Students from non-dominant ethnic backgrounds perception of effective instructional practices compared to teachers' perception of effective instructional practices.

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Abstract

Since education is becoming more diverse, this mixed-methods study examined what students from non-dominant ethnic backgrounds perceive as effective instructional practices compared to teachers' perception on effective instructional practices. This study was conducted using interviews with 16 teachers and a survey among 16 students from a non-dominant background from both secondary school and intermediate vocational education. This study shows that teachers from both dominant and non-dominant backgrounds and students from non-dominant backgrounds have a different perception of effective instructional practices. Results from qualitative data suggests that teachers fail to translate their awareness of students' different backgrounds into effective instructional practices. However, teachers from a non-dominant background relate to their non-dominant students easier. Findings indicate that teachers are concerned about both the content and context of their instructional practices. Results from the quantitative data indicate that students from a non-dominant background are mainly concerned about the content of the instruction. Additionally, this study suggests students from a non-dominant background experience cultural discontinuity.

Keywords: teacher-student comparison, effective instructional practices, culture, mixed methods

Since education in the Netherlands is becoming more diverse, instructional practices need to adjust to meet the new standards of this change. To illustrate the changing composition of today's population in the Netherlands, the Central Bureau of Statistics Netherlands (CBS) reports that of a population of 17 million in 2019, about 24% (compared to 13% in 1996) of the population were born outside the Netherlands or had parents born outside the Netherlands (Centraal Bureau voor de Statistiek, 2019). This changing composition results in classrooms with more students from diverse backgrounds. Research on multicultural classrooms is summarized in the handbook of research on multicultural education in which prejudice reduction, equity pedagogy and cultural biases are being discussed (Banks & McGee Banks, 2004). This study specifically addresses the educational experiences of students from a non-dominant ethnic background. We define "nondominant backgrounds" as those groups that can be visibly identified in a social setting and that do not occupy the majority of a society's institutional positions of power. In addition to this, the experiences of teachers from both dominant and non-dominant backgrounds are addressed. We define "dominant backgrounds" as those groups that cannot be visibly identified in a social setting and occupy the majority of a society's institutional positions of power.

Study shows that effective instructional practices are the basis for enhancing student achievement (Tavokoli & Baniasad-Azad, 2016). Effective instructional practices can be defined in this study as the tension between an instrumental approach to teaching and a more general based approach which aims to develop teacher professionalism while maintaining a focus on the social, moral, and personal goals of education (Alexander, 2010).

Views of effective instructional practices vary according to the ethnic backgrounds of teachers and students. For instance, when findings of effective instructional practices in Eastern literature are compared to conceptions from Western literature, some differences included Western literature excluding the teacher being a moral guide or being concerned

about students' personal life (Tavokoli & Baniasad-Azad, 2016). In addition to this, study shows that when students are taught through their own cultural and experiential filters, the academic achievement will improve (Au & Kawakami, 1994; Foster, 1995; Gay, 2000; Hollins, 1996; Ladson-Billings, 1995).

According to Dutch research on the topic of diversity in education, differences in sociodemographics, such as ethnic backgrounds, do not negatively affect individuals who belong to those groups within the Dutch context (Tartwijk et al., 2009). This perspective can be defined as being colour blind (Essed and Nimako 2006; Grosfoguel and Mielants 2006; Johnson, 2002; Milner, 2006). However, study by Weiner (2016) shows how textbooks in the Dutch education system tend to show stereotypical appearances of Africa. Only 11.6% of the books mention Africa prior to Europeans' arrival. This study illustrates how education has difficulties integrating diversity despite the claim Dutch researchers make that differences in sociodemographics do not negatively affect individuals.

Study by Van Tartwijk et al. (2009) depicted the issue of colour-blindness in the Netherlands. In this study, video-stimulated interviews were conducted immediately after the lesson with teachers who were successful at creating a positive classroom environment in multicultural classrooms, which resulted in a detailed description of teachers' knowledge about classroom management strategies. 11 teachers said that they did not consider students' race or ethnicity in planning their lessons or managing their classes. Only one of the 12 teachers interviewed for this study was from a non-dominant ethnic background. This teacher was aware of the differences in common communication styles of teachers from a dominant background and students from a non-dominant ethnic background. He was actively trying to help students from a non-dominant ethnic background to find their way in the Dutch education system. His approach to teaching is in accordance with the advice given by Weinstein et al. (2004) to take culture of students from a non-dominant background into

account when teaching while exposing students to mainstream ways to interact so they become resilient in the dominant culture.

The Dutch approach to diversity in the classrooms differs from the available US literature on this topic. Teachers in the US tend to recognize the different 'colours' of their students and respond to these ethnic and cultural characteristics (Brown, 2003). Whereas in Dutch society, it is considered inappropriate to openly respond to ethnic and cultural characteristics since it might indicate prejudice (van Tartwijk et al., 2009; Carter & Welner, 2013).

In the US, despite the use of school reform efforts, scripted curriculum, heightened accountability and legislative mandates such as No Child Left Behind (NCLB) and the Common Core State Standards (CCSS), educating every unique individual in the classroom remains a challenge (Aud et al., 2010). There remain differences in achievement worldwide between students based on their sociodemographic backgrounds (Howard, 2016; Aud et al., 2010). By neglecting the issue of differences in sociodemographic of students, cultural discontinuity might be reinforced.

Cultural Discontinuity

Cultural discontinuity is defined in this study as the behavioural process in which cultural learning preferences and practices of many ethnic minority students are discontinued at school (Gay, 2000; Ladson-Billings, 1995; Tyler et al., 2008; Weinstein et al., 2004). This means that most teachers expect students to behave according to the schools' cultural standards without questioning. Students from a non-dominant ethnic background are exposed to the instructional practices that reflect mainstream cultural values, which are rooted in Western worldviews (Bohn, 2003). Students from a non-dominant ethnic background become exposed to the, direct or indirect, notion that when they act from their culturally informed backgrounds, this will not contribute to optimal learning (Gay, 2000; Howard, 2010).

