



TEACHING FOR DIVERSITY IN AN ESOL LITERACY CLASSROOM

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Pathways to Metropolis Conference 2012**

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 persons 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

QUESTIONS	ALWAYS	SOMETIMES	SELDOM	NEVER
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 & religious beliefs				
2. I avoid making assumptions related to the diversity of individuals in my classroom/ workplace				