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Abstract

Classrooms in the Netherlands are becoming increasingly diverse, presenting unique contexts and challenges to schools and educators. Different beliefs that teachers hold about cultural diversity have been associated with differences in the execution of teaching practices. Teachers' beliefs regarding cultural diversity have often been categorized into two approaches; multiculturalism and colorblind approaches. This study explored the type of beliefs held by teachers in the Netherlands concerning cultural diversity, and how these beliefs may influence a teacher's intention to learn and adjust their teaching to better suit the needs of diverse students. This adjustment in a teachers' practice is reflective of culturally responsive teaching. A case study of 7 participants with significant experiences in multicultural classrooms was undertaken using semi-structured interviews and vignettes. Teacher beliefs were found to be largely multicultural with some instances of colorblind beliefs, but the two were not mutually exclusive within participants. Learning intentions could not be tied to specific beliefs but were more influenced by professional environment, level of experience and past experiences. Further research can begin to explore the potential benefits of integrating these two beliefs in multicultural classrooms.

Key words: teacher beliefs, cultural diversity, culturally responsive teaching, vignettes, learning intentions

Introduction

Through the process of migration and current refugee crises that have taken place in recent years, populations are becoming increasingly diverse in terms of ethnicity, culture and background (Vedder, Horenczyk, Liebkind & Nickmans, 2006). The Netherlands has also experienced this growth in diversity, which is reflected into schools as well (Wubbels, Den Brok, Veldman, & Van Tartwijk, 2006). Assessments continue to show that schools often do not appropriately support the needs of students from non-native backgrounds, and non-native students continue to lag behind their native peers (OECD, 2015). While teachers play a central role in this process, there is still very little known about what kind of beliefs teachers hold about cultural diversity (Vedder et al., 2006). Teacher beliefs significantly influence how teachers construct and implement lessons and how responsive they are to students (Hachfeld, Hahn, Schroeder, Anders, Stanat & Kunter, 2011). It is therefore important to investigate what kinds of beliefs teachers may have and how these beliefs may be affecting teaching practices and students.

Beliefs concerning cultural diversity have often been investigated through two concepts; multiculturalism and colorblind beliefs. In educational settings, multicultural beliefs acknowledge and celebrate cultural differences classrooms, while colorblind approaches focus on egalitarian practices, choosing to ignore ethnic or cultural differences by treating all students the same (Hachfeld et al., 2011). Although there are overlaps within these two belief systems, they can have significantly different effects on practice and on students. Hachfeld and colleagues (2015) found that when teachers retained beliefs that were associated with viewing all students as equal, this showed a significant negative relationship with a teacher's willingness to adjust their teaching in order to prepare lessons that address the challenges of a culturally diverse classroom. This can ultimately mean that teachers fail to support for example, immigrant students, or fail to assess their performance accurately. Multicultural beliefs however were found to have a positive relationship with willingness to adjust ones teaching (Hachfeld et al., 2015). This willingness to adjust one's

teaching can be seen as a teacher's intention to learn from their experiences in the multicultural classroom, and reshape it to better benefit students from diverse backgrounds. This adjustment is reflective of what is often referred to as culturally responsive teaching (CRT). CRT is defined as a form of teaching that strives to teach ethnically diverse students more effectively, by using the cultural characteristics and experiences as ways to improve students learning (Gay, 2002). CRT proposes that when teaching academic knowledge and skills that are situated within the lived experiences of students, they will be more engaged in learning (Gay, 2002). Because minority students still continue to underperform in school when compared to their native peers, CRT should be considered as an important component of teaching in diverse classrooms, in order to ensure an equitable learning environment for all (OECD, 2015).

This research paper seeks to explore teachers' beliefs about cultural diversity in their classroom, and how this belief may relate to a teacher's willingness and intention to adjust their teaching in order to accommodate for students ethnically diverse backgrounds and engage in CRT. Due to the limited amount of research on this topic in the context on the Netherlands, this study can help shed light on the types of beliefs held by teachers working in multicultural classrooms, and the effects of these beliefs on teaching practices. If we can begin to understand the role beliefs play in multicultural classrooms and how they shape teachers learning intentions and practices, this information can be used when designing teacher-training programs that intend to prepare teachers for working in multicultural classrooms. Uncovering the beliefs that are held by teachers is a necessary pre-condition that can take us towards the possibility of transforming teaching practices into ones that are appropriate for culturally diverse settings, and that benefit all students (Harrington & Hathaway, 1995). Hence, the following research questions will be investigated: *a) What beliefs are held by teachers in the Netherlands concerning cultural diversity? b) How do teachers' beliefs concerning cultural diversity relate to their intention to learn from and modify their teaching practice to suit the needs of culturally and ethnically diverse students?*

Theoretical Framework

The Dutch Multicultural Classroom

Dutch classrooms have become increasingly diverse through the flow of migration to the Netherlands that has been occurring for the past few decades, meaning that classrooms display a range of students from various different ethnic, religious and cultural backgrounds (Van Tartwijk, Den Brok, Veldman & Wubbels, 2009). Educational policies regarding immigrants and multicultural education have a relatively short history and have changed significantly over time (Driessen, 2000). Primarily immigrant students were presumed to be residing in the Netherlands only temporarily and would return to their home countries after a set period of time, and were therefore given instruction both in Dutch and their mother-tongue language. Around the 1980's this policy changed and moved towards a more assimilationist goals, with a purpose of preparing immigrants "for their role in Dutch society" (Driessen, 2000, p. 58).

Immigrant students continue to endure an educational disadvantage when compared to their native-Dutch peers (Andriessen, Phaet & Lens, 2006). Children of immigrants on average receive lower levels of schooling and these educational inequalities impact other spheres of social inequality. One of the main causes and indicators of educational inequality includes the high dropout rates in secondary education of immigrant students when compared to native-Dutch students. Other research also points to sociological reasons such as tokenization of students and disadvantages in parental economic and cultural resources (Kalmijn & Kraaykamp, 2003). Although more research is needed into determining the causes of inequality, it is assumed that "cultural differences as well as the nature of the integration process" can be held responsible for these differences (De Haan & Elbers, 2005, p. 320).

The Multicultural Classroom: Dilemmas and Challenges

A multicultural classroom is one where there exists a range of students from various cultural, religious or ethnic backgrounds (Den Brok & Levy, 2005). Ethnicity refers to a social

group that share a common identity, history, cultural roots or originate from a specific geographical location and are viewed as “culturally distinctive” (Eriksen, 2002). Cultural and ethnic differences can manifest themselves both explicitly and implicitly (Clayton, 2003; Erickson, 2010). They can appear as differences in socialization processes, verbal and non-verbal communication styles, rules or rituals, social norms, conceptualizations of various roles such as gender, age or profession, differences in values or morals, learning styles, discipline, authority and even understandings related to space and time. For example, in some cultures it is considered rude to ask a teacher for assistance, and students are expected to figure out their problems independently. A student exhibiting this type of behavior can easily be labeled by a teacher unfamiliar with the student’s cultural background as dismissive, and may become frustrated at the inability to connect with the student (Clayton, 2003).

Another challenge for teachers includes having to navigate the differences in values, morals and beliefs, which can cause clashes and miscommunications in the classroom (Den Brok, Wubbels, Veldman & van Tartwijk, 2009). A group of diverse learners often places heavier demands on a teacher for the knowledge and awareness needed to create a safe and positive learning environment that caters to students from different backgrounds, and fosters positive teacher student relationships (Wubbels, Den Brok, Veldman, van Tartwijk, 2006).

Culturally Responsive Teaching

Culturally responsive teaching (CRT) has emerged as a response to the challenges that accompany multicultural learning environments. CRT argues that rather than merely “celebrating” students from diverse backgrounds, teaching is adjusted to suit each learner’s needs in order to make learning more engaging (Gay, 2002). CRT presumes that teachers have knowledge concerning student’s diverse backgrounds and retain respect and recognition for differences in values, behaviors and customs that may affect students’ behaviors, roles, learning and communication styles. Teachers therefore attempt to gain specific information concerning their

students' backgrounds, and to adjust their teaching to make learning more representative and responsive to students from diverse backgrounds (Villegas & Lucas, 2007).

Having teachers who are culturally responsive can significantly influence student outcomes. Differentiated curricula and tracking has a large influence on student achievement, and research shows that "differences in access to high quality course content are associated with race and class and contribute to differences in achievement" (Banks et al., 2005). When teachers are not culturally responsive or socio-culturally conscious, they can consciously and unconsciously perpetuate inequality between groups by disadvantaging students with different cultural or ethnic backgrounds. This can occur when for example; teaching material that only reflects a specific cultural frame of reference is used in the classroom (Banks et al., 2005).

Teacher Beliefs and Cultural Diversity

Beliefs are indicative of our ideas about the world, are stored in long term memory and involve emotions, feelings, moods and subjective reflections that are often resistant to change (Brand & Glasson, 2004). Teacher beliefs can be conceptualized as principles that guide the practices teachers execute in classrooms. As instructional behaviors in the classroom are influenced by a teacher's beliefs, the accounts of teachers concerning their own beliefs about classroom practices can provide insight into the driving factors behind these practices (Gay, 2010; Pajares, 1992).

Teacher beliefs concerning cultural diversity have often been examined through two concepts; multiculturalism and colorblindness. Multicultural beliefs refer to the idea that cultural diversity is enriching and should be recognized and celebrated in the classroom. It involves accommodating various cultural backgrounds by adjusting teaching to suit the needs of all students (Hachfeld et al., 2015). Multicultural approaches include teachers who maintain a critical cultural consciousness concerning ethnically diverse groups, develop culturally informed pedagogy for their practices, are culturally self-aware, and are knowledgeable about the skills needed in multicultural

classrooms (Gay & Howard, 2000). Multicultural beliefs have been associated with higher levels of empathy (Burkard & Knox, 2004) and acceptance of differences (Wolsko, Park, Judd & Wittenbrink, 2000).

In contrast, colorblindness proposes that individuals should be treated equally, ignoring background, ethnicity and race. It emphasizes building common ground for all students by focusing on similarities instead of differences (Hachfeld et al., 2015). While both belief systems view diversity as positive, they nonetheless can have different outcomes for teaching practice (Hachfeld et al., 2011). Colorblind beliefs have been linked to less consideration for cultural backgrounds and their incorporation into curricula (Hachfeld et al., 2011). While the premise of colorblind beliefs, may intuitively seem to be in the interest of equality, it has been criticized in teaching practice for ignoring the needs of minority students. Colorblind teachers “often do not possess the racial and cultural knowledge necessary for pedagogical success with highly diverse students” (Milner, 2007, p. 392) and cultural conflicts, inconsistencies or mismatches can exist between teachers and students that may limit learning opportunities (Milner, 2007). Instead of promoting equality, colorblind approaches can even increase discrimination in schools, when teachers consciously or unconsciously pass on their beliefs to students, where issues of discrimination are not seen, not addressed and therefore allowed to increase (Apfelbaum, Paukers, Sommers & Ambady, 2010).

Some studies indicate that teachers tend to have more negative beliefs about teaching ethnic-minority students (Vervaet, D’hondt, Van Houtte, & Stevens, 2016; Tenenbaum & Ruck, 2007) students with different mother tongue language (Pulinx, Van Avermaet & Agirdag, 2017), and students from lower socio-economic households (Boone, Thys, Van Avermaet & Van Houtte, 2018). Teacher beliefs concerning cultural diversity can therefore be a “key catalyzer for (un)equitable teaching practices and hence, (un)equitable outcomes” (Roose, Vantieghem, Vanderlinde & Van Avermaet, 2019, p. 141).

A study exploring 12 Dutch teachers found that all adopted a colorblind approach in their teaching. The more diverse their classroom was, the less teachers discussed the role that ethnic differences may play in the classroom. This may have been due to discourse in Dutch society, which tiptoes around topics regarding ethnicity in order to avoid the reinforcement of prejudice (Van Tartwijk et al., 2009).

However, it is important to note that teachers may not fall into one belief system so readily, and these two belief systems are not necessarily mutually exclusive (Plaut, 2010). Yang and Montgomery (2013) studied pre-service teachers and teacher educators' attitudes towards cultural diversity, and found that there was considerable overlap in two seemingly opposing groups. There was significant agreement between the two groups, including being opposed to racial inequality and being motivated to eliminate racism in education. Both groups in the study also reacted positively to incorporating diversity into classrooms and curricula. Major differences between beliefs centered on highlighting the similarities among students, as opposed to acknowledging student diversity. This illustrates that a teacher's beliefs about cultural diversity will not necessarily be easily categorized as purely colorblind or purely multicultural, as there may be considerable overlap in beliefs even among teachers categorized into these two corners.

Teachers Learning and Learning Intentions

The willingness to adjust one's teaching practice and engage in CRT can be linked to a teacher's intention to observe and learn from a situation that may arise in multicultural classrooms, and change their practice to suit the differing needs of students. Teacher learning can be defined as a teachers' acknowledgement of a context or situation, and the formal or informal learning that follows (Van Eekelen, Vermunt & Bozhuizen, 2006) and can happen on various levels of consciousness (Hoekstra, Beijaard, Brekelmans & Korthagen, 2007). Learning is an active process that leads to either changes in knowledge, beliefs or practice (Bakkenes, Vermut & Wubbels, 2010) however, informal workplace learning can be difficult to recognize or observe. Teachers may

consciously experiment with a teaching strategy with an intention to learn, or unconsciously develop an aversion to other types of strategies due to negative experiences, in which case, learning still occurs (Hoekstra et al., 2007).

Teachers learn through formal education such as training programs or courses, but a significant amount of teacher learning also occurs on the job through informal learning by engaging in one's teaching practice (Hoekstra et al., 2007). Informal learning can be implicit, reactive or deliberative (Eraut, 2004). Implicit learning is the acquisition of knowledge without a conscious effort being made to learn, as well as the “absence of intent to learn” (Reber, 1989, p. 230). Reactive learning is opportunistic in nature and happens near spontaneously, leaving an individual with very little time to think. It also includes brief reflections on past incidents and awareness of possible future learning opportunities (Eraut, 2004). Deliberative learning includes an individual making a conscious and intentional effort, often with clear learning goals in mind and time allocated specifically for achieving goals. These can also be specific work-based goals that may not be recognized as learning goals, but where learning is an unavoidable by-product (Eraut, 2004). For teachers this could include undertaking specific activities such as reflecting with a colleague, taking a course, or engaging in personal research or reading (Hoekstra et al., 2007).

Because beliefs have been linked so closely to practice, it is therefore interesting to explore how teachers' beliefs may influence their learning and learning intentions. Where do Dutch teachers' beliefs about cultural diversity lie? How do these beliefs affect their practice? Are teachers with specific beliefs more likely to learn from and modify their practice in response to the challenges that multicultural classrooms present? The following section outlines the method used to study these questions.

Method

Design

Beliefs are often complex and therefore require an in-depth approach in order to get to their core (Pajares, 1992). This study relied on a comparative case study approach in order to explore the research questions. Because this research aims to specifically explore the beliefs and practices of teachers working in multicultural settings, a case study approach is appropriate due to its concentration on specific cases, while utilizing the contextual data to interpret the findings concerning the specific phenomenon being explored (Brown, 2008).

Participants

Purposeful sampling was used to choose participants for this study. This is characteristic of case study research, where specific subjects must be chosen in order to study the specific phenomena in question (Merriam, 1998). Purposeful sampling includes selecting participants who have specific experience or knowledge with the phenomenon being explored. In order to explore teachers' beliefs concerning cultural diversity, teachers recruited for this study had at least two years of experience teaching in diverse classrooms as it was necessary to choose participants who had a significant amount of experiences in these settings (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015), in order to begin to explore experiences. A diverse classroom was defined as a classroom with a range of students with a variety of ethnic, racial or minority backgrounds. Study participants all had a native-Dutch background, except for one participant who had a minority background. This participant was included as this study takes a multi-case perspective and including this participant can provide insight into differences in perspectives that may be caused by differences in cultural background. Seven participants took part in the final study. All participants had at least 10-20 years of teaching experience, and came from a total of three different schools located near urban areas in the Netherlands. Three participants were currently secondary school teachers and four were elementary school teachers. Age and gender are not considered relevant for this study.

Instruments

This study utilized a semi-structured interview approach along with vignettes. A semi-structured approach allowed the interview to remain on course, and served as a guide in exploring the specific phenomena in question (Rabionet, 2011). Participants were encouraged to explore thoughts or feelings freely when they arose (Drever, 1995).

Primarily, a set of general questions referring to a teacher's background in teaching multicultural classrooms were used in order to ease into the interview and topic in question. Example of these can be found in Appendix A. These questions were general, as significant reflection prior to the vignettes can affect the participant's responses, and authentic first responses to the situations described in vignettes were desired (Jeffries & Maeder, 2005).

The first interview guide was revised after the first three interviews to improve the interview process. This was necessary for diving deeper into the phenomena in question. The second version of the interview guide includes questions about learning after each vignette and this helped me move more naturally from discussing experiences to what participants may have learned from their experiences (see Appendix B-C).

Vignette development. Vignettes aim to elicit specific responses to a certain situation or stimulus from participants, and allows the participant to reflect on a situation or sensitive topic without it feeling too personal (Poulou, 2001). Four vignettes were used, with the same vignettes used for each participant, in the same order. Vignettes described a situation from the perspective of a teacher regarding a situation where classroom diversity was posing a challenge, and often included negative or conflicting emotions that the teacher was experiencing. Vignettes were written from this perspective in order to prompt the participant to step into the shoes of the teacher described in the situation. The type of challenge, setting and number of students ranged across vignettes. A cues table displaying the variation across vignettes can be found in Appendix D. Teacher blogs along with scientific literature was used to have vignettes reflect real life situations that have occurred in multicultural classrooms. The literature used can be found in Appendix E. Main themes were

identified and mapped out, found in Appendix F. Four main themes were then chosen which reflected the most common challenges that arose in multicultural classrooms; Language and Communication, Differing Perspectives, Instruction and Environment, as these four themes arose repeatedly when investigating this topic. Follow up questions to vignettes were also written and can be found along with explanations in Appendix G.

Six vignettes based on these four themes were then written. I first engaged in a free form type of writing, where I chose a situation I had read about in a blog or article, and wrote my own version of the scenario. A checklist based on research using vignettes specifically for multicultural classroom contexts was also developed in order to ensure quality and consistency throughout the design process, outlined in Appendix H. Once I had written out six vignettes I went through each one using this checklist. When vignettes did not adhere to the components in the checklist they were either edited, rewritten or discarded. The vignettes were then reviewed by the thesis supervisor and changes were made. Edits often included formatting or language that did not reflect the Dutch context or sounded confusing.

