



Approaching diversity
through differentiation
in the classroom

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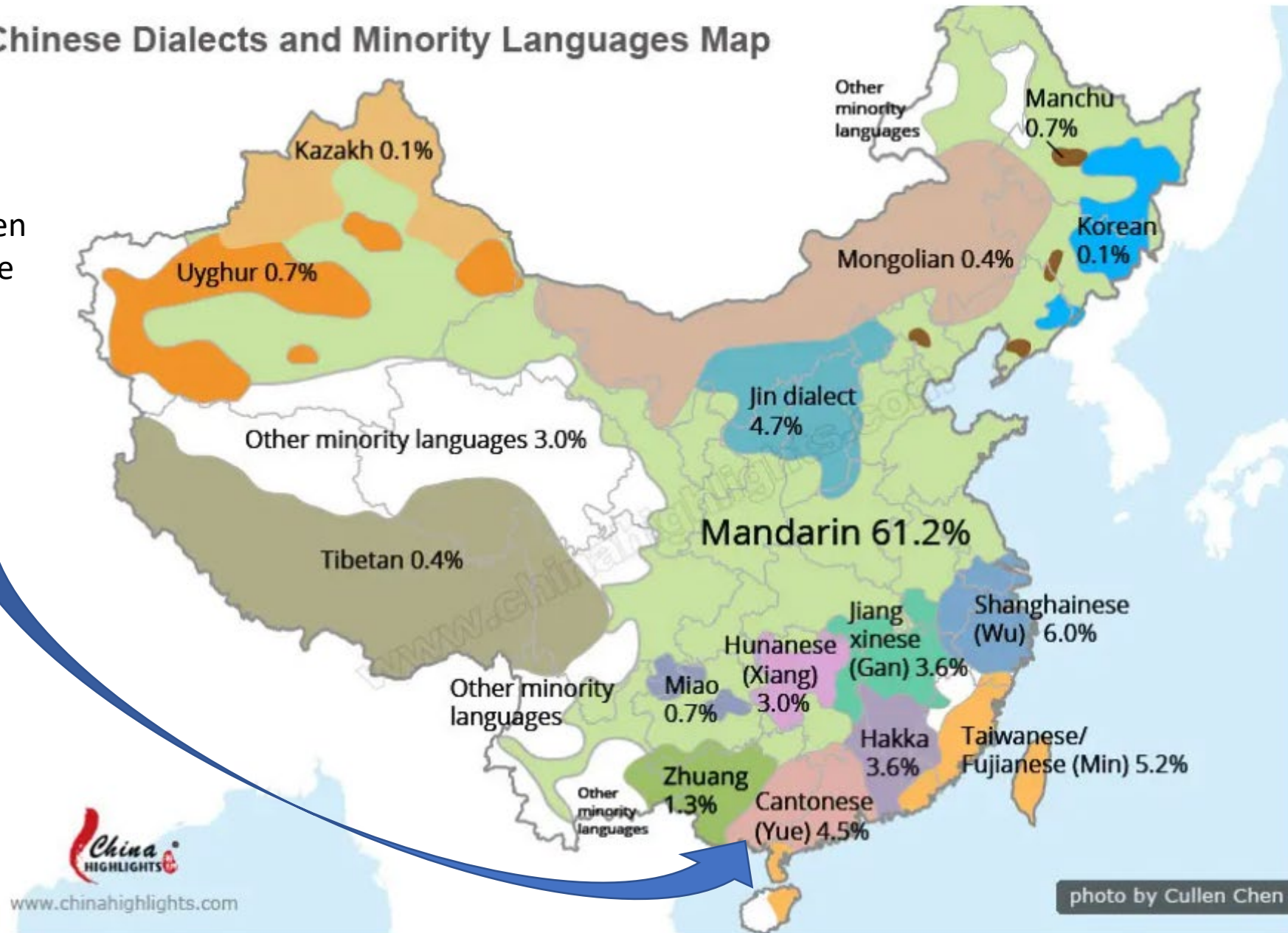


The Han Language

Chinese Dialects and Minority Languages Map

The **Punti–Hakka Clan Wars** were a conflict between the [Hakka](#) and [Cantonese people](#) in [Guangdong, China](#) between 1855 and 1867. The wars were fierce around the [Pearl River Delta](#), especially in [Toi Shan](#) of the [Sze Yup](#) counties. The wars resulted in roughly a million dead with many more fleeing for their lives.

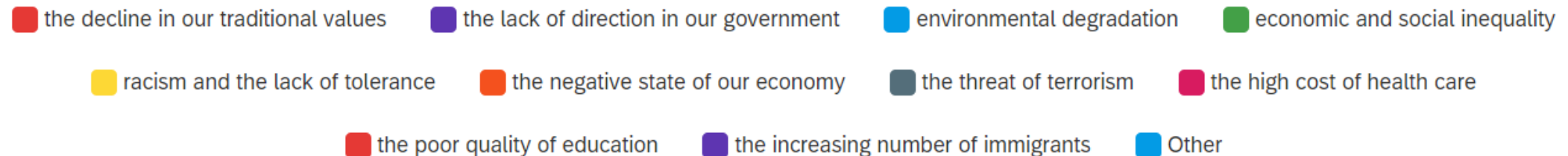
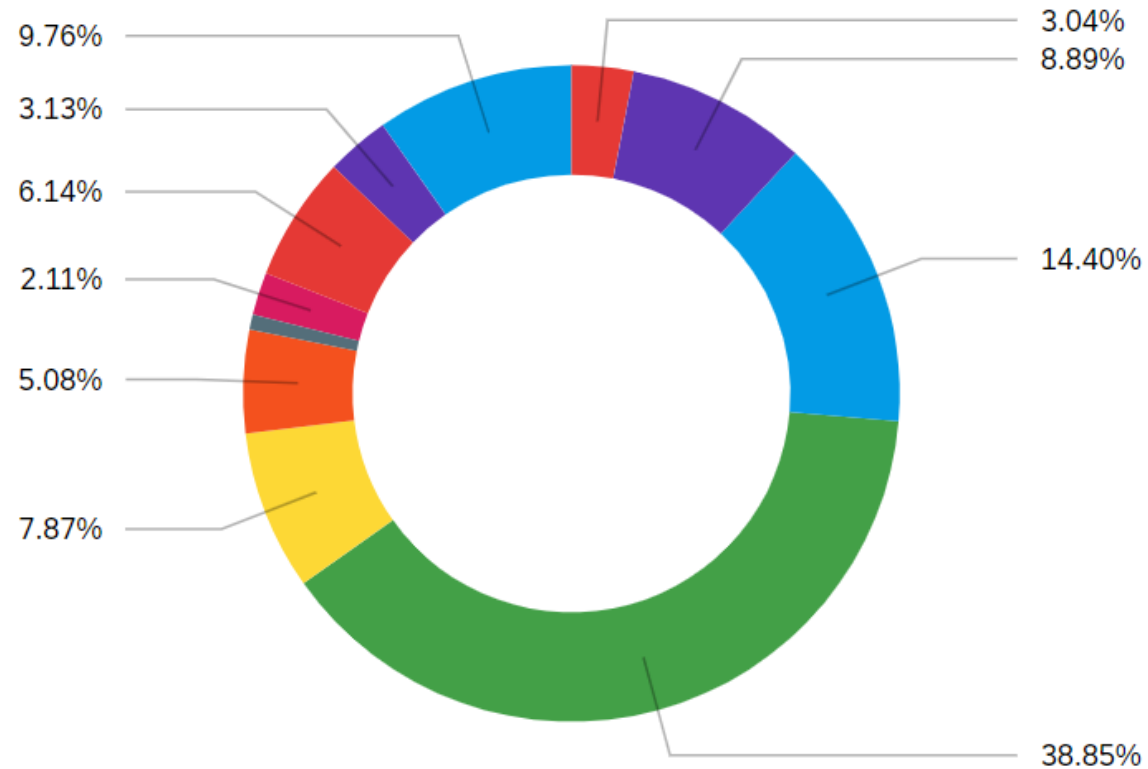
Hoisan (Toisan/Taishan) was spoken by many migrants to Australia. The 1842 [Treaty of Nanking](#) that ended the [First Opium War](#) opened China to greater foreign trade and trade routes for tea and coolie labour.