Ever since the 1970s, researchers have discussed the cultural differences among students with non-dominant ethnic backgrounds and the need for teachers to take students' backgrounds into account when teaching (Au & Jordan, 1981; Boykin, 1986; Edmonds, 1986; Jordan, 1985; Ramirez & Castaneda, 1974). Brown (2003) studied teachers' knowledge about classroom management in the context of urban schools in the US, these school often have a multicultural character. The author interviewed thirteen primary and secondary "effective" teachers. Teachers in this study used management strategies in class that reflect Culturally Responsive Teaching (CRT). Study by Weinstein et al. (2004) also shows the importance of knowledge about students' cultures and communities. In addition to these findings the study explains the importance of teaching ways to interact in "dominant" social spheres in order to succeed in these social situations. While at the same time not degrading the value of teaching according to students' own cultural backgrounds.

To conclude, sociodemographic and sociocultural (dis)connection between teachers and students impact the effectiveness of instructional practices. As classrooms become more diverse, it is important to understand the perception of teachers and students regarding effective instructional practices, to minimize the negative impact of cultural discontinuity in teachers' instructional practices (Milner, 2006). This study focuses on ethnic backgrounds because of the changing ethnic composition of today's population in the Netherlands, and addresses the question: What do students from non-dominant ethnic backgrounds perceive as effective instructional practices compared to teachers' perception of effective instructional practices?

This part establishes a theoretical framework regarding the question stated in the introduction. The conceptual framework used in this study consists of two main lenses. First, to frame teaching practice, the three domains of teaching are used. This framework describes acts of teaching as being composed of three domains. Secondly, integrated in the domain of

classroom management, Culturally Responsive Classroom Management (CRCM) by Weinstein et al. (2004) is introduced. This theory explains effective instructional practice in a diverse classroom.

Three Domains of Teaching

The three domains of teaching suggest a conceptualization of teaching as encompassing three domains: relationships, classroom management, and curriculum and instruction. The ultimate goal of the three domains of teaching is to maximize the educational outcomes of students from all sociodemographic groups, particularly those who have been underserved in schools (Kennedy-Lewis, 2012).

Relationships

The first domain is relationships, which can be defined as sustained interaction patterns between the teacher and individual students, the teacher and the whole class, and the students themselves. Showing interest in students and their background and making sure students feel accepted are found to be successful strategies for teachers in dealing with diversity in the classroom (Derriks et al., 2002). In addition to this study, Hajer (2002) analysed videos of mathematics lessons in multicultural schools and suggested elements of competence for teachers such as: Allowing students to make mistakes and contribute in imperfect wording. The importance of balancing cultural needs is also identified in the research by Van Tartwijk et al. (2009). Results of this study show elements of effective classroom management in multicultural Dutch classrooms.

Research by Wubbels et al. (2006) identified elements of interpersonal teaching competence in Dutch multicultural classrooms. One of these elements is the importance of a positive teacher-student relationship. In addition to this, Howard (2016) suggests that educational practitioners and scholars should think innovatively about how to meet the

academic and cultural needs of students from diverse backgrounds to increase the effectiveness of instructional practices.

Classroom Management

The second domain is classroom management which involves the rules and routines that structure teaching and learning. For example: Students paying attention to the lesson, students know what to expect and the students are not allowed to waste time.

Among the elements of interpersonal teaching in Dutch multicultural classrooms, monitoring and managing student behaviour is mentioned (Wubbels et al., 2006), which relates to the domain of classroom management. This element can be described as: Formulating rules for behaviour, and consequently translating this behaviour into assessment and keeping students accountable for their actions.

The Culturally Responsive Classroom Management (CRCM) theory by Weinstein et al. (2004) describes how teachers build and maintain connections with students in an equitable manner. The theory emphasises the importance of recognizing cultural differences in classroom organization. The CRCM theory expands on the theory of Gay (2000) in which he describes Culturally Responsive Teaching (CRT) and the theory of Ladson-Billings (2001) about culturally relevant pedagogy. The CRT theory addresses not only the domain of classroom management, but also the other two domains of teaching. In the theory of Culturally Responsive Teaching by Gay (2000) five elements are examined: Developing a knowledge base about cultural diversity, including ethnic and cultural diversity content in the curriculum, demonstrating caring and building learning communities, communicating with ethnically diverse students, and responding to ethnic diversity in the delivery of instruction. Behind the theory lies the assumption that academic achievement of students from a non-dominant ethnic background will improve when teachers connect cultural differences of

students to instructional practices (Foster, 1995; Gay, 2000; Hammond et al., 2004; Hollins, 1996; Kleinfeld, 1975; Monroe, 2006).

Weinstein et al. (2004) proposed a framework of culturally responsive classroom management (CRCM) practices for teachers consisting of five components: (a) recognition of one's own ethnocentrism, which relates to the understanding of motives, beliefs and biases about one's self. Due to 'cultural encapsulation', a term mentioned by Banks (2004), teachers and students tend to see their own cultural norms and values as normal and right.

The second component of the CRCM theory is: (b) knowledge of students' cultural backgrounds; teachers should be able to understand what the students cultural background is, and how this affects the performance of the student. Students should also be aware of cultural backgrounds and how this impacts their learning and behaviour (Weinstein et al., 2004). However, study by Vasquez (1990) shows that once teachers are able to identify the unique learning characteristics of students from non-dominant ethnic backgrounds, teachers are unable to transform this knowledge into effective instructional practices.

The third component is: (c) understanding of the broader social, economic, and political context, which is closely related to the first component. Students and teachers should be aware that education reflects the society in a way. Differences in instructional practices (rigid tracking, uneven distributed resources and standardized testing) might influence different groups of students (Weinstein et al., 2004).

The fourth component is: (d) ability and willingness to use culturally appropriate management strategies; in this component the cultural diversity becomes a part of students' and teachers' way of thinking about education and instructional practices. For instance: creating a setting that supports academic and social goals, setting expectations for behaviour, increasing motivation and working with families (Weinstein et al., 2004).

The last component is: (e) commitment to building caring classrooms. This can only happen when teachers and students are willing to build a positive atmosphere in the classroom (Weinstein et al., 2004). Gay (2002) added to this by stating that caring classroom are the cornerstone for any effective instructional practice in education.