Four vignettes were chosen as the final instrument. Two vignettes were cut due to their repetitive themes. It was decided that two vignettes centered around the themes Differing Perspectives would be chosen, as these vignettes were deemed stronger and more likely to elicit responses, so the final vignettes reflect three of the original four themes concerning challenges in multicultural classrooms, with the theme Instruction being cut. Final vignettes underwent two pilot interviews with one expert in multicultural teaching and one pre-service teacher. The purpose of the pilot interviews was to see how a participant could interpret a vignette and whether they were coherent and would elicit appropriate responses (Turner, 2010). Pilot interviews resulted in edits to the vignettes and shifted the order in which to read the vignettes. For example, the format of Vignette four was changed when it was concluded that the theme of the issue was being masked by the heated nature of the situation that was being described, and was therefore written in a more

neutral way. It was decided that vignettes that were too controversial or heated could potentially distract participants from the subject in question. First drafts can be found in Appendix I, final versions in Appendix J. Explanations of each vignette can be found in Appendix K. In order to explore teacher learning, interview questions regarding learning were also developed, with explanations found in Appendix L.

Procedure

Primarily an application form for the Faculty Ethics Review Board was filled out (Appendix M). Recruitment of participants was undertaken via email with help from my supervisor and personal network. A formal email was accompanied by an information and consent form found in Appendix N. Interviews took place at participants schools and consent forms were signed. Interviews were held in English and were recorded and transcribed. A member check was also completed. All data was anonymized and identifying information was removed. Audio recordings of data made it possible to also revisit accounts in order to correctly interpret data (Noble & Smith, 2015).

Researcher position

It is important to acknowledge my position as an outsider in this conversation. Being neither native-Dutch nor a member of a minority group living in the Netherlands I can only begin to describe the phenomena as I experience it. Individuals from within these two groups can provide perspectives and dimensions to the data that I as an outsider may fail to see. As a researcher I embrace the notion that reality can be perceived differently by different people, and multiple interpretations can exist at once. Meanings and realities are constructed socially by people, and are therefore both personal and contextual. Therefore, the main aim of this research is not to uncover objective truth, but to reflect upon the different perspectives at play and help provide a deeper understanding of the meanings behind them and the effects they may have.

Data analyses

This research study utilized the method of template analysis. Template analysis is a style of thematic analysis that assists in the analysis of textual data that usually focuses on across case analysis (Brooks & King, 2012). A core aspect of template analysis includes the initial development of a coding template based on a subset of data. This initial template is then revised when necessary as the template is applied to further sets of data (Brooks, McCluskey, Turley & King 2015). The following steps were undertaken for data analysis.

Preliminary reading and coding. Each interview transcript was read through by the researcher to become familiar with the data (King, 2015). This was followed by a preliminary coding where I made note of anything within the transcript that contributed towards understanding the phenomena. *A priori* themes were also utilized as coding began and were directly related to the literature and the research instruments that were used in this study. These *a priori* themes were utilized when beginning initial coding and developing an initial template, while being aware that themes could possibly be revised as the template developed (King, 2015). *A priori* themes with their definitions can be found in Appendix O.

Developing an initial template. Two interviews were coded initially as a subset of data to aid the development of an initial template. It is typical to choose initial accounts that are “as varied as possible” for this stage, in order for the subset to include an ideal cross-section of experiences or issues in the data (Brooks et al., 2015, p. 204). From initial coding, themes began to emerge that would fall under the *a priori* themes or created new categories. Overlapping codes that emerged from the two data sets were noted and included in the initial template. These overlapping codes were clustered together into themes in order to develop secondary codes, found in Appendix P. *A priori* themes proved to be relevant for coding and were kept in the final version of the initial template. Development of the initial template can be found in Appendix Q.

The final version of the initial template can be found in Appendix R. Explanations of secondary codes are found in Appendix S. Discarded codes can be found in Appendix T. Another

researcher was asked to code a subset of the data using the initial template, found in Appendix U.

This resulted in more detailed descriptions of codes.

Coding. The final template was then applied to the full data set. New codes that emerged can be found in Appendix V. This would occur when a subset of data was deemed as relevant for analyses would emerge, and did not fit into the existing codes. Once all data had been handled, the final template was developed, found in Appendix W.

Findings

The following section outlines the findings for this study. Table 1 provides a simplified overview of the findings per participant. Detailed descriptions of participants responses to particular vignettes can be found in Appendix X. Sections following Table 1 explore each category in more detail and provide examples.

Table 1. Overview of findings per participant

Participant	School*	Beliefs	Challenges	Approaches	Learning
P1	VO	-MC beliefs - Colorblind beliefs -Importance of Dutch values/way of life	- Student backgrounds - Differing perspectives	- Critical thinking - Multiperspectivity - Respect - Communication - Avoiding emotional/sensitive topics - CRT methods - Openness and communication	- Personal reflection - Reactive learning
P2	VO	- MC beliefs	- Language and communication - Student backgrounds	- Language support - Avoiding emotional/sensitive topics - Critical thinking -Discussion techniques - Establishing a good atmosphere - Openness and communication	- Implicit learning - Reactive learning
P3	VO	- MC beliefs - Importance of Dutch values/way of life	- Language and communication - Student backgrounds	- Language support - Avoiding emotional/sensitive topics - Openness and communication - Critical thinking	- Talking with colleagues - Personal reflection

P4	PO	- MC beliefs - Importance of Dutch values/way of life	- Student backgrounds - Differing perspectives	- Openness and communication - Bringing in outside help - Respect and listening	- Personal reflection - Implicit learning - Formal trainings - Willingness to learn - Talking with colleagues
P5	PO	-MC beliefs - Importance of Dutch values/way of life	- Student backgrounds - Differing perspectives	- Safety and bonding - Openness and communication - Critical thinking	- Personal research at home - Personal reflection - Talking with colleagues - Willingness to learn - Modifications in practice
P6	PO	-MC beliefs - Colorblind beliefs	- Differing perspectives - Student backgrounds	- Openness and communication - Safety and bonding - Critical thinking - Respect - Listening	- Willingness to learn - Talking to colleagues - Formal trainings - Personal research
P7	PO	-MC beliefs - Colorblind beliefs - Importance of Dutch values/way of life	-Cultural differences -Student backgrounds	- Language support - Safety and bonding - Respect - Critical thinking - Being careful and avoiding sensitive topics - Openness and communication	- Willingness to learn - Talking to colleagues -Personal reflection - Modifications in practice

**Note.* VO refers to Dutch secondary school including VWO, HAVO and VMBO. PO refers to Dutch primary education.

Beliefs

Multicultural beliefs could be observed across all participants and was often manifested in the language or descriptions used by participants. For example, Participant 4 described cultural diversity as a “richness”. Multicultural beliefs were also displayed by participant’s reactions to specific vignettes. For example, when introduced to Vignette 1 where a student is not communicating with a teacher, Participant 3 emphasized the importance of language support and did not go into depth regarding possible differences in culture, thus not displaying multicultural beliefs. Participant 7 did not mention culture at all, stating that: “maybe he’s just not that sure of himself to express himself in Dutch”. In contrast, Participants 1, 2, 4, 5 and 6 often immediately

identified culture as a factor, displaying cultural awareness and a multicultural approach. For example, Participant 5 stated: “I think it’s because um, they have so much respect for the elderly people, and they are used to um, participate in groups and not as individuals”, displaying an awareness of cultural difference that may be influencing student behavior.

Three participants also expressed colorblind beliefs. However, beliefs were not always consistent, even within participants. Participants, who reacted to a vignette with a multicultural approach, could also respond to another situation with a colorblind statement. For example, Participant 7 expressed approaches that related to multicultural beliefs, such as: “I think it’s very important that everyone feels accepted...respect for *all* the cultural differences”. However, when faced with a confronting situation with a student where the participant was being accused of discrimination based on the students background, this participant also expressed: “I just tell them, no you’re not Moroccan, you are born in Holland and I only see a Dutch kid, I don’t see a Moroccan kid”, which is indicative of a colorblind belief. This also occurred in Participant 1, who mentioned various multicultural approaches but also stated when confronted with different cultural backgrounds: “As far as I’m concerned, you’re Dutch and you’re a pupil and you’re human”, stating that labeling students felt “artificial”. Additionally, Participant 6 expressed: “I don’t see uh color, I see, I respect the culture... but I also I want to teach how to be one society”, immediately following this more colorblind statement with a multicultural one: “we have to learn everything about each other, so you can understand each other, why some people think like this, why do some people think like that”.

Belief in the importance of Dutch values and way of life were also mentioned by five participants together with multicultural beliefs. For example, Participant 7 expressed beliefs in the importance of perserving Dutch traditions while simultaneously expressing multicultural beliefs. She recounted that “there were some problems with Sinterklaas and Zwarte Piet in our school. And

I do think we can try to, well, make it different...but it doesn't mean that we skip the tradition and only do what the rest wants.". However she also felt that:

"Children feel like they can be who they are...if we pay attention to all those differences. If I tell you "no we don't do anything with Ramadan we only do Sinterklaas", then they don't feel accepted. And I think it's very important that everyone feels accepted." (Participant 7)

Additionally, Participant 4 stated that while she enjoyed encountering different cultures and that "different cultures are also welcome [in school]", she also stated "I... love the country where you have the freedom to think what you think, to get in love with who you want to. For me it's important". These two examples show how a participant could believe in the importance of Dutch values and traditions while simultaneously believing in a multicultural approach as well.

Beliefs also tied in with past experiences. For example, Participant 4 stated that: "I grew up in also a neighborhood that had a lot of different cultures...felt that it was something that made my...life richer.". Participant 6 stated: "I think it's the way I was brought up....I was raised with respect to everybody and with, and my parents are like me, interested in everyone". These two examples show how past experiences can shape a teachers beliefs about cultural diversity.

Beliefs and Approaches

Beliefs influenced the types of approaches and solutions mentioned. For example, if a teacher did not recognize culture as a possible factor in influencing student behavior, solutions often centered on language support. For example, in response to Vignette 1 where a student is having trouble communicating with a teacher, Participant 7 offered up solutions mostly surrounding language: "if he practices the language in very small groups... he would get a bit more secure of himself". In contrast, teachers who identified culture as a factor were more likely to offer up

solutions related to understanding a student's background and making a student feel included. For example, in response to the same vignette, Participant 6 who expressed more multicultural beliefs responded with "the feeling that I have with Jamie is that he's struggling with...the difference between China and the Netherlands... he's coming from a different country with different values", and that it was important to "know what's inside the kid...so the teacher and Jamie can find some kind of connection with each other", indicating that this teacher immediately recognized cultural difference as a possible contributing factor and offered solutions related to bonding with and understanding the student.

Incorporating personal narratives and emotions into the classroom was fairly divisive among participants. Three participants felt that it was important to not include these aspects into the classroom, as this could cause problems. This was indicated especially in response to Vignette 3 and 4. For example, Participant 1 stated that it was important to "force [students] to step away from...primal emotions that uh, dictate action". However, this participant also stated that: "If something comes up, fine. Then I would not shy away from it". Additionally, Participant 7 stated: "sometimes you shouldn't try to make things personal and just only explain what is necessary to understand the topic". In response to Vignette 3 Participant 7 felt that it was often best to avoid sensitive topics such as migration backgrounds or terrorism, and mentioned not sharing one's own opinion as a teacher. However, in response to Vignette 4, she expressed a different view stating that: "you should talk about everything, you shouldn't not talk about terrorist attacks because you are scared of their response". This quite interestingly reflected a different belief being expressed in response to a different vignette. Participant 3 mentioned stopping discussions when emotions arise and having borders around specific topics, or having teachers decide on topics before hand. Participant 2 also felt that sensitive topics should be avoided, but mentioned that they could be included if a positive classroom atmosphere had been established. This participant also felt that students could be given projects that were statistical in nature in order to avoid emotions. In contrast, Participants 4, 5 and 6

were more in favor of openness and communication. Participant 6 felt that openness was key, stating: “But, if you don’t make it personal....What will you teach them?” and mentioned making room for all perspectives and fostering respect. Participant 4 offered solutions regarding preparing students for discussions and inviting members from specific religious communities to school in order to make all students feel safe and included. Two participants were understanding to the difficulties of emotionally charged situations in class, but still stressed the importance of openness. For example, Participant 4: “you have to um, give these children the freedom to... talk about things”. All participants felt teachers needed sufficient preparation when dealing with sensitive topics, and all mentioned the importance of encouraging critical thinking.

Participants 4, 5, 6 and 7 had significant emphasis on safety, security and bonding. These four participants also displayed high levels of multicultural beliefs. For example, Participant 4: “work on...the bond with...the child. And make time, make room for ...doing nice things together. Play together... let him know that he is welcome” and Participant 6: “I think the connection is very important, the warmth between a teacher and student... they have to feel safe.”

CRT type methods were mentioned by three teachers, but did not seem to tied to a specific belief. For example, Participant 1 who expressed a mix of colorblind and multicultural beliefs stated that the teacher in Vignette 1 was “not adapting her communication sufficiently” and that it was important to “move into [the students] cultural frame of reference”, which is indicative of CRT. Participants 4 and 5 who expressed multicultural beliefs also mentioned designing projects in a way that incorporated student backgrounds and experiences.

Challenges

Language and communication were mentioned as significant challenges in multicultural classrooms. Participants referred to the difficulties of supporting minority students in Dutch language, as well as miscommunications that can happen with parents. For example, one participant stated that:

What I noticed is, is that uhm, there are a lot of parents, when I'm talking with them I think "Oh well you understand me and I understand you". And afterwards, a lot of times I recognize that, that they *didn't* understand exactly what I meant.

(Participant 4)

This participant stated that she felt she could have additional support for communication between teachers and parents.

Student backgrounds posed challenges for participants as well. For example, Participant 4 recounted a situation where a student brought a religious text to school in order to promote his faith. She felt unsure of how to respond to this challenge and ended up telling the student that this was not allowed, stating that: "I really cannot say why exactly, but it didn't feel right". Participant 2 expressed a similar insecurity, stating that: "we try to recognize and try to work with multicultural backgrounds although there's also always a little um, area of fringe, where you think what can we allow, what can't we allow".

Four participants talked about the difficulty of navigating differing perspectives and fears of saying something wrong, having students or parents get offended, or be accused of discrimination. For example, Participants 4 and 7 talked more in-depth about how difficult it is in the current climate to tackle sensitive issues. Both participants had been working in multicultural classrooms for a significant amount of time, but still came across as unsure in their approaches. Both expressed caring and understanding for students from different cultures, but recounted instances of conflict. For example, Participant 4 recounted difficulties with celebrating Dutch traditions and how minority parents often reacted negatively: "the attitude is so aggressive". Participant 7 mentioned how students nowadays: "feel offended very quickly. So I am very careful". Interestingly, Participant 6 who was from the same school as Participant 4 and 7, but who had a ethnic-minority

background, experienced these challenges, but not quite in the same way. She recounted that: “now everything is so sterile...you have to think about this and this, and this”. However, when asked if she is ever faced with confronting situations, mentioned: “Maybe when a white teacher says certain things it’s, maybe they can have a bigger problem then when I say it”.

Lack of resources and time arose as a challenge for all participants. For example, Participant 3 stated that: “The main challenge in Holland is not that there are so many people from different countries...teachers are stressed... there’s not enough time”.

Beliefs, challenges and learning intentions

Participants 1, 2 and 3 were all experienced teachers who recounted that due to their experience they no longer felt the need to engage in further learning. For example, when asked about learning, Participant 2, who was about to retire, stated he was: “Too old. Too experienced”. Participants 1 and 3 mentioned some reflection with colleagues. Participant 1 and 7 had the most colorblind statements but had opposite approaches to learning, with Participant 1 indicating very little willingness to learn, and Participant 7 displaying significant willingness to learn. For example, when asked about learning, Participant 1 expressed responding to situations “naturally” as they occurred, which was reflective of reactive learning. This participant did not have statements that indicated a willingness to learn. In comparison, Participant 7 expressed interest in learning more about how to teach a multicultural classroom with statements such as: “if there is a course or a training or something, that would make me aware of the way I teach children with those backgrounds, then it would really help me”. Willingness to learn was also seen in statements such as: “I like to learn and I like to learn new things” (Participant 4), or “you don’t know everything, you have to talk to somebody” (Participant 6).

Participants 4, 5, 6 and 7 mentioned various methods used to learn from challenging situations. Participant 6 stated that she would take part in formal trainings every year in order to develop her practice, while Participants 4, 5 and 7 engaged mostly in personal reflection and

reflection with colleagues. These participants also mentioned engaging in personal research when faced with a challenge. For example, Participant 6 stated: “I also use the internet...to get some information”. While Participants 4, 5, 6 and 7 expressed more willingness to learn as well as mentioned more strategies for learning these did not seem to tie in with beliefs.

Although Participants 4, 5, 6 and 7 displayed multicultural beliefs while also displaying more willingness to learn and engagement in learning strategies, Participants 6 and 7 also expressed some colorblind beliefs. It seemed that rather than simply a multicultural or colorblind belief contributing to practice and a learning intention, it was the nature of the professional environment and past experiences that made a significant contribution learning and learning strategies. Participants 4, 5, 6, and 7 displayed more strategies and willingness because they were working in an environment where this was the norm and encouraged. These teachers often mentioned talking with colleagues to get through not only challenges, but also in order to cope. For example, Participant 4: “we always talk, talk about things that are happening in the classroom ...it’s important and also to laugh about it or be worried”. These four participants also mentioned more opportunities and support for engagement in formal learning. In contrast Participants 1, 2 and 3 teaching at a secondary school level seemed more used to working independently, with Participant 1 stating that teaching was a “solo effort”, and Participant 3 explaining that he prefers to work alone. The differences in professional environments therefore seem to have had a larger impact on learning and learning intentions.

