

The Role of Race and Culture within Marginalized Teachers' Teaching in The Netherlands

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Abstract

The migration rate in the Netherlands increased in the number of ethnically diverse students as well as marginalized teachers. A study has shown that both teachers and students believe that teacher preparation programs deserve deepening in multicultural education (Hermans, 2002). In the Netherlands no research has been done into the influence of race and culture in multicultural classrooms as defined by marginalized teachers. This is surprising considering these teachers face multicultural classrooms daily. Therefore, this study investigated how marginalized teachers define the role of race and culture in their teaching. Ten marginalized teachers were interviewed. Domains of Teaching were used in order to structure the concept of teaching. Criteria from Culturally Responsive Teaching and Teachers Interpersonal Competencies in multicultural classrooms were linked to the Domains of Teaching to analyze education from a racial and cultural perspective. Results showed that teachers describe the role of race and culture as important within relationships and classroom management. Within curriculum and instruction, teachers defined this role as less important. Also, teachers described their marginalized background as less significant within the domain of curriculum and instruction than in the other domains.

Keywords: marginalized teachers, race, culture, Domains of Teaching, Culturally Responsive Teaching, Teachers Interpersonal Competencies

As the Netherlands becomes more ethnically and culturally diverse, so do its classrooms. More than ever, students and teachers are confronted with cultural and ethnic diversity in classrooms (Dubbeld, De Hoog, Den Brok & De Laat, 2019). This tendency could be linked to immigration, which implies growing globalization and increasing mobility of people (Scheffer 2014). On May 1st 2020, the Netherlands counted more than 267 thousand immigrants (CBS, 2020). At the time of their migration, 28.8% of people with a non-Western migration background were younger than 20 years old and in the case of the Western migration background this was 17.6% (CBS). As a consequence, teachers should be prepared to teach multicultural classrooms (Dubbeld et al.). As a result, marginalized teachers nowadays not only face the challenge of their own cultural and racial identity, but they also need to take into account those of their students (Villegas & Irvine, 2010). Thus, race and culture play an increasing role in contemporary classrooms. Therefore, this research focuses on the role of race and culture in marginalized teachers' classrooms in the Netherlands.

In this research, the term 'marginalized teachers' refers to teachers who are living and teaching in a given country, but who do not entirely relate to the dominant race and culture of that country. They consider themselves members of a non-dominant cultural or racial group. Besides, these teachers teach ethnically diverse students. The term 'culture' is someone's characteristics defined by everything from for example religion, language, social habits (Choudhury, 2014). The terms race and ethnicity are often used interchangeably as shown by Gastic (2012) and refer to the fact of belonging to a particular nation or group that shares cultural traditions (Oxford Advanced Learner's Dictionary, 2020). 'Non-dominant students' and 'dominant students' are used within this research to refer to the difference between students who identify with the main race and culture in their country of residence (i.e., dominant students) and

those who associate themselves with a race or culture other than the one which is dominant in their country of residence (i.e., non-dominant students). These terms help to demonstrate the impact of race and culture in this research according to marginalized teachers in classrooms in the Netherlands.

Taking the above mentioned into account, this study started to investigate the impact of marginalized teachers on ethnically diverse students. In order to structure the concept of teaching, the framework of the three Domains of Teaching (DoT), as formulated by Kennedy-Lewis (2012), is introduced. Subsequently, two additional frameworks are outlined which analyze education from a cultural and racial perspective. These two frameworks include Gay's (2002) Cultural Responsive Teaching (CRT) and Wubbels, Den Brok, Veldman and Van Tartwijk's (2006) Teaching Interpersonal Competences in multicultural classrooms (TIC). After a synthesis of the role and influence of CRT and TIC, an explanation of the way in which CRT and TIC can be linked to the DoT is presented. This resulted in a new formulated conceptual framework and a summary figure. In the conceptual framework criteria of CRT and TIC are discussed per domain of teaching. As such, this study opened research into the influence of race and culture from the perspective of the teachers and contributes to the debate about effective education in multicultural classrooms.

Impact of Marginalized Teachers on Ethnically Diverse Students

When referring to the effect of marginalized teachers in education, many studies point to the advantageous effect of those teachers' background on the achievement of both dominant and non-dominant students. As such, this research concerning the impact of marginalized teachers in education and their results must be analyzed.

Firstly, marginalized teachers are believed to contribute preparing students for their lives in a multicultural society (Driessen, 2015). This is of high relevance in the Netherlands since the migration rate increased more rapidly in 2019 than in the previous 45 years (CBS, 2020). Besides, the research of Yilmaz (2016) concluded that the interviewed teachers in his research describe multicultural education as a basis of social tolerance, respect for differences among cultures and as training for recognizing different cultures.

Secondly, marginalized teachers are proved to serve as role models for ethnically diverse students (Villegas & Irvine, 2010). Non-dominant students are often from economically impoverished backgrounds, causing those students to have few role models in their lives who are ethnically and racially like them (Villegas & Irvine). Therefore, non-dominant students tend to benefit from marginalized teachers, since those teachers are believed to boost non-dominant students' self-worth, motivate them to strive for success and reduce the feeling of alienation that those students often experience (Villegas & Irvine). Although there is less research on the effect of successful marginalized teachers on dominant students, those students also tend to benefit from exposure to ethnically and racially diverse educational entities. Interactions with marginalized teachers are believed to allow dominant students to dismiss myths about racial inferiority that students may have internalized outside the school environment (Villegas & Irvine, 2010). Besides, the institutional and social power of teachers persuades their interpretations and meanings to that of the child. Furthermore, Lynn (2002) found, in a comparison of effective Black and White teachers of African American students, that White teachers often were successful when showing behavior similar to that of successful Black teachers, such as using an authoritative voice in classroom management and considering themselves second mothers to students. While these White teachers were aware of racial

injustices in the classroom, they were less likely than Black teachers to talk about race, often fearing that parents, school administrators, or the community would misunderstand them.

The above mentioned examples indicate the importance of marginalized teachers on ethnically diverse students. However, the role of teachers' race and culture, in particularly in teaching non-dominant students, is a much broader researched topic. Nonetheless, no relevant research on this topic in the Netherlands was found. All synthesized research on this topic pertained to America and is outlined below.

Dee (2004, 2005) analyzed data obtained in a class-size experiment. He found that matching races of students and teachers significantly increased students' mathematics and reading achievements by three to four percent.

Pitts (2007) found a positive effect of race matching by analyzing academic skills test pass rate and dropout rate from all public schools in Texas. The share of same-race teachers occurred on two effect measures: more students graduated and fewer students dropped out.

Other studies found that race matching between students and teachers is also connected to other social and academic outcomes, such as higher teacher expectations and lower rates of student absenteeism and suspensions (Fox, 2016; Gershenson, Holt, & Papageorge, 2015; Holt & Gershenson, 2015).

Contrary to the above mentioned results of race matching between teachers and students, unexpected or negative results on same-race teachers were also found. For example, Howsen and Trawick (2007) enlarged Dee's (2004) research by including small and large schools. The research question was whether same-race matching influenced students' achievement. By contrast, Dee's findings were not confirmed since no significant effect of matching teachers and students of identical race remained.

Brown-Jeffy (2009) researched data on 15-17 year old students to explain differences in mathematics achievement by racial composition of schools. The results on Asian, Hispanic, Black and White students revealed an opposing effect of teacher racial composition. Contrary to the hypothesis, Hispanic students achieved lower at schools with a larger share of Hispanic and Black teachers.