Curriculum and Instruction

Lastly, the domain of curriculum and instruction can be defined as what is taught. This domain is focused on the content used during instructional practices (Kennedy-Lewis, 2012). For example: Presenting a variety of perspectives and offering interesting assignments.

The third element of interpersonal teaching concerns teaching for student attention and engagement. This element includes the quality of instruction which should be clear and well defined. In addition to this, an important competency in teaching Dutch multicultural classrooms is the attitude and knowledge of teachers (Wubbels et al., 2006).

Additionally, study by Williams and Bedward (2001) shows that differences in sociodemographic backgrounds of students in instructional practices tends to be underestimated by both student and teacher. They suggest eliminating the inconsistencies in the perception of teachers and students of effective instructional practices while taking both race and gender into account. To illustrate; study shows that students from a non-dominant background have more favourable perceptions of teachers from a non-dominant background (Auerbach, 2007; Cherng & Halpin, 2016; Quiocho & Rios, 2000). Furthermore, the outcome of the study by Schulz (2001) shows that the discrepancies in student and teacher belief systems can have a negative impact on learning and instructional practices, similarly to cultural discontinuity claims.

In addition to the teacher's' perceptions of effective instructional practices, students' perceptions should not be overlooked in relation to the issue of the student voice. Research suggests that listening to the student voice can improve educational outcomes as students

might have important insights and relevant suggestions for educational practices (DeFur &

Korinek, 2010).

   To conclude, the three domains of teaching discuss effective instructional practices in

order to maximize educational outcomes of students from all sociodemographic groups,

whereas the CRCM theory focuses on culturally relevant classroom management. These

theories combined can guide teachers and students from non-dominant ethnic backgrounds

through the process of accomplishing effective instructional practices. As such, the research

question is: What do students from non-dominant ethnic backgrounds perceive as effective

instructional practices compared to teachers' perception on effective instructional practices?

Methods

Description of the Design

This inductive mixed methods study includes qualitative and quantitative data to compare students from non-dominant backgrounds and teachers' perceptions of effective instruction. The mixed methods design can be defined as: "The class of research where the researcher combines quantitative and qualitative research techniques and methods into a single study" (Johnson & Onwuegbuzie, 2004, p. 28). In this study the philosophical paradigm behind the mixed methods approach is the pragmatic paradigm. Paradigm can be defined as "a basic set of beliefs that guide actions" (Guba & Lincoln, 1990, p. 15). Instead of focusing on methods, researchers emphasize the research problem as the base of the study (Creswell, 2013).

The main question can be divided into four sub-questions: 1) "What do teachers from dominant ethnic backgrounds perceive as effective instructional practices?", 2) "What do teachers from non-dominant ethnic backgrounds perceive as effective instructional practices?", 3) "What do students from non-dominant ethnic backgrounds perceive as effective instructional practice?", and 4) "How do the perceptions of these three groups compare and contrast?". In order to answer these questions, the embedded design phenomenology model by Creswell (2013) is used in this study. In this design, the quantitative data set provides a supportive, secondary role in the study based primarily on the qualitative data type. Sub-questions one and two are answered by using the qualitative data, sub-question three is answered using the quantitative data and lastly, sub-question four is answered by comparing the answers on questions one, two, and three.

The data collection is split up into a quantitative and qualitative part to gather as much relevant data within the timeline of the research. Student surveys are chosen since specific information is gathered in a systematic manner. Additionally, as the survey participants are students with a non-dominant ethnic background, the subject might be sensitive to them.

Therefore, a survey has been chosen since it is more anonymous to the student. However, because of teachers experience and knowledge of educational practice, the data collection of the teachers is done by conducting in-depth interviews to avoid imposing a limit on the insights that teachers might provide.

Data Collection

Participants

Participants were students and teachers from secondary school and intermediate vocational education in the second semester 2019-2020. Of the 71 student participants that completed the survey, 16 participants (N=16) are from a non-dominant background. Additionally, 16 teachers were interviewed: 10 teachers from a non-dominant ethnic background and 6 teachers from dominant ethnic backgrounds, to create a diverse sample. All interviewed teachers have at least 6 months of teaching experience. Participants were recruited using the recruitment script in Appendix D.

Based on the power sample size analysis calculated with G*power (Faul, Erdfelder, Lang, & Buchner, 2007), the total number of student surveys needed in order to calculate an effect size of 0.2 and power value of 0.8 at p=0.05 is 150. However, changes in organizational practices due to governmental restrictions intended to curb the spread of the corona virus limited access to teachers and schools which resulted in not achieving the required number of surveys of 150. With the approval of the head of the master thesis course analysis continued with 16 completed surveys. In addition to this, the goal was to target students from a non-dominant background without making them feel excluded, the consequence of this non-purposeful data collection is a small sample size.

The ages of students ranged from 12-60 years old. The intention was that only students aged 16 years or older, who could act on their own behalf to give consent, would participate. However, due to miscommunication, some students aged younger than 16 completed the

survey. In order to be able to use students' answers for this study a letter was sent, by the teachers of the classes, to the parents of students to give them the opportunity to express an objection within 7 days (Appendix G). None of the parents responded, so the surveys could be used.

Recruitment targeted students from non-dominant sociodemographic backgrounds (although students from any group could complete the survey), the data set is divided based on the background of students. The following identifiers were categorized as non-dominant: Turkish, Moroccan, Syrian, Surinamese, Antillean, Indonesian, Polish, Iraqi, Afghan, Iranian, immigrant, refugee, Muslim, Jewish, atheist and cultural outsider.

Only two respondents named exclusively non-dominant identifiers. There were also students who chose identifiers from the non-dominant categories, along with dominant identifiers. These students can be categorized as students with a combined background. The non-dominant students and the students who chose a combination of non-dominant and dominant identifiers are merged into 1 category: students from a non-dominant ethnic background.