When faced with a challenge, participants offered varying approaches that were often informed by their beliefs, but these beliefs did not seem to affect intentions to learn from and modify their practice to suit the needs of a diverse classroom. Participant 7 who expressed both multicultural and colorblind beliefs explained how when faced with a difficult situation in a multicultural classroom in the past, had engaged in a significant amount of personal reflection, which also lead to a change in her practice. She explained how in the beginning of her career she

had an experience where students had become extremely angry and heated over a controversial topic that was being discussed in class and she had been unprepared to address the situation. She recounted that as a response she: “gave my lessons and didn’t try to have a connection with them [students] at all”. She also recounted that she thought, “about that situation very often” and “would really respond very differently these days” and that “it made me stronger and more determined that... I am a good teacher and I *should* teach them about all, uh, things going on in society”. This example shows how when faced with a challenge occurring in her classroom this participant engaged in personal reflection, and while the situation initially led to a negative modification in her teaching practice, she ultimately learned from this challenge and modified her teaching into one that encouraged openness and communication. Participant 4 who expressed multicultural beliefs recounted a challenge she was faced with regarding a student who was struggling with her cultural background. She recounted that that she thought about this situation afterwards as well as talked with colleagues, but when asked how she would respond if the situation occurred again stated: “I think I would do the same” and that “there are not a lot of answers that can help you [in this situation]”. This example shows how while this challenge did lead to some informal learning strategies, it ultimately did not lead to a modification in her teaching practice. Participant 5, who expressed multicultural beliefs, when asked about modifying her teaching when faced with challenges responded: “I think teaching is a constant change” and “when I look at my teaching now it’s completely different than twenty-five years ago and I think ten years from now it will be completely different”. She also stated that when faced with a new situation she would: “Take a step back and think of it” which was representative of personal reflection. This indicated that this teacher was repeatedly learning from and changing her practice in order to address the challenges she was facing in her classroom. Participant 6 when asked about responding to challenges in a multicultural class stated that: ” I don’t see it as oh “I have to do something uh”, it’s...in me, it’s natural.. it belongs in my way of teaching”. This indicated that this participants beliefs were

automatically informing her practice, she did not view teaching a multicultural classroom as a particular challenge, and therefore did not feel a need to modify her practice in response to challenges as she felt this was simply a part of her everyday teaching practice. Participants 1, 2 and 3 did not express instances where an intent to modify their practice could be observed.

Conclusions and Discussion

This study attempted to investigate the beliefs that teachers had about cultural diversity in classrooms and how these beliefs impacted teachers learning intentions. Exploring this topic can shed light on how different beliefs may be impacting teaching practices and ultimately the well-being and academic success of all students. This is important in order to address the inequalities that still exist in educational opportunities and outcomes between native Dutch and ethnic or cultural minority students.

Participants expressed more multicultural beliefs than colorblind beliefs, which is not in line with past research done on Dutch teachers beliefs about cultural diversity, such as the study done by Van Tartwijk et al. (2009). Rather interestingly, no participants expressed purely colorblind beliefs.

From the results it is unclear whether specific beliefs impacted teachers learning and intentions to modify their practice to suit the needs culturally and ethnically diverse students. Although Participants 4, 5, 6 and 7 had more mention of multicultural beliefs and approaches while also expressing more willingness to learn and strategies for learning, it cannot be concluded that these were directly linked with beliefs. Intent to modify teaching practice to suit the needs of diverse classrooms was also not found to be tied to specific beliefs. Findings indicate that participant's professional environment and past experience may have played a larger role in influencing learning intentions. It may be that primary school environments are more oriented to professional development and support from colleagues than secondary schools. Additionally, participants 1, 2 and 3 teaching at a secondary school level, were more experienced and this may have impacted their responses to learning, as they felt that due to their level of experience they no

longer felt the need to engage in deliberate learning. Additionally, as learning can occur both consciously and unconsciously (Hoekstra et al, 2007), it may be that participants were unable to recount instances where learning had occurred as it was simply not something they were aware of.

Beliefs were closely tied in with the approaches and solutions teachers mentioned. This is in line with past research on teacher beliefs about cultural diversity on how teacher beliefs inform practice (Pajares, 1992; Gay, 2010). The findings also display the dynamic nature of beliefs. Due to variations across the vignettes, with different situations different beliefs were displayed, seemingly making beliefs both dynamic and contextual. This indicates that while a teacher's beliefs may be informing their practice, these beliefs may depend on the situation in question and be displayed differently. This could be observed from for example, Participant 7 where her beliefs seemed to change in response to the different situations in Vignettes 3 and 4. Beliefs have been defined as difficult to alter or change (Brand & Glasson, 2004), but from this study it is clear that teachers faced with varying situations can display varying beliefs, and that beliefs can even co-exist. Beliefs can appear to change depending on the type of challenge a teacher is faced with. This contributes to understanding both the phenomena of teacher beliefs and how beliefs may be playing a role in a teacher's practice. This also raises the question of what situations provoke what beliefs and why, which could be the focus of future research. The ambiguity of the nature of beliefs that is revealed in this study also cautions future research to be mindful in the exploration of this continuum and especially in any attempts to categorize individuals smoothly into one belief system over another. Results indicate that multicultural beliefs and colorblind beliefs are not automatically mutually exclusive. This study has found beliefs to be manifold and provides insight into both the complex and interrelated nature of these two belief systems. An individual can simultaneously believe in the importance of maintaining cultural or ethnic identity *and* believe in building a common ground upon which to stand. Teachers can adhere to one specific ideology, or combine components from both (Hachfeld et al. 2015, Plaut, 2010). The fact that these two beliefs can co-exist also elicits

some hope for building a bridge between the two, and further research could begin to explore the potential benefits of integrating these two belief systems in multicultural classrooms. It is important that teachers become aware of and committed to challenging their own beliefs and its potential implications on students. Encouraging the exploration of these two belief systems in teacher trainings can also orient pre-service teachers towards questioning their beliefs and how these beliefs may impact their future practice and students.

Limitations in this study include the small sample size that was used which limited the amount of data gathered. It would be useful to conduct a similar study with more participants and across various schools in the Netherlands in order to provide a more holistic picture of Dutch teacher beliefs concerning cultural diversity. Additionally, because interviews were held in English, which was not the participant's native tongue, this may have impacted results as sometimes questions were unclear or participants struggled with expressing themselves. It is also important to note that the interview guide was changed prior to the first three participants, and this may have impacted the interview procedure and results as well. Interview questions could have begun with exploring teacher's pre-conceptions about multicultural teaching and learning, in order to understand more about what teachers perceive to be successful teaching practices in a diverse classroom, before diving into the vignettes. Additionally, clearer criteria concerning what constitutes successful multicultural teaching strategies could have been developed which would have aided in exploring the approaches mentioned by teachers in data analysis. Additional measurement techniques such as classroom observations could also be paired with interviews, in order to provide a more holistic picture of teachers practice and approaches in the classroom. While vignettes were useful for eliciting responses and exploring beliefs, in some cases when asked if they could provide similar examples from their own practice, participants struggled. This could indicate that vignettes were not completely representative of situations that Dutch teachers in multicultural classrooms face. Future edits to vignettes could be made that ensure that participants can recognize

and relate to the situations presented, in order to explore experiences in more depth and within the actual context within which participants are teaching.

As countries around the world attempt to re-define and navigate how to live together in increasingly diverse societies, exploring teacher beliefs about cultural diversity can help explore how teachers are responding to and navigating this diversity in schools, and how we can potentially begin to address the inequalities that exist in achievement between native and cultural minority students, not only in the Netherlands but across the OECD countries.

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Appendix A. General interview questions

1. Opening interview questions:

- How long have you been teaching multicultural classrooms?
- Have you also taught classrooms that are more homogenous?
- How diverse would you say your classroom is at the moment?
- If so, how do feel your work now differs from teaching more homogenous classes?

2. Follow up questions to vignettes:

Vignette 1:

- Can you think of a reason for Jamie's behavior?
- What would you do if you were his teacher?
- What would you advise the teacher to do from this point on?
- What would you have done differently in this situation and why?
- Do you think multicultural classrooms are accompanied by distinct challenges or problems?

Vignette 2:

- What do you think Eva should do?
- What would you do? Would you persist with your plan or reconsider?
- What do you think the school principal means with "her teaching might suffer"?
- Do you agree with what Eva is trying to do? Do you think her approach will be effective for her teaching? Why?
- Is this something you recognize in your own experience?

Vignette 3:

- What do you think of Adrian's decision?
- Would you do something differently if you were in his position? Why?
- Do you have a similar experience? Are there topics in your teaching that you expect could be sensitive to (some of) your classes?
- How would you approach this topic if it were your class?

Vignette 4:

- How would you react in this situation if you were in Emma's position?
- What do you think Emma needs to do in the future to help remedy the problem?
- What kinds of tools do you think Emma needs to have when working with this class?
- Have you had any similar experiences in your class?

3. Questions for exploring learning intention:

- Have you ever encountered a similar situation in your classroom? How did you respond?
- Did you think about the situation after it had occurred? What kinds of thoughts did you have?
- Did you talk to your colleagues about the situation to get help or ideas?
- Is there anything that you changed in your classroom or teaching after the situation occurred?
- If you encountered this situation again, how do you think you would respond now?
- How did you become better at tackling these problems in the past?
- What kinds of challenges do you experience now? How do you try to overcome them?

- Do you ever feel the need to know more about how to handle these situations?
- What could your school do or what could you do to help you overcome these problems?
What kinds of approaches could for example your school provide you to help you?
- Do you have any experience that stand out to you where you really learned something new about how to handle a situation?

Appendix B. First Interview Guide

UU Thesis: Interview Guide 1

Questions for rapport (general):

- How long have you been teaching multicultural classrooms?
- Have you also taught classrooms that are more homogenous?
- How diverse would you say your classroom is at the moment?
- If so, how do feel your work now differs from teaching more homogenous classes?

Vignette 1

Jamie has just moved to a new classroom to the Netherlands all the way from China. He has been doing great in most of his classes, especially math's, but is still struggling to pick up the Dutch language. Although Jamie's Dutch language teacher understands the situation and has tried to make him feel welcome and supported, she is beginning to get frustrated. She knows that Jamie has completed International Schakelklas* and therefore cannot understand why he still does not communicate with her. Jamie is often distracted and sometimes walks around the classroom when he does not know what to do, and does not come ask for help. She knows that Jamie is smart and therefore feels frustrated at his lack of effort to improve his language. She feels he is simply not trying hard enough.

Follow-up questions:

- Can you think of a reason for Jamie's behavior?
- What would you do if you were his teacher?
- What would you advise the teacher to do from this point on?
- Do you think this would still happen in Jamie were a regular native-Dutch student?
- Do you have any similar experiences? How did you respond to them, is there anything you changed in your teaching?

Vignette 2

The school year has just started and Eva has been feeling great with her new class. She is the mentor teachers of a *brugklas*. Her new pupils come from a multitude of different backgrounds and she is eager to celebrate the diversity in her classroom. She has been planning activities around sharing traditions, foods, and celebrations with everyone and has been decorating her classroom to reflect the diverse backgrounds of the students. She is really looking forward to the rest of the year and is planning on having special days when students can bring in food from their culture to share with everyone. However, the school principal is being critical of her efforts, calling it unnecessary and a bit silly. She kindly tells Eva that she is wasting her time with unnecessary planning and that her teaching might suffer because of it. Eva feels conflicted, and does not know what to think.

Follow up questions:

- What do you think Eva should do?
- What would you do? Would you persist with your plan or reconsider?
- What do you think the school principal means with "her teaching might suffer"?
- Do you agree with what Eva is trying to do? Do you think her approach will be effective for her teaching? Why?
- Is this something you recognize in your own experience?

Vignette 3

Adrian is planning a new topic for his geography class. He wants to teach his students about the process of migration and the movement and displacement of peoples. However, he feels unsure of what he should include and how he should plan the lesson. He wants to incorporate group projects as well as have discussion with the whole class. He knows that his students come from a range of different backgrounds, and some may even have extensive experiences with migration themselves. Adrian decides he is going to approach the topic generally and decides to frame the topic from the perspective of the causes that contribute to migration processes. He decides to not put his students on the spot and will not dive into anything personal, as he thinks this will be too sensitive and is not necessary for the students to understand the topic.

Follow up questions:

- What do you think of Adrian's decision?
- Would you do something differently if you were in his position? Why?
- Do you have a similar experience? Are there topics in your teaching that you expect could be sensitive to (some of) your classes?
- How would you approach this topic if it were your class?
- Have you had similar experiences in your class?

Vignette 4

Emma has been teaching social studies and history at a school with a large minority student population for a few years. At the end of each week Emma's students get 20 minutes at the end of class to discuss current events with the whole class. The students are in the second level of VMBO. These discussions are often interesting and the students like showing off their knowledge about what is happening in the world. Lately the discussions have been getting a bit more heated, but Emma decides to go ahead anyway. Usually a group of students is assigned the task of choosing the topic for the day, but when Emma asks the class what they should talk about today, one student quickly raises his hand and begins talking about the most recent terrorist attack that happened in their city the day before. The student says that he thinks that they should talk about the attack and that his parents believe that everyone with a Muslim background should be forced to leave the country, for safety reasons. Some students nod their heads in agreement or chime in with their own thoughts. Other students look upset and angry and others look uncomfortable in their seats.

Follow up questions:

- How would you react in this situation if you were in Emma's position?
- What do you think Emma needs to do in the future to help remedy the problem?
- What kinds of tools do you think Emma needs to have when working with this class?
- Have you had any similar experiences in your class?

About learning from experiences:

- How did you become better at tackling these problems in the past?
- What kinds of challenges do you experience now? How do you try to overcome them?
- Do you ever feel the need to know more about how to handle these situations?

- What could your school do or what could you do to help you overcome these problems?
What kinds of approaches could for example your school provide you to help you?
- Do you have any experience that stand out to you where you really learned something new about how to handle a situation?

Appendix C. Revised Interview Guide

UU Thesis: Interview Guide 2

Privacy and consent

- No identifying information will be used, and the consent form outlines how I will protect your privacy as a participant. I will omit all names from the interview data and it will not be shared with any outside parties.
- If at any point you feel that you want to pull out from the study, that is completely fine and will not affect you.
- I hope you feel that this is a safe space and you feel comfortable, but if at any point you feel you would like to skip a question or stop the interview that is completely fine and just let me know.
- So we are going to chat a little bit about you as a teacher first and then we are going to dive into the vignettes, which are short fictional stories that you can then respond to. And please feel that you can be free in this space, so any thoughts and emotions, feelings that come up, are completely fine, and there are no right or wrong answers, it's just about what you think and what you would do.

General opening questions:

- How long have you been teaching multicultural classrooms?
- Have you also taught classrooms that are more homogenous?
- How diverse would you say your classroom is at the moment?
- If so, how do feel your work now differs from teaching more homogenous classes?

Vignette 1

Jamie has just moved to a new classroom to the Netherlands all the way from China. He has been doing great in most of his classes, especially math's, but is still struggling to pick up the Dutch language. Although Jamie's Dutch language teacher understands the situation and has tried to make him feel welcome and supported, she is beginning to get frustrated. She knows that Jamie has completed International Schakelklas* and therefore cannot understand why he still does not communicate with her. Jamie is often distracted and sometimes walks around the classroom when he does not know what to do, and does not come ask for help. She knows that Jamie is smart and therefore feels frustrated at his lack of effort to improve his language. She feels he is simply not trying hard enough.

Follow-up questions:

- Can you think of a reason for Jamie's behavior?
- What would you do if you were his teacher?
- What would you advise the teacher to do from this point on?

Learning:

- Have you ever encountered a similar situation in your classroom? How did you respond?
- Did you think about the situation after it had occurred? What kinds of thoughts did you have?

- Did you talk to your colleagues about the situation to get help or ideas?
- Is there anything that you changed in your classroom or teaching after the situation occurred?
- If you encountered this situation again, how do you think you would respond now?
- How did you become better at tackling these problems in the past?
- What kinds of challenges do you experience now? How do you try to overcome them?
- Do you ever feel the need to know more about how to handle these situations?
- What could your school do or what could you do to help you overcome these problems? What kinds of approaches could for example your school provide you to help you?
- Do you have any experience that stand out to you where you really learned something new about how to handle a situation?

Vignette 2

The school year has just started and Eva has been feeling great with her new class. She is the mentor teachers of a *brugklas*. Her new pupils come from a multitude of different backgrounds and she is eager to celebrate the diversity in her classroom. She has been planning activities around sharing traditions, foods, and celebrations with everyone and has been decorating her classroom to reflect the diverse backgrounds of the students. She is really looking forward to the rest of the year and is planning on having special days when students can bring in food from their culture to share with everyone. However, the school principal is being critical of her efforts, calling it unnecessary and a bit silly. She kindly tells Eva that she is wasting her time with unnecessary planning and that her teaching might suffer because of it. Eva feels conflicted, and does not know what to think.

Follow up questions:

- What do you think Eva should do?
- What would you do? Would you persist with your plan or reconsider?
- What do you think the school principal means with “her teaching might suffer”?
- Do you agree with what Eva is trying to do? Do you think her approach will be effective for her teaching? Why?
- Is this something you recognize in your own experience?

Learning:

- Have you ever encountered a similar situation in your classroom? How did you respond?
- Did you think about the situation after it had occurred? What kinds of thoughts did you have?
- Did you talk to your colleagues about the situation to get help or ideas?
- Is there anything that you changed in your classroom or teaching after the situation occurred?
- If you encountered this situation again, how do you think you would respond now?
- How did you become better at tackling these problems in the past?
- What kinds of challenges do you experience now? How do you try to overcome them?
- Do you ever feel the need to know more about how to handle these situations?
- What could your school do or what could you do to help you overcome these problems? What kinds of approaches could for example your school provide you to help you?
- Do you have any experience that stand out to you where you really learned something new about how to handle a situation?

Vignette 3

Adrian is planning a new topic for his geography class. He wants to teach his students about the process of migration and the movement and displacement of peoples. However, he feels unsure of what he should include and how he should plan the lesson. He wants to incorporate group projects as well as have discussion with the whole class. He knows that his students come from a range of different backgrounds, and some may even have extensive experiences with migration themselves. Adrian decides he is going to approach the topic generally and decides to frame the topic from the perspective of the causes that contribute to migration processes. He decides to not put his students on the spot and will not dive into anything personal, as he thinks this will be too sensitive and is not necessary for the students to understand the topic.

Follow up questions:

- What do you think of Adrian's decision?
- Would you do something differently if you were in his position? Why?
- Do you have a similar experience? Are there topics in your teaching that you expect could be sensitive to (some of) your classes?
- How would you approach this topic if it were your class?

Learning:

- Have you ever encountered a similar situation in your classroom? How did you respond?
- Did you think about the situation after it had occurred? What kinds of thoughts did you have?
- Did you talk to your colleagues about the situation to get help or ideas?
- Is there anything that you changed in your classroom or teaching after the situation occurred?
- If you encountered this situation again, how do you think you would respond now?
- How did you become better at tackling these problems in the past?
- What kinds of challenges do you experience now? How do you try to overcome them?
- Do you ever feel the need to know more about how to handle these situations?
- What could your school do or what could you do to help you overcome these problems? What kinds of approaches could for example your school provide you to help you?
- Do you have any experience that stand out to you where you really learned something new about how to handle a situation?