[illegible]

Problems that worry people the most





Foreign language study isn't *just* about training every student to replace a translator;

it's about building a society of citizens that invoke mutual trust, respect, and possess the disposition to collaborate.

These are critical elements of a world seeking a shared sense and responsibility for security and prosperity.

- <http://asiasociety.org/future-speaks-chinese>



Religion
/ Belief

Race
Nationality
Ethnicity

Sexuality

Gender
Identity

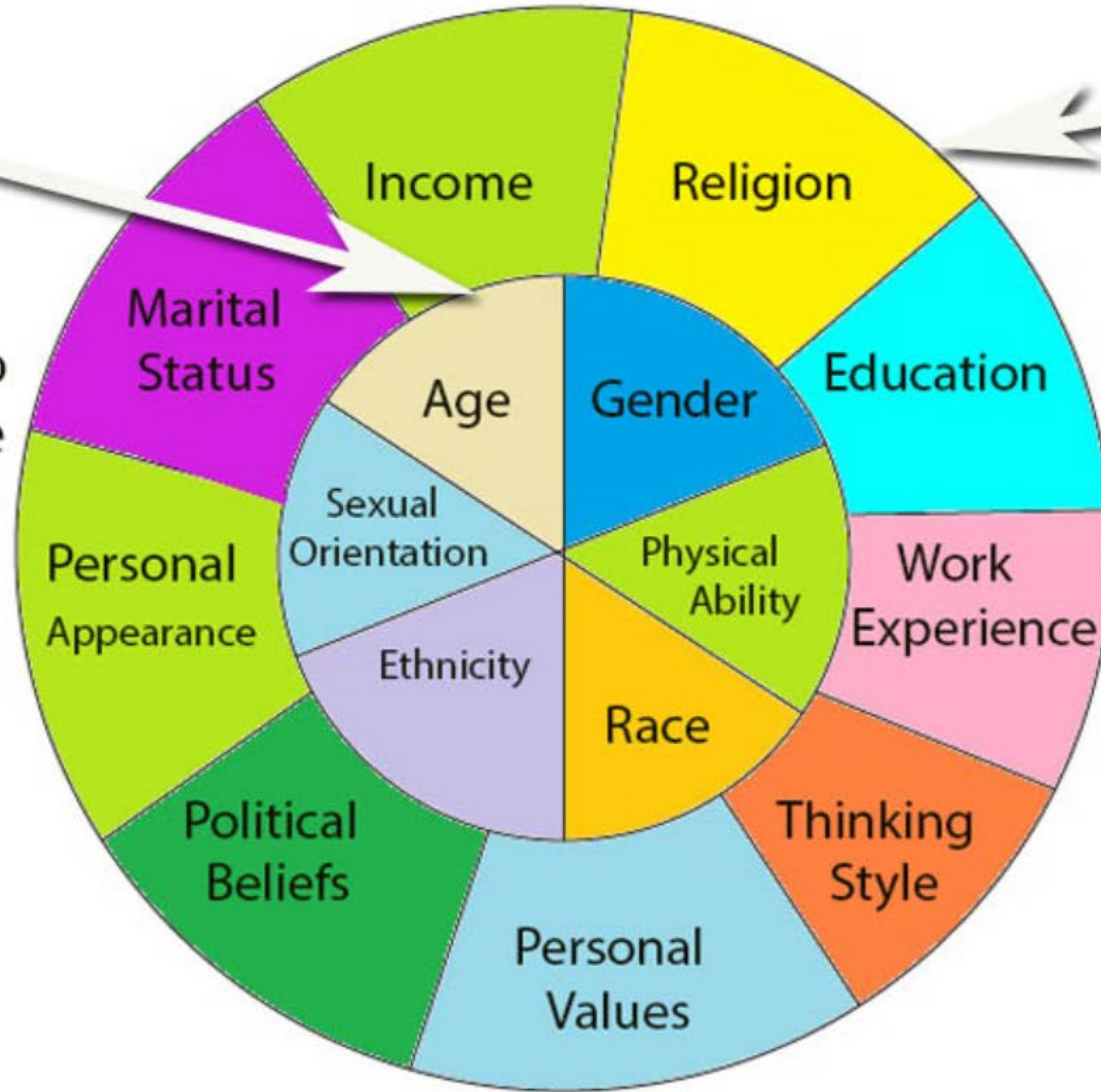
Abilities
and
Needs



Dimensions of Diversity

Inner Embedded Sphere

Which we have no control over as we are born with these aspects of diversity.



Outer Sphere

Which we have some control over and which may or may not change over time.

5 Do's For Engaging Your Students





TRAUMA-REACTIVE

- Fragmented
- Reactive
- No felt safety
- Overwhelmed
- Fear-driven
- Rigid
- Numb



TRAUMA-INFORMED

- **Resists** re-traumatizing
- **Recognizes** socio-cultural trauma
- **Realizes** widespread impact
- **Recognizes** effects
- **Responds** by shifting practice



HEALING ORGANIZATION

- Integrated
- Reflective
- Collaborative
- Relationship-centered
- Growth and Prevention-Oriented
- Flexible & adaptable
- Equitable & inclusive

TRAUMA INDUCING

TO

TRAUMA REDUCING



Source: http://traumatransformed.org/wp-content/uploads/Copy-of-TOTIHO-Updated-040319-11x17_Healing-Organization-Chart.pdf

Equality vs Diversity vs Inclusion

More Information Online

WWW.DIFFERENCEBETWEEN.COM

Equality

Equality refers to providing equal opportunities to everyone and protecting people from being discriminated