Data Sources

The quantitative part of the study used a survey for the students. The survey (Appendix B) consists of 10 questions and participation was voluntary and anonymous. The tool was created by looking closely to the three domains of teaching and translating this to 30 teacher characteristics. To gain insight in students from non-dominant perception of effective instructional practice while taking culture into account, the remaining questions were formulated using the CRCM theory as a guidance.

The qualitative part of the study included semi-structured interviews with teachers. Appendix H includes a table with relevant demographic information about the teachers. The interviews are structured similarly to the surveys. The teacher interview consists of 11

questions (Appendix C). The objective of the interview is to understand teacher's perspective on effective instructional practices with emphasises on cultural diversity in the classroom. The questions in the tools are based on the theoretical frameworks of the three domains of teaching and CRCM. All surveys were conducted in the presence of a teacher and the interviews were conducted at the school where the teacher works, in order to create a safe space.

Data Analysis

The two forms of data (surveys and interviews) were analysed separately.

Interviews. The interviews were transcribed, translated and coded according to a codebook (Appendix F). The data was composed of the data collection of two research students and stored in YODA. Before analysing the data, the data was checked on language and interpretation issues with the head of the research group. After coding the data, the analysis consisted of identifying stories in the narratives and delineating structural elements.

Survey. The survey data was analysed using SPSS version 24. To measure the effect of cultural background on perception of teacher characteristics the answers students from a non-dominant background gave to questions 3) "Do you perceive this as an important teacher characteristic?" and 4) "To what extent did this trait occur during your school career?" were correlated. To correlate the questions, the teacher characteristics were grouped into 3 concepts: Relationships, classroom management and curriculum and instruction.

In addition to this, questions 10.03 and 10.04 were combined into one construct of cultural approach. The reliability of the different constructs was calculated, which can be considered as acceptable/good (See Table 1).

Table 1.

Reliability test

Question	Construct	Reliability test (Cronbach's alfa)
3.01 – 3.10	Relationships	.85
3.11 – 3.20	Classroom management	.68
3.21 – 3.30	Curriculum and instruction	.69
4.01 – 4.10	Frequency relationships	.83
4.11 – 4.20	Frequency Classroom management	.88
4.21 – 4.30	Frequency Curriculum and instruction	.88
10.03 – 10.04	Cultural approach	.84

Based on these alterations in the data, analysis was conducted. The insights from the teacher interviews will be analysed and compared to findings from the existing literature. Then, the results from the interviews and surveys will be compared and contrasted to seek students' perceptions on these insights. After the separate analysis, the two forms of data were merged in the discussion section by answering the four sub-questions in order to conclude on the main research question.

Results

Interviews

In this section the findings of the interviews will be discussed in order to answer the first two sub-questions: 1) "What do teachers from dominant ethnic backgrounds perceive as effective instructional practices?", 2) "What do teachers from non-dominant ethnic backgrounds perceive as effective instructional practices?". The key findings of teachers from both groups are structured according to the conceptual framework used in this study, which synthesizes the three domains of teaching and the four components of culturally responsive classroom management (CRCM). The interview results include similarities and differences between 6 teachers from dominant backgrounds and 10 teachers from non-dominant backgrounds.

Three Domains of Teaching

The theoretical framework states the ultimate goal of the three domains of teaching; to cultivate a closer relationship between teacher and student. This goal is a reoccurring theme in the findings of the interviews with the teachers. In the interviews, teachers talked most about the construct of relationship (16 teachers, 37 statements) in comparison with the other two constructs. The five teacher characteristics teachers from a dominant and a non-dominant background value most are shown in Table 2.

Table 2.

Results most valuable teacher characteristics according to teachers

		Teachers from a dominant background		**Teachers from a non-dominant background**
Characteristic	1	(S)he cares about me individually.	3	(S)he listens to the students
	10	I feel physically and emotionally safe in class.	10	I feel physically and emotionally safe in class.
	15	The students know what to expect.	15	The students know what to expect.
	22	(S)he presents a variety of perspectives.	23	(S)he accepts a variety of perspectives
	27	(S)he uses a variety of class activities	30	I learn how to apply my learning in class to the world outside of class.

Teachers explain these choices as follows: Once students feel physically and emotionally safe in class, the other teacher characteristics in the construct of relationship automatically appear in the classroom as well, since there is a certain base of trust between students and teachers.

In general, all teachers agree on the importance of a real connection between the teacher and students. 12 teachers made a total of 18 statements about having a real connection with students, which they defined as: Room for interaction and listening to each other in a safe environment (12 teachers, 18 statements). Two teachers from a non-dominant background made the importance of relationship explicit (2 statements) by comparing their relationship with their students to a father-son relationship. With regard to relationships with students Andre Jansen said:

> And he always called me "father" at school. I told class from the first time: 'You have
>
> to watch out, because he's my son. If you come to him, you will come to me'. And
>
> later his brother came to my school and he just called me Daddy.

Andre made explicit how he protects and creates a safe environment for his students; by being involved in their world and experiences like a father would for his children.

Teachers (7 teachers, 8 statements) strive to achieve a safe environment by asking a lot of questions, using humour or by showing attention to the students interests besides school. For example, as Brune Mihar stated: *"I love to ask questions. I don't like sending information. Sometimes it is really necessary that you explain something, but I try to get information from them when I ask."* Teachers like to get to know their students on an individual level and have a connection that transcends the classroom.

Teacher and students have to trust each other in order for the teacher to manage a classroom effectively. All teachers mention the importance of having a clear structure in class and that students should know what they can expect (16 teachers, 19 statements). "The expectations must be very clear for the students" as Lena de Koren said. Aurèlie Darfalou mentioned a similar strategy when asked to describe her classroom management:

My lessons are very clear and structured. The students know where they stand. I always start the lesson with: where are we today? I always speak in the we-form. I am not saying: why are you here today, what are you going to learn here today. So, I make myself part of the class.

In addition to this, Brune Mihar explained her way of managing students' expectations as follows:

I always indicate in advance: the next two hours we will work on this, this and this. Then we have a break and then we have this and this. So, then I indicate the structure. And also, the learning objectives. And afterwards I also go back to it. Have you achieved this now? Why or why not? If not, what else can you do at home to make it?