Vignette 4

Emma has been teaching social studies and history at a school with a large minority student population for a few years. At the end of each week Emma's students get 20 minutes at the end of class to discuss current events with the whole class. The students are in the second level of VMBO. These discussions are often interesting and the students like showing off their knowledge about what is happening in the world. Lately the discussions have been getting a bit more heated, but Emma decides to go ahead anyway. Usually a group of students is assigned the task of choosing the topic for the day, but when Emma asks the class what they should talk about today, one student quickly raises his hand and begins talking about the most recent terrorist attack that happened in their city the day before. The student says that he thinks that they should talk about the attack and that his parents believe that everyone with a Muslim background should be forced to leave the country, for safety reasons. Some students nod their heads in agreement or chime in with their own thoughts. Other students look upset and angry and others look uncomfortable in their seats.

Follow up questions:

- How would you react in this situation if you were in Emma's position?
- What do you think Emma needs to do in the future to help remedy the problem?
- What kinds of tools do you think Emma needs to have when working with this class?
- Have you had any similar experiences in your class?

Learning:

- Have you ever encountered a similar situation in your classroom? How did you respond?
- Did you think about the situation after it had occurred? What kinds of thoughts did you have?
- Did you talk to your colleagues about the situation to get help or ideas?
- Is there anything that you changed in your classroom or teaching after the situation occurred?
- If you encountered this situation again, how do you think you would respond now?
- How did you become better at tackling these problems in the past?
- What kinds of challenges do you experience now? How do you try to overcome them?
- Do you ever feel the need to know more about how to handle these situations?
- What could your school do or what could you do to help you overcome these problems? What kinds of approaches could for example your school provide you to help you?
- Do you have any experience that stand out to you where you really learned something new about how to handle a situation?

Appendix D. Vignette Cues*Table 1. Vignette Cues*

Cue	Vignette 1	Vignette 2	Vignette 3	Vignette 4
No. Students in scenario	1	Class	Class	Class
No. non-native students	1	Approx. half	More than half	Approx. half
Perspective	Teacher	Teacher	Teacher	Teacher
Teacher Emotion	Frustration, confusion	Excitement, conflict, insecurity	Apprehension, insecurity, confusion	-
Student Emotion	-	-	-	Anger, embarrassment, sadness
Student disruptive behavior	Yes	No	No	Yes
Language/communication issue	Yes	No	No	Yes
Student-teacher tension	Yes	No	No	Yes
Student-student tension	No	No	No	Yes
Teacher-teacher tension	No	Yes	No	No
Scenario within classroom setting	Yes	No	No	Yes
Class level and type	1 st level HAVO	1 st level HAVO/VWO	2 nd level VWO	2 nd level VMBO
Interpretation of				

situation by teacher included	Yes	No	Yes	No
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Appendix E. Vignette Research

Table 1. Literature and resources used for development of vignettes

Vignette Theme	Literature
Language and Communication	Clayton, J. B. (2003) One classroom, many worlds: Teaching and learning in the cross-cultural classroom, Portsmouth, NH: Heinemann.
	Erickson, F. (2010) Culture in Society and in Educational Practices, In Banks, J. A. & Banks, C. A. M. (Eds.) <i>Multicultural Education: Issues and Perspectives</i> , Wiley.
	Eustice, K. (2012, November 7) Teaching in multicultural classrooms: tips, challenges and opportunities. <i>The Guardian</i> . Retrieved from https://www.theguardian.com
	Parker, C. (2012, February 10) Teaching with Conflict and Controversial Issues in Diverse and Multicultural Classrooms. [Blog post]. Retrieved from https://www.ideas-idees.ca/blog/teaching-conflict-and-controversial-issues-diverse-and-multicultural-classrooms
Differing perspectives	Arts, H. & Nabha, A. (2001) Education in the Netherlands: Segregation in a "Tolerant" Society, <i>Humanity in Action</i> , Retrieved from www.humanityinaction.org
	Ferlazzo, L. (2018, September 23) Response: Teachers Can't Ignore Racism Issues and Hope they 'Will Go Away'. [Blog post]. Retrieved from https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo
	Multicultural Classroom: Embracing our own Diversity. [Blog post]. Retrieved from https://multiculturalkidblogs.com/2016/08/15/multicultural-classroom-diversity/
	Multicultural Schools. (2017, April 3) Multicultural Education in Your Classroom. [Blog post]. Retrieved from http://www.multicultural-schools.eu/blog-post/multicultural-education-in-your-classroom-2/
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Veeko, L. (2014, December 16) When Cultures Clash in the Classroom. [Blog post]. Retrieved from <https://tntp.org/blog/post/when-cultures-clash-in-the-classroom>

Bank, J. Cochran-Smith, M. Moll, L. Richert, A. Zeichner, K. LePage, P. Darling-Hammond, L. Duffy, H. McDonald, M. (2005) Teaching Diverse Learners, in Darling-Hammond, L. Bransford, J. (Eds.) *Preparing Teachers for a Changing World* (pp. 232-274), Jossey-Bass, San Francisco, CA.

Clayton, J. B. (2003) One classroom, many worlds: Teaching and learning in the cross-cultural classroom, Portsmouth, NH: Heinemann.

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Lynch, M. (2018, April 18). 6 Things that Educators Should Know about Multicultural Education. [Blog post]. Retrieved from <https://www.theedadvocate.org/6-things-educators-know-multicultural-education/>

Racoma, B. (2014, February 25). *Addressing Cultural Differences in Teaching a Multicultural class*. [Blog post]. Retrieved from <https://www.daytranslations.com/blog/2014/02/addressing-cultural-differences-in-teaching-a-multicultural-class-3884/>

Savenije, G., van Boxtel, C. & Grever, M. (2014) Sensitive 'Heritage' of Slavery in a Multicultural Classroom: Pupils' Ideas Regarding Significance, *British Journal of Educational Studies*, 62(2), 127-148, doi: 10.1080/00071005.2014.910292

Seguin, C.A. & Ambrosio, A. L. (2002) Multicultural Vignettes for Teacher Preparation, *Multicultural Perspectives*, 4(4), 10-16, doi: 10.1207/S15327892MCP0404_3

Veeko, L. (2014, December 16) When Cultures Clash in the Classroom. [Blog post]. Retrieved from <https://tntp.org/blog/post/when-cultures-clash-in-the-classroom>

Instruction

Bank, J. Cochran-Smith, M. Moll, L. Richert, A. Zeichner, K. LePage, P. Darling-Hammond, L. Duffy, H. McDonald, M. (2005) Teaching Diverse Learners, in Darling-Hammond, L. Bransford, J. (Eds.) *Preparing Teachers for a Changing World* (pp. 232-274), Jossey-Bass, San Francisco, CA.

Clayton, J. B. (2003) *One classroom, many worlds: Teaching and learning in the cross-cultural classroom*, Portsmouth, NH: Heinemann.

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Savenije, G., van Boxtel, C. & Grever, M. (2014) Sensitive 'Heritage' of Slavery in a Multicultural Classroom: Pupils' Ideas Regarding Significance, *British Journal of Educational Studies*, 62(2), 127-148, doi: 10.1080/00071005.2014.910292

Seguin, C.A. & Ambrosio, A. L. (2002) Multicultural Vignettes for Teacher Preparation, *Multicultural Perspectives*, 4(4), 10-16, doi: 10.1207/S15327892MCP0404_3

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Appendix F. Developing Vignette Themes

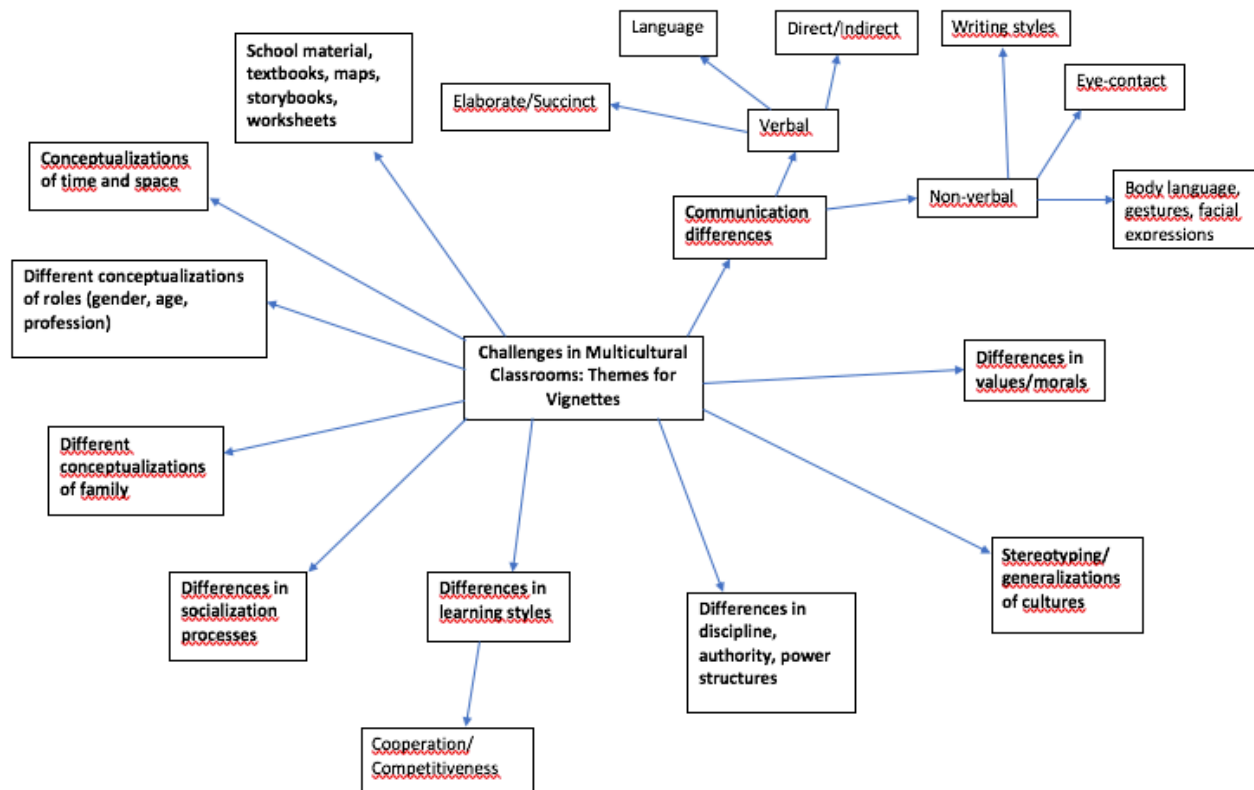


Figure 1. Identifying Challenges in Multicultural Classroom for Vignette Theme Development

Appendix G. Follow up questions to vignettes and explanations

Table 1. Explanations of follow-up questions for Vignette 1

Follow-up questions for Vignette 1	Explanation
Can you think of a reason for Jamie's behavior?	This question was meant to help the participant reflect on the situation and think about why the student (Jamie) was behaving in a certain way. If a teacher immediately expressed problems with language and did not identify other possible factors, this indicated their lack of awareness that differences in cultural norms can produce.
What would you do if you were his teacher?	This question allowed for the teacher to draw upon their past experience and offer up solutions for fixing the "problem" in the vignette which would tell something about their beliefs about the situation. These solutions or approaches would be indicative of how they view the problem and the scope of the problem.
What would you advise the teacher to do from this point on?	This question is meant to also look at the problem from a different view point, from that of a colleague. It helps separate the participant from the situation and examine it more as an outsider making it less personal. It also helps elicit the solutions and approaches that the participant would deem are necessary for tackling the problem.
What would you have done differently in this situation and why?	This question was meant to uncover whether the participant would in fact do something completely different from the teacher in the vignette, and why they would choose to do that. This "why" especially is meant to try and draw out the reason they would do something, which would be indicative of their beliefs concerning the situation.
Do you think multicultural classrooms are accompanied by distinct challenges or problems?	This question is asked in order to elicit viewpoints regarding how a multicultural classroom is viewed by the participant.

Table 2. Explanations of follow-up questions for Vignette 2

Follow-up questions for Vignette 2	Explanation
What do you think Eva should do?	This question is intended to see what kinds of things the participant thinks would be ideal for this situation to help solve the situation. They might offer up a similar experience where they have felt the same way and explain what they did. This question helps elicit what they believe about the situation.
What would you do? Would you persist with your plan or reconsider?	This question is meant to get at what the participant themselves would do, which would indicate their beliefs concerning the situation.
What do you think the school principal means with “her teaching might suffer”?	This question is meant to get the participant to view the situation from another perspective and see if this changes their initial opinion. If not this can indicate the strength of their beliefs concerning this matter.
Do you agree with what Eva is trying to do? Do you think her approach will be effective for her teaching? Why?	Asking whether or not the participants agree with the teacher in the vignette can help provide a clear answer concerning the actual method that Eva is employing in the vignette (celebrating diversity). This way we can dig more into what they believe about Eva’s actual method and steer more away from subject such as standing up to management or teacher autonomy which may have arisen before. Asking whether they believe it will be effective further probes at this topic and encourages the participant to share their own view on Eva’s method.
Is this something you recognize in your own experience?	This question is further meant to elicit some of the participants own experiences if they have not already done so.

Table 3. Explanations of follow-up questions for Vignette 3

Follow-up questions for Vignette 3	Explanation
What do you think of Adrian’s decision?	This question helps in primarily eliciting what the participant thinks about the situation and whether or not they agree with how the teacher is handling it. This would indicate their belief about what they think would be best for helping fix the dilemma.
Would you do something differently if you were in his position? Why?	This question helps to dive deeper into what the participant themselves would do when faced with this dilemma. This would help shed more light onto their

beliefs and their practice.

Do you have a similar experience? Are there topics in your teaching that you expect could be sensitive to (some of) your classes?

Asking about similar experiences can help the participant reflect on situations they may have had in the past and shed more light on what methods they usually employ when faced with these types of situations. Do they employ similar methods or completely different ones? Have they had experiences or do they expect to have certain experiences in class when dealing with certain topics? Are they aware of possible sensitive topics or not?

How would you approach this topic if it were your class?

This question is asked as a final question to dive more into their practice and share their own solutions if they have not already done so.

Table 4. Explanations of follow-up questions for Vignette 4

Follow-up questions for Vignette 4	Explanation
How would you react in this situation if you were in Emma's position?	This question helps in primarily eliciting what the participant would do themselves in the situation, and puts the participant into the scenario itself. This can also help them think back to a previous similar situation they may have encountered. Asking how they would react in the moment can help shed light on what methods they believe would be best employed in this situation.
What do you think Emma needs to do in the future to help remedy the problem?	Asking about the future can help shed light on what the participant thinks is important or not important to do in the long run with this class. This can also make them draw upon past experiences and the method they would normally use in their own classroom.
What kinds of tools do you think Emma needs to have when working with this class?	Asking about the kinds of tools needed can help shed light on what the participant thinks is the most important thing to "fix" in this situation. Do they for example, only talk about improving discussion techniques, classroom management or do they talk more about environment, atmosphere or something else?
Have you had any similar experiences in your class?	This question further dives into the participant's own experiences that may have been similar, and helps us understand what methods or approaches they have used in the past.

Appendix H. Vignette Design Checklist

Table 2. Checklist for assuring quality and consistency of vignettes

Question	
1.	Is the situation described in the vignette relevant for the participant involved?
2.	Does the situation described adhere to ecological validity and is the situation described reflective of a real-life situation and context?
3.	Is there a concrete stimulus involved in the description of the situation that will elicit a response from the participants?
4.	Does the situation described involve a dilemma, problem or tension that may arise in a multicultural classroom setting?
5.	Has the situation described been developed using the theoretical framework concerned with teacher beliefs, multicultural education and teachers learning intentions?
6.	Does the situation described allow room for a multitude of different responses from participants?
7.	Can the situation described be examined from both a multicultural and colorblind perspective?
8.	Does the situation described provide enough detailed information about the context and the actors involved for example, the setting and students?
9.	Is the language used in the description clear, coherent and understandable?
10.	Has it been assured that the situation described encourages a response and is not threatening, accusatory or judgmental in nature?

Note. Questions created and developed with the aid of previous vignette research including Barnatt, Shakman, Enterline, Cochran-Smith and Ludlow (2007), Poulou (2001), Seguin and Ambrosio (2002) and Jeffries and Maeder (2005).

Appendix I. First Drafts of Vignettes

Vignette 1: Language and Communication

Jamie has just moved to a new classroom to the Netherlands all the way from China. He has been doing great in most of his classes, especially math's, but is still struggling to pick up the Dutch language. Although Jamie's Dutch language teacher understands the situation and has tried to make him feel welcome and supported, she is beginning to get frustrated. She knows that Jamie has completed International Schakelklas* and therefore cannot understand why he still does not communicate with her. Jamie is often distracted and sometimes walks around the classroom when he does not know what to do, and does not come ask for help. She knows that Jamie is smart and therefore feels frustrated at his lack of effort to improve his language. She feels he is simply not trying hard enough.

Vignette 2: Language and communication

Aaron has just changed schools, and is now teaching in a new high school with a large mixture of students from different cultural backgrounds. Although the school year began fine and he felt he made a connection with his students, lately he has been struggling. He feels he has to constantly be telling students to be quieter and less disruptive in class. The students do not seem to understand or care that he feels highly disrespected by their behavior. He has never felt this way in his teaching before. He is getting tired of constantly telling students off and handing out warnings and punishments, while the students insist they have done nothing wrong and nothing changes. Aaron believes he is doing his best to get everyone to behave but cannot understand where all of the confusion and conflict is coming from.

Vignette 3: Environment

The school year has just started and Eva has been feeling great with her new class. Her new pupils come from a multitude of different backgrounds and she is eager to celebrate the diversity in her classroom. She has been planning activities around sharing traditions, foods, and celebrations with everyone and has been decorating her classroom to reflect the diverse backgrounds of the students. She is really looking forward to the rest of the year and is planning on having special days when students can bring in food from their culture to share with everyone. However, the school principal is being critical of her efforts, calling it unnecessary and a bit silly. She kindly tells Eva that she is wasting her time with unnecessary planning and that her teaching might suffer because of it. Eva feels conflicted, and does not know what to think.

Vignette 4: Environment

Sara is the teacher of a culturally diverse class. Approximately half of her students are native Dutch, and the rest come from Moroccan, Surinamese and Turkish backgrounds. Lately, bullying and prejudice has been becoming more and more of an issue in class. Although Sara has established strict rules for class behavior, the class is more divided than ever. Students from different groups tell her that they don't want to work together during projects. To calm the problem Sara has been trying to ignore conflicts in order to downplay them, and let students work with whoever they feel most comfortable with. She tries to avoid discussing sensitive or controversial issues in order to keep students calm.