Lastly, McGrady and Reynolds (2013) investigated whether racial mismatches influence teachers' evaluations of students' performance for mathematics, English and classroom behavior. The sample consisted of 9500 students of 15 years old. The research question was, whether non-White students were better off when taught by non-White teachers. Black and Hispanic students never received worse ratings from non-White and teachers of the same race. Only in a few cases Black and Hispanic students were rated more positively. Indications existed that Asian students were worse off if they were taught by non-White teachers.

Now that existing research on the influence of marginalized teachers on ethnically diverse students is demonstrated, it is important for this study to synthesize first what research exists about the influence of race and culture on the framework of CRT and secondly why CRT can be used by marginalized teachers.

Framework of Culturally Responsive Teaching for Marginalized Teachers in Multicultural Classrooms

CRT can be defined as “using the cultural characteristics, experiences and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Gay, 2002, p.106). While encouraging education has become a worldwide value, many practical educational situations of marginalized groups, like immigrant children, children of ethnic minorities, and children from low socioeconomic status fall short of the standards of the ‘Education for All’

guidelines (Zhang & Wang, 2016). Seen from a cultural perspective, non-dominant students experience cultural inconsistencies or even conflicts between home and school. This gap often creates personal difficulties and in order to acquire knowledge they have to overcome these difficulties (Zhang & Wang). To this end, CRT is designed to promote the emotional and educational development of all students (Gay). Thus, the influence of race and culture play an important role within CRT.

The concept of cultural responsiveness formed the basis of CRT and refers to teaching as a practical teaching strategy (Zhang & Wang, 2016). The concept is based on the premise that when teachers teach academic skills and knowledge within the experiences and frame of reference of students, academic skills and knowledge have a higher appeal and interest, are more personal to the student and are acquired more thoroughly (Gay, 2002). Besides, research has also shown that the manner in which teachers teach a diverse classroom can hinder or encourage students' learning (Gay). This manner is also related to cultural responsiveness (Weinstein, Tomlinson-Clarke, & Curran, 2004). Although the research by Ladson-Billings (1995) and Wlodkowski and Ginsberg (1995) is not recent, contemporary research still refers to them and state that students can maintain their cultural integrity while achieving academic excellence at the same time by CRT.

Despite the fact that CRT was initially designed for non-marginalized teachers, there is a need for all teachers to teach all students effectively (Hayes & Juárez, 2012). Besides, definitions and expectations of e.g., appropriate behavior are influenced by race and culture, which means that all teachers must be prepared for teaching ethnically diverse students (Weinstein et al. 2004).

Research has also already shown the benefits of CRT for marginalized teachers. Firstly, Rand Curtis (2000) stated in their book on multicultural education that if teachers are culturally

responsive, this encourages students to be more tolerant and accepting towards others and teachers can benefit from that.

Secondly, the outcome from the study by Siwatu (2007) showed that CRT could help facilitate a sense of trust between teacher and student. This study was carried out with primary, middle and high-school teachers in America. Siwatu examined the influence that school contextual factors have on American preservice teachers' CRT self-efficacy appraisals and sense of preparedness to teach by using repeated measures experimental design.

Thirdly, Nieto (2004) emphasized in his definition of CRT that all people, especially teachers, should respect themselves and others because of the diverse cultural characteristics everyone possesses. By doing so, the most optimal teaching and learning process in the classroom can take place (Nieto).

Fourthly, cultural responsiveness is a key issue in a multicultural environment (Hue & Kennedy, 2013). By conducting interviews with 12 ethnically diverse teachers in the US, the study found that marginalized teachers are involved in cross-cultural processes through which they make sense of the cultural diversity of students and furthermore re-learn their own practices and beliefs (Hue & Kennedy).

In conclusion, the literature above demonstrates the benefits CRT offers for marginalized teachers in multicultural classrooms. To deepen this analysis, the TIC framework, is also considered for marginalized teachers.

Framework of Teachers' Interpersonal Competencies for Marginalized Teachers in Multicultural Classrooms

Where CRT is proven to be important for marginalized teachers in multicultural classrooms, the theory of TIC can also be put to use by marginalized teachers in culturally

diverse classrooms. The TIC framework was created through a study carried out in the Netherlands where Wubbels et al. (2006) analyzed teachers' practices in multicultural classrooms. Four main criteria for effectively teaching multicultural classrooms were put forward in the study: creating positive teacher-student relationships, monitoring and managing student behavior, creating teaching for student attention and engagement, and teacher attitudes and knowledge. These criteria allowed an analysis of teaching multicultural classes. The first three criteria of this framework are especially interesting to the research at hand since they show a link with DoT and CRT, as explained later. The fact that many schools across the Netherlands have classrooms with more than 50% students from ethnically diverse backgrounds gave rise to the development of the TIC framework, which focuses on teachers' competencies for teaching multicultural classrooms (Wubbels et al.). Therefore, TIC is important when analysing multicultural classrooms taught by marginalized teachers. Attention is paid to multicultural classroom competencies since Hue and Kennedy (2014) found that understanding the marginalized teachers' challenges and experiences in multicultural classrooms help teachers to create culturally responsive environments that promote students' school success (Hue & Kennedy). Although previous studies suggest that teachers have difficulties incorporating knowledge that conflicts with their own personal beliefs and experiences (Ball & McDiarmid, 1990), it can be stated that teachers who possess knowledge and skills regarding cultural differences can promote effective learning and create culturally responsive classrooms (Hue & Kennedy). Three of the hereinabove mentioned criteria of TIC that can be related to the DoT are outlined in the conceptual framework. It is important to distinguish between these competencies

because Wubbels et al. confirmed by means of a case study that teachers in the Netherlands confirm the importance of these strategies for their own teaching in multicultural classrooms.

Domains of Teaching for marginalized teachers in multicultural classrooms

As outlined in the paragraph above, both the CRT and TIC framework have shown their applicability for marginalized teachers in multicultural classrooms. For this reason, it is interesting to link the criteria of these frameworks to the DoT and to discuss why these criteria can be applied within the domains. These DoT, as formulated by Kennedy-Lewis (2012) predict the necessary organizational components to effectively teach marginalized students and include three domains. The first domain, relationships, can be defined as sustained interaction patterns between the teacher and the individual student (Kennedy-Lewis). The second domain, classroom management, involves all rules and routines that structure teaching and learning whereas the third domain, curriculum and instruction, can be defined as what is taught and focuses on the content that is used during all instructional practices (Kennedy-Lewis).

Also, Banks (2004) concluded in his research on multicultural education that teachers bring their own cultural values, hopes, beliefs and attitudes to the classroom. Those items are likely to affect education (Banks, 2004). Therefore, Banks' outcome implies that race and culture affects teachers' implementation of the three domains of teaching (DoT). Thus, it would be interesting to link the DoT framework with the other analyzed frameworks, CRT and TIC, which also demonstrates significance in the analysis of race and culture in marginalized teachers' teaching.

Firstly, regarding the domain of relationships, Wubbels et al. (2006) examined teacher's attitudes towards multicultural classrooms by a study in two schools in the Netherlands for the

purpose of positive relationships within classrooms. Their research showed that creating positive teacher-student relationships is one of the criteria of TIC since teachers in their study as well as previous studies confirmed that this criteria is a prerequisite in order to succeed as teachers (Brown, 2004; Weinstein, 2003; Wubbels et al., 2006). In addition, Gay (2002) concluded that creating a culturally diverse knowledge base in order to understand all students' culture can contribute to the domain of relationships.

Secondly, regarding the domain of classroom management, Weinstein et al. (2004) found that a shortage of multicultural competencies can enhance difficulties that teachers face within their classroom management when students and teachers have different cultural and ethnic backgrounds. This outcome is confirmed by Van Tartwijk et al.'s (2009) research in which they investigated who were regarded as successful classroom managers in multicultural classrooms in the Netherlands by making use of video-stimulated interviews with 12 teachers. In order to arrange effective classroom management in multicultural classrooms, Wubbels et al. (2006) advised to monitor and manage student behavior whereas Gay (2002) included culturally responsive caring and building a learning community as strategies.