Diversity

Diversity refers to recognizing, respecting and valuing differences in people

Inclusion

Inclusion refers to an individual's experience within his/her workplace and in society, and the extent to which he/she feels valued and included

FUNCTION

Acts against discrimination

Recognizes and respect differences

Gives an individual value and a feeling of inclusion

Let's have 'diversity' appear in our resources





Context Culture

High

Low

Information is conveyed

implicitly

explicitly

Relationships are

stable

short-lived



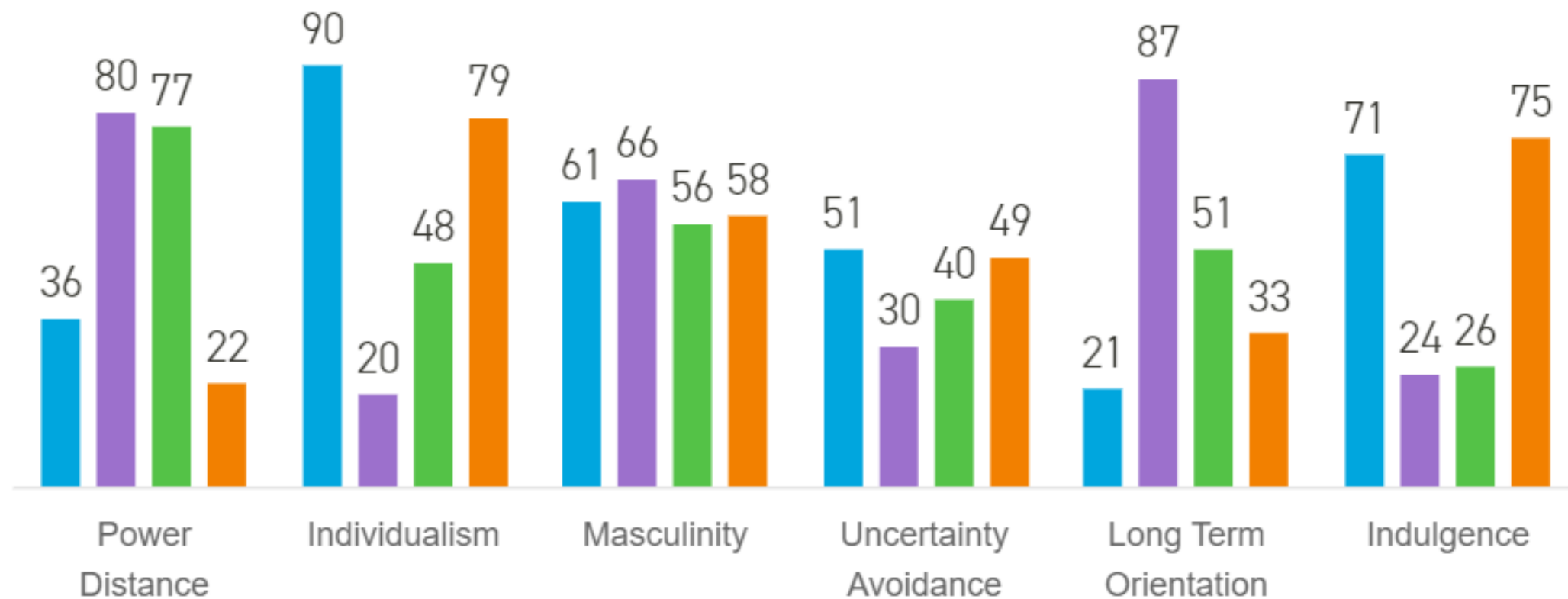
Australia ×

China ×

India ×

New Zealand ×

Hoffstede's algorithm to compare cultures



Traits of Individualistic Cultures



Self-Sufficiency



Uniqueness



Autonomy



Independence



Differences Between Individual and Collective Culture

- 1. The pivotal unit is the individual**
- 2. Space and privacy are important**
- 3. Communication tends to be direct, explicit and personal**
- 4. Business is transactional and competitive**

- 1. The pivotal unit is the group**
- 2. Space and privacy are less important than relationship**
- 3. Communication is intuitive, complex, and impressionistic**
- 4. Business is relational and collaborative**

ME culture? and WE culture?

We are responsible
for each other!



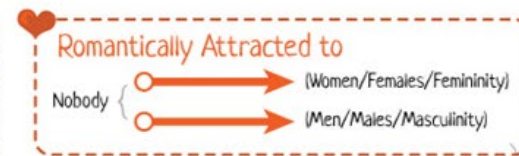
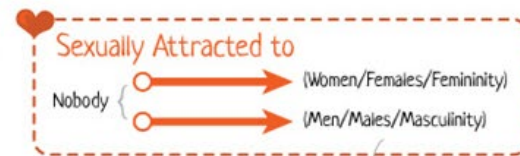
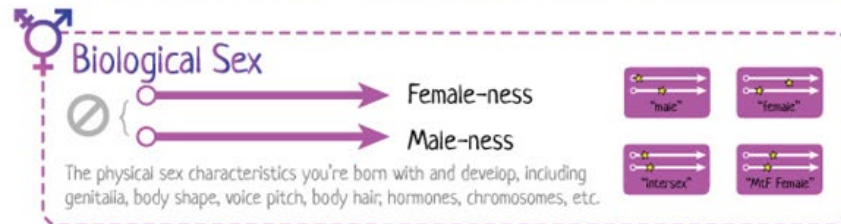
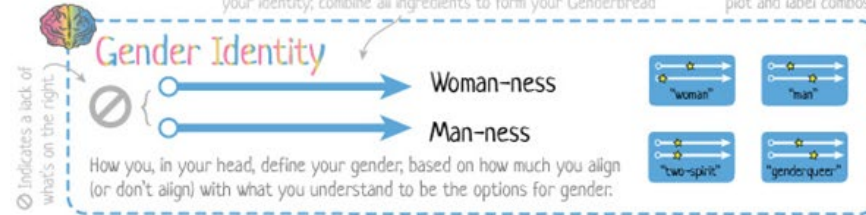
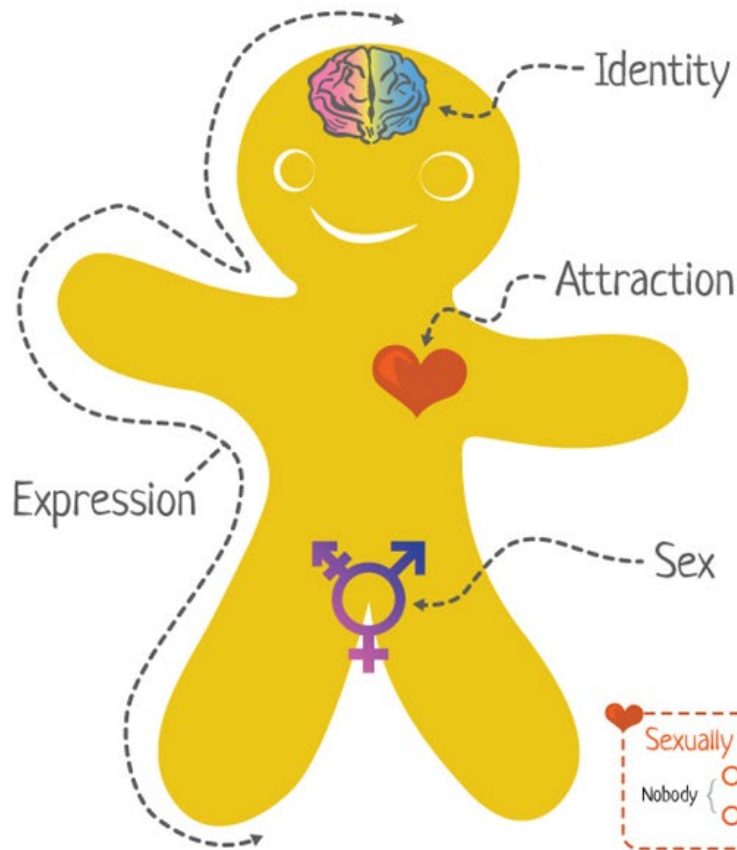
The Genderbread Person v3.3