Vignette 5: Differing perspectives

Adrian is planning a new topic for his geography class. He wants to teach his students about the process of migration and the movement and displacement of peoples. However, he feels unsure of what he should include and how he should plan the lesson. He wants to incorporate group projects

as well as have discussion with the whole class. He knows that his students come from a range of different backgrounds, and some may even have extensive experiences with migration themselves. Adrian decides he is going to approach the topic generally and decides to frame the topic from the perspective of the causes that contribute to migration processes. He decides to not put his students on the spot and will not dive into anything personal, as he thinks this will be too sensitive and is not necessary for the students to understand the topic.

Vignette 6: Differing perspectives

Emma has been teaching social studies and history at a school with a large minority student population for a few years. At the end of each week Emma's students get 20 minutes at the end of class to discuss current events with the whole class. The students are in the second level of VMBO. These discussions are often interesting and the students like showing off their knowledge about what is happening in the world. Lately the discussions have been getting a bit more heated, but Emma decides to go ahead anyway. Usually a group of students is assigned the task of choosing the topic for the day, but when Emma asks the class what they should talk about today, one student quickly raises his hand and begins talking about the most recent terrorist attack that happened in their city the day before.

Beau: I think we should talk about the terrorist threat in Utrecht again. My dad said we need to kick out everyone with an Islam background, so that we can be safe.

Sara: Yeah, my mom said that too.

Some students look upset and others look uncomfortable in their seats. A Muslim boy named Amir is flushed red and turns to Beau.

Amir: Shut up! You don't know anything about it!

Anna (sitting next to Amir): Yeah, do you even know anything about it Beau?

Beau: Well I know it's horrible and violent and that's why everyone hates them. I mean look at what happened!

Anwar: That's not true you idiot! What are you even saying?

Flip: Well maybe you should leave too since you love them so much Anwar.

Emma raises her own voice and tells the students that this is not how they are to behave or talk in class, and that she is extremely disappointed in all of them. She says she expects them to have these discussions calmly like adults. Amir leaves the room looking angry and Emma lets him go deciding she will talk to him later. She changes the topic and tries to get the students engaged but the atmosphere is tense. Emma decides that for next time *she* is going to choose the discussion topics to avoid this happening again, and decides to find some different techniques for having successful group discussions.

Appendix J. Final Vignettes

Vignette 1: Language and Communication

Jamie has just moved to a new classroom to the Netherlands all the way from China. He has been doing great in most of his classes, especially math's, but is still struggling to pick up the Dutch language. Although Jamie's Dutch language teacher understands the situation and has tried to make him feel welcome and supported, she is beginning to get frustrated. She knows that Jamie has completed International Schakelklas* and therefore cannot understand why he still does not communicate with her. Jamie is often distracted and sometimes walks around the classroom when he does not know what to do, and does not come ask for help. She knows that Jamie is smart and therefore feels frustrated at his lack of effort to improve his language. She feels he is simply not trying hard enough.

Vignette 2: Environment

The school year has just started and Eva has been feeling great with her new class. She is the mentor teachers of a *brugklas*. Her new pupils come from a multitude of different backgrounds and she is eager to celebrate the diversity in her classroom. She has been planning activities around sharing traditions, foods, and celebrations with everyone and has been decorating her classroom to reflect the diverse backgrounds of the students. She is really looking forward to the rest of the year and is planning on having special days when students can bring in food from their culture to share with everyone. However, the school principal is being critical of her efforts, calling it unnecessary and a bit silly. She kindly tells Eva that she is wasting her time with unnecessary planning and that her teaching might suffer because of it. Eva feels conflicted, and does not know what to think.

Vignette 3: Differing perspectives

Adrian is planning a new topic for his geography class. He wants to teach his students about the process of migration and the movement and displacement of peoples. However, he feels unsure of what he should include and how he should plan the lesson. He wants to incorporate group projects as well as have discussion with the whole class. He knows that his students come from a range of different backgrounds, and some may even have extensive experiences with migration themselves. Adrian decides he is going to approach the topic generally and decides to frame the topic from the perspective of the causes that contribute to migration processes. He decides to not put his students on the spot and will not dive into anything personal, as he thinks this will be too sensitive and is not necessary for the students to understand the topic.

Vignette 4: Differing perspectives

Emma has been teaching social studies and history at a school with a large minority student population for a few years. At the end of each week Emma's students get 20 minutes at the end of class to discuss current events with the whole class. The students are in the second level of VMBO. These discussions are often interesting and the students like showing off their knowledge about what is happening in the world. Lately the discussions have been getting a bit more heated, but Emma decides to go ahead anyway. Usually a group of students is assigned the task of choosing the topic for the day, but when Emma asks the class what they should talk about today, one student quickly raises his hand and begins talking about the most recent terrorist attack that happened in their city the day before. The student says that he thinks that they should talk about the attack and that his parents believe that everyone with a Muslim background should be forced to leave the country, for safety reasons. Some students nod their heads in agreement or chime in with their own thoughts. Other students look upset and angry and others look uncomfortable in their seats.

Appendix K. Explanations of vignettes

Table 1. Explanations of vignettes

Vignette	Explanation
Vignette 1 (Jamie)	<p>This vignette describes a situation that describes one of the most common challenges that occur in multicultural classrooms; language. Although language plays a big role in this vignette, it also attempts to explore whether or not a participant will pick up on the other cultural factors that may be affecting the student's behavior. A culturally aware teacher may recognize the dilemma in the vignette as multifaceted and the possibility that language is not the only factor at play in this situation. Questions surrounding this vignette prior to interviews taking place were:</p> <ul style="list-style-type: none"> - Will the participant focus on language as the main problem? - Will the participant mention cultural differences as factors without being prompted? - Will the participant recognize or point out the stereotypical image? - Will the participant offer up solutions regarding language support or also mention other solutions? - Does the participant have similar experiences?
Vignette 2 (Eva)	<p>This vignette attempted to explore how the participant feels about the celebration of diversity in schools or classrooms. The two opposing opinions in the vignette elicits a choice from the participants about whether they agree with Eva's method or not. The vignette tries to elicit the beliefs that the participants have about the celebration of diversity in school, how important they think it is and why. Questions surrounding this vignette prior to interviews taking place were:</p> <ul style="list-style-type: none"> - Will the participant agree with the principal or with Eva? - Will the participant agree with Eva's method and why? - Will the participant focus on aspects such as teacher autonomy or talk specifically about why Eva's method is important? - Will the participant mention their own method and approaches regarding the celebration of diversity? - Does the participant have similar experiences and does he/she apply similar methods in his/her teaching?
Vignette 3 (Adrian)	<p>This vignette attempts to explore how participants feel about incorporating different backgrounds and narratives in the classroom, even in difficult or sensitive situations. This also helps elicits beliefs about why including backgrounds would/would not be important. Questions surrounding this vignette prior to interviews taking place were:</p> <ul style="list-style-type: none"> - Will the participant agree or disagree with Adrian's choice?

- What kinds of methods would they use if they disagree?
- Will they recognize and understand Adrian's hesitancy?
- Would the participant do something differently?
- Does the participant have similar experiences?

Vignette 4 (Emma)

This vignette had the most charged situation and was meant to elicit further beliefs about how to handle differing perspectives, values or views within a classroom setting. The controversial language used and the emotion in the vignette was also meant to play upon the participant's own emotions in order to elicit their own beliefs concerning the situation. Questions surrounding this vignette prior to interviews taking place were:

- Will participants focus mostly on classroom management issues or recognize the deeper issue within the situation i.e. the tension caused by differing beliefs?
 - What kinds of solutions will they mention?
 - How will the participant react to the xenophobic language used?
 - Does the participant have similar experiences?
-

Appendix L. Explanations of interview questions regarding learning intentions

Table 1. Explanations of interview questions regarding learning intentions Vignettes 1-4

Question	Explanation
Have you ever encountered a similar situation in your classroom? How did you respond?	Asking about similar situations helps understand more about the participant's experiences and how they have faced them. Reflecting on past experiences can reveal more about what the participant thinks are the best methods or approaches to specific situations.
Did you think about the situation after it had occurred? What kinds of thoughts did you have?	This question is meant to ask about whether or not the participant engages in informal learning namely, personal reflection.
Did you talk to your colleagues about the situation to get help or ideas?	This question also explores informal learning and attempts to find out if the participant engages in discussions with colleagues.
Is there anything that you changed in your classroom or teaching after the situation occurred?	This question is meant to uncover whether or not the participant engaged in something similar to CRT i.e. if they changed or adapted their teaching after being faced with a challenging situation.
If you encountered this situation again, how do you think you would respond now?	This question is meant to find out more about whether or not the participants are willing or interested in changing their practice or if they stick to what they have done in the past.
How did you become better at tackling these problems in the past?	This question is meant to help uncover more about the participants learning process or journey, and how they have developed over their career, what have they done to grow as professionals.
What kinds of challenges do you experience now? How do you try to overcome them?	This brings the conversation back to the present day and investigates current challenges that the participant may be facing and what kinds of methods or approaches they use to overcome them. Do they rely on their instincts, do they speak to colleagues or do they engage in any formal training?
Do you ever feel the need to know more about how to handle these situations?	This explores more about the willingness to learn and also investigates whether or not participants feel they are equipped to handle challenging situations or if they feel they want or need to know more. Do they mention taking part in any formal

learning or do they say they do not feel they need to know any more?

What could your school do or what could you do to help you overcome these problems? What kinds of approaches could for example, your school provide you to help you?

These questions help to uncover a bit more about the kinds of support, for example, training that participants may be getting. It also helps elicit whether or not participants think it would be necessary to learn more about these challenges and if they feel they could be supported in some way. It can also help in understanding what schools could do to support teachers in their practice and in their learning.

Do you have any experience that stand out to you where you really learned something new about how to handle a situation?

This final question is meant to elicit more reflection of past experiences on challenges and learning from said challenges, if the participant has not already done so.

Appendix M. FETC Form**GENERAL INFORMATION/PERSONAL DETAILS**

1. a. Name(s), position(s) and department(s) of the responsible researcher(s):

Meri Häärä, student, Educational Sciences

1. b. Name(s), position(s) and department(s) of the executive researcher(s):

Meri Häärä, student, Educational Sciences

2. Title of the study or research programme - Does it concern a single study or a research programme? Does it concern a study for the final thesis in a bachelor's or master's degree course?:

Final thesis for Master's in Educational Science degree.

3. Type of study (with a brief rationale):

Qualitative study using comparative case study approach.

4. Grant provider:

-

5. Intended start and end date for the study

24.1.2019-19.6.2019

6. Research area/discipline

Educational Sciences

7. For some (larger) projects it is advisable to appoint an independent contact or expert whom participants can contact in case of questions and/or complaints. Has an independent expert been appointed for this study?¹:

Yes, Monika Louws has been appointed as supervisor.

8. Does the study concern a multi-centre project, e.g. in collaboration with other universities, a GGZ mental health care institution, a university medical centre? Where exactly will the study be conducted? By which institute(s) are the executive researcher(s) employed?:

No, this study does not include a multi-centre project. The study will be conducted at various schools in the city of Utrecht. The executive researcher is employed by the University of Utrecht.

9. Is the study related to a prior research project that has been assessed by a recognised Medical Ethics Review Board (MERB) or FERB?

-

If so, which? Please state the file number: -

B. SUMMARY OF THE BACKGROUND AND METHODS

Background

1. What is the study's theoretical and practical relevance? (500 words max.):

This study explores the role of beliefs in teaching practices, by investigating what kinds of belief are held by teachers concerning cultural diversity in schools and classrooms, and how these beliefs may influence teaching practices. Minority students still continue to lag behind their majority group peers, and schools are still failing to cater to the needs of diverse student populations, which results in un-just and unequal educational outcomes. Because beliefs significantly influence teaching instruction and practice, specific beliefs may be directly influencing minority students'

¹ This contact may, in principle, also be a researcher (within the same department, or not) who is able to respond to the question or complaint in detail. Independent is to say: not involved in the study themselves. The FERB upholds that an independent contact is not obligatory, but will be necessary when the study is more invasive.

opportunities to learn and succeed in school (Pajares, 1992; Hachfeld, 2015). Teachers inhabit a key role in the educational process, but there is very little still known about teacher attitudes and beliefs concerning cultural diversity and how these beliefs may be affecting students (Vedder et al, 2006). Research concerning this topic is often centred around two belief systems; multicultural beliefs and colorblind beliefs. While both share some characteristics, the two belief systems differ in how they approach, respond to and interpret cultural diversity (Hachfeld et al. 2011). Understanding how teachers' beliefs play a role in how teachers execute their teaching practice can therefore help illuminate current practices in multicultural classrooms in the Netherlands, and how these practices may be influencing students. This information is beneficial for multicultural education, as it can shed light what types of beliefs may be positively or negatively impacting teaching practices and ultimately students' academic and personal well-being in schools as well. Understanding teacher beliefs and their effects can therefore be an important stepping stone for potentially rethinking and transforming multicultural education in the Netherlands. Investigating this topic can also influence how we can best design teacher training programs to address these beliefs and provide teachers with the necessary knowledge and skills to best execute their roles. This will help in providing all students with the support they need in the classroom as well, ensuring equitable teaching practices.

2. What is the study's objective/central question?:

This study's central questions are:

What kinds of beliefs do teachers in the Netherlands have concerning cultural diversity?

How do teachers' beliefs concerning cultural diversity relate to their intention to learn from and modify their teaching practice to suit the needs of ethnically diverse students?

3. What are the hypothesis/hypotheses and expectation(s)?:

It is expected that teachers interviewed in this study will hold largely colorblind beliefs concerning their teaching practices, and that holding this belief will make teachers less likely to adjust their teaching to suit the needs of diverse students. Past studies have linked multicultural beliefs to teacher's willingness to acknowledge cultural diversity as well as adjust and modify teaching practice to suit the needs of minority students, with the opposite being found for colorblind beliefs

(Hachfeld et al. 2015). It is also expected that teachers' beliefs will not fall into one category readily, and that beliefs about cultural diversity may include a mix of both multicultural and colorblind views.

Design/procedure/invasiveness

4. What is the study's design and procedure? (500 words max.):

A comparative case study approach will be utilized with the help of semi-structured interviews and vignettes. Interview questions will be developed by using the theoretical framework concerning multicultural education, teacher beliefs and teacher learning intentions. Vignettes shall be designed by the researcher with the help of literature concerning multicultural education and the challenges that accompany it in the classroom. Vignette design will be accompanied by a checklist to ensure that vignettes are appropriate for the participants. Vignettes that do not adhere to these components will be revised in order to ensure consistency and quality. A pilot study will be conducted to test the questions and vignettes and shall be revised if necessary.

Participants for the study will be recruited through purposeful sampling of teachers with significant experience in multicultural classrooms and who are currently working in multicultural classrooms. Schools shall be recruited with the help of a formal letter or a personal visit to the school by using the researchers own network. Schools with a predominantly native-Dutch student body will not be selected, as participants would ideally be teaching multicultural classrooms at the time of the study. Participants can either come from the same school or various schools. When participants have been found, the researchers will go to the schools in person and carry out the interview procedure.

An official consent form shall be drafted that clearly outlines components related to the usage of data obtained and the protection of participants privacy. Active consent shall be requested by having participants read and sign the consent form. The researcher will go to the participants work place, the participating school, and conduct the interviews. Consent for recording the interviews will be requested. If the respondent does not consent to recording the interview, notes shall be kept throughout the process. The interviewer will then open the interview with a set of general questions leading into vignettes, followed by prompts and additional questions when necessary.

Interviews will be transcribed and sent back to participants to assure participants agree with the transcription, and assure it is reflective of their position and beliefs. Audio recordings of data

will make it possible to also revisit accounts in order to correctly interpret data (Noble & Smith, 2015). Emerging themes will be discussed with a fellow researcher in order to challenge assumptions and avoid researcher bias. A reflective research journal shall be kept throughout the study (Alase, 2017; Noble & Smith, 2015).

5.

- a. Which measurement instruments, stimuli and/or manipulations will be used?²:

Semi-structured interviews and vignettes.

- b. What does the study's burden on the participants comprise in terms of time, frequency and strain/efforts?:

A few hours of their time, but no additional strain or effort should apply.

- c. Will the participants be subjected to interventions or a certain manner of conduct that cannot be considered as part of a normal lifestyle?:

No.

- d. Will unobtrusive methods be used (e.g. data collection of uninformed subjects by means of observations or video recordings)?:

No.

- e. Will the study involve any deception? If so, will there be an adequate debriefing and will the deception hold any potential risks?:

No.

² Examples: invasive questionnaires; interviews; physical/psychological examination, inducing stress, pressure to overstep important standards and values; inducing false memories; exposure to aversive materials like a unpleasant film, video clip, photos or electrical stimulus; long-term of very frequent questioning; ambulatory measurements, participation in an intervention, evoking unpleasant psychological or physical symptoms in an experiment, denial, diet, blood sampling, fMRI, TMS, ECG, administering stimuli, showing pictures, etc. In case of the use of a device (apparatus) or administration of a substance, please enclose the CE marking brochure for the relevant apparatus or substance, if possible.

6. Will the participants be tested beforehand as to their health condition or according to certain disorders? Are there any inclusion and/or exclusion criteria or specific conditions to be met in order for a participant to take part in this study?:

No. Only in regard to teaching experience.

7. Risks for the participants -

a. Which risks does the study hold for its participants?

No risks.

b. To what extent are the risks and objections limited? Are the risks run by the participants similar to those in daily life?

Risks run by participants are similar to those in daily life.

8. How does the burden on the participants compare to the study's potential scientific contribution (theory formation, practical usability)?:

The burden is not substantial to participants, but does require a few hours of their time, but can potentially help in providing useful societally relevant information for multicultural education.

9. Will a method be used that may, by coincidence, lead to a finding of which the participant should be informed?³ If so, what actions will be taken in the case of a coincidental finding?:

If this occurs the researcher will personally reach out to the participant in question.

Analysis/power

10. How will the researchers analyse the data? Which statistical analyses will be used?:

Qualitative data analysis will be used to code the interview data.

³ For instance: dementia, dyslexia, giftedness, depression, extremely low heartbeat in an ECG, etc. If coincidental findings may be found, this should be included in the informed consent, including a description of the actions that will be taken in such an event.

11. 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 power, the FERB would like you to justify why this is necessary:

8-10 participants. This number is chosen as a small sample size in order to suit the nature of the study.

C. PARTICIPANTS, RECRUITMENT AND INFORMED CONSENT PROCEDURE

1. The nature of the research population (please tick):

- 1. General population without complaints/symptoms ✓**
- 2. General population with complaints/symptoms
- 3. Patients or population with a diagnosis (please state the diagnosis)

2. Age category of the participants (please tick):

- 18 years or older ✓**
- 16-17 years
- 13-15 years
- 12 years or younger

3. Does the study require a specific target group? If so, justify why the study cannot be conducted without the participation of this group (e.g. minors):

This study requires teachers who have experience in teaching multicultural classrooms in order to explore the specific phenomena.

