

Designing Classroom Arrangements to Enhance Student Engagement Through Culturally Responsive Practices in Early Childhood Education

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Abstract

This study is a work in progress addressing the critical need for pre-service teachers to develop competencies that promote student engagement and inclusivity in early childhood education settings. It emphasizes the role of culturally responsive design, highlighting how thoughtful classroom layouts can reflect and celebrate the diverse backgrounds of young learners. The study explores effective strategies for preparing future educators to create welcoming classrooms that accommodate diverse learning needs and backgrounds. By focusing on practical skills, theoretical knowledge, and reflective practices, this research aims to equip pre-service teachers with the tools necessary to foster engaging and inclusive learning environments for all young learners. Ultimately, pre-service teachers will discover strategies and enhance their competencies to create inclusive environments that encourage interaction, promote active learning, and support the cultural identities of all learners.

Keywords: arrangement, early childhood education, engagement, inclusive environment