

# Diversity

## MSEd Program Learning Outcome

**Diversity:** Demonstrate and apply **frameworks** associated with **cultural enrichment** and **humility** that **mitigate the power imbalance** between the professional and client/learner from **differing cultures** and **abilities**.

### Explanation

Recognizing, and prioritizing diversity in the educational setting is of utmost importance to the success of our students, and the world in general. Diversity has myriad benefits in both education and society as a whole. Environments in which everyone is the same leads to stagnation and an echo chamber that hampers progress. Surrounding yourself with others that have different ethnicities, social backgrounds, economic status, opinions, politics, beliefs, etc. allows everyone to grow and adapt the best strategies and adds to the overall **cultural enrichment** of everyone. This also breeds **humility** by helping people realize that we are a lot more alike than we are different and prevents tribal mentality that can be harmful to society. Being able to respect each person allows us all to thrive and grow together.

Diversity is a leading cause of creativity and problem solving. If everyone has the same upbringing and beliefs then it is hard to think outside of the box and see problems from different perspectives. It also helps us all grow by introducing new ideas and having a larger pool to

choose from when making decisions and influencing one's own beliefs, perspectives and priorities.

Historically the lack of diversity has led to a huge **power imbalance** between people of different backgrounds. The homogeneity of the upper class has been attempted to be maintained in the past in order to keep one group in control of the majority of power by oppressing other groups of people. We are all people and all deserve to be treated equally, despite our **cultures and abilities**, and have an equal opportunity to have a successful life, including financially, educationally, socially and emotionally.

Educators are at the forefront of providing an equal and equitable chance at a high quality education, career opportunities, financial support, emotional support, and overall happiness in life. It is our responsibility to do everything in our power to make sure that everyone, no matter who they are, has a chance at success.

## Artifacts

### Artifact #1

*Workplace Diversity - Plan of Action*

ED 560 - Diversity in the Workplace

### Rationale

The purpose of this artifact is to develop a program for the charter school that I work at to create a plan of action that will increase diversity, inclusion, and the attitudes of the teachers and staff towards the positive aspects of diversity. Our school is currently a Title 1 school, which is a school where many of our students live in poverty. Our student body is also made up of majority minority students.

This does not mean that inclusion is not an issue at our school, and this article is meant to address that. The forming of cliques based on races or socioeconomic status can be a problem for any student body. One of the main goals is to promote how healthy, productive, fun and effective inclusion can be to our students. The article describes ways to create a healthy environment for all students, regardless of **culture** or **ability**. Respect is the key to this understanding. We teach students to respect each other no matter what.

The same goes for staff. Staff have lived much longer and many of them grew up in an era where stereotypes, bigotry, and bias were considered more normal than they are now. Through training programs, inclusion seminars, demonstrations and more we are able to help break those barriers down to make sure that none of our staff have any bias and are ambassadors for diversity and inclusion.

By enacting this plan we will be able to demonstrate that not only are students and staff happier, but test scores and overall academic performance improves. This will be a yearly program where we review the data, make changes to the plan and continually promote diversity, inclusion, and respect for others cultures, abilities, appearance, and beliefs.

The relevance of my essay is connected to **cultural enrichment** and **humility** that **mitigate the power imbalance** between the professional and client/learner from differing **cultures** and **abilities**, by allowing all stakeholders for Springs Charter School to work together to promote inclusion, diversity, learning and success in order to grow and thrive together and celebrate each other's differences respectfully by using culturally relevant pedagogy **framework**, which is “a theoretical model that focuses on multiple aspects of student achievement and supports students to uphold their cultural identities. Culturally relevant pedagogy also calls for students to develop critical perspectives that challenge societal inequalities.” (California Department of Education, 2022).

## **Artifact #2**

*Solving Inequity in STEM Education Due to Unequal Socioeconomic Backgrounds of Students and Unequal Funding of High Quality STEM Programs in Schools*

ED 574: Issues and Methods in STEM Ed

## **Rationale**

This article demonstrates why it is so important that STEM fields, which stands for science, technology, engineering, and math, is so important to achieve equity in education and provide the opportunities needed to learn skills for the cutting-edge, high paying jobs of today and tomorrow for students of diverse **cultures** or **abilities**. The world is becoming technologically dependent at an almost exponential rate. The jobs needed to fill these industries are only growing, and the pool of workers is not keeping up. The people that are left behind of these great opportunities most often are the ones in the most need, specifically those that are socioeconomically disadvantaged.

In addition to providing equal and equitable opportunities in education regarding STEM, computer science, artificial intelligence and more, the industry is demanding a diverse workforce. Diversity encourages creativity and different ways of thinking. People from diverse backgrounds solve problems differently, and companies are making it a point to hire in a diverse and equitable way.

It is my mission to bring diversity and inclusion to STEM education and hold those as my core values as an educator and a person. I believe that every student, no matter what, should have equal opportunities and feel included and accepted in a successful learning environment and the world. I will participate in diversity training in October 2022. I will help write the proposal before the 2023 school year for our Perkins grant that allows us, as a Title I school and CTE (Career technical education) program, to get grant money that we can use to purchase computers for the students that need them most in order to help **mitigate the power imbalance** between students from **different cultures** and **abilities**.

We as educators need to provide all of our students with the skills and opportunities necessary to prepare for these in demand high tech jobs. One of the main issues is finding educators that are even capable of training students in these advanced techniques or are just unaware of the industry. Another issue is that if an educator had these types of skills they would get paid much more working in these high tech industries. Educators can use culturally responsive (Will & Najarro, 2022) and relevant **frameworks** to improve the educational experience and outcome for all of our learners and empower students from **different cultures** and **abilities** to learn STEM subjects. Culturally relevant pedagogical **framework** focuses on “academic achievement, cultural competence, and sociopolitical consciousness.”(Escudero, 2020). This artifact addresses ways in which we could partner with industry, compensate those with the knowledge needed to teach our students what they need to succeed in this rapidly changing world in order to improve the lives of our students and society as a whole.

## References

- California Department of Education. (2022, February 11). *Culturally Relevant Pedagogy - Educator Excellence (CA Dept of Education)*.  
<https://www.cde.ca.gov/pd/ee/culturalrelevantpedagogy.asp#:~:text=Culturally%20Relevant%20Pedagogy%20is%20a,perspectives%20that%20challenge%20societal%20inequalities>
- Escudero, B. (2020, August 31). *How to Practice Culturally Relevant Pedagogy*. Teach for America.  
<https://www.teachforamerica.org/stories/how-to-engage-culturally-relevant-pedagogy>

Will, M., & Najarro, I. (2022, April 18). What Is Culturally Responsive Teaching? *Education Week*.

<https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04>