The expectations are set by the teachers without questioning if the schools' cultural standards fit the need of the students.

Within this unanimous view of classroom management, there remain nuances in the way students are approached by teachers. The nuance becomes clear when looking at the

focus of the teacher, this focus can be on the group or the individual student. In this study, the focus on the individual student is more common (14 teachers, 22 statements), compared to the focus on the group (3 teachers, 5 statements). In addition to this, classroom management differs depending on the level and development phase students are in (6 teachers, 12 statements). Participant Paul Vrijmoeth described his experiences as: *"I think that if you have [a nice lesson], you get better attention of a lyceum class than a VMBO class."*. He indicates that the level students are in can make a difference in making a real connection.

In terms of curriculum and instruction, teachers follow the curriculum of the schools in general (13 teachers, 17 statements). However, the content and way of delivery varied greatly. Teachers (15 teachers, 21 statements) mentioned direct instruction, modelling, (digital) presentations, assignments and educational conversations as their preferred instructional practices. Two key findings that stood out were the need for interaction and the search for real connection between the teacher and student(s).

Four Components of CRCM

Recognition of One's Own Ethnocentrism. In general, teachers from dominant and non-dominant backgrounds are able to articulate their own ethnocentrism (14 teachers, 23 statements), this description often goes beyond just identifying themselves with their motives, beliefs and biases. They mention feeling like they identify with a city, feeling, or group of people. As Michelle Brion explained her cultural background for example: *"I always think about my cultural and ethnic background as cosy, we like socializing, we love the people. Also, with emotions. If we are angry then we are angry and if we are happy then we are very happy."*. This indicates that cultural background defines who someone is and how he/she behaves.

12 teachers approach their classrooms from their own cultural norms and values, this so-called cultural encapsulation results in some teachers acting more from their cultural norms

and values compared to other colleagues (17 statements). While other teachers (5 teachers, 6 statements) describe the importance to teach their students about showing and understanding other cultural norms and values as well. In addition to this, the teachers are aware of their impact and influence on the students (6 teachers, 12 statements) and try to regulate their influence. As Maia de Vries explained:

> I work at a school where 1 [Christian] perspective is really important from the institute. That is why you want to teach the students that other perspectives are just as important. Because I think other perspectives are very important. I think it is important that there is room for people who think or live differently.

In addition to this, Paul Vrijmoeth said: *"Not only do you hand over your profession, you also think about a norms and values system. You transfer being human. I think you are transferring something; the way of looking at life."* However, the ways in which teachers operationalize their influence is not mentioned by teachers.

Knowledge of Students' Cultural Background. According to the interviewed teachers, the knowledge of students' background depends on three key factors: The frequency a teacher teaches in terms of hours (8 teachers, 10 statements), whether or not they are a mentor of the class (3 teachers, 4 statements) and to what extent teachers feel like they have enough control and order in their lessons to devote time to getting to know their students more (8 teachers, 8 statements). Teachers from a dominant background (6 teachers, 7 statements) tend to have a hard time understanding what the (non-dominant) cultural background of students is, compared to teachers from a non-dominant background (8 teachers, 13 statements) as they relate to their students from non-dominant backgrounds easier from their own experience. For example, Michelle Brion stated: *"If they come from the same country as me, then I know their background. Then I also understand why they are a bit quieter in the classroom and a little less interactive."* Lente Bassou explained her approach as: *"I*

sometimes see that my own past is repeated but then with my own students. I always leave it to the students to tell their own story. I also often tell how it went with me and students come to you more easily." These examples illustrate the way in which two teachers from a non-dominant background deal with the cultural backgrounds of students in their classroom.

Relating to the students from a non-dominant background is the starting point for teachers from a non-dominant background (4 teachers, 6 statements) in order to create a connection with these students. After this initial connection, teachers from a non-dominant background start to speak about cultural backgrounds more in the classroom and eventually the teacher will be able to have an improved cultural alignment with the students from a non-dominant background.

Understanding the Broader Context. Most teachers are aware that education reflects society in a way (13 teachers, 19 statements). Three teachers from a non-dominant background take initiative and transform the knowledge of students' cultural background when designing cultural relevant instructional practices (4 statements). Lente Bassou for example: *"For a test question, for example. That I assume "toko" instead of a supermarket. But you don't see that often and it has to be adjusted."* And Michelle Brion: *"What I do keep in mind is that no groups are formed. That the dominant form a group and the non-dominant. I make nameplates myself. I place it randomly on tables every morning. They then work with someone else every week."* Teachers initiate this on their own, using their experience and are not being supported by the school or their superior.

The statements indicate the awareness some teachers have about the different groups of students in the classroom and how to approach them properly. However, the majority of educational practitioners (10 teachers, 12 statements), especially teachers from a dominant background, do not mention to participate in thinking about innovative ways to meet the academic needs of students from non-dominant backgrounds. Teachers are aware of the

different backgrounds of students; however, they fail to design cultural relevant instructional practices.

Classroom Management Activities. The findings within this component can be split up into two categories, teachers that actively consider culture and are willing to use culturally appropriate classroom management strategies (8 teachers, 9 statements) and the second group of teachers that do not actively consider cultural diversity (8 teachers, 12 statements). Michelle Brion is actively considering culture: *"If they come from the same country as me, then I know their background. Then I also understand why they are a bit quieter in the classroom and a little less interactive."* Hans Terwij has a more general approach when it comes to taking culture into account: *"I take the students extremely seriously in the talents they have received, and therefore take them seriously. And safety is very important in this. That you are not laughed at when you make a mistake and that I praise exuberantly."*

Nonetheless, the underlying way of thinking about education and instructional practices is similar for all teachers. Teachers adapt their instructional practices to the individual(s) and group they have in front of them. A safe environment and setting expectations are mentioned as being essential to (culturally) appropriate management strategies. An example of a dilemma Andre Jansen mentioned in terms of culturally appropriate management strategies regarding working with families is:

> But then the boy came back, and he said, sir, my mother would like to invite you to our house for dinner. But then suddenly you are stuck with culture. From his culture it is fine if you invite someone home to eat, but from the Dutch culture that is a bit strange. Not generally. So, I was fed up with how I'm going to manage this because you don't want to turn the opportunity down. So, I talked to my wife about it, so I said, do you know what we do? Let's do it in the first week of the summer vacation. So,

then you accept the invitation, but outside school time. And that was great fun. That

was a very nice experience for both.

