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Leadership Studies

There have been a good number of researches and studies being done to propose the components of an effective curriculum and the ways curriculum can be implemented to enable effective learning and development. Among the several perspectives on this topic, the constructivist and the multicultural perspectives demand special mention.



The essence of the constructivist approach lies in the fact that learning is a result of development and not that development happens through learning. This means that the constructivist approach seeks to mark a line of distinction between development and learning where the former is something stimulated from within and the latter is something that happens in response to some external stimuli. As such, in order to ensure the development of a constructivist classroom, the teachers ought to assess the cognitive abilities and specificities of the students with relation to the cognitive demand of the curriculum they teach (Gagnon and Collay, 2006). The participation of the students and their engagement with the curriculum forms the bedrock of the development of a constructivist classroom. The constructivism idea stresses on the need to learn the implementation process of the curriculum. This is in line with the view that the students develop and learn those aspects with which they are able to form relationships and which they are able to interpret and perceived in relation to each other and the external environment. This element is regarded as the element of symmetry or symmetrical learning. The other element can be associated with

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photosynthesis which seeks to integrate the aspects of memory, recall and constructive learning. This entails that the constructivist approach to curriculum development and implementation stresses on the need to enable students and teachers to interpret things as they are and learn them through the association with other aspects. Collaborative and participative learning are as such, the vital aspects involved in the development of a constructivist classroom.

So far multiculturalism vis-a-vis curriculum development is concerned, the development of a broad, diverse and all-encompassing curriculum and way of learning are the pre conditions to the development of a multicultural classroom. The learning and awareness building among the learners and the development of a positive attitude and positivity towards diversity and heterogeneity of the classroom are essential elements required to develop a multicultural classroom (Pedersen, 2004). In the context of multiculturalism as well, the aspects of developmental appropriateness holds special importance and the teachers need to identify and fulfil the cognitive needs of what they teach vis-a-vis the cognitive levels of the learners. This is essential for the learners need to understand and assess, and not merely mug up, facts, examples and generalizations from a multidisciplinary perspective.

As such, stress on development rather than learning and on the developmental and cognitive appropriateness of the curriculum and the implementation of curriculum are the vital elements necessary so far the development of a constructivist classroom is concerned. In the case of the development of a multicultural classroom, stress on the developmental appropriateness and the broadness and comprehensiveness of the curriculum as well as the ways the teachers assess the needs and levels of the cognitive memory of the student are the vital aspects that need to be taken care of.

Emphasis on the above- mentioned aspects and elements of curriculum development, planning and implementation would hence, ensure the development and maintenance of a constructivist and multicultural classroom.



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References

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