Thirdly, the research by Milner (2005) on developing a multicultural curriculum encountered that non-dominant students should come across and experience a curriculum that shows and speaks about the life experiences and contributions of ethnically diverse individuals, not just those of the dominant group (Milner, 2005). Wubbels et al. (2006) advised teachers' to teach for attention and engagement in the curriculum whereas Gay (2002) recommends to develop culturally responsive curricula in order to deal with race and culture in their curriculum and instruction.

In conclusion, these studies indicated that it is important for teachers to be concerned with race and culture in the classroom and how DoT, CRT and TIC are linked. Figure 1 shows a visual representation of that connection. However, no research on marginalized teachers' perceptions about race and culture in their classrooms exists in the Netherlands. To research this topic, a conceptual framework is presented below in which criteria of CRT and TIC that guided this study are discussed per DoT in light of the research question: "How do teachers who consider themselves members of a marginalized group define the role of race and culture in their teaching?" .

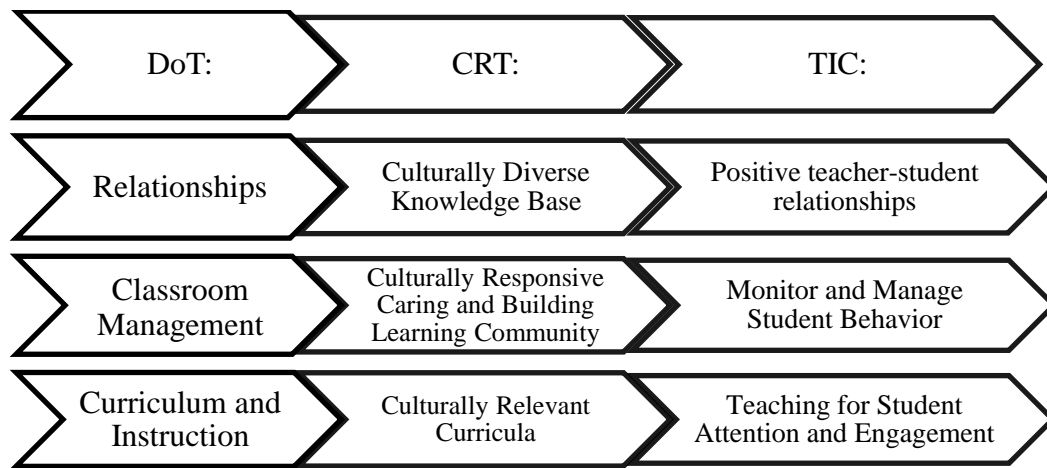


Figure 1. Representation of connection of frameworks

Conceptual Framework

As previously explained and shown in Figure 1, criteria from CRT and TIC can be linked to the DoT. Within this section, one criteria of CRT and one criteria of TIC are discussed and explained per domain of teaching.

Relationships. Firstly, teachers should prepare a culturally diverse knowledge base in order to make education more stimulating and interesting for diverse students and to understand all students' cultures (Gay, 2002). This helps teachers gain insights in the different cultures and has direct implications on their teaching (Gay).

Secondly, a positive teacher-student (and peer) relationship is important for teachers to create. This contains showing personal interest in students (Cummings, 2000). Also, giving confidence and listening to students and making them feel safe and accepted, belongs to TIC (Derriks et al., 2002).

Classroom management. Firstly, the criteria on culturally responsive caring and building a learning community requires teachers to create a classroom climate that is conducive for teaching diverse students (Gay, 2002). This element requires teachers' knowledge about how to make use of different cultures and experiences to expand students' horizons and performances (Gay). Therefore, teachers need to care about ethnically diverse students and their achievement.

Secondly, teachers should monitor and manage student behavior (Wubbels et al., 2006). This means that teachers should formulate and implement procedures and rules for dealing with (incorrect or disturbing) student behavior. Also, assessing their behavior and making students accountable contributes to teachers' interpersonal competencies in multicultural classrooms according to Wubbels et al.

Curriculum and instruction. Firstly, CRT requires the design of culturally relevant curricula and can be implemented via (a) formal plans for instruction, (b) the symbolic curriculum e.g., celebrations, images, and symbols which are used to teach students values, skills, knowledge and (c) the societal curriculum, in which culturally responsive teachers have lots of variations in their symbolic curriculum in order to make sure every student feels seen (Gay, 2002).

Secondly, teaching for student attention and engagement is another criteria in order to effectively teach multicultural classrooms (Wubbels et al., 2006). One example contains showing that teachers are aware of students' understanding and following within teachers' instruction.

This conceptual framework is used to shape the concept of teaching for marginalized teachers within multicultural classrooms and formed the basis for the interview protocol as is explained in the method section below.

Method

Research Design

In order to answer the research question, interviews were conducted with 10 marginalized teachers to collect research data. This qualitative study used a social-constructivist research paradigm to understand how marginalized teachers explain the role of race and culture in their teaching. An interview study allowed teachers to explain themselves how race and culture influence their teaching which is of high significance considering the specific target sample being teachers from marginalized backgrounds. A semi-structured interview study is proven best for an analysis of teachers' perceptions of race and culture in their teaching (Kallio, Pietilä, Johnson, & Kangasniemi, 2016). Through semi-structured interviews, the researcher could ask follow-up questions based on participant's responses (Polit & Beck, 2010). Therefore, an interpretive stance was used in this research to remain open to ways in which the collected data challenged the conceptual framework or shaped new interpretations. Interview questions were determined beforehand and covered the main topics of the study as described in the conceptual framework (Taylor, 2005).

During data analysis, disconnections between the theories allowed the researcher to make adaptations to the original criteria of the conceptual framework. Subsequently, the adapted components of the conceptual framework were used as codes and themes were identified within the coded data in order to write the results.

Participants

To gather participants for this study, the researcher's network was used. Ten teachers from secondary schools, vocational educations, universities of applied science and universities in the Netherlands were recruited to participate. In order to make sure these teachers considered themselves members of a marginalized ethnic group, the recruitment form (Appendix C) was used. Thus, teachers were selected because they identified themselves as being members of a marginalized ethnic group. In addition, teacher were selected because they teach ethnically diverse students from at least 16 years old. The final sample consisted of 10 participants (8 women, 2 men, $M_{age} = 37$ years, age range: 24-54 years). Two teachers taught in high schools, four in vocational education, two in universities of applied sciences and two in universities. Participants were asked to identify their ethnic background. The self-identification was as follows: African American, Curaçaoan, Polish, Moroccan (2), Algerian-Moroccan, Lebanese, Kurdish, Surinamese, and Indian.

Participants signed an informed consent (Appendix E), which was approved by the University Review Board for Ethical Research. All teachers signed this form after careful reading.

In order to maintain confidentiality, the researcher administered the interviews in a private place where teachers felt they could speak freely. In case of an interview by phone, the

researcher reminded participants of finding a quiet place where they felt comfortable to talk. No identifying information such as name, age, gender and ethnic and social self-identification status could be traced back to ensure participants' anonymity. Therefore, this information was kept on a key separately from all of the data sources which were modified to pseudonyms.

Data Collection

Firstly, an internal pilot test was conducted with a fellow researcher from the research team to make necessary changes to questions and improve the quality of data collection (Chenail, 2011). Also, the internal pilot test provided insight into what it felt like to be interviewed and promoted the responsible and ethical way in which the research was conducted around the sensitive subject (Chenail, 2011).

