and acknowledge the distinct variances that the students may possess (Zeichner & Liston, 2013).

In addition, culturally responsive curriculums encourage the teacher's comprehension, as well as recognition of every learner's non-school cultural life, as well as background. On top of that, such a curriculum offers a procedure for the teachers to incorporate such information within the curriculum, thereby promoting inclusion. Instructors are well informed of these demographic trends at today's schools suggesting that the student population is growing into more ethnically, culturally, and racially different. Program improvement and teachers are challenged to offer important, applicable, and motivating educational interventions to all learners. Education must be sensitive to the needs of these current learners, who frequently have backgrounds other from our personal.

It has to be known that it is the responsibility of schools to teach all learners the manner in which ¹ to synthesize cultural variances within their knowledge base for the purposes of facilitating the learners' personal together with ¹ professional success within a diverse world. Basically, a culturally diverse curriculum is considered to assist the learners to form the minority racial or ethnic background to cultivate an identity sense as individuals, in addition to proudly identifying with their respective cultures. Teachers are expected to play a significant role in assisting such students to succeed by putting in place culturally responsive classrooms (Zeichner & Liston, 2013).

Most importantly, within culturally diverse classrooms, teachers have to redirect their role within the classroom from that of an instructor to that of a facilitator. Learners within an authoritarian classroom, in some cases, may portray negative behaviors due to supposed social

injustice sense. If the room educator is to facilitate productive learning opportunities for all learners, he or she must "learn" the individual. This includes knowing about natural personality and also learned social values that change behavior. This individual, of any age, is the product of nature and upbringing. We each are born with sensitivity for teaching in specific manners. We also are products of outside influences, particularly within our immediate home, extended group, and society.

The teacher has a very different role within the educational situation. In this room, she must be an educator, judge, disciplinarian, motivator, model and advisor. However, the teacher's work may grow to include different characters outside the classroom. Some teachers accept characters outside of the classroom to facilitate the development of the better rapport or for different reasons. Characters for the teacher outside of the education situation include Coach, club advocate, teacher, and counselor.

In that regard, the teachers within the culturally diverse classroom have to act like a facilitator but not an instructor (Gay, 2010). Offering learners with questionnaires concerning what they consider as essential or interesting offers them with a certain measure of power regarding what they learn and offers them with a higher intrinsic motivation, as well as a connectedness to such material. Letting the students to come with their individual reading material and have it presented to the classroom offers them with the opportunity to not only interact but also share ideas, thoughts, as well as, stories which are vital to their cultural, as well as, social perspective.

References

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