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

by it's pronounced **METROsexual**.com

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread

4 (of infinite) possible plot and label combos



In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

For a bigger bite, read more at <http://bit.ly/genderbread>

Some of us have no say

We are born in communities

We are born as individuals

We want to be like others and belong

from THE NEW YORK TIMES bestselling creator of THE WORD COLLECTOR

PETER H. REYNOLDS

SAY SOMETHING!





yùndòngyuán



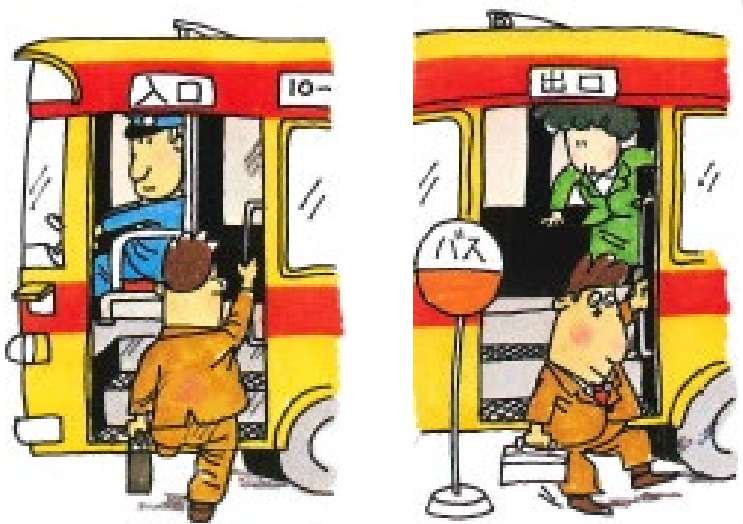
tuì xiū de

● Raise cultural awareness

Use current images

Use cartoons

Give clear signals-
parallel images



Scope for incidental learning





accommodated and included

Quality
decision
making

Resilience
under
pressure

Everyone Learn to Swim!

diversity feeds our curiosity & expands risk management skills

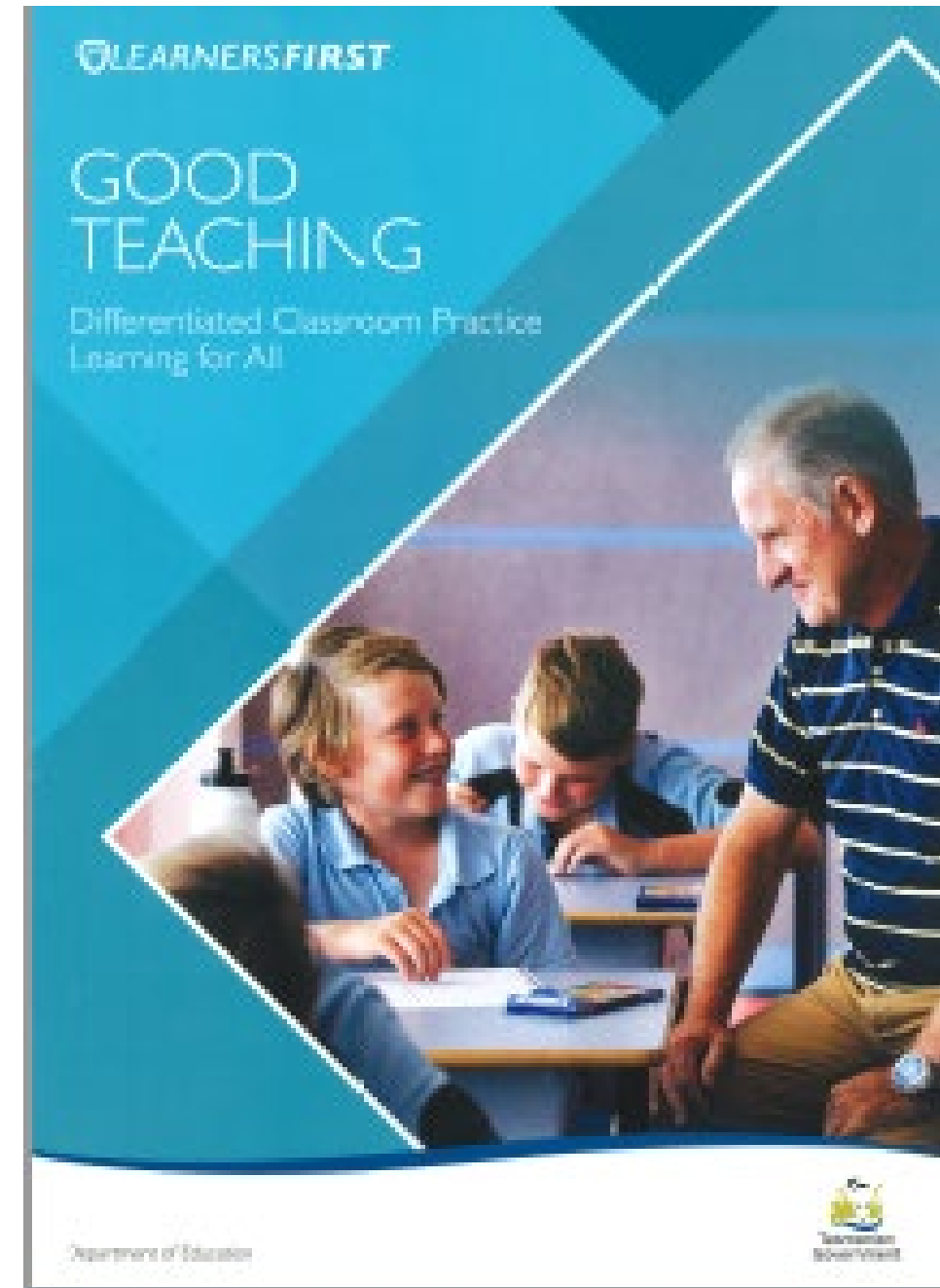




Effective teachers plan ways to respond to the needs and interests of their students.