Secondly, the data consisted of 10 interviews lasting a maximum of 60 minutes. Teachers were recruited using snowball and convenience sampling. The researcher conducted the initial face-to-face interviews during the spring of 2020, which consisted of 17 questions in order to answer the research question. However, due to governmental regulations imposed to limit the spread of the COVID-19 pandemic, four interviews took place by phone. This alteration did by no means influence the procedure of the interviews.

The interview questions were based on the criteria as discussed in the conceptual framework. The interview can be found in Appendix B. Interviews were recorded, transcribed and subsequently translated to English. Member validation took place as a procedure to verify the research and to maintain reliability (Cutcliffe & McKenna, 2002). Recordings were destroyed once the transcripts were complete and it was verified that no identifying information remained.

Data Analysis

Interviews were transcribed using Microsoft® Word for Mac 2011 (Version 14.2.0). The codes broke the data into smaller fragments according to the conceptual framework. Before analysing, language and interpretation issues were checked with the head of the research group in order to arrive at consensus and maintain trustworthiness of the analysis.

Code identification occurred prior and during the data collection as the researcher constructed meaning from the data according to the conceptual framework and the adaptations that shaped new interpretations. According to what participants said, the researcher added and deleted codes that were not saturated by the data. Some parts of the interviews did not receive a code since the interview was a combined version of two researchers that both addressed their own research question. Also, the answers related to TIC were intertwined with CRT in order to obtain a more systematized summary and to make sure that no codes overlapped. This resulted in a clearer overview of the data and allows a more lucid application of the data to the research at hand.

Appendix A describes the 19 codes, indicates their connection to the conceptual framework and provides examples of how codes were applied to the data. The codes divided the data into themes as shown in Appendix A. Results were interpreted from these themes. Contrary to code 1a until 4a, code 5a, 5b and 5c related to the DoT and conceptualized teaching in general without taking race and culture into account. This manner of organizing the data allows to transpose the findings of the interviews in an efficient and comprehensible fashion in order for it to form a valuable contribution to the research at hand.

Results

Within this section the collected data is interpreted in the light of the research question: How do teachers who consider themselves members of a marginalized ethnic group define the role of race and culture in their teaching? To explain the results on this research question, this section is divided into the domains of the DoT framework. Every part discusses the degree to which teachers experience the role of race and culture in the relevant domain as well as the degree to which this does not play a role in the respective domain.

Relationships

All teachers mentioned the importance of creating positive teacher-student relationships as required by Wubbels et al.'s (2006) TIC. Also, all teachers mentioned the importance of gaining knowledge about the different cultures of their students as recommended by CRT. However, 2 teachers were unaware of the fact that they did create a culturally diverse knowledge base since they initially indicated that they do not gain knowledge about their students' different cultures. Via other questions it became clear though that they do create a culturally diverse knowledge base. Participants create such base by following training provided by their institutions (6 teachers), through asking students personal questions about their race and culture (6 teachers), by their own effort (5 teachers) and via other ways as for example past experiences (6 teachers). Aurélie Darfalou explained how she works on a positive teacher-student relationship by asking students questions such as: "A lady got married. And she is Hindu. So I immediately wondered: what is Hindu? I have seen it once, but what is it? And why is she Hindu? By asking questions, students will explain. I am always curious."

All teachers also described their relationships with students without referring to race or culture. Some teachers regard relationship building as a requirement for effective teaching

whereas others talked less about its effectiveness. Five teachers explicitly mentioned the importance of a good relationship with their students. In describing their views of teacher-student relationships, teachers also described that trust, acceptance and safety are key components in the relationship with students. Lieve de Vries explained which factors are important to her within relationships:

Always based on trust and acceptance. That is super important to me. And actually it does not make a big difference whether I walk in at the MBO [vocational education] or give a guest lecture at a HBO [university of applied sciences] or to professionals. I just want us to see each other and accept each other's personality. Because if someone feels that, especially as a student, I think you will get the best learning attitude.

The spearhead of Brune Mihar is to build a relationship with every individual student. In her classroom the relationship predominates among the domains of teaching. Her relationship with students opens doors in terms of learning experiences as well as students' personal development.

By contrast, the other 5 teachers argued that the extent to which there is a relationship depends on the course as well as the individual student. Fauve Bazil explained for example: "I'm a teacher. Distance and proximity are important to me. I don't want to be seen as a friend among students".

Furthermore, when asking teachers about the role of their racial or cultural background in teaching, 7 teachers believed that their past experiences in life play a role in their teaching and linked it to the fact that they grew up in another country or received different parenting because of different norms and values or religion. They indicate that they understand a student better when they have shared past experiences. Teachers see their past as something positive that they

can take advantage of when teaching. For example, if teachers and students have experienced similar things in the past, teachers can respond better to the needs of students. Whithin this question it thus became clear that teachers do not like to refer to the concept of racial or cultural background but instead, refer to past experiences.

Classroom Management

Regarding the role of race and culture in participants' classroom management, 9 teachers emphasized the importance of a classroom climate that is conducive for teaching diverse students by giving personal attention to students and showing interest in their students as CRT describes. In their examples, teachers were especially focused on the individual students instead of groups or the whole class. However, Lente Bassou focused on the whole class when giving personal attention and showing interest in students: "For example, what I do in the first lessons is to use certain things. Students will tell each other what they really need to know about each other", she explained.

In addition, 9 teachers mentioned creating a classroom climate that is conducive for teaching diverse students by responding to students' behavior in supportive ways. Aurélie Darfalou provided an example of this strategy:

I had a student last year who never learned saying 'good morning' and being friendly.

The social, Dutch aspect. When you look at some cultures, that's not common. Then you only use a few words. So when he came into class he didn't and the rest did. That was very striking. I see someone who probably didn't learn that from home. He does not feel the need to ask what someone was like for his weekend. And then I teach them: even if you don't feel it, it is part of your professional attitude.

Another strategy in order to create a classroom climate that is conducive for teaching diverse students is sharing examples about themselves as marginalized teachers. Only 2 teachers used this as a strategy. They argued that this strategy helps them to create a great atmosphere in the classroom because of showing that they are not worth more than their students.

Finally, teachers use several other strategies in order to create a classroom climate conducive for teaching. The similarity between those strategies is in the social field, in showing respect to each other, respecting each other's norms and values and creating safety in the classroom.

Two teachers mentioned that they do nothing to create a classroom climate that is conducive for teaching a diverse student population. However, they earlier provided examples about how they care and build a learning community by using other strategies. This outcome implies that not all teachers are aware of how they care and build a learning community for diverse students.

Furthermore, all teachers explained that their own background does not play a role in classroom management, except for Lena de Koren. She experienced difficulties in her classroom management due to her accent and language use. However, she even mentioned that she prefers not to have students work in groups because she is afraid of losing control of the class. In this case, the role of background does have an influence on classroom management.

Besides, all teachers described their classroom management without referring to race, culture or their own marginalized background being of influence. Eight teachers pointed out that it is important for students to know what to expect during a lesson. They do so by formulating and implementing procedures and rules in their lesson through positivity, clarity, humor and not

having discussions with students. In relation to this, three teachers speak in the so-called 'we-form' to their students or address them using words that indicate how they feel about a situation. Also, 2 teachers mentioned that they never point a finger at their students because their students have been pointing a finger their whole lives. These above mentioned examples indicate teachers' goal of teaching a curriculum and do not become the focus of a course itself.

Illustrating classroom management practices that have to do with techniques that support a focus on instruction, teachers did not prefer sending information. They let students think together and use practical examples to let students actively participate. This ensures teachers that the class runs smoothly.