4. Recruitment of participants -

- a. How will the participants be recruited?:

By reaching out to schools either through a written approach by using a formal letter. In some cases it may also be necessary to visit schools in person due to the sensitive nature of the topic. Schools may need to be convinced of the potential benefits and importance of the

study, and this can be done best face-to-face. A combination of these methods can also be used.

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

1-2 weeks.

5. Does the study involve informed consent or mutual consent? Clarify the design of the consent procedure (who gives permission, when and how). Does the study involve active consent or passive consent? If no informed consent will be sought, please clarify the reason:

The study involves active consent which shall be sought from participants through a consent form that they will be asked to fill in. The consent form shall be drafted prior to recruitment. The consent form shall clearly outline the following components:

- The participant understands that he/she is voluntarily agreeing to participate in the study.
- The participant understands that he/she is free to withdraw at any moment, and refrain from answering questions he/she is uncomfortable answering.
- The participant agrees to be audio-recorded for the interview and knows that he/she can request to end the interview at any time and request for the audio to be deleted.
- The participant is aware that no compensation monetary or otherwise will be received from participating in this study.
- The participant understands that all data will be confidential and not shared publicly at any point.
- The participant understands that his/her identity will not be revealed and his/her privacy shall be protected by the researcher.
- The participant understands that specific extracts from transcripts may appear anonymously in the researcher's data analysis section of the thesis.
- The participant understands that if he/she reveals something that may put themselves, the researcher or someone else in risk of harm, the researcher must report it to relevant authorities.
- The participant understands that consent forms and audio recording will be stored as data by the researcher on the researcher's secure device for a set period of time, and then be removed from all databases.
- The participant understands that all identifying information will be removed from transcripts.

- The participant knows that he/she can request to have access to his/her transcript or audio recording at any time, and request to withdraw from participating in the study at any time.
- The participant understand that he/she can contact the researcher and any affiliated persons at any point with questions or concerns.

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

Yes.

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

No.

8. Compensation

- a. Will the participants be compensated for their efforts? If so, what is included in this recompense (financial reimbursement, travelling expenses, otherwise). What is the amount?

No.

- b. Will this compensation depend on certain conditions, such as the completion of the study?

No.

D. PRIVACY AND INFORMATION

1.

- a. Will the study adhere to the requirements for anonymity and privacy, as referred to in the Faculty Protocol for Data Storage⁴?:
- anonymous processing and confidential storage of data (i.e. storage of raw data separate from identifiable data): **yes/no**
 - the participants' rights to inspect their own data: **yes/no**

⁴ This can be found on the Intranet: <https://intranet.uu.nl/wetenschappelijke-integriteit-facultair-protocol-dataopslag>

- access to the data for all the researchers involved in the project: **yes/no**

If not, please clarify.

- b. Has a Data Management Plan been designed?

Data will be stored by the researcher until the presentation of the thesis has been completed. Data will then be destroyed. Names and identifying information will be stored separately from data.

2.

- a. Will the participant be offered the opportunity to receive the results (whether or not at the group level)?:

Yes.

- b. Will the results of the study be fed back to persons other than the participants (e.g. teachers, parents)? If so, will this feedback be provided at the group or at the individual level?

No.

3.

- a. Will the data be stored on the faculty's data server? **Yes/no**
- b. Will the data that can be traced back to the individual be stored separately on the other faculty server available for this specific purpose?

Yes.

If not, please clarify where will the data be stored instead?:

E. ADDITIONAL INFORMATION

Optional.

F. FORMS TO BE ENCLOSED (CHECKLIST)

- Text (advert) for the recruitment of participants
- Information letter for participant
- Informed consent form for participants
- Written or oral feedback information (debriefing text)
- (Descriptions of) questionnaires
- (Descriptions of) measurement instruments/stimuli/manipulations
- Literature/references

Signature(s):⁵

Date and place: 25.1.2019, Utrecht

A handwritten signature in blue ink, appearing to read 'Meri Hääärä', is placed over a light blue rectangular background.

Name, position: Meri Hääärä, Student

⁵ The senior researcher (holding at least a doctoral degree) should sign here.

Appendix N. Consent Form and Information for Participants

INFORMATION FOR PARTICIPATING TEACHERS

Dear teacher,

Thank you for participating in this research project. Before the research begins, it is important that you are aware of the procedure that is followed in this study. Please read the text below carefully and do not hesitate to ask for clarification on this text, if it is not clear. The researcher will be happy to answer any questions.

PURPOSE OF THE INVESTIGATION

The aim of the research is to explore the challenges that teachers face regarding cultural diversity in their classrooms and how teachers respond to these unique challenges. Beginning to understand the experiences that teachers have in these contexts can provide valuable information regarding how we can best begin to support these teachers in their work as well. You as a teacher will be asked to reflect and share your thoughts and experiences concerning your work in culturally diverse classrooms.

PROCESS

Semi-structured interviews ranging from 45-60 minutes will be undertaken in order to explore this topic. The researcher will request to record the interview and to make notes throughout the interview when necessary. The researcher will agree to meet the participant where ever he or she is most comfortable carrying out the interview.

CONFIDENTIALITY OF DATA

All research data will remain confidential and will be processed anonymously. The research data are not made available to third parties without your explicit permission and only in an anonymous coded form. The key for this data is in the possession of the researchers and will not be distributed to any persons not involved in the research. It is important that the participant understands that specific extracts from transcripts may appear anonymously in the researcher's data analysis section of the thesis however, all identifying information will be removed from interview transcripts.

VOLUNTARY PARTICIPATION

Participation is voluntary. If you decide not to participate in this study, this will in no way affect you. If you decide to discontinue your cooperation during the investigation, this will in no way affect you. You can request to access your interview transcript or audio recording at any time. If during the interview procedure you wish to refrain from answering a question you are free to do so. If during the interview you wish to withdraw your participation, you are fully free to do so and request for data and transcripts to be destroyed. You can also withdraw your consent to use your data one month after this investigation. You can therefore stop your cooperation at any time without stating reasons. If you discontinue your cooperation or, afterwards, within a month, withdraw your consent, your data will be removed from our files and destroyed.

FURTHER INFORMATION

If you have questions about this research, in advance or afterwards, you can contact the responsible researcher Meri Häärä at j.m.j.haara@students.uu.nl. For any complaints about this investigation, please contact Monika Louws, m.l.louws@uu.nl

CONSENT FORM

This form is part of the written information you have received about the research you are participating in. By signing this form, you declare that you have read and understood the participant information. Furthermore, you signify by signing that you agree with the procedure as described in the information form.

If you would like to receive further information about the study, please contact the responsible researcher, Meri Hääärä, email: j.m.j.haara@students.uu.nl

[PARTICIPANT]

"I have read and understood the information and give permission for participation in the research and use of the data obtained with it. I hereby reserve the right to withdraw this consent without specifying any reason. I also reserve the right to stop the research at any time I want. "

Date:

.....
Name of teacher

.....
Signature

[RESEARCHER]

"I, the researcher, have provided information concerning this research to the participant. I declare that I am prepared to answer any upcoming questions concerning this research."

Date:

.....
Name of researcher

.....
Signature

Appendix O. *A priori* labels with definitionsTable X. *A priori* labels and definitions

Label	Definition
Multicultural beliefs	Cultural diversity is seen as enriching and is celebrated in the classroom. A teacher will accommodate various cultural backgrounds and adjust teaching to suit the needs of all students. Cultural awareness, empathy and acceptance of differences.
Colorblind beliefs	Believing all students should be treated equally, ignoring background, ethnicity and race. Emphasis on building common ground for all students by focusing on similarities instead of differences.
Challenges in Multicultural Classrooms: Language and Communication	Challenges posed by language and differences in cultural communication styles and methods.
Challenges in Multicultural Classrooms: Differing perspectives	Clashes in beliefs or perspectives brought by differences in culture or background.
Challenges in Multicultural Classrooms: Cultural differences in the classroom	Trying to adapt to diversity in the classroom, dealing with differences in socialization processes, behaviors and practices.
Culturally Responsive Teaching	Teacher adapting his/her teaching to suit needs of diverse learners in order to maximize academic success for all students.
Teachers learning intentions: Formal	Teacher engaging in formal training to help with challenges he/she faces in culturally diverse classroom.

Teachers learning intentions:	Teacher engaging in informal learning to help
Informal	with challenges he/she faces in culturally diverse classrooms.

Appendix P.**Overlapping codes from Participant 1 and 5 used for initial template development**

The following list displays the list of codes that overlapped in both transcripts for Participant 1 and Participant 5. These codes were clustered together to form initial codes and then further organized to form the final template codes found in Appendix 15. Final initial template can be found in Appendix 16.

Initial Codes**New code**

Multicultural beliefs
Recognition of cultural difference
Cultural awareness

Multicultural beliefs

Communication
Openness
Examining all points of view
Freedom of speech
Sharing personal opinions
Not shying away from topics

Openness and Communication

Active solutions

Active solutions

Talking to colleagues
Personal reflection
Personal research
Willingness to learn and grow

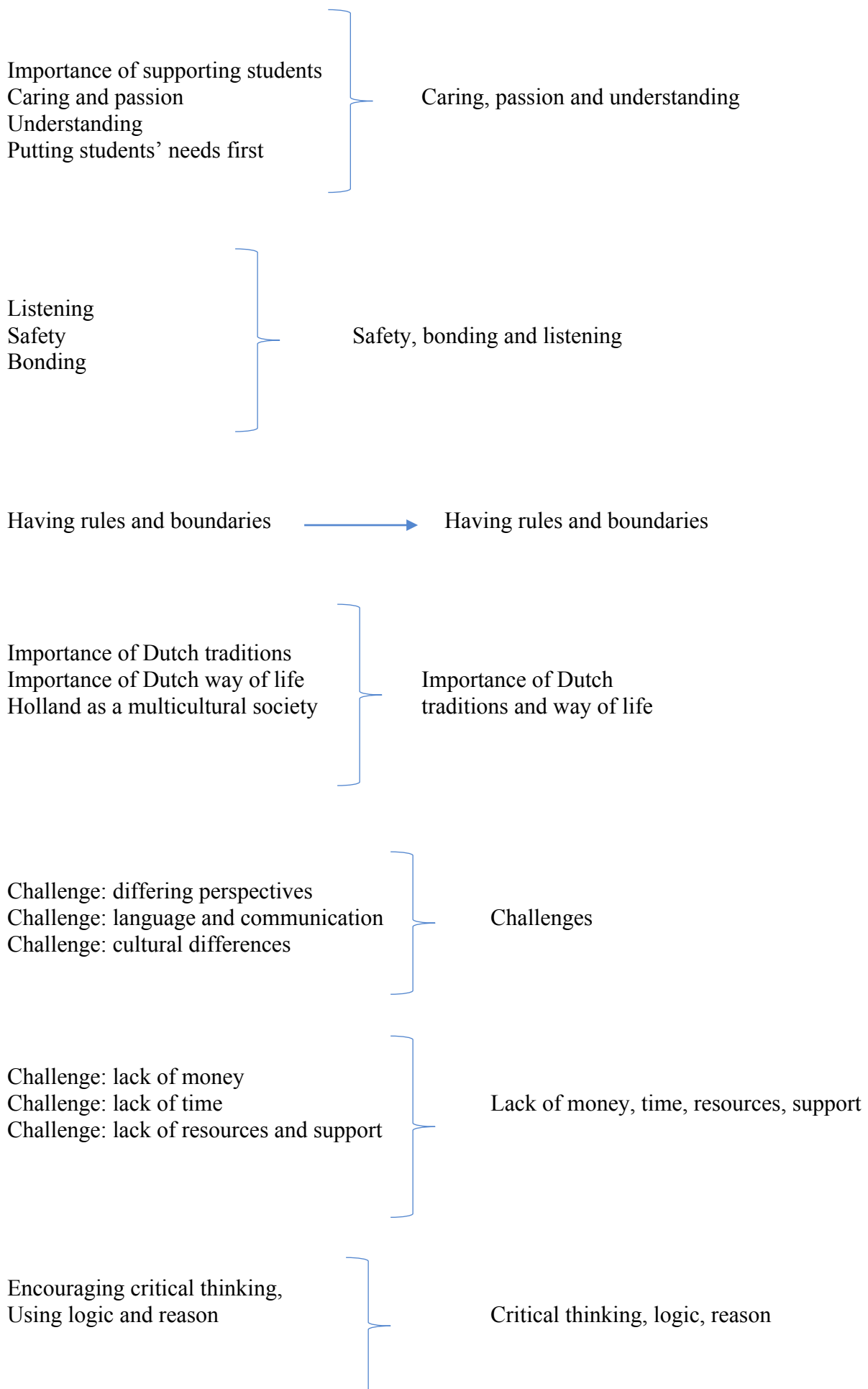
Informal learning

Culturally responsive teaching

Culturally responsive teaching

Respect
Building bridges

Respect and building bridges

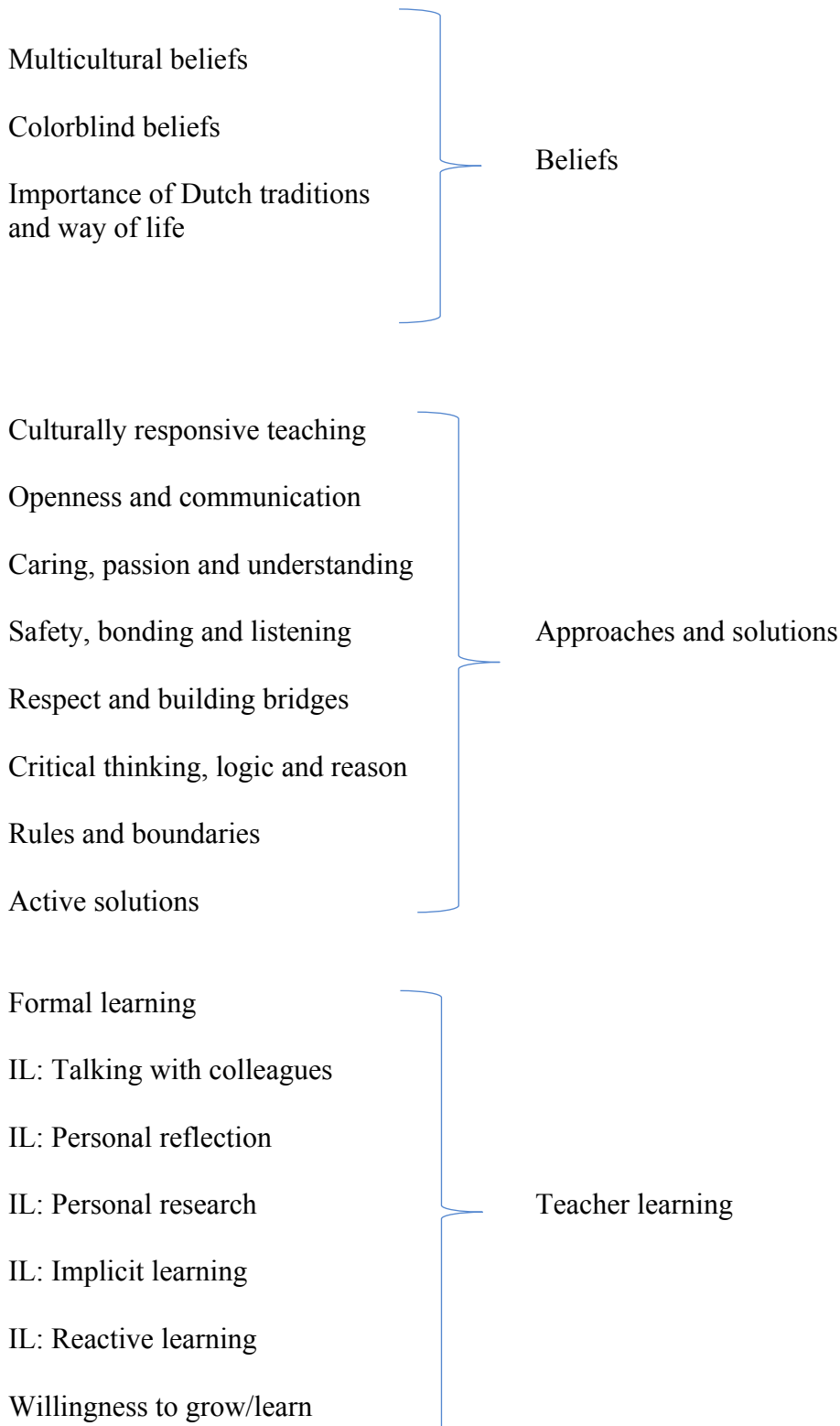


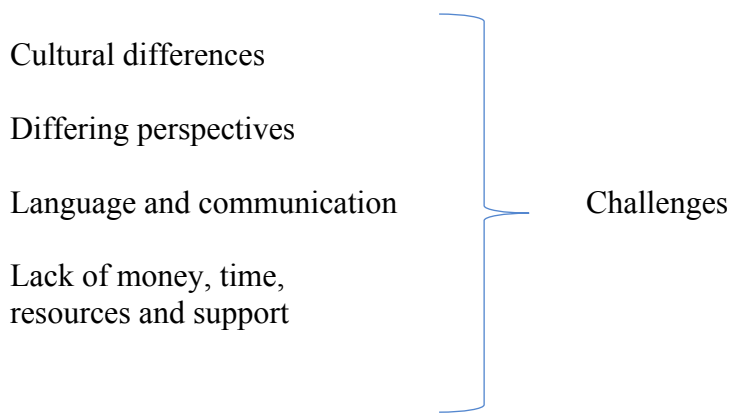
Appendix Q. Initial template development

The following figures illustrate how the initial codes that were attained from Participant 1 and 5 were clustered together to develop primary codes for the initial template along with *a priori* codes.

Initial Codes

New Primary Code





Note. A few non-overlapping codes from Participant 1 and 5 data sets were also included as they were necessary for understanding the research questions. For example, the code; *Willingness to learn and grow* from Participant 5 and *Informal learning: reactive*, from Participant 1, which I felt were informative for exploring learning intentions. The code *Safety, bonding and listening* from Participant 5 was also included as it was an integral part of the data.