They are aware that students bring to their learning experiences a range of:

- life experiences
- understandings and prior knowledge
- socio-economic or cultural backgrounds
- abilities and preferred modes of learning.



These can influence each student's:


- readiness to learn
- rate of learning
- ability to attend to learning
- level of proficiency with the English language
- preferred way of learning efficiently
- way of demonstrating their learning effectively
- interests and aspirations.



The Victorian Curriculum F-10: Languages

The Languages curriculum focuses on both language and culture, and students

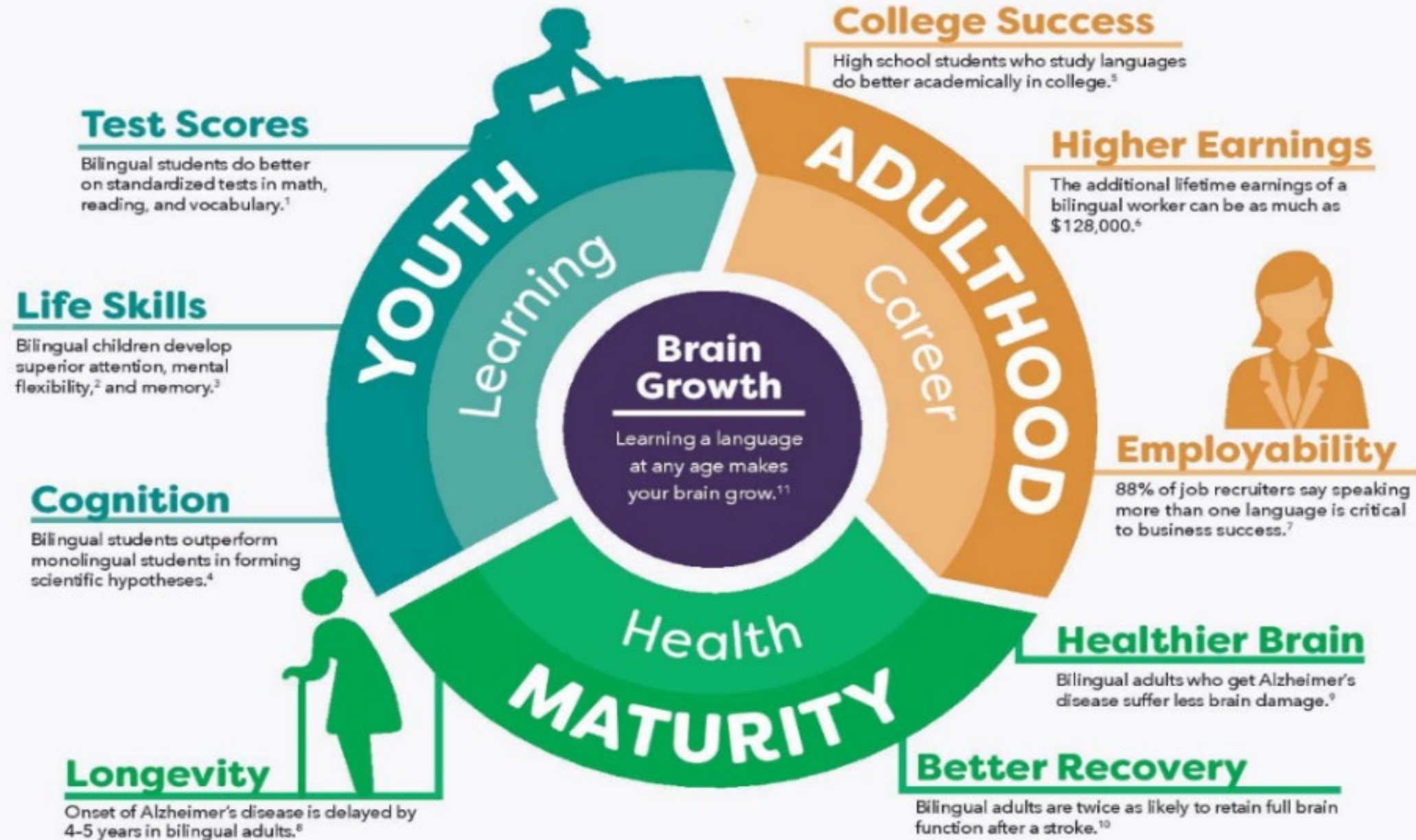
- Learn to communicate across linguistic and cultural systems
- Develop language awareness and intercultural skills and understandings
- **Develop openness to different experiences and perspectives**
- Develop skills in negotiating experiences and meanings across languages and cultures
- Reflect on language use and language learning



“Education is not the learning of
facts, but the training of the mind to
think.”

Albert Einstein
1879 - 1955

BENEFITS OF LANGUAGE LEARNING



Empathy is...

seeing with the eyes of another,
listening with the ears of another,
and feeling with the heart of another.