Curriculum and Instruction

Concerning the role of race and culture in teachers' curriculum and instruction, 5 teachers demonstrated that they develop culturally relevant curricula, as stated within CRT. In order to do so, teachers use several strategies. Firstly, 5 teachers indicated that they engage students via instruction. Brune Mihar explained how she addressed this:

In the lesson where we look at mental complaints. Then I ask if there is also cultural diversity in how you can deal with things like this. And then I see that people with a different cultural background say something about it.

Secondly, it is noticeable that only Andre Janssen uses the symbolic curriculum in order to develop culturally relevant curricula by using images. He mentioned that he sometimes passes around images and asks students to name characteristics of a certain race. Via those images, a conversation arises. However, it should be mentioned that he is an art teacher. This could imply

that the use of the symbolic curriculum is more obvious than in other courses as for example marketing.

Thirdly, 2 teachers use the societal curriculum in order to create culturally relevant curricula. They make use of examples of their student lives in order to take into account diversity within the societal curriculum.

Fourthly, 3 teachers implement diversity in the curriculum using other strategies. Michelle Brion explained: "What I do keep in mind is to assure that no groups are formed. The dominant students form a group and the non-dominants too. I make nameplates myself. I place it randomly on tables every morning. They then work with someone else every week."

The above mentioned teachers develop culturally relevant curricula on their own initiative. However, 5 teachers also emphasized that they do not take race and culture into account in their curriculum and instruction. Four of them referred to the educational material, which does not lend itself to implement diversity. Even if teachers develop material themselves, they say that they do not take into account diversity. However, Lena de Koren considered the implementation of diversity in the material by stating: "I think when I look back at my time at MBO [vocational education]. Students with different cultures needed specific material. But that is not really necessary at my current school. It would be good if specific material is made available to students from a different cultural background."

By contrast, 3 teachers gave examples of how they implement race and culture in their curricula although they stated that they do nothing to develop culturally relevant curricula. This means that those teachers seem not aware of the fact that they develop culturally relevant curricula.

Additionally, 9 teachers described their curriculum and instruction without explicitly referring to race, culture or their own marginalized background being of influence. Their approach consists of a short explanation, eventually followed by an extended instruction, group work or working in pairs, and reflection. By contrast, Lena de Koren explained that she finds it difficult to have students work in groups. This could be linked to the fact that she is focused on finishing everything she had planned because her students do not do their homework consistently. Besides, she fears losing control in the classroom, something she links to her marginalized background.

One common finding across all teachers addresses their use of material that is lifelike. Although 2 teachers indicated that their instruction differs per class, they also strive to make the material tangible. By using lifelike examples, teachers make use of contemporary technology in the classroom like smartboards, Ipads and laptops. Lieve de Vries used technology as follows: “Many educational conversations, you-tube movies, excerpts from movies. And with you-tube movies, I actually mean that I can find video clips, I can find excerpts from talk shows, I can find up-to-date footage and pictures.” These materials enable teachers to work with the input of students, to experiment and to ensure interaction and discussion is formed in order to involve the student in the theory.

Discussion

In the present research, teachers who considered themselves members of a marginalized ethnic group were interviewed in order to explain the role of race and culture within their teaching. To give shape to the concept of teaching, the DoT were used and strategies from CRT and TIC were linked to the DoT in order to address teaching in multicultural classrooms. Results

showed that teachers describe the role of race and culture as important within the relationships and classroom management domain. Within curriculum and instruction, teachers define the role of race and culture as less important. Also, teachers describe their own marginalized background as less significant within the domain of curriculum and instruction compared to other domains. In order to interpret these results in more detail, this section is divided according to the three DoT. Also, implications for future research are addressed.

Firstly, within the domain of relationships, all teachers considered race and culture important since all participants created a culturally diverse knowledge base, as described within CRT. This outcome is in line with Gay (2002), since she stated that creating a culturally diverse knowledge base helps teachers gain insight in their students which is positive for teaching (Gay). Moreover, all teachers indicated that positive teacher-student relationships are of great importance within their teaching. Thus, this result supports Wubbels et al.'s (2006) outcome in which they stated that good teacher-student relationships are a prerequisite for teaching ethnically diverse students. Furthermore, the results within this domain have shown that trust, acceptance and safety are important criteria within teacher-student relationships in participants' multicultural classrooms. This is in line with the results of the study by Siwatu (2007) on the influence of CRT and a sense of willingness to teach. In his research, teachers said that trust, acceptance and safety are key components within teacher-student relationships in multicultural classrooms.

However, only half of the teachers consider positive relationships a precondition for effective education. It is possible that this result is due to the different educational levels at which teachers teach since in their research on factors that contribute to student success, Klem and Connell (2004) showed that teacher-student relationships decreases as students move from

secondary to tertiary education. In their research, the significant and consistent achievement gap among ethnical and racial groups, and emotional disengagement of non-dominant students was offered as one explanation for this phenomenon. Also, the deviant result in this study can be due to the fact that teachers' approaches vary according to the ethnicity of their students (Den Brok & Levy, 2005). However, earlier research has shown that supportive and warm teacher student relations contribute substantially to high student cognitive and affective outcomes (Brekelmans, Wubbels, & Den Brok, 2002).

Therefore, there is abundant room for future research to investigate whether certain races and cultures have different expectations of teacher-student relationships and whether this has an influence on student performance. To conclude the discussion about the influence of race and culture within this domain, it was interesting to consider the influence of teachers' background on relationships according to the participants themselves. The results indicated that teachers' referred to the term 'past experiences' instead of 'racial or cultural background' when talking about what influences teacher-student relationships. The reason for this manner of expression remains unclear. It may be related to the view of racial or cultural background, considering the subject of this research is a sensitive issue in the Netherlands.

Secondly, results on the domain of classroom management found that 9 teachers consider race and culture important in their teaching as they demonstrated strategies to address culturally responsive classroom management. This is in line with Gay's (2002) CRT in which she explained that taking race and culture into account in the classroom is conducive for teaching multicultural classrooms. However, 2 teachers were not aware of taking race and culture into account in their classroom management. It seems possible that this result is due to the fact that teacher

preparation programs pay little attention to race and culture in teaching and therefore many teachers do not know how to approach race and culture in education (Hermans, 2002).

In addition, all teachers described their classroom management without explicitly referring to race, culture or their own marginalized background being of influence. Results have shown that marginalized teachers offer students a lot of structure by formulating and implementing rules. This is in line with the outcome of Wubbels et al. (2006) who stated that offering structure and making students accountable is of great importance in all classrooms. The fact that teachers indicate that they use clarity and positivity, never point a finger to students and speak in the so-called 'we-form' could be due to the dominant discourse in Dutch society. In this society, it is inappropriate to consider people's ethnic and cultural backgrounds when discussing a person's behavior, since this could reinforce prejudice. This is in contrast to America where teachers are advised to be able to respond explicitly to students' cultural and ethnic characteristics (Brown, 2003). Results have shown that marginalized teachers offer students a lot of structure by formulating and implementing rules.

Thirdly, the results on the domain of curriculum and instruction showed that only 5 teachers define the role of race and culture as important, considering half of them take race and culture into account in their curricula. This result only partly supports the idea of Gay (2002) in which she explains that taking culture into account in curriculum and instruction enhances diverse students' feelings of being seen by their teacher. This result is mainly due to the fact that teachers explained that the material does not lend itself to implement diversity. However, even if teachers develop lessons themselves, they do not take race and culture into account. There are several explanations for this finding. Firstly, it is known that both teachers and students in the Netherlands feel that teacher programs deserve improvement regarding multicultural education

(Hermans, 2002). Teacher preparation programs should equip teachers with knowledge regarding race and culture in order to teach effectively (Hermans). Secondly, teachers are often tied to a curriculum that they should follow in which not much room is left for teachers' own interpretation (Hermans). If the curriculum is not designed for diverse students, teachers are not capable of implementing this, since teacher preparation programs do not prepare teachers to do so (Hermans).