Appendix R. Final version of initial template

Primary Codes	Secondary Codes	Tertiary Codes
Beliefs	Multicultural beliefs	
	Colorblind beliefs	
	Importance of Dutch traditions and way of life	
Approaches and Solutions	Culturally responsive teaching	
	Openness and communication	
	Caring, passion and understanding	
	Safety, bonding and listening	
	Respect and building bridges	
	Critical thinking, logic and reason	
	Rules and boundaries	
	Active solutions	
Teacher learning	Formal learning	
	Informal learning	Talking with colleagues Personal reflection Personal research Implicit learning Reactive learning
	Willingness to grow/learn	
Challenges	Cultural differences and student backgrounds	
	Differing perspectives	
	Language and communication	
	Lack of money, time, resources, support	

Appendix S. Explanations of secondary codes and examples

Code	Definition	Examples
Multicultural beliefs	Cultural diversity is seen as enriching and is celebrated in the classroom. A teacher will accommodate various cultural backgrounds and adjust teaching to suit the needs of all students. Cultural awareness, empathy and acceptance of differences.	<p><i>“we have to uhm uhm be, have to be multicultural. Because we live in a multicultural society”</i></p> <p><i>“when you ah, are organising uh, uh, sharing traditions, foods, celebrations no. It’s good to know each other better and, yeah. Yeah and it’s always what I, I grew up in also a neighborhood that had a lot of different cultures and I always felt that it was something that made my uh, my life richer”</i></p>
Colorblind beliefs	All students should be treated equally, ignoring background, ethnicity and race. Emphasis on building common ground for all students by focusing on similarities instead of differences.	<p><i>“And sometimes I have arguments with them about it. Last Friday I had that with somebody so, “Oh I am Moroccan”, I said “No you’re not”I take it you were born here and have a Dutch passport? Yeah? Then your Dutch.”</i></p> <p><i>”As far as I’m concerned you’re Dutch and you’re a pupil and you’re human... And what the other characteristics are, I’m interested, sure. And I find them fairly irrelevant.”</i></p>
Importance of Dutch traditions and way of life	Valuing Dutch traditions, morals and ways of life and seeing them as important in the classroom and at school.	<i>“And of course we live in Holland so uh, it’s important to know the Dutch ways and it’s important to know that uh, some things, uh Dutch women don’t [gestures to head] use the -... cover, covering the face and, well, that, I think that’s very important and girls are um, the same as boys...”</i>
Culturally responsive teaching	Adapting teaching style to suit the needs of diverse learners and support academic success by incorporating cultural references and viewpoints into one’s teaching practice.	<i>“Well the essential thing she is doing “wrong” if you wish to put it that way, is she’s not communicating at his level...She’s not adapting her communication sufficiently to reach him... Which I think, in the first place is your job as a teacher. And if that is working pictures, or quotes from the Quran</i>

		<i>or whatever it is."</i>
Openness and communication	The importance of being open to new ideas, differing viewpoints and practices, and fostering communication between students, teachers and parents. This includes not shying away from certain topics and examining all viewpoints.	<p><i>"And then they are open to ask questions, but you have to be open first."</i></p> <p><i>"Anything that comes up I tend to incorporate in the lessons or talk about how silly or general or personal it might be."</i></p> <p><i>"Yeah, I think, she she has but, uh she has to, but she has to be uhm, uhm open to everybody about it."</i></p> <p><i>"yeah you have to um, give these children the freedom to, to talk about things"</i></p> <p><i>"And I think the only way to change things is to talk to each other, be open to each other."</i></p> <p><i>"I don't shy away from that. But I'm never in the business of disproving anybody's beliefs. I am however in the business of saying yeah sure, but yours are not the only one's kicking about...And you are free to believe whichever one you want to believe in. But we will talk about all of them. "</i></p>
Caring, passion and understanding	Expressing passion for one's beliefs and teaching practice, and expressing care and understanding for different cultural practices, traditions, views and opinions.	<p><i>"And um I think that's true, uh because your, you can't always help everyone and do everything, you, you want to. But I think it makes me a good teacher to have not a very slippery back. Because I want to help. I'm a little bit of uh, yeah a world changer...Through little kids."</i></p> <p><i>"So yeah, and I also want to uh, I recognize the feelings of the parents of course, because, yeah they want that everything goes in a smooth way and yeah, it's not nice for a kid to say goodbye to his friends. So I understand, but we</i></p>

		<p><i>really try to tell the parents that we think this kid wouldn't be, will not be very happy when he has to do uh, the next grade"</i></p> <p><i>"And um, I think um, it's, it's best to do what, what is close to your heart."</i></p>
Safety, bonding and listening	Importance of making students feel safe or secure in the classroom and fostering bonding both between students and students, and student and teachers. This code also includes mentions of the importance of listening to others and working on relationships with others.	<p><i>"but I think bonding with children is much more important. And not only with Chinese people, with all the children you have in the classroom because I am convinced that when children are safe with you, then they come to you"</i></p>
Respect and building bridges	Importance of expressing and fostering respect in the classroom and between teachers and parents. Building bridges means improving relationships between people who are different or have different views and values by for example, building a bridge between home life and school life.	<p><i>"Because in the long run this should, if it's done properly, build re-, build mutual respect among pupils. Which is for me, the cornerstone of working in a school. And working with each other."</i></p> <p><i>"Well you have to build a bridge between home and school. ... Yeah also [it's important] for, for everyone. And it's for parents also uh easier, I've always learned you have to uh, get to know each other and do nice things together, making the, the, the dishes or the, the, the, the food. And um, so when you have to tell a bad news things then you already have a bond with the, with the parents"</i></p>
Critical thinking, logic and reason	Fostering and encouraging critical thinking in the classroom, and using logic and reason to improve student relations, solve, combat and prevent conflicts.	<p><i>"force them to step away from their feelings and...think through. What the rules are, what the logic is and...get rid of all these nasty.., uh... primal emotions that uh, dictate action."</i></p>
Rules and boundaries	Having clear rules and boundaries in a classroom within which students are expected to work and abide by.	<p><i>"Sometimes I'm, I'm stopping discussions, saying ooh, this is about who's right. And... Form your own opinion about that. But</i></p>

		<p><i>not in here."</i></p> <p><i>"I would give the, the freedom of speech, but...mapped. We don't discriminate, we don't make people feeling bad or something, but we can talk about things..."</i></p>
Active solutions	Actions or methods that a teacher may mention as solutions to varying problems in the classroom. This can be planning activities, projects, leading discussions etc.	<p><i>"Um maybe, make a list of topics and um, let children uh...make the children think about it at home. Prepare for the discussion."</i></p> <p><i>"I wouldn't talk about the situation what a student thinks, what his parents think and that he thinks that everyone should, with a Muslim background should be forced to leave. No, no...No actually I would try to put this into a project. Sort of a project, like I was saying before"</i></p>
Formal learning	Formal trainings or courses that a teacher may undertake throughout the course of their profession, or express an interest in taking part in formal training.	<p><i>"But I uh, did uh a lot of neurolinguistics programming...And that's very much about be aware of your way of communication and, and what you can establish with and what you can do wrong...Yeah there was uhm, we got course for the whole team but we also had I think 500 euros or guilders then and we could spend our own... I wanted to, I wanted to grow"</i></p>
Informal learning	Informal methods that a teacher undertakes in order to learn from situations. This can include personal reflections, personal research, implicit or reactive learning or talking with colleagues.	<p><i>"Mmm. Well I do think about that. Um, usually I'll just go ahead and see what happens."</i></p> <p><i>"I would think about it, and depending on how things would turn out in such a discussion, or in an occasion. Uh...yeah I would think about how to handle that differently the other, uh in, at another time."</i></p>
Willingness to grow/learn	This code refers to any expression related to a participant's interest or willingness to grow and learn in their	<p><i>"Well I think, I think teaching is a constant change...When, when I look at my teaching now it's</i></p>

	teaching practice.	<p><i>completely different than twenty-five years ago and I think ten years from now it will be completely different also."</i></p> <p><i>"No, no, no you never know exactly, that, that's a teacher thing, it's it's walking along with them and, and growing with them, and I help them to grow but she, they always help me to grow also."</i></p> <p><i>"I wanted to, I wanted to grow"</i></p>
Challenges: Cultural differences and student backgrounds	Trying to adapt to diversity in the classroom, dealing with differences in socialization processes, behaviors and practices. This code also includes challenges regarding student backgrounds and/or experiences.	<p><i>"Uhm...the girls from uh, from Yugoslavia, well they, they experienced horrible things uh, they were raped and yeah, it, it - ...and yeah it was very, very very bad and um. In my class they were little children. They were 12 and 14. And in their heads they weren't little children, so we had to teach them to be a child again. And those times I really really, yeah...Felt helpless"</i></p>
Challenges: Differing perspectives	Clashes in beliefs or perspectives brought by differences in culture or background. This can occur between students, between teacher and students or between teachers and parents.	<p><i>"it's a big difference if you come from an atheist socialist background, or a hyper protestant Calvinist background. ...We have ah, I have them sitting next to each other in my class."</i></p> <p><i>"And I had a devout Muslim sitting next to a devout atheist...That's interesting...Yeah. Because they are perfectly capable of following each others line of thought. And quite often with the very intelligent they're also...not very capable of putting themselves in the other one's position."</i></p> <p><i>"For example, we have difficulties when um, when children have learning problems. A lot of uh, for example I have a kid in my class</i></p>

		<p><i>now who is from Surinam, and well, last year the teacher said well it's better for him, he's so young, to stay one year in the same grade. The uh parents didn't want that and next year we are saying the same. And, but they are so proud and so confused about why... And they are very proud and they feel ashamed about it and for, yeah for most people in Holland it's yeah, it's not something you are proud of but it's yeah, it's regular"</i></p>
Challenges: Language and communication	Challenges posed by language and/or differences in cultural communication styles and methods.	<p><i>"Well we once had a, last year we uh got a message that we got a new kid in class, she was coming from the Dutch Antilles. And we were all thinking oh, there, on that place, maybe she will not speak uh, Dutch that good, but she will speak Dutch. But not at all. Only Spanish and Papiamento...And..she felt comfortable in our class but we couldn't help her at all."</i></p>
Challenges: Lack of money, time, resources and support	Expressing a lack of money, time resources or support in one's teaching practice.	<p><i>"Also with special needs, children with special needs. Special needs, means special money and there is no money. So, you have to cope with things."</i></p>

Appendix T. Discarded codes from initial template development

The following table outlines why certain labels from Participant 1 and Participant 5 were discarded and excluded from the initial template. However, some of these may be noted in the responses to vignettes tables found in Appendix 19.

Table 1. Discarded codes from initial template development

Discarded codes	Explanation
Opposition towards management	This code was discarded because it did not begin to inform the research question. Many participants displayed negative emotions and attitudes towards management interfering with teacher autonomy and although interesting, this was not seen as related to multicultural or colorblind beliefs or to learning intentions.
Changes in policy and historical factors	This code referred to the idea that policy and historical factors have influenced multicultural education over time and this change has been noticed by teachers working in multicultural education throughout their career. Although interesting, this code did not begin to inform the research question.
Challenge: technology	Although extremely relevant in this day and age, the challenge of technology was deemed as not relevant for beginning to shed light on the phenomena being explored. Teaching a generation that is more technologically literate than ever can contribute to for example, students being exposed to more opinions and ideas that could cause clashes in the classroom. However, because this was only briefly mentioned and this was not a significant factor in either interview, it was decided that it would be taken out for the initial template.
Importance of supporting students	Importance of supporting students was taken out because it overlapped significantly with the approaches mentioned by the participants. Support was often linked to for example, understanding, safety, bonding or encouraging critical thinking, and therefore exists as an underlying factor of many approaches participants mentioned but did not get it's own category in the initial template.

Appendix U. First and Second Coder Comparisons

Table 1. Agreement of codes between Coder 1 and 2 using initial template for Participant 4

Unit of meaning from transcript	1 st coder	2 nd Coder	Agreement
<i>"A lot. Yeah. In, in Westland for example, what the teacher said is the truth, [chuckles] and uh, and it's not in our school."</i>	Differences in hierarchy, school dynamics	Approaches – Rules and boundaries	0
<i>"And the problems are getting heavier."</i>	Challenges – cultural differences	Challenges – cultural differences	1
<i>"Because we've got a lot of kids with uh, lan- language problems um...There's a system in Holland, every child has a weight"</i>	Challenges – language and communication	Challenges – language and communication	1
<i>"And uh when I start with working, kids that I have in classroom now uhm, they al-, they also had parents who were uh, were not born in Holland so their weight was higher and now, the parents they have now are born in Holland, but the problems are same".</i>	Challenges - cultural differences and student backgrounds	Challenges – lack of support	0
<i>"Because, they uh, they uh talk Turkish at home, they live in their own culture. Of course, they are living in Holland and of course it's their country, but it's still one community. And the problems still exist."</i>	Challenge: cultural differences and student backgrounds	Challenge: cultural differences and student backgrounds	1
<i>"Yeah may-, maybe he misses home."</i>	Multicultural belief	Approaches – caring, passion, understanding	0
<i>So I, I think I would give him some time.</i>	Approaches – caring, passion, understanding	Approaches – caring, passion, understanding	1
<i>And uh, yeah I should talk to him in Dutch of course and maybe use, use play or something to, to get him more open and give him the feeling that it's alright uh, even when he makes mistakes.</i>	Approaches- - Caring, passion, understanding - Safety, bonding, listening - Active solutions	Approaches – safety, bonding and listening	1 0 0
<i>Yeah. I would support him and just yeah, give it some more time I guess. Yeah.</i>	Approaches and solutions: Caring, passion, understanding	Approaches – caring, passion, understanding	1
<i>And what the problem is they uhm, they have a language problem when they are three years old or something like that then they start to go to a daycare and then they start with talking Dutch.</i>	Challenges – language and communication	Challenges – language and communication	1
<i>And that's a little bit late. And uh parents uh, because it's not their first language, e- even if they talk Dutch to them it's not always the right way. And then it takes a long time to catch up.</i>	Challenges – language and communication	Challenges – language and communication	1

<i>Uhh...Yeah. I think when you are coming from China it's another culture and...uh uh, a lot of different things around you ways to act. Maybe it's not polite to talk out or yeah, I think you have to learn about his culture before you can understand it.</i>	Beliefs – Multicultural beliefs	Beliefs – Multicultural beliefs ALSO: Approaches – caring, passion and understanding	1
<i>And they are very proud and they feel ashamed about it and for, yeah for most people in Holland it's yeah, it's not something you are proud of but it's yeah, it's regular -</i>	Challenge: differing perspectives (parents)	Challenges – differing perspectives	1
<i>Yeah, and also we have a lot of kids from Morocco. Uh when there are behavior problems or learning problems and you want to do some extra research on that then most of the times, they shut the doors. And say "well it's not going to be uh, we going to an extra teacher or, extra education during the weekend", they, yeah they cannot accept that it's not working.</i>	Challenges – differing perspectives	Challenges – differing perspectives	1
<i>So in some ways we decide to be stricter and say, and that we say to the parents "Well this is how it's going to be. And if you don't agree, well you can find another school. We are the experts and this is the way it's going to be."</i>	Approaches: rules	Approaches – rules and boundaries	1
<i>Interviewer: So you really thought about the situation after it had occurred? Participant: (nods)</i>	Informal learning: Personal reflection	Informal learning – reactive learning	0
<i>Interviewer: Did you like talk to your colleagues about it and everything? Participant: Yeah, yeah sure.</i>	Informal learning: talking with colleagues	Informal learning – talking with colleagues	1
<i>Interviewer: And did you reflect on it like personally as well? Like think about it just yourself? Participant: Yeah a lot. Yeah, yeah.</i>	Informal learning: Personal reflection	Informal learning – personal reflection	1
<i>So yeah, and I also want to uh, I recognize the feelings of the parents of course, because, yeah they want that everything goes in a smooth way</i>	Approaches: understanding	Approaches – caring, passion and understanding	1
<i>We learn about how to deal with learning problems. Uhm, we also have course about uh, aggression, uh, because a lot of parents can be very aggressive when its, it's going around their kids. Uhm.</i>	Formal learning	Learning – Formal training	1
<i>Uh, n-, yeah the aggression training was inside our school and we did it this last year. Uh it's something that the school buys for all the teachers. And you also have a lot of space to buy something to do by your own. So there is a budget for it.</i>	Formal learning	Learning – Formal training	1

<i>There, there are such uh, there's a lot of things going on, so it's nothing enough honestly. They try to do.</i>	Challenge: lack of money, time, resources, support	Challenges – lack of support	1
<i>...What I noticed is, is that uhm, there are a lot of parents, when I'm talking with them I think "Oh well you understand me and I understand you". And afterwards, a lot of times I recognize that, that they didn't understand exactly what I meant.</i>	Challenge: Differing perspectives	Challenges – differing perspectives	1
<i>And maybe we can invest more in a someone who talk, translate, translating- Interviewer: Oh a translator? Participant: Yeah. Uh, or someone, for example uhm to co-, the Morocco community that can stand in the middle and explain on both sides, "Well this is the way it's working uh with Moroccan people</i>	Approaches and solutions: - Respect and building bridges - Active solutions	Approaches -active solutions	1
<i>This is the way it's working in Holland"</i>	Importance of Dutch traditions/way of life	Beliefs- importance of Dutch traditions	1
<i>Yeah, I know a lot about it during the years, but maybe there are things that I don't see that are very important. And maybe there are things that I can say or do that they trust me more.</i>	Teacher learning: - Willingness to learn/grow - Respect and building bridges	Approaches – respect and building bridges	1
<i>Participant: I learn a lot on the job. Yeah.</i>	Informal learning: implicit	Learning – informal learning - implicit	1
<i>And I work in themes and I search for a lot of material around it and we worked on themes.</i>	Learning: personal research	Learning – informal learning – personal research	1
<i>Because at home they are the persons that are best in Dutch. So all the parents, grandparents say "Oh you are so good in Dutch because you can help me and you are the one who talks the best of us". But in school, it didn't work that way. And in the Schakelklas we looked together at their problems, and we tried to solve them, or not to solve them but to work on it, and uh, it made them happy that they saw what the problem was. And where they could work on.</i>	Challenge: language and communication Active solutions	Challenges – differing perspectives Approaches – Culturally responsive teaching	0 0
<i>Yeah I think, things that you, when you are in an interaction with parents that you, when you listen to their stories about, what I meant the story about "Me as a parent I came to Holland, I didn't uh, I didn't, uh I couldn't talk the language, and I did fine so" the, the pride.</i>	Challenge: differing perspectives - parents	Challenges – cultural differences	0
<i>But that's nice that you can talk to your colleagues about it - Participant: Yeah. Interviewer: - and really like handle it</i>	Informal learning: talking with colleagues	Learning – informal learning – talking with colleagues	1