Essential for cooperation
and communication

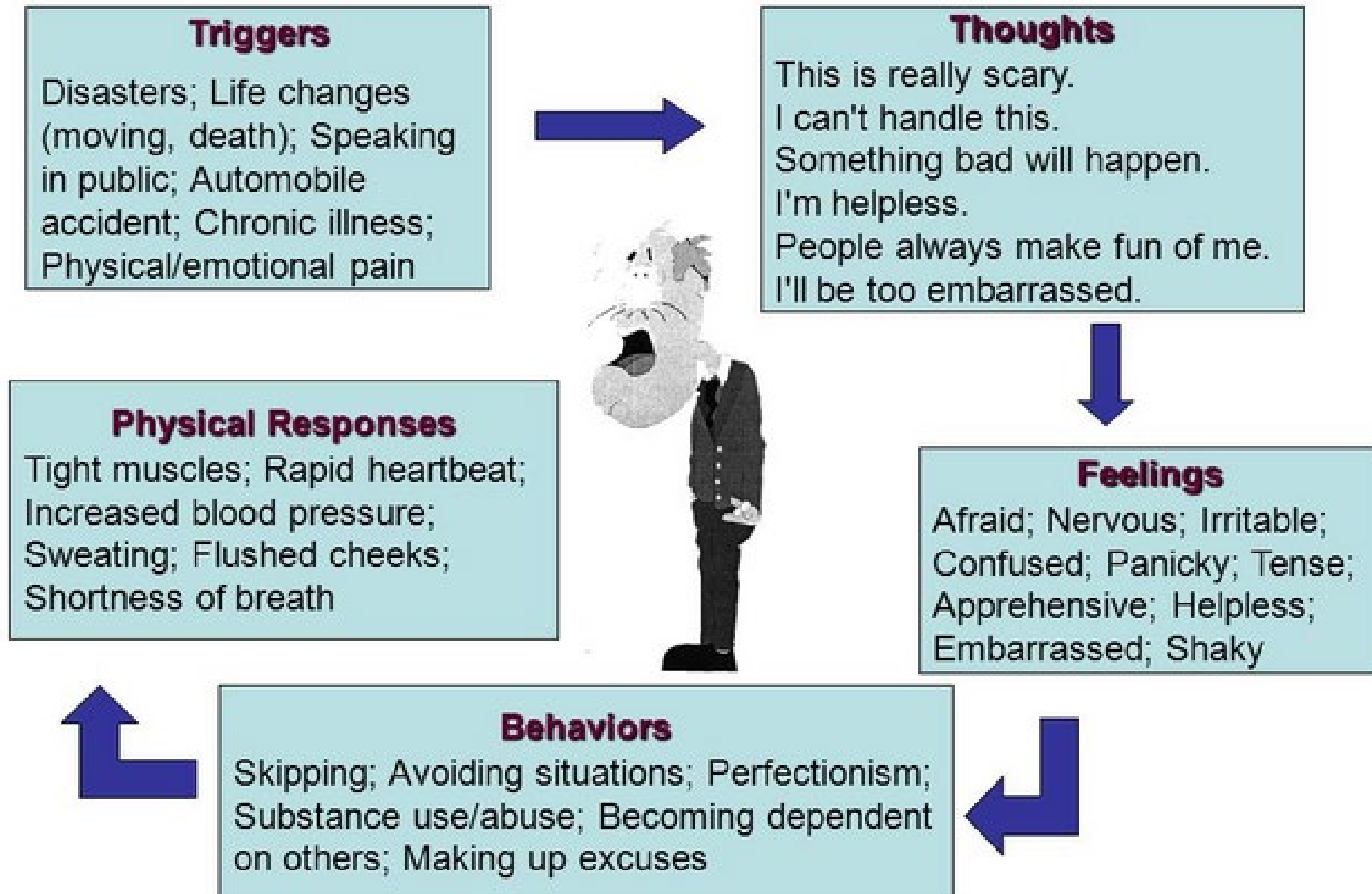


Depth of Understanding & Interaction

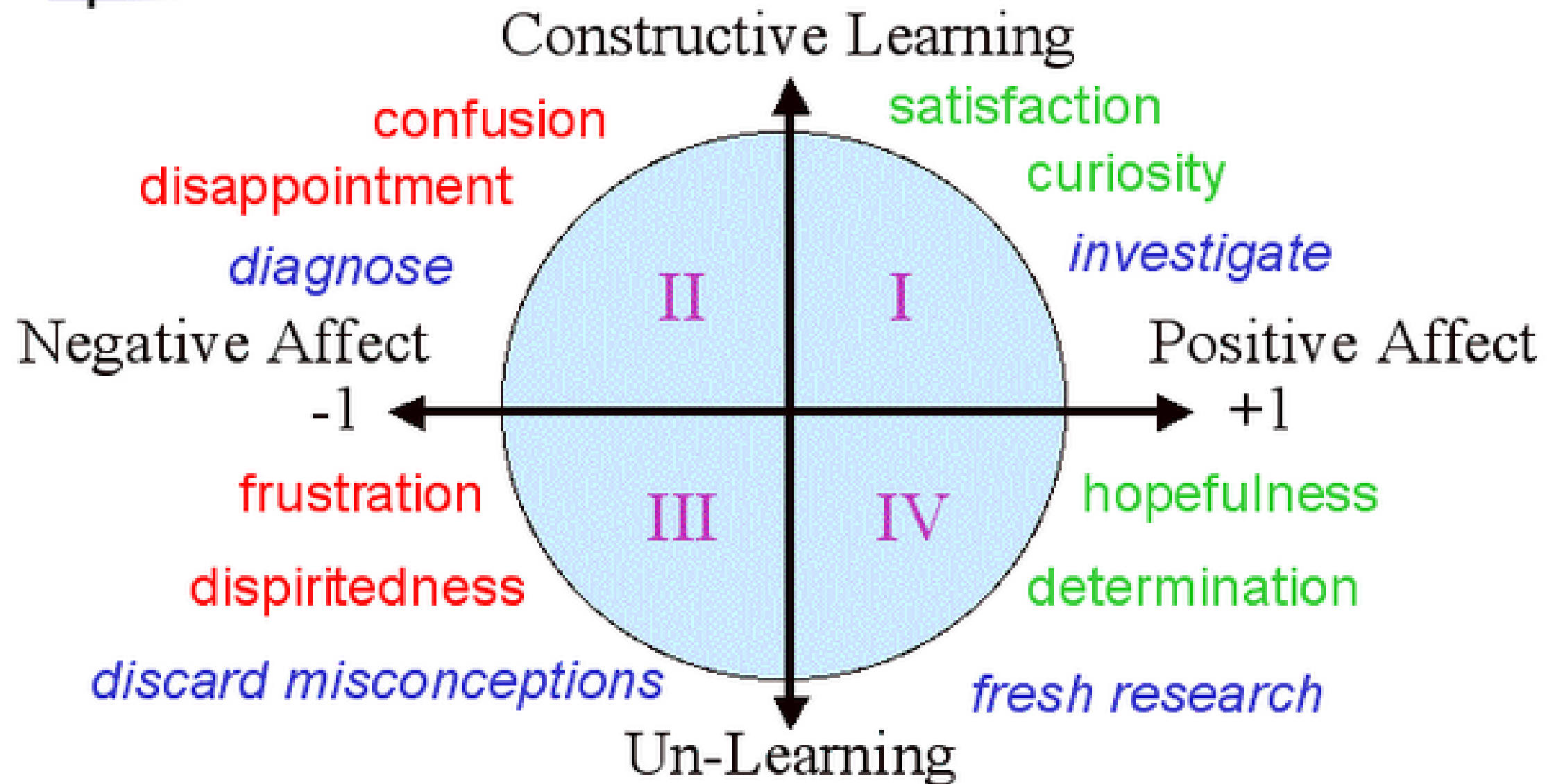
TEAMWORK & SHARING



The Cycle of Anxiety



Emotions and Learning Cycle





PROVIDE AMPLE LISTENING
EXERCISES TO ENCOURAGE
PARTICIPATION AND REDUCE
NEGATIVE EMOTIONAL
RESPONSES (BOREDOM,
ANXIETY AND SELF-DOUBT)

Relay writing on the whiteboard

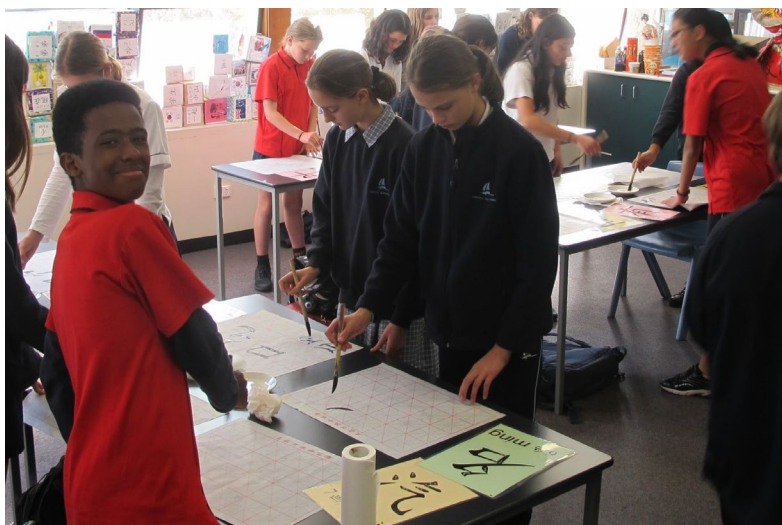
- Students are given model writing for words on a particular topic like food
- They tend to revise with one another for the competitive edge