In addition, when describing their curriculum and instruction none of the teachers stated that race, culture or their own marginalized background was of influence on their approach. Nine teachers stated that they approach their lessons by starting with a short explanation after which students work together in pairs or groups. The fact that teachers prefer to make the material lifelike confirms the outcome of Wubbels' et al. (2006) that students feel seen and feel engaged with the material.

The reason why teachers seem more aware of implementing the role of race and culture in the domain of relationships and classroom management in contrary to their curriculum and instruction remains unclear. It may be related to the fact that caring and trusting relationships with students, as participants indicated in the current research, are found to have the most powerful and consistent influence on diverse students' school achievement (Villegas & Irvine, 2010). Marginalized teachers prioritise addresssing race and culture within the domain relationships and classroom management instead of wihtin their curriculum and instruction. This can be explained by Villegas and Irvine, who noted that caring is an important characteristic of marginalized teachers. In addition, culturally responsive classroom management can promote or obstruct students' access to learning (Weinstein et al., 2004). Nevertheless, future research could further investigate this.

In summary, the current study showed how marginalized teachers define the role of race and culture within their teaching in several educational levels in the Netherlands. The recommendations made in this study can be used as an initial impulse for future research on this topic. In that regard, this study has met its objectives in adding value to the research on the topic in the educational field. The researcher of the current study hopes that future research will further study the influence of race and culture on marginalized teachers' teaching, so that this knowledge can be applied in the educational field to create optimal settings for both marginalized teachers and students in order to create the best possible conditions for teaching multicultural classrooms.

Limitations

This study had several limitations. Firstly, it became clear during one interview that one participant was a teacher without having followed proper teaching education. Although he could answer all questions, this participant's knowledge of good education was lacking in various areas. Therefore, this participant can be seen as an outlier. Only reliable information about his view on teaching was included in the study. The remnant has been left aside.

Secondly, the educational level that teachers teach varied widely. Therefore, the extent to which teachers felt responsible for building a good relationship with their students diversified, even though all participants work with the same group of students for a longer period of time. The intensity of contact that teachers have at different educational levels could be a possible reason for this. Future research could prove that.

Thirdly, when interviewing, the researcher had the impression teachers sometimes did not feel completely at ease with some questions regarding their background. Unfortunately,

sufficient time to build a relationship with participants in order to reduce this feeling was lacking. Future research should take this into account.

Fourthly, the conclusions of this study are based on a very specific and small sample. As a result, results cannot be generalized (Boeije, 2010). In addition, it is important to keep in mind that the results refer to classrooms with an unknown number of marginalized students. Also, this study did not take into account how many teachers have the same background as their students. For example, if this was the case, the criteria of developing a culturally diverse knowledge base would not apply to teachers with the same race as their students since they share the same background.

In addition, future research will have to show whether the elements that appeared to be important in this study comprise an all-encompassing set of interpersonal aspects of marginalized teachers' teaching in multicultural classes. If this turns out to be the case, it is important that these elements are included in teacher preparation programs.

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Appendix A: Table 1

Table 1. *Theories with used codes*

No	Criteria and code	Definition	Example
1. Culturally Responsive Teaching			
Culturally Diverse Knowledge Base Development		Develop CDKB to understand students' culture	
1a	Knowledge_Students	Teachers develop CDKB by talking to students about students' backgrounds	"Sometimes I ask a question: who identifies with more than one culture? And what culture is that then? Then I ask specifically about it."
1b	Knowledge_Training	Teachers develop CDKB by training	"We do have a university-wide diversity task. And at our faculty there is a working group for diversity."
1c	Knowledge_SelfDirected	Teachers develop CDKB by teachers' own effort	"I read about cultures etcetera. I ask a lot. I work a lot with Muslim children so I just ask. I also ask colleagues or I look it up or I read about it. From all kinds of cultures I am curious how something works and how I have to interpret something. It can be different than it is intended, namely."
1d	Knowledge_Other	Teachers develop CDKB in some other way not named by other codes	"But whatever the employer does is to ensure that there is a very diverse team."
1e	Knowledge_None	Teachers express that they do not seek additional information about students' backgrounds	"I don't know much about that, but that's because I'm not a mentor, I only teach German. Every now and then I learn something during a team meeting. I don't work that many hours at school, so you have less contact and you know much less about students' personal backgrounds."
Development of Culturally Relevant Curricula		Design CRC via several ways so every student feels seen	
2a	Curricula_IncorporatingSymbols	Images, celebrations, awards etc. Incorporating symbols from students	"I do know that when I do a portrait, I have a selection of faces that I pass around and then I often

		background	mention, could you mention a characteristic of a certain race? “
2b	Curricula_IncorporatingSocietalEvents	Giving examples from what happens in the society	“My teaching program, called 'Skillz', it is very much about behavior, self-direction, how to get out of the victim role, assertiveness and take responsibility for your own choices.”
2c	Curricula_EngagingStudentsViaInstruction	Development of Culturally Relevant Curricula by engaging students via instruction	“Then I ask if there is also cultural diversity in how you can deal with things like this. And then I see that people with a different cultural background say something about it.”
2d	Curricula_Other	Development of Culturally Relevant Curricula in some other way not named by other codes	“We use marketing books that make extensive use of large international companies that are known worldwide. And that works well for those students. And if we use such well-known companies, they also understand that theory faster”
2e	Curricula_None	Teachers express that they do nothing to create curricula that is conducive for teaching	“No, I don't take that into account in my design.”
	Culturally Responsive Caring and Building a Learning Community	Teachers create a classroom climate that is conducive for teaching diverse students.	
3a	Community_AttentionandInterest	Teachers create a classroom climate that is conducive for teaching diverse students by giving personal attention to students and showing interest	“And the great thing is: because I create such a situation, they will also ask me questions. The ladies are always very curious about what my hair looks like. Then I say: you know what, when Thomas leaves the room. Then I take it off and then they say: wow, so much hair, how is it possible!”
3b	Community_Teachers'Examples	Teachers create a classroom climate that is	“Or I give an example when I actually ran into it myself. To show

		conducive for teaching diverse students by sharing examples about themselves as culturally diverse teacher	...that it is also good to experience things and that it has nothing to do with knowledge or skills.”
3c	Community_RespondingToBehavior	Teachers create a classroom climate that is conducive for teaching diverse students by responding to behavior in supportive ways	“If someone is very quiet during a course. Then I do not immediately interpret that as someone who does not dare, but that this also has to do with their norm, or the cultural background”
3d	Community_Other	Teachers create a classroom climate that is conducive for teaching diverse students in some other way not named by other codes	“I try to be myself and to respect and treat everyone with respect. I would never joke about someone's background.”
3e	Community_None	Teachers express that they do nothing to create a classroom climate that is conducive for teaching	“I don't even think I do anything conscious”
2. Teacher Beliefs			
4a	Beliefs_RoleOfBackground	The role teachers own background plays in their teaching according to the teacher	“I do it all from a kind of passion for love. I think that in the basis of everything and how you deal with each other, that love is the basis for that. I find that very important when I look at how I grew up. In many ways things could have gone very wrong with me.”
3. Domains of Teaching			
5a	Relationships	Sustained interaction pattern between teacher and individual student	“Always based on trust and acceptance. That is super important to me”
5b	ClassroomManagement	The rules and routines that structure teaching and learning	“Then I indicate the structure. And also, the learning objectives. And afterwards I also go back to it. Have you achieved this now?”

