

Global Education (GE):

Key debates in
multicultural education

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Global Education (GE): Multicultural Education

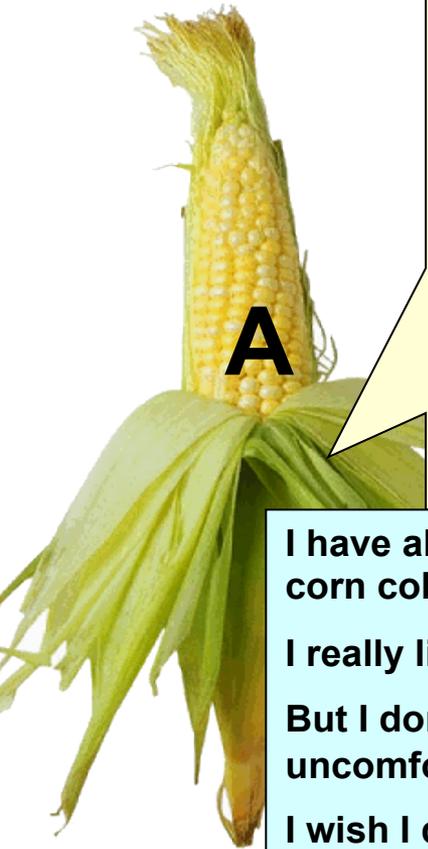
The problem is individual ignorance. If each of us agrees that we should respect one another and learn about other cultures, we will be alright.

We need to do business with other cultures, so we need to understand their customs so that we have access to more markets.

The problem is not individual, it is systemic and related to social and historical dominance. We need to change how we know, not what we know.



Global Education: Multicultural Education



I had not realized there were so many different corn cobs!
That purple corn cob pushes my buttons.

What does my reaction to it have to say about where I am
at or where I come from?

How can I listen to the purple corn cob differently? Where
is the purple corn cob coming from?

What can I learn from the purple corn cob even if I don't
agree with it?

What difference does it make if I listen – to myself, AND to
the purple corn cobs I may find on my way?

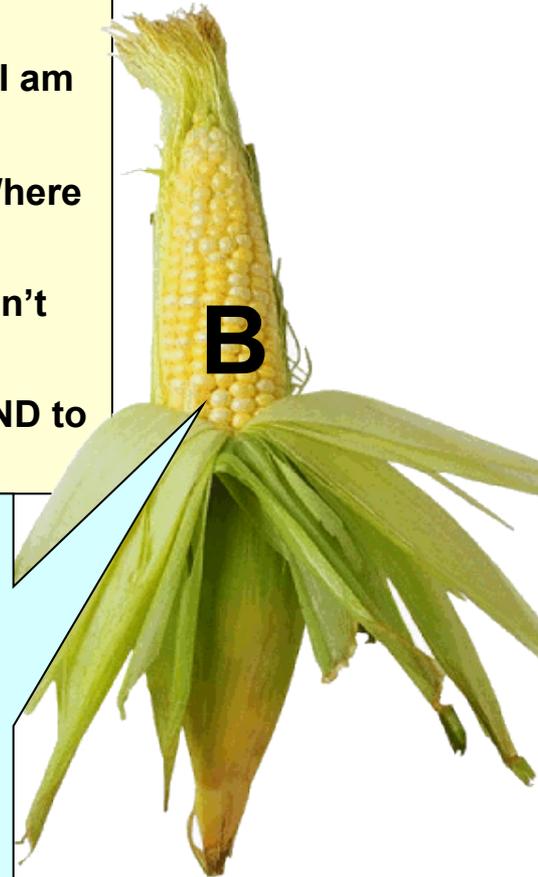
I have always been open to all corn cobs! I am a good yellow
corn cob!

I really like the pink corn cob! It makes me feel good.

But I don't like that purple corn cob. It makes me feel
uncomfortable and what it says does not apply to my life.

I wish I didn't have to look at the purple corn cob. Please take
it away.

It worries me that the purple corn cob is allowed to annoy me
like that. Can't you just send him back to his country or make
it shut up? I don't want to listen, I already know what it says.