<i>together.</i>			
<i>Uhm, the, for me it's a little bit, I think about it a lot.</i>	IL: personal reflection	Learning – informal learning – personal reflection	1
<i>I started to work on, as a school teacher, uhm there was an attitude from school children like "Thank you teacher that you brought something that I can also eat". Because there was, I cannot say children were guests at that moment, but their parents felt that they came here in Holland as outsiders. And uh, the older generation, for them it was easier for them to accept that they were in a different country but during the years, kids were born here. And, now you've got a culture of saying "Oh isn't this Halal?!".</i>	Challenges: cultural differences and student backgrounds	Challenges – cultural differences and student backgrounds	1
<i>But it's, it's not that black and white because of course I can understand, they are Dutch people uh, with another religion another food living in their country.</i>	Approaches: caring, passion, understanding	Beliefs - Multicultural beliefs	0
<i>So for me sometimes it's a little bit uh, it feels a little bit difficult, and on the other hand I understand completely because this is their country. But to be honest I preferred that they said "Well thank you teacher that your thinking of me", but I can also understand why they are not saying that. Because for them its normal that you think about them, because they are living here and they are not allowed to eat it.</i>	Approaches: caring, passion, understanding	Challenges – cultural differences And Beliefs – multicultural beliefs	0
<i>Interviewer: Right, definitely. What do you think Eva should do?</i> <i>Participant: I think she should go on.</i>	Multicultural beliefs	Multicultural beliefs	1
<i>Interviewer: Yeah. What would you do?</i> <i>Participant: I would, if, if I felt that it was a good idea I would immediately plan an activity, yeah. Yeah.</i>	Active solutions	Approach – active solution	
<i>But I, during the years I, I also see the problems. Especially</i>	Challenge: cultural differences	Challenges – cultural differences	1
<i>Uh yeah what we do during Christmas for example, everyone brings something in. Like baras, all, all different things from their own country and uh. Sometimes we have projects about food or clothes. Yeah it's not that we have special projects around uhm, one culture but we have a lot of projects where culture is [makes weaving gesture].</i>	Approaches: culturally responsive teaching	Approaches – culturally responsive teaching	1
<i>Yeah go with the flow,</i>	Informal learning: implicit	Learning – informal -	1

		implicit	
<i>And then a little f-, fight in your head "What should I do?"</i>	Informal learning: Personal reflection	Learning – informal - reactive	0
<i>I cannot help everyone but what is the level that you are going to teach? Are you trying to get everyone on this level or do I have to get in between or something like that...</i>	Challenge: new code: differentiation	Approach – culturally responsive teaching 2 nd code; Challenges – cultural differences	0
<i>Because kids in my school they, a lot of them their sentences are never in the right way or uh...You have, for example you have a lot of expressions um, uh in, in kids from Surinam they always say I put um...I put my, they they don't say put things on the table but at the table, things like that.</i>	Challenges – language and communication	Challenges – language and communication	1
<i>Yeah, and expectations in a lot of cultures are very high.</i>	Challenge: differing perspectives	Challenges – cultural backgrounds	0
<i>And for example, we have a girl now at school who uh, the results are during the years the lowest, and then you are going to a more practical school where you work with your hands. And then you have a lot of levels and then you start at VWO where you can go to University. And she, she has to go to a practical school and parents are asking why she's not going to the school before university. Well that's, not not- that means that all the years in between they, they didn't understand or they didn't want to understand what was going on.</i>	Challenge: language and communication Challenge: differing perspectives	Challenges- differing perspectives	1
<i>Uhh, yeah uh, problems about uh, get in contact with police or uh, uhm...I cannot find the word.</i> <i>Interviewer: That's ok.</i> <i>Participant: Uh, aggressive behavior against each other. Or parents who are fighting with each other -</i>	Challenges – differing perspectives	Challenges – differing perspectives	1
<i>Yeah, I can imagine but, it would be hard I guess. Uhm, for example I, the kids in my group are only eight, nine years old. And some of them, they, they feel discriminated before anything happened.</i>	Challenge: differing perspectives	Challenges – differing perspectives	1
<i>For example, two weeks ago one of the girls she's coming from...Dutch Antilles I guess and said: "But oh, um she, she's said nigger to me". So I went to the girl and I said "Well?". And she said "Nigger? but what does it mean, nigger?".</i> <i>So I talked to the other girl I said well I do not think, I was not there so I</i>	Challenge: new code: discriminatory behavior or language	Challenges – cultural differences	0

<i>cannot say uh if she said that, but one thing is for sure, she does not know what that means, so she didn't want to hurt you". And the girl she stayed angry because uh, well "She said nigger to me".</i>			
<i>And then, we had um, during the [speaks in Dutch], with a map from the whole world and then another boy said, "Well there's nigger!". And I thought well, "No that's not nigger that's Niger, it's in Africa". "No it's nigger, it's ni-", And he kept saying that</i>	Challenge: discriminatory behavior/language	Challenges – Differing perspectives AND Approaches – logic reasoning (explaining)	0
<i>also with the Black Peter thing, the uh, the uh father, the mother of that girl she also went to us and said "Well I have to check all the, [speaks in Dutch] all the...flags on the, if there is no Black Peter on it".</i>	Challenge: differing perspectives	Challenge - differing perspectives	1
<i>But then the attitude is so aggressive already. Yeah.</i>	Challenge: differing perspectives	Challenge: differing perspectives	1
<i>Yeah. You don't want to hurt anyone but....</i>	Respect and building bridges	Approaches – caring, understanding	0
<i>On the, the other hand maybe you can better talk about personal things yeah...these are the things that are going to happen, and people feel something about it so...</i>	Openness and communication	Approaches – openness and communication Or Approaches – safety, bonding and listening	1
<i>Interviewer: So you think that he shouldn't ignore it?</i> <i>Participant:No. No its important.</i>	Approach – openness and communication	Approach – openness and communication	1
<i>Participant: Uhm, not this year but. Uhm, was it three years ago. When IS things started. Then there was a kid who said "Well I really don't want to be a girl from Morocco anymore...because she was always linked to things like that. And she was really really sad about it. Yeah, yeah.</i>	Challenge – cultural difference and student backgrounds	Challenge – cultural difference and student backgrounds	1
<i>I just listened to her and tell her that she, she could be proud of her background and uh, and that these are ugly people doing ugly things but that's nothing to do with her. And um..yeah.</i>	Safety, bonding, listening Multicultural beliefs	Approaches – safety, bonding and listening Beliefs - multicultural Approaches – caring passion, understanding?	1 1
<i>Maybe I want to but I think here's not a lot of time because there are such a lot of things you have to coordinate and to do, it's just a lot of pressure.</i>	Challenge: lack of money, time, resources, support	Challenges – lack of support, time	1
<i>Yeah. But I think if you make time and listen to them um, once in a while then</i>	Safety, bonding, listening	Approach – caring, passion and understanding	0

<i>it's a good start.</i>			
<p><i>Do you ever talk to your colleagues about what to do in a situation like that?</i></p> <p><i>Participant: Yeah we always talk, talk about things that are happening in the classroom during the lunch or outside or...</i></p> <p><i>Interviewer: That helps you?</i></p> <p><i>Participant: Yeah I think it's important and also to laugh about it or be worried about it or, or ask to another "Well how is it with that girl at the moment?" and yeah, yeah.</i></p>	Informal learning: talking to colleagues	Learning – informal – talk with colleagues	1
<p><i>Yeah, there, there are not a lot of answers that can help you on this questions. If you have problems with teaching maths or something like that there is always a course that you can find um...So you, you have to, maybe you have to do some more research to find someone who can advise you or -, but they are always open to look with you or, if you have any suggestions by yourself.</i></p>	Learning: formal learning	Learning – opportunities for formal learning	1
<p><i>And also give uh, science and technic lessons and they are always happy what you do and what are your ideas, and yeah a lot of space to...</i></p>	Formal trainings	Learning – opportunities for formal/informal learning	1
<p><i>Participant: Yeah and we also talked about it in the classroom.</i></p> <p><i>Interviewer: Oh you did?</i></p> <p><i>Participant: Yeah.</i></p> <p><i>Interviewer: Like together as a class?</i></p> <p><i>Participant: Yeah we sit in a circle and yeah, yeah.</i></p> <p><i>Interviewer: Oh that's really good. How did that go?</i></p> <p><i>Participant: Ah, what I notice is that , it works the best when you are not going to arrange it too much. Just sit there and let them talk about it. Is there someone who wants to say something to her. That's, most of the time it's enough, you can trust on it.</i></p>	Openness and communication	Approach – openness and communication	1
<p><i>And I think he only way you can do something with it is to listen to their feelings.</i></p>	Safety, bonding, listening	Approach – caring, understanding	0
<p><i>And uhm, make appointments with</i></p>		Approach – respect and	1

<i>each other from, we can talk about it but please have respect for their feelings.</i>	Respect and building bridges	building bridges	
<i>I don't think you have to try to avoid it because it's not going to work.</i>	Openness and communication	Approach – openness and communication	1
<i>No, maybe say, well it's not going to work, this, this needs some preparation. Put something on paper um, read it for tomorrow, this is what we are going to talk about um, yeah. Think about it before uh, before we are going back. Um..Maybe yeah it needs some time..</i>	Approaches – active solutions	Approach – critical thinking, logic, reason	0
<p><i>Participant: Maybe you can write down some cases about kids and talk about what you think about that situation. And some different situations.</i></p> <p><i>Interviewer: Ah yeah, so the students discuss?</i></p> <p><i>Participant: Yeah and that they can read it first and then the next day they can talk about, but yeah need some thinking before.</i></p>	Active solutions	Approach – critical thinking, logic, reason	0
<i>Maybe um, invite someone from a Muslim community who can yeah, help her, that they can do it together.</i>	Approach: Active solution	Approach – active solution	1
<p><i>Yeah I think that's an important thing to do that, to always start building bridges.</i></p> <p><i>There are a lot we can learn about each other and also my school is -,</i></p>	<p>Respect and building bridges</p> <p>Willingness to learn and grow</p>	<p>Approach – building bridges</p> <p>Belief – multicultural</p>	1
<i>And uh, yeah I want to create an area that they can listen and think about it. If they agree with me or not, doesn't matter to me, but not saying "Well that's not true, or you're not allowed to think about that", or something like that.</i>	<p>Openness and communication</p> <p>Respect and building bridges</p>	Approach – openness and communication	1
<i>ut you are living in another country where that's important, and there's a lot of, uh, uh, attention for you as a Muslim in Holland.</i>	Importance of Dutch traditions and way of life	Belief – valuing Dutch traditions	1
<i>And what I am asking from you is also to listen to other people and respect their meanings and not uh, yeah. Not have an aggressive attitude against it.</i>	Respect and building bridges	Approach – respect and building bridges	1
<i>We also have respect, they can celebrate the, the Hindus can celebrate Diwali at our school, they get days off for it, and also the (speaks in Dutch), sugar, uh for the Muslims, they can all get days off for it but please respect also the other uh..beliefs.</i>	Respect and building bridges	Approach – respect and building bridges	1
<i>Well what do I think about this?". Is this something that we cannot...Yeah</i>	Challenge: cultural differences and student	Challenge – cultural differences and student	1

<i>because um, maybe it wouldn't be a problem if he was just reading it, but he was trying to convince others a little bit.</i>	backgrounds	backgrounds	
<i>Then I think, yeah these are new things for me so I have to think "Well what do I think about it? Is it something I don't want in my class or is this ok or...?".</i>	Learning: Personal reflection	Learning – informal - reactive	0
<i>Interviewer: So you kind of reflected with them about -</i> <i>Participant: Yeah.</i>	Informal learning: personal reflection	Informal learning – personal reflection	1
<i>And uhm, on one hand I enjoy it very much because they are all from different cultures and yeah, the talks you have with them are always new and inspiring or... Yeah they are, it's not what your used to so I like it, I'm curious and, yeah.</i>	Multicultural belief Willingness to grow/learn	Multicultural beliefs	1
<i>Where is the border and what do you accept. I also love the Dutch way of living. I love that. That's the reason why I live here.</i>	Importance of Dutch traditions and way of life	Approach – rules and boundaries Belief – importance of Dutch traditions	1
<i>Participant: And I say "Well you have to because we are off this afternoon". And then, but the parents they are not sending them because it's a Christian um -</i> <i>Interviewer: Celebration?</i> <i>Participant: Celebration.</i>	Challenge: cultural differences	Approach – rules and boundaries AND Challenge – differing perspectives	0
<i>. And then I think well we have to look at Black Peter, there is no Black Peter anymore, and out Christmas dinner is not the Christmas dinner anymore and the, I... I don't like that.</i>	Importance of Dutch traditions and way of life	Belief – importance of Dutch traditions	1
<i>Participant: No. Different cultures are also welcome, we can have an extra, but not in case of -</i> <i>Interviewer: Yeah, to push aside the -</i> <i>Participant: Yeah.</i>	Importance of Dutch traditions.	Beliefs – importance of Dutch tradition	0
<i>Yeah. I also love the country where you have the freedom to think what you think, to get in love with who you want to. For me it's important and um.</i>	Importance of Dutch traditions and way of life	Beliefs – importance of Dutch traditions	1
<i>For our education it's sometimes it's hard because for example when kids are ten, eleven. In the school program is that you have to tell about sexuality and things like that.</i>	Challenges – differing perspectives	Challenges – differing perspectives	1
<i>First thing that is going to happen is, kids will say "Can I get out of the classroom? Eh...because I don't feel comfortable with this.", because in their background it's so difficult to talk</i>	Challenge: differing perspectives	Challenges – cultural differences and student backgrounds	0

<p><i>about these things. But it is the school program it's it's yeah how the way-</i></p> <p><i>Interviewer: It's in the curriculum.</i></p> <p><i>Participant: Yeah it's the curriculum. And uh, so yeah. That's difficult.</i></p>			
<p><i>And it's not, I think it's not the problem that you think different, different about that, that's not the biggest problem. You can talk about that and well you are thinking about it this way and you think that way, it's different, we know it from each other.</i></p>	Openness and communication	Approach – openness and communication	1
<p><i>But you know it's important to prepare your kids for several things. And it doesn't feel good when uh, when you are almost not allowed to.</i></p>	Challenge: differing perspectives	Challenge – cultural differences and student backgrounds	0
<p><i>Or projects, ask for project that you can um..can um send to your school and you can work in your class, something like that.</i></p>	Active solution	Approach – active solutions	1
<p><i>But when the first thing they saying is "well I want to go out of the classroom, because this, this don't feel good for me at all"...yeah.</i></p>	Challenge: cultural differences/differing perspectives	Challenges – cultural differences and student backgrounds	
<p><i>And it's also a little bit difficult because the multicultural people are there and they want to hear how they are kids are doing, what the results are. Um, they are very fixed on results.</i></p>	Challenges: differing perspectives	Challenges - differing perspectives	1
<p><i>And in this time you also are, we are a lot of things we do around uhm, the 21 century skills and that's, but that's not important in their lives.</i></p>	Challenge: differing perspectives	Challenges – differing perspectives	1
<p><i>Participant: Yeah but, I think especially for people from Suriname or Hinduism, it's very strict. That you are brave, that you behave well that you, your clothes are uh, are clear...?</i></p> <p><i>Interviewer: Clean?</i></p> <p><i>Participant: Clean, things like that. The outside is very important, and you have good grades in school. Yeah.</i></p>	Challenge: cultural differences and student backgrounds	Challenges – cultural differences and student backgrounds	1
<p><i>And it sounds for such a long time, but if you want to learn and to progress uhm, you can always do -</i></p>	Willingness to learn/grow	Willingness to learn	1
<p><i>Participant: Yes, as a teacher, I think. And there's always a new experience and yeah, new sides that you can look from.</i></p> <p><i>Interviewer: That seems important to you.</i></p> <p><i>Participant: Yeah for me it is. Yeah.</i></p>	Willingness to learn/grow	Willingness to learn	1

<i>But I like to learn and I like to learn new things</i>	Willingness to learn and grow	Willingness to learn	1
<i>What kinds of skills do you think are the most important?</i> <i>Participant: Yeah, the background and the culture maybe.</i> <i>Interviewer: Like knowing it?</i> <i>Participant: Yeah,</i>	Multicultural beliefs	Approach – openness to culture	0
<i>and, and also, the way how to reach people. Uh..when things are not so easy, you can build bridges maybe like -</i>	Approach – building bridges	Approach – building bridges	1
<i>yeah I guess they really have a harder time. Also when they are searching for a job and they see their name, and your name is, where you can see that your from another country then you sometimes have a problem there. People give their kids a Dutch name because of that. Like when they're coming from Morocco or -</i> <i>Interviewer: Oh, right.</i> <i>Participant: Yeah, it's stupid of course.</i>	Challenge: cultural differences and student backgrounds	Challenge -cultural differences and student backgrounds	1

Appendix V. New codes added to template

The following table outlines new codes that emerged when coding the rest of the data using the initial template. A code would be added if it was deemed as relevant for investigating the phenomena at hand but did not fall into any existing codes.

Table 1. New codes added to template

New code	Explanation, definition and example
Approaches and solutions: Being careful and avoiding sensitive topics	<p>This code emerged when more than one participants mentioned the importance of being careful when approaching certain topics of subjects in multicultural classrooms. This code also applies to situations where a teacher mentions having to be careful in his/her practice in order to not offend or anger anyone. This approach was mentioned especially when a teacher felt insecure about what to do when faced with a conflict or challenge related to differing perspectives.</p> <p><i>“But now everything is so sterile, I don’t know how to say it like that, you have to think about this and this, and this and this...If you want to do something you have to think about all these things”</i> (Participant 6)</p> <p><i>“But they, they feel offended very quickly. So I am very careful with the way I try to talk about certain subjects.”</i> (Participant 7)</p>
Professional environment and attitudes towards teaching and learning	<p>This code was added as it became clear that participants often displayed varying attitudes towards teaching and learning that were impacting their learning, which was also impacted by a participants professional environment. For example, Participant 1 felt that teaching was a <i>“solo effort”</i> and engaged very little in the learning strategy of discussion with colleagues. In contrast, Participant 6 felt <i>“You have to talk to your collagues”</i>, and therefore engaged more in this learning strategy.</p>

Appendix W. Final template

Primary Codes	Secondary Codes	Tertiary Codes
Beliefs	Multicultural beliefs	
	Colorblind beliefs	
	Importance of Dutch traditions and way of life	
Approaches and Solutions	Culturally responsive teaching	
	Openness and communication	
	Caring, passion and understanding	
	Safety, bonding and listening	
	Respect and building bridges	
	Critical thinking, logic and reason	
	Rules and boundaries	
	Active solutions	
	Being careful and avoiding sensitive topics	
Teacher learning	Formal learning	
	Informal learning	Talking with colleagues Personal reflection Personal research Implicit learning Reactive learning
	Willingness to grow/learn	
	Professional environment and attitudes towards teaching and learning	
Challenges	Cultural differences and student backgrounds	
	Differing perspectives	
	Language and communication	

Lack of money, time, resources,
support