- 吃
- 面
- 条
- 包
- 好





Single word flash cards to
trace writing





Game to reinforce place names

Game inner and outer circle or just one circle. Send a plane across different destinations. Use a rhythm clap clap Shanghai Beijing clap clap Beijing Guangzhou clap clap Guangzhou Chengdu clap clap Chengdu Tianjin clap clap till all cities are done. If the rhythm or pronunciation is compromised the next circle takes over. Students do help each other and exposed to repetition



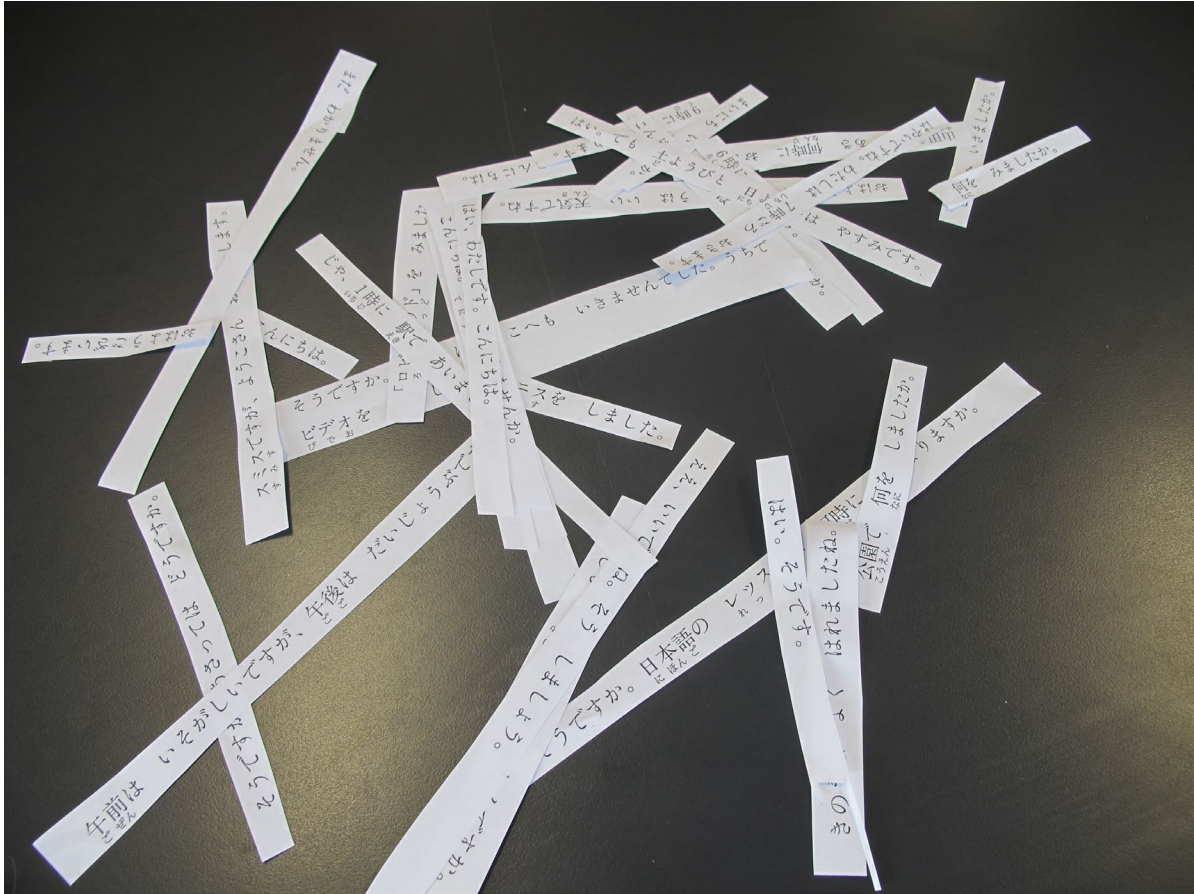


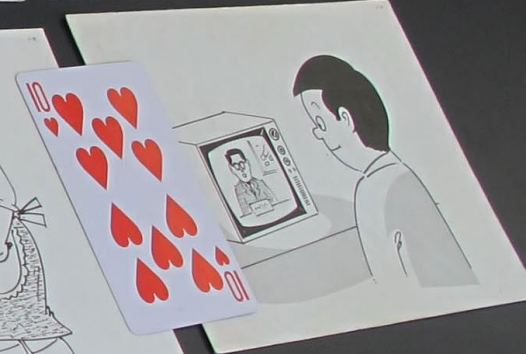
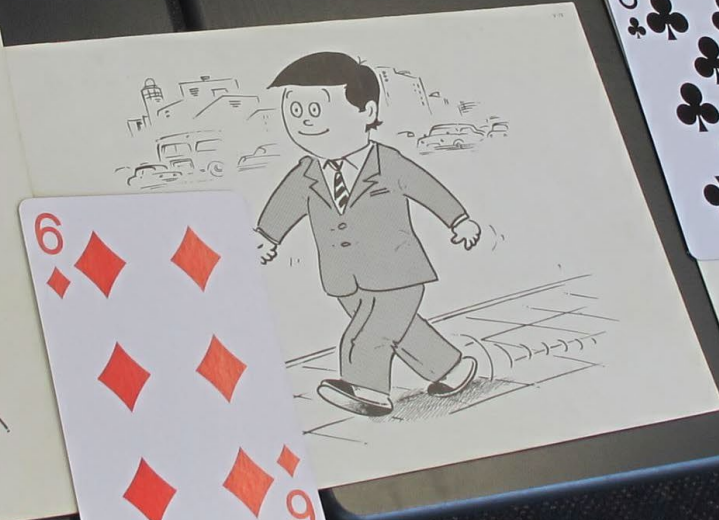
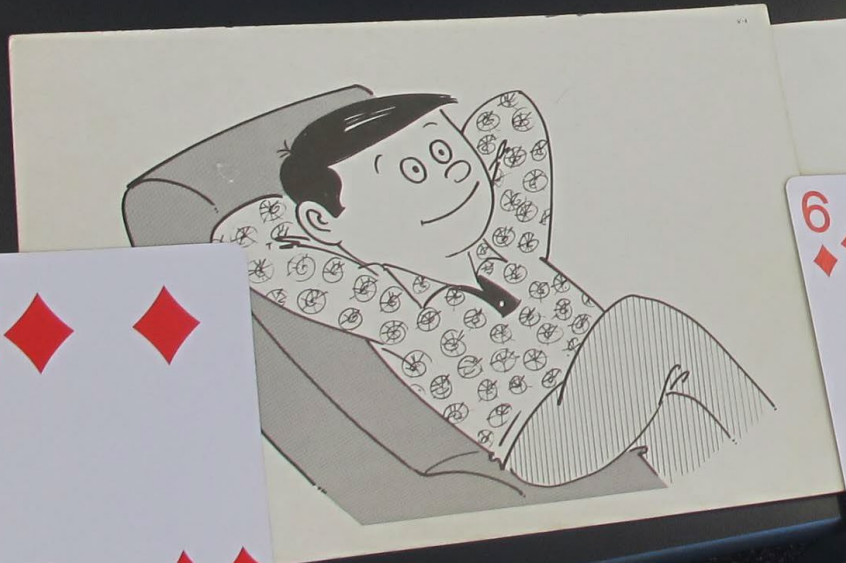
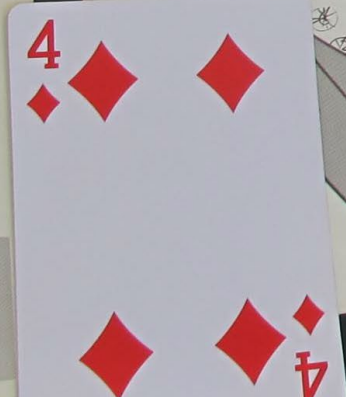
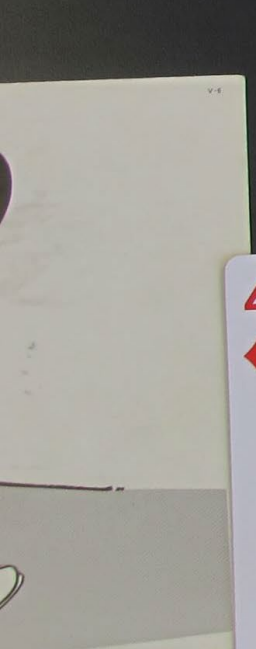
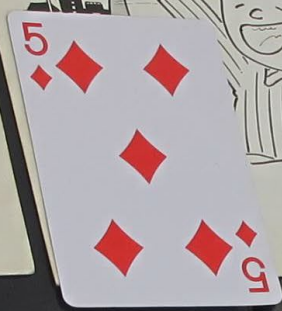
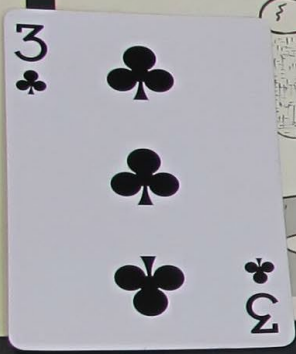
Success =
Compete
Connect
Cooperate

Games – remove the tables!

- Allows student movement/ different positions and locations
 - Fosters competitive spirit between teams
 - Fosters mutual assistance and cooperation within teams
 - Validates differences in skills and abilities
 - Develops social cohesion and friendships
 - Sense of attainment short term and develops long term goals
 - Lots of listening and repetition
 - Motivation level transferred to other classroom activities
-
- Facilitate learning in respectful communities with diversity
 - Increases the capacity for wise observation

Unjumble familiar text or dialogues

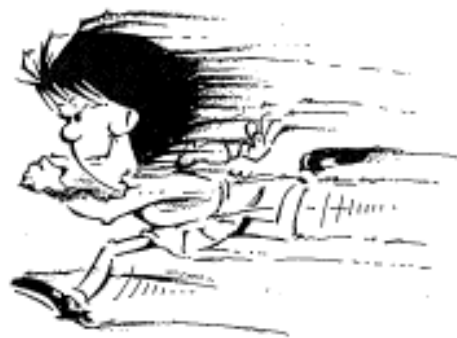




Keep activities physical

- Game for yes/no questions and answers based on creating pairs. Lots of role modelling and repetition
- Send a team of 8 students outside
- Place 10 words or pictures on the floor in the middle of the circle related to food or transport
- Distribute 10 duplicate words or pictures to students who have remained inside on seats
- Invite the original team of 8 back in to interview the seated students with questions like 'do you like fruit?' 'do you go by bus?'
- If the answer is YES then the pair is placed on top of the picture in the middle
- The team of 8 help each other and see how many pairs they can get in 3 minutes.





跑步



踢足球



上网



打网球



弹钢琴



听音乐



画画



游泳





Teammates act out
verbs *keep it* in the
target language



Verb based dominoes
game and learning how to
pick up noodle pieces

IMAGES SHOULD BE RELEVANT



Whose shadow is this?