This example indicates the complexity of different cultural standards and how to successfully

integrate this.

Commitment to Building Caring Classrooms. 13 teachers mentioned the

importance of building caring classrooms (17 statements). For example, the teachers use

materials such as books, videos, sheets or the computer to get a positive atmosphere in the

classroom. Other teachers (9 teachers, 14 statements) used their skills to achieve a caring

classroom by being emphatic, ask questions and show a genuine interest in the students. For

example, Joost Kok said: *"Not just a teacher who goes through his subject-matter, totally*

unaware of what keeps you busy. I personally think it's really important to nurture the

pedagogical climate in a classroom." And Lente Bassou added: *"I indicate that we have*

respect for each other and that we let each other finish what we want to say." These examples

indicate teacher's willingness and approach to building caring classrooms.

Survey

This section will report the findings of the quantitative data by answering sub-question three: "What do students from non-dominant ethnic backgrounds perceive as effective instructional practice?".

When looking at the descriptive results of the quantitative data at the level of the three theoretical constructs: Relationship, classroom management, and curriculum and instruction, the most occurring construct for students from a non-dominant background is curriculum and instruction, as shown in Table 3.

Table 3.

Construct Results

Construct	Non-dominant		
	n	M	SD
Relationship	16	8.14	0.94
Classroom management	16	8.08	1.05
Curriculum and instruction	16	16.11	5.28

Correlation Test

In order to assess the size and direction of the linear relationship between to what extent students from a non-dominant background value a construct and how often this construct occurs in students' school careers a correlation coefficient was calculated. Prior to calculating *r*, the assumptions of normality, linearity and homoscedasticity were assessed. Normality was found to be violated which is why Spearman's rho was used in this research.

Spearman's rho indicated the presence of a strong positive relationship between to what extent students from non-dominant backgrounds value a construct, and how often this construct actually occurs in students school careers. With the exception of one correlation, between to what extent non-dominant students value the construct relationships and how often

this construct occurs in the school careers of students from a non-dominant background, $R_s =$ -.06, p .82, two tailed, N = 16. In Table 4, the correlations can be seen in an overview.

Table 4.

Spearman's Rho correlation

Construct	Non-dominant students	
	R_S	p-value
Relationship	-.06	.82
Classroom management	.98	<.001
Curriculum and instruction	.99	<.001

Note. Two tailed, Non-dominant students N = 16

These results show that when students value the construct of classroom management and curriculum and instruction, it is most likely that they experienced these constructs always or often in their school career. With exception of the construct of relationship, there is no indication of a correlation between how much students from a non-dominant background value the construct of relationship and how often this construct occurred in their school careers.

The eight teacher characteristics non-dominant students' value most (All students from a non-dominant background mark these characteristics unanimous as "True"), are shown in Table 5.

Table 5.

Results most valued teacher characteristics - non-dominant students

Most valued teacher characteristics
3.   (S)he listens to the students.
6.   (S)he provides help with assignments when I need it.
15. The students know what to expect.
17. The class rules make sense to me.
21. The students learn about all of the important topics in the content area.
22. (S)he presents a variety of perspectives.
26. Assignments help me learn about the topic.

| 27. | (S)he uses a variety of class activities. |

Note. All teacher characteristics have the same descriptive statistics ($n = 16$, M = 1.00, SD = 0.0)

When looking at the results of students from a non-dominant background in Table 6, a few characteristics (underlined) that occur most in the school career of students overlap with the most valued characteristics.

Table 6.

Teacher characteristics that occur most in the school career - non-dominant students

	Characteristics that occur most in the school career	*n*	*M*	SD
3.	(S)he listens to students.	16	2.31	0.87
10.	I feel physically and emotionally safe in class.	16	2.38	0.50
11.	(S)he makes sure everyone is paying attention.	16	2.31	0.70
21.	The students know what we are allowed to do and what we are not allowed to do.	16	2.25	0.78
22.	The class rules make sense to me.	16	2.31	0.78
23.	(S)he accepts a variety of perspectives.	16	2.25	0.78
26.	Assignments help me learn about the topic.	16	2.19	0.75

Due to low reliability scores on the over-all scale of question 10 the result section looks at the questions separately, apart from questions 10.03 and 10.04. Table 7 shows the average score (on a 4-point Likert scale) of students from a non-dominant ethnic background.

Table 7.

Results Teachers Approach – non-dominant students

		n	*M*	SD
10.1	I know all different cultural backgrounds of students in my class.	16	1.69	1.14
10.2	Students' cultures and/or ethnic backgrounds play a role in their learning.	16	1.19	1.17
10.03 + 10.04	My approach to other students differs depending on their background + My communication style differs from the communication styles of students with different backgrounds.	16	1.87	1.43
10.5	All my teachers make sure to take all ethnic differences into account when teaching	16	1.75	1.75
10.6.	My teacher creates a positive learning climate	16	2.05	2.06

Note. Question 10.03 and 10.04 are combined based on the reliability test in Table 1.

This indicates that students from a non-dominant background agree most on question 10.6 (M = 2.05, SD = 2.06). Which suggest that students agree on the importance of their teacher creating a positive learning climate. Students from non-dominant backgrounds mark question 10.2 as being less occurring on average (M = 1.19, SD = 1.17).

Discussion

This section will elaborate on the results and aim to seek an answer to the sub-questions and consequently the central research question: "What do students from non-dominant ethnic backgrounds perceive as effective instructional practices compared to teachers' perception on effective instructional practices?"

Teachers value the construct of relationship most, which is illustrated by the teacher characteristics they value most such as: 10) I feel physically and emotionally safe in class and 15) The students know what to expect. Teachers state the importance of physical and emotional safety in the classroom and how this plays an important role in effective instructional practices. Additionally, clear and structured classes as advised by the study of Weinstein et al. (2004), where students know what to expect are seen by teachers as an important factor for achieving effective instructional practices. According to teachers, this approach results in mutual trust and connection between teachers and students.

