## What We Teach About Diversity at Bryan College

At Bryan students are confronted with a concept of diversity that is biblically based; namely that each student who enters their classroom is a uniquely created child of God with unlimited value. Each child is to be treated with justice, grace, and compassion. We base this idea to some degree on the writings of the apostle Paul who, using the human body as an allegory for relationships, wrote to the Corinthian church “Now the body is not made of one part but of many…The eye cannot say to the hand ‘I don’t need you’…On the contrary, the parts that seem to be weaker are indispensable, and the parts that we think are less honorable we treat with special honor… so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.”(I. Cor. 12:14-26, NIV)

**With this philosophical backdrop the following competencies are required:**

1. **Recognition of developmental differences in students and the ability to work within their *zone of proximal development*.**
2. **Understanding of *Maslow’s Hierarchy of Needs* as it relates to socio-economic differences and their effect on *deficiency needs* of students*.***
3. **Development of strategies to make students feel safe and welcome in the classroom even when it means finding ways to meet some of their physical needs. This also has significant biblical implications (James 2:14-17).**
4. **Recognition of learning differences and preferences and the ability to use multiple teaching strategies that cover different domains, modalities, intelligences, and preferences.**
5. **Understanding the levels of language acquisition and the ability to create *leveled* and *scaffolded* lessons to support students whose first language is not English.**
6. **Understanding of exceptionalities in children that affect learning.**
7. **Development of a working knowledge of the laws, standards, services and strategies designed to support exceptional children in school.**
8. **Recognition of the value of diverse, collaborative work groups within the classroom.**
9. **The ability to use multiple assessment strategies that encompass content, process, and product in order to evaluate and improve teaching and learning.**
10. **Understanding of psychological and social issues that affect identity and self-worth in students.**
11. **Understanding of gender-related diversity issues among both students and their parents and the ability to gladly and warmly receive these students into the school and classroom community.**