Global Education: Magolda's model (1992)

Stage 1 (dualist or absolute knowing)	Knowledge/answers can only be right or wrong. Learning is about absorbing the knowledge of experts.	I like it when I am told exactly what to do.
Stage 2 (transitional)	There are doubts about the certainty of knowledge – there is both partial certainty and partial uncertainty as well as absolute knowledge.	I feel confused and I do not know what to do.
Stage 3 (independent)	Knowledge is uncertain and relative. There are many possible 'right answers', many possible knowledges.	People have the right to have their own views and ways of doing things.
Stage 4 (contextual)	Knowledge is constructed, provisional and context based.	I try to relate different ideas that challenge mine. My thinking changes when I do that and I start to see things I could not see before.

A teacher notices that a boy repeatedly makes grammar mistakes when he speaks . She meets his father and observes that the father also makes the same mistakes.

Global Education:

Howard, G. (2006). *We Can't Teach What we Don't Know: White Teachers, Multicultural Schools*. New York, Teachers' College Press.

Global Education: Analysis Exercise

I am white and I am not a racist. I treat everyone the same and I do not like when people suggest the opposite. I do not think that I may be part of the problem in any way. I think that the reading is just trying to blame white people for all the problems in the world when in fact white people have helped us to become who we are today: we live in a fair and equal society and this is because of what white people have done. Everyone should celebrate that. I will not be ashamed of that. If people have not been properly educated, it is their problem, not mine. If they want to succeed, they need to understand what is right and what is wrong and accept the rules like everybody else. All children need to be taught the European way because it is the only right way that will lead them to success. It worries me that so called 'educated' people, like the authors of the texts, are trying to throw away a system that has worked well for decades.

Global Education: Analysis Exercise

I believe I am already a very open person because I have friends from all races and I get on with all of them. I was brought up to accept people's perspectives and opinions. Everyone I know is just like me. I believe racism is a problem of the past. The human race has achieved many things and one of this great achievements is equality and acceptance of all races. We have changed already and it is not very helpful to keep reading texts that say the opposite – that we still have to change when we have already changed. We all know all of that already. Why can't we just celebrate the positive things we have achieved? Why can't we forget the past and just move on?

Global Education: Analysis Exercise

I do believe we are all the same under the skin, but I can also see that from the point of view of the author of the text this could be considered covertly racist. I feel confused by this. I would like to see myself in a positive light here, but it is difficult because the texts always challenge me to think about something different – some other angle of a problem that I had not considered before. This is so unsettling. I wish we were told what to do and how to think. I want migrant and Maori parents to be proud of having me in front of their children.

Global Education: Analysis Exercise

If people want to be racist, let them be racist. It is their culture and we should respect that. Everyone should feel comfortable about their own culture. We don't have the right to impose anything on anyone.

Global Education: Analysis Exercise

I have always thought of myself as being very open minded, but I guess the more I think about it, the more I find assumptions that I need to change! Will I become a better teacher if I open myself up, even if I become more vulnerable? Maybe. At the moment I don't have all the answers, but I am willing to keep searching. Maybe there are no clear cut answers anyway, perhaps the answers will depend on the context? What this journey means for me as a teacher is that I am going to have to take more responsibility for the assumptions I have and the way I view other cultures. Becoming a teacher is the first sign of showing that you are someone who gains satisfactions out of watching people learn. I need to gain that satisfaction from watching myself learn.

Global Education: Analysis Exercise

I have been brought up in a very closed and sheltered environment, so I know it will be difficult to leave some of my assumptions behind. I have come to realise that intercultural studies is not about teaching about other cultures or about being PC, but it is a journey of self transformation where I open myself to listen and to learn from other people – even those I wouldn't agree with. We all have a story and a reason for thinking the way we do. I need to learn to always ask 'why'. I realise I have been really ignorant and have never thought that other people would see me as "dominant". I guess it is similar to hearing people from other countries speak and thinking they have a "funny accent" when they feel exactly the same, that they are speaking normally and you are the odd one. It worries me that white dominance is still such a huge problem and that I had not realised it before. I have come to understand that applying the principles of this course will not be something that people will easily accept.

Global Education: Analysis Exercise

A very angry teacher is questioning a XXXX child who is involved in some trouble. The child stares at the floor and does not answer. The teacher feels that if the child is not defending herself she must be guilty. The teacher is about to punish her.

A teacher organizes a visit of a police officer to talk to the children. Some of the boys start to talk amongst themselves and look very angry. The teacher asks what the problem is and one of the boy replies: 'We do not like the police, Miss'.

In a parent's meeting a teacher encourages all parents of immigrant children to speak the country's language at home with their children. Three of the families state that they cannot do that because they want their children to be bilingual.