Teachers from dominant backgrounds are aware of the unique individuals in their classes, but are less aware of the cultural differences in the classroom and do not actively take CRCM (Weinstein et al., 2004) into consideration, which might relate to the notion that it is considered inappropriate to openly respond to ethnic and cultural characteristics in Dutch society (van Tartwijk et al., 2009; Carter & Welner, 2013), or point to colour blindness (Essed & Nimako 2006; Grosfoguel & Mielants 2006; Johnson, 2002; Milner, 2006). Findings by Milner (2006) show the importance of understanding perceptions of teachers and students regarding effective instructional practices, to minimize the negative impact of cultural discontinuity in teachers' instructional practices. In contrast with teachers from a dominant background, teachers from non-dominant backgrounds are aware of the different cultural backgrounds in their classes which suggests their awareness of cultural discontinuity. This study found that teachers from a non-dominant background relate to their students from a

non-dominant background easier which might suggest a more favourable perception of teachers from a non-dominant background towards students from a non-dominant background. A similar pattern is found in previous research where it was observed that students from a non-dominant background have a more favourable perception of teachers from a non-dominant background (Auerbach, 2007; Cherng and Halpin, 2016; Quiocho & Rios, 2000).

Despite research indicating that when students are taught through their own cultural and experiential filters, the academic achievement will improve (Au & Kawakami, 1994; Foster, 1995; Gay, 2000; Hollins, 1996; Ladson-Billings, 1995), the majority of teachers from both non-dominant and dominant backgrounds are unable to translate their awareness of student's different backgrounds into culturally relevant instructional practices.

Students from a non-dominant ethnic background perceive the construct of curriculum and instruction as most important to them. Some of the most valued characteristics students flag deal with the content of instructional practice. For example: 26) Assignments help me learn about the topic. Students from a non-dominant background value a positive learning climate and a teacher that listens to students.

Study by Schulz (2001) shows that the discrepancies in student and teacher belief systems can have a negative impact on learning and instructional practices. The low scores on questions 10.1 – 10.6 (Table 7) of students from a non-dominant background might suggest a low score of the culturally relevant teacher practices, and possibly point to cultural discontinuity.

To conclude, the students' and teachers' perception of effective instructional practices are compared by merging both quantitative and qualitative data in Table 8. The underlined characteristics were flagged as important in both teachers' and students from non-dominant backgrounds results. The results also show some differences in perception when teachers and

students are being compared. Some of the characteristics that are mentioned by students from a non-dominant background, deal with the content of instructional practice (such as: 6, 17, 21, 26 and 27). Contradictory, teachers chose more context related teacher characteristics (such as: 1, 3, 10, 15 and 30).

Table 8.

Comparison Between Teachers and Students from a Non-dominant Background

		Teachers		**Students from non-dominant backgrounds**
Characteristic	1	(S)he cares about me individually.	3	(S)he listens to students.
	3	(S)he listens to students.	6	(S)he provides help with assignments when I need it.
	10	I feel physically and emotionally safe in class.	15	The students know what to expect.
	15	The students know what to expect.	17	The class rules make sense to me.
	22	(S)he presents a variety of perspectives.	21	The students learn about all of the important topics in the content area.
	23	(S)he accepts a variety of perspectives.	22	(S)he presents a variety of perspectives.
	27	(S)he uses a variety of class activities.	26	Assignments help me learn about the topic.
	30	I learn how to apply my learning in class to the world outside of class.	27	(S)he uses a variety of class activities.

Note. This table presents the teacher characteristics both teachers and students from non-dominant ethnic backgrounds marked as being important to them.

The findings of this research are important for educational practice since the interviews give valuable insights on how teachers deal with cultural diversity in the classroom, which is valuable for teaching practice and educational science to optimize instructional practice. The results of the survey suggest an overlap in how important students from a non-dominant background think a teacher characteristic is and how often this actually occurred in their educational career. Educational practice can learn from this in two ways. First, by adjusting instructional practices in a way that students experience the characteristics

they think are important. Secondly, by improving the cultural alignment between teachers from dominant backgrounds and students from a non-dominant background.

The developmental aspect of the age, competencies and detailed backgrounds of students and teachers are neglected in this study. The data collection of this study focuses on a broad audience, which gives both a valuable insight into a large variety of teacher and student participants and on the other hand a less specific insight into more specific groups of people.

Furthermore, due to COVID-19, guidelines on the number of survey participants could not be met, which resulted in a smaller sample size than intended. The results of the qualitative data indicate a complete and in-depth depiction of teacher's perception. The quantitative data should be interpreted with caution because of the small sample size and the absence of qualitative data of the students from a non-dominant background.

There is still room for further progress in determining what students from a non-dominant ethnic background perceive as effective instructional practices, while taking CRCM into account by conducting interviews with students from non-dominant backgrounds to gain insight into to what extent they value CRCM to elaborate on the current study. Secondly, future studies could examine how the knowledge of teachers about students' backgrounds can be translated into effective instructional practices, with the emphasis on using the experience of teachers from non-dominant backgrounds, to promote continuity between teacher and students.

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Appendix

Appendix A. FETC Form Master Thesis Educational Science

Section 1: Basic Study Information

1. Name student:

Maaike van Noppen

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

Brianna Kennedy

3. Title of the thesis (plan):

What do students from non-dominant ethnic backgrounds perceive as effective instructional practices compared to teachers' perception on effective instructional practices?

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

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

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

This study will be conducted at secondary schools and intermediate vocational education in the Netherlands.

Section 2: Study Details I

    6. Will you collect data?

Yes / No Yes → Continue to question 11 No → Continue to question 7

    7. Where is the data stored?

YODA

    8. Is the data publicly available?

Yes / **No** If yes: Where?

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

Yes / No If yes: Explain.

