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Reflection of Chapter 11

The chapter begins with a very reflective question that should be addressed: “List three to five specific concerns you have about becoming a multicultural educator” (317). This was a great place for me to start. I have been thinking about becoming a multicultural instructor since the start of this course and I’ve always wondered how I am going to apply my acumen from this course to my own classroom. My concerns are: how am I going to make my classroom and material culturally inclusive, how will I know if my students feel accepted in the class based on culture, status, and other factors, and how can I include other cultures without excluding others?

When it comes to making the material in my classroom being culturally accepting, including multicultural lenses shouldn’t be too hard. I am a Communication Arts and Literature educator, so my field is writing and literature. I can bring in authors from other cultures and backgrounds into the curriculum; I can also carry a classroom library filled with many different books and genres that capture different student interests as well as apply different cultures throughout the contents of my library. I have already started this process by buying many books that have LGBT+ characters, books that focus on race in fictional worlds, books that feature African Americans, and books with characters dealing with addiction, mental illness, and suicide. My next leap is to get literature with more women, Native Americans, Asian groups, Spanish and Hispanic groups, and religious groups. This will allow students to have resources to read about their own cultures as well as learn about others in fictional and nonfictional ways.

Finding ways to ensure acceptance of all students within my classroom based on their cultures, ethnicities, group affiliations, personalities, social classes, statuses, and so on, seems to be a tougher feat. I could start with having safe zone training, but that, to me, seems like such an easy path. I need to show my students that I have an understanding of them as individuals, and I need to show my own struggles and experiences with culture and the like. I think if they know I have studied and have some knowledge of who they are as people, they will feel more comfortable and appreciated in my classroom. I think having students learn about other important people who they can look up to that fall under their identities, they will be more engaged with my class and ready to participate knowing they are included with the conversations academically, personally, and culturally.

Lastly, having an extensive inclusion of cultures that doesn't exclude others might be the hardest of them all to achieve. I need to spend equal amounts of time with each culture or else I'm cutting off other cultures from their respected recognition. I think the biggest way to include all identities into my classroom without unintentionally missing one or giving one less time than another is to have writing assignments that the students can include themselves into the paper in multiple ways, from cultural aspects to identity aspects and anything in between.

My goal as an educator is to make sure all of my students feel they are included as an individual student in more aspects than just academically. I want to have a place where they are free to be who they are without judgement or fear. My students won't only be a large part of my classroom but a part of the curriculum as well. I have many hopes and dreams for myself, my classroom, my curriculum and lessons, and my students in the future, and I can't wait to see if they all get accomplished effectively.