5c	CurriculumAndinstruction	The content used during instructional practices	“I love to ask questions. I don't like sending information. Sometimes it is really necessary that you explain something, but I try to get information from them when I ask.”
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Appendix B: Interview protocol

Interview Protocol

Teacher Pseudonym: _____

Age: _____

Gender: _____

Date: _____

Interviewer: _____

1. Please tell us a bit about yourself.
 - a. How old are you
 - b. How long have you been a teacher?
 - c. How would you describe your cultural and ethnic background(s)?
 - d. Please describe how you became a teacher and why you decided to become a teacher.
2. Please describe your current teaching position.
 - a. What is your current teaching assignment (e.g. subject area, level, number of students, days per week, out-of-classroom duties, etc.)

In this study, we are using a framework called Domains of Teaching to frame teaching practice. The three domains of teaching that we will discuss are relationships, classroom management, and curriculum and instruction. I want to tell you how we are defining each domain and then ask you your perspectives about each one.

3. We define relationships as sustained interaction patterns between the teacher and individual students, the teacher and the class, and the students themselves.
4. How would you characterize your relationships with individual students in your class? Could you give an example?
 - a. How would you characterize your relationship with the entire class? Could you give an example?
 - b. How would you characterize your students' relationships with each other? Could you give an example?
5. We define classroom management as the rules and routines that structure teaching and learning. How would you characterize your classroom management? Could you give an example?
6. We define curriculum as what is taught, the content you teach. How do you make decisions about the content you teach? Could you give an example?
7. We define instruction as the activities used to teach content, such as lecture and small group activities.
 - a. What sorts of instructional activities do you use? Could you give an example?

- b. Which instructional approaches do you prefer to use? Why?
 - c. Which instructional approaches do you prefer not to use? Why?
 - d. If someone were observing a typical class of yours, what would be the instructional format of the class period? Which activities would it include and how long would each activity last? Why do you use this format?
8. Which role does your own background play in the area of relationships, classroom management and curriculum? And what role do you think your students' backgrounds play in these areas of your teaching?
9. What are your impressions of your current students?
- a. What are their greatest assets? Could you give an example?
 - b. What are their greatest challenges? Could you give an example?
10. Please rate three characteristics you think are most important in a teacher. Could you explain why you those these three?

	Column 1		Column 2		Column 3
	(S)he cares about me individually.		(S)he makes sure everyone is paying attention.		The students learn about all of the important topics in the content area.
	(S)he makes sure all of the students in the class get along with each other.		The students know we cannot get away with misbehavior in class.		(S)he presents a variety of perspectives.
	(S)he listens to the students.		The transitions between activities are well planned and organized.		(S)he accepts a variety of perspectives.
	(S)he pays attention to what the students need in order to succeed in class.		If a student disrupts, (s)he handles it positively.		Knowledge from my cultural heritage is presented in class.
	(S)he knows about my life outside of class.		The students know what to expect.		Assignments are interesting.
	(S)he provides help with assignments when I need it.		The students know what we are allowed to do and what we are not allowed to do.		Assignments help me learn about the topic.
	(S)he understands my culture.		The class rules make sense to me.		(S)he uses a variety of class activities.
	(S)he gets to know my family.		(S)he does not waste time.		The students work in groups in ways that help me learn well.
	I get to know students whom I had not previously chosen to be friends with outside of class.		(S)he does not allow students to waste time.		Assignments require an appropriate amount of effort.
	I feel physically and emotionally safe in class.		Class runs smoothly.		I learn how to apply my learning in class to the world outside of class.

11. In this study, one area of focus is on the experiences of students from non-dominant groups, such as ethnic minorities or others. Has your student population diversified during your teaching tenure? If so, how have you addressed this?
 - a. What do you know about the different cultural backgrounds of students in your class?
 - b. What knowledge do you rely on the most in order to teach the diverse classroom?
 - c. Does your approach towards students differ depending on their background?

12. How do you take into account students' different backgrounds when you use learning material?
 - a. How does the (instructional) material you use take into account students' cultural diversity?
 - b. How do you make sure you take all ethnic differences into account when you create instructional material?
 - c. Does your school pay attention on taking into account different backgrounds in the learning material? If yes: Can you give an example?

13. We define relationships as sustained interaction patterns between the teacher and individual students, the teacher and the class, and the students themselves.
 - a. How would you characterize your relationships with individual students in your class? Could you give an example?
 - b. How would you characterize your relationship with the entire class? Could you give an example?
 - c. How would you characterize your students' relationships with each other? Could you give an example?
 - d. What do you do/What materials or skills do you use to create a pleasant learning climate?

14.
 - a. How does your communication style differ from the communication styles from your students with different backgrounds than yours? Why do you think so?
 - b. Could you give an example of a situation in which you had to take into account the different communication styles of different backgrounds?
 - c. What did you do to manage this situation?

15.
 - a. What do you do/What materials or skills do you use to create a positive learning climate for your students?
 - b. How do you incorporate the ethnic differences of students into account when doing so? /Making instructional material?

16.
 - a. To what extent do you think your students would describe you as someone who follows through on things? Why do you think so?

- b. Do you set different boundaries for different students?
17. Now I would like to ask you about your relationships with students.
- a. Can you give a concrete example of a situation in which you realized that the relationship between you and a student or between two students was essential?
 - b. What did you do as a teacher in that situation?
18. Now I would like to ask you another question about your relationships with students.
- a. How do you think your students describe you when it comes to paying attention to them and engagement with them?
 - b. Why do you think so?

Appendix C: Recruitment form

For the study we need teachers who belong to a marginalized ethnic group. In order to make a shift between the dominant group in the Netherlands and the group with a marginalized ethnic background and the questions in the *teachers' recruitment form* below was used.

Participants will self-identify as "marginalized" using the following definition: Teachers who are living and teaching in a given country, but who do not entirely relate to the dominant race and culture of that country. They consider themselves members of a non-dominant cultural or racial group.

Teachers' recruitment form

Questions:

- How would you describe your racial and ethnic background? You might use several words.
- How would you describe your religion?
- Do you teach students from at least 16 years old?
- Do you teach ethnically diverse students?

Appendix D: Invitation for participation

Beste meneer/mevrouw,

*Naar aanleiding van ons telefoongesprek van zojuist, stuur ik u deze mail.

In het kader van onze master thesis zijn wij hard op zoek naar docenten die willen participeren in ons onderzoek tussen 12 februari 2020 & 18 maart 2020. We vragen slechts een uur van uw tijd om een interview te houden. Het doel van deze studie is het verkennen en verklaren van de ervaringen van leraren en studenten die tot gemarginaliseerde etnische groepen behoren, om hun opvattingen over de invloed van cultuur op onderwijs en leren op diverse klascontexten van Nederland te begrijpen.

Wij hopen dat u geïnteresseerd bent om deel te nemen aan dit onderzoek. We zijn op zoek naar participanten met verschillende culturele achtergronden. Denk hierbij aan verschil in moedertaal, geboorteland, geloofsovertuiging etc.

We zullen samen naar een geschikt moment zoeken waarop de onderzoeker naar uw school komt om het interview met u af te nemen. Uiteraard delen wij de onderzoeksresultaten na afloop van het onderzoek met u, en hopen wij dat u hiervan profijt van ondervindt tijdens het lesgeven.

Indien u vragen of opmerkingen heeft, kunt u gerust contact met ons opnemen.