- Some students like to work with familiar toys.
- Questions appear to be obvious
- Guessing is encouraged
- Being wrong is no big deal
- Minimal anxiety
- Maximum fun



Games are also useful for cultural understanding

- Learn to use chopsticks
- Run around with a bamboo stick- have a race while you are at it
- What level of cooperation is required?



YOU! NOW & TOMORROW



Globalisation
Complex social and environmental issues
Technology
Innovation and problem solving
Continual workplace learning
Inclusion and cooperation



GETTING it all TOGETHER



What business are we in?

the central role of language learning

developing humans

Figure 1: The Drivers

The Right Drivers for Whole System Success

The Human Paradigm

Wellbeing and Learning
Social Intelligence
Equity Investment
Systemness

The Bloodless Paradigm

Academics Obsession
Machine Intelligence
Austerity
Fragmentation



Michael Fullan

C16 Leading Education Series #01 February 2021
available at <https://osf.io/8u5kx/>



"The future will be about pairing the artificial intelligence of computers with the cognitive, social and emotional capabilities of humans, so that we educate...

...first-class humans, not second-class robots."



Andreas Schleicher
Director of Education and Skills, OECD
April 2021

<https://osf.io/8u5kx/>
<https://www.oecd.org/education/considering-the-future-of-education-and-jobs.pdf>




martin.westwell@sa.gov.au

slides: bit.ly/westwell050721

LEARNER PROFILE (CONTINUE)

NAME: _____ USE: _____



DEMONSTRATION OF CAPABILITIES FOR EMPLOYMENT AND ACTIVE CITIZENSHIP

CAPABILITY	EVIDENCED THROUGH*
Communication	School-based learning/activities Home and community service Work experience
Critical and creative thinking	School-based learning/activities Home and community service Work experience
Personal and social capability	School-based learning/activities Home and community service Work experience
Ethical understanding	School-based learning/activities Home and community service Work experience
Intercultural understanding	School-based learning/activities Home and community service Work experience
Teamwork	School-based learning/activities Home and community service Work experience
Leadership	School-based learning/activities Home and community service Work experience
Entrepreneurial	School-based learning/activities Home and community service Work experience