Hopend op een positief bericht,

Met vriendelijke groet,

Felice Linthorst

f.m.b.l.linthorst@students.uu.nl

0648166543

Maaïke van Noppen

m.a.vannoppen@students.uu.nl

0650564729

Appendix E: Informed Consent Form

Februari, 2020

Beste deelnemer,

Middels deze brief willen wij u uitnodigen om deel te nemen aan het onderzoeksproject 'Perspectives on Teaching and Learning of Teachers and Students from non dominant backgrounds'. Het doel van deze studie is het verkennen en verklaren van de ervaringen van leraren en studenten die tot gemarginaliseerde etnische groepen behoren, om hun opvattingen over de invloed van cultuur op onderwijs en leren op diverse klascontexten van Nederland te begrijpen.

Wat wordt er van u als deelnemer verwacht?

Als u akkoord gaat om deel te nemen, zouden wij graag een interview van 60 minuten met u afnemen. Tijdens het interview vragen wij u naar uw achtergrond en opvattingen over lesgeven en leren.

Vertrouwelijkheid van gegevens

Persoonlijk identificeerbare gegevens worden als volgt behandeld: interviews zullen worden opgenomen voor transcriptie. Alle persoonlijke identificeerbare gegevens zullen worden verwijderd en audiobestanden worden vernietigd wanneer deze zijn getranscribeerd. Gegevens die uw identiteit of andere identificeerbare informatie prijsgeven, worden opgeslagen in een goed beveiligde universitaire server. Deze server is alleen toegankelijk voor de onderzoeker en alle informatie zal worden vernietigd na afronding van het onderzoek. Dit is in overeenstemming met de richtlijnen van de *VSNU Association of Universities* in Nederland. Toegang voor andere onderzoekers uit de onderzoeksgroep wordt alleen verleend als zij ermee instellen de vertrouwelijkheid van de informatie te bewaren, zoals in dit formulier wordt gevraagd.

Risico's, voordelen en vrijwillige deelname

Er zijn geen risico's verbonden aan deelname aan dit onderzoek. Uw deelname is vrijwillig en u kunt op elk gewenst moment besluiten uw deelname te beëindigen, in dat geval kunt u het onderzoek verlaten zonder enige uitleg of negatieve gevolgen. Als u uw deelname beëindigt,

zullen wij de tot dan toe verzamelde gegevens gebruiken, tenzij u ons expliciet ander informeert. Als u een officiële klacht heeft over het onderzoek, kunt u een email sturen naar de klachtenfunctionaris, via klachtenfunctionaris-fetcsocwet@uu.nl.

Wanneer u akkoord gaat met deze deelname, vragen wij u dit formulier te ondertekenen en binnen een week terug te sturen. Neem bij vragen contact op met de hoofdonderzoeker via B.L.Kennedy@uu.nl.

Met vriendelijke groet,

Brianna Kennedy and the Research Team

Department of Education, Faculty of Social and Behavioral Sciences | Utrecht University

Langeveld Building, room E3.33

Heidelberglaan 1

3584 CS Utrecht

+31 30 253 3369

Ik verklaar hierbij dat ik de informatiebrief over de 'Perspectives on Teaching and Learning of Teachers and Students from non dominant backgrounds' heb gelezen en stem ermee in om deel te nemen aan deze studie.

Naam

Datum

Handtekening

Appendix F: FETC Form

Section 1: Basic Study Information

1. Name student:

Felice Linthorst

2. Name(s) of the supervisor(s):

Brianna Kennedy (second reader: Monika Donker)

3. Title of the thesis (plan):

The Role of Race and Culture within Marginalized Teachers' Teaching in The Netherlands

4. Does the study concern a multi-center project, e.g. a collaboration with other organizations, universities, a GGZ mental health care institution, or a university medical center?

Yes/ No
 If yes: Explain.

5. Where will the study (data collection) be conducted? If this is abroad, please note that you have to be sure of the local ethical codes of conducts and permissions.

The Netherlands

Section 2: Study Details I

6. Will you collect data?

~~Yes~~ / ~~No~~

Yes Continue to question 11

No Continue to question 7

7. Where is the data stored?

YoDa

8. Is the data publicly available?

~~Yes~~ / No

If yes: Where?

9. Can participants be identified by the student? (e.g., does the data contain (indirectly retrievable) personal information, video, or audio data?)

~~Yes~~ / No

If yes: Explain.

10. If the data is pseudonymized, who has the key to permit re-identification?

The principal investigator

Section 3: Participants

11. What age group is included in your study?

Secondary school teachers, vocational education teachers, university of applied sciences teachers and university teachers. All adults between 24 and 45 years old

12. Will be participants that are recruited be > 16 years? Yes/~~No~~

13. Will participants be mentally competent (wilsbekwam in Dutch)? Yes/~~No~~

14. Does the participant population contain vulnerable persons? Yes/No
 (e.g., incapacitated, children, mentally challenged, traumatized, pregnant)

15. If you answered 'Yes' to any of the three questions above: Please provide reasons to justify why this particular groups of participant is included in your study.

Participants are older than 16, are all mentally competent and the participant population does not contain vulnerable persons.

16. What possible risk could participating hold for your participants?

None.

17. What measures are implemented to minimize risks (or burden) for the participants?

There are no anticipated risks.

18. What time investment and effort will be requested from participants?

Time to answer interview questions about culturally responsive teaching

19. Will be participants be reimbursed for their efforts? If yes, how? (financial reimbursement, travelling expenses, otherwise). What is the amount? Will this compensation depend on certain conditions, such as the completion of the study?

No

20. How does the burden on the participants compare to the study's potential scientific or practical contribution?

Knowledge gained from this research program could benefit students, teachers, administrators, and policy-makers by describing ways that education can be more effective for students from vulnerable populations, many of whom are underserved now.

21. What is the number of participants? Provide a power analysis and/or motivation for the number of participants. The current convention is a power of 0.80. If the study deviates from this convention, the FERB would like you to justify why this is necessary. (Note, you want to include enough participants to be able to answer your research questions adequately, but you do not want to include too many participants and unnecessarily burden participants.)

10 participants

22. How will the participants be recruited? Explain and attach the information letter to this document.

Via snowball and convenience sampling.

23. How much time will prospective participants have to decide as to whether they will indeed participate in the study?

Several weeks. Participants may of course always decide to not finish the interview.

24. Please explain the consent procedures. Note, active consent of participants (or their parents) is in principle mandatory. Enclose the consent letters as attachments. You can use the consent forms on Blackboard.

See Appendix D

25. Are the participants fully free to participate and terminate their participation whenever they want and without stating their grounds for doing so? Explain.

Yes

26. Will the participants be in a dependent relationship with the researcher?

~~Yes~~ No
If yes: Explain.

27. Is there an independent contact person or a general email address of a complaint officer whom the participant can contact?

Yes

28. Is there an independent contact person or a general email address of a complaint officer whom the participant can contact in case of complaints?

Yes

Section 4: Data management

29. Who has access to the data and who will be responsible for managing (access to) the data?

The principal investigator

30. What type of data will you collect or create? Please provide a description of the instruments.

Interviews

31. Will you be exchanging (personal) data with organizations/research partners outside the UU?

Yes / No
If yes: Explain.

32. If so, will a data processing agreement be made up?

Yes / No
If yes: Please attach the agreement.
If no: Please explain.

33. Where will the data be stored and for how long?

YoDa. Audio records were removed after the interviews were transcribed. Transcriptions are available for the head of the research group after students' had finished their thesis.

34. Will the data potentially be used for other purposes than the master's thesis? (e.g., publication, reporting back to participants, etc.)

No

35. Will the data potentially be used for other purposes than the master's thesis? (e.g., publication, reporting back to participants, etc.)

~~Yes~~ / No
If yes: Explain.