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

NA

Section 3: Participants

11. What age group is included in your study?

> The ages of students ranged from 12-60 years old. The intention was that only students aged 16 years or older, who could act on their own behalf to give consent, would participate. However, due to miscommunication, some students aged younger than 16 completed the survey. In order to be able to use students' answers for this study a letter was sent, by the teacher of the classes, to the parents of students to give them the opportunity to express an objection within 7 days (Appendix G). None of the parents responded, so the surveys could be used.

12. Will be participants that are recruited be > 16 years?				Yes/**No**
13. Will participants be mentally competent (wilsbekwaam in Dutch)?
	Yes/**No**
14. Does the participant population contain vulnerable persons?
	(e.g., incapacitated, children, mentally challenged, traumatized,		Yes/**No**
	pregnant)
15. If you answered 'Yes' to any of the three questions above: Please provide reasons to justify why this particular group of participants is included in your study.

> NA

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

> NA

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

> NA

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

> Students: Approximately 15 minutes
> Teachers: 60 minutes

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

> No

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

> The burden is justified by the potential scientific contribution since it answers an important educational question.

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

Total number of participants: 165
Student survey: 150 participants (based on power analysis) However, changes in organizational practices due to governmental restrictions intended to curb the spread of the corona virus limited access to teachers and schools which resulted in a non-successful achievement of an adequate sample size. With the approval of the head of the master thesis course analysis continued with 16 completed surveys.
Teacher interviews: 16 participants (based on literature)

---

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

The participants will be recruited by using our thesis group network.

---

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

1-2 weeks.

---

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

Informed consent

---

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

Yes, they can decide to terminate their participation whenever they want and without stating their grounds for doing so.

---

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

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

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

No

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

Yes: B.L.Kennedy@uu.nl

Section 4: Data management

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

The researcher has access to the data and will be responsible for managing the data.

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

Survey and interview data.

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

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

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

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

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

YODA, for 6 months

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

No

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

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

Appendix B. Student Survey Protocol

The purpose of this survey is to understand students' perspectives about what makes a good teacher. It will take you about 15 minutes to complete. Your participation is voluntary, and your identity will be kept anonymous. Your identity and answers will be kept strictly confidential. Your teachers will not know your answers. We do not anticipate any risks involved in your participation, non-participation, or the specific answers you give.

1. If you agree to participate in the survey, please tick the 'Agree' box below and proceed to the next page.

o Agree
o Disagree

2. What is your age?
o 16
o 17
o 18
o 19
o 20
o 21
o 22
o 23
o 24
o 25
o Other: ..

3. You will now see 30 teacher attributes.

If you think this is an important characteristic of a good teacher, click on 'True'.

If you feel that this is not an important characteristic of a good teacher, click on 'False'.

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

4. For each trait of teachers, indicate to what extent this trait occurred during your school career. Complete the sentence below:

How often do teachers in your school career pay attention to ...

		Always	Often	Sometimes	Never
1.	…caring about me as an individual				
2.	…ensuring that all students get along?				
3.	... listening to students?				
4.	... what students need to be successful in class?				
5.	... finding out about my life outside of class?				
6.	... offering help with assignments when I need it?				
7.	... understanding my culture?				
8.	... getting to know your family?				
9.	... getting to know students I wouldn't have chosen as friends before?				
10.	... that I feel physically and emotionally safe in class?				
11.	… ensure that everyone keeps their attention in class?				
12.	... that the students know we can't get away with glands in class?				
13.	... well-organized transitions between activities?				
14.	... positive treatment of lesson breaks?				
15.	.. what can the students expect?				
16.	... tell what students can and cannot do in class?				
17.	... make sure the rules in the lesson make sense to me?				
18.	... not wasting time?				
19.	... not allow students to waste time?				
20.	.. make the lesson run smoothly?				
21.	... learning about the most important topics in the field?				
22.	.. showing different perspectives?				
23.	... accepting different perspectives?				
24.	... treating knowledge about my cultural origin in class?				
25.	... interesting assignments?				
26.	… using commands that help me learn about a topic?				
27.	... using different teaching activities?				
28.	… the collaborations in groups to help me with learning?				
29.	… arranging assignments that require an appropriate amount of effort?				
30.	... learning to apply what you have learned outside of class?				

5.   Please share any comments you have about your choices:_

_____

_____

For the next set of questions, please think of your favorite teacher you have had throughout your school years.
6.

Teacher's Name	School	Grade You Were In

7. Why was this teacher your favorite?_____

_____

_____

_____

8. Describe an example of something that happened in class that shows why this teacher was your favorite.

_____

_____

_____

_____

_____

In the next section of the survey, we will ask you questions about your background and experiences with teachers. These questions are intended to help us understand what different students need from, and value in, teachers. We cannot learn this without your help, and we appreciate your assistance. Remember that your answers will be strictly confidential.

9. Please write down **all** of the words below that describe your identity:

Turkish	Moroccan	Syrian	Surinamese	Antillean
Indonesian	German	Polish	Dutch	Iraqi
Afghan	Iranian	Immigrant	Refugee	Male
Female	Gender Fluid	Transgender	Homosexual	Bisexual
Asexual	Heterosexual	Muslim	Protestant	Catholic
Jewish	Agnostic	Atheist	Religious	Not Religious
Wealthy	Middle Class	Working Class	Low Income	Cultural Outsider
Cultural Insider	Physically Disabled	Emotionally Disabled	Learning Disabled	Able-Bodied
Native Dutch Speaker	Other:_____		Other:_____	

10. Complete the following statements about your general school experience(s)

	Strongly disagree	Disagree	Agree	Strongly agree
10a. I know all different cultural backgrounds of students in my class				
10b. Students' cultures and/or ethnic backgrounds play a role in their learning				
10c. My approach to other students differs depending on their background				
10d. My communication style differs from the communication styles of students with different backgrounds.				
10e. All my teachers make sure to take all ethnic differences into account when teaching				
10f. My teacher creates a positive learning climate				

Thank you for your participation!

Appendix C. Teacher Interview Protocol

<u>Interview Protocol</u>

Teacher Pseudonym: _____
Age: _____
Date:_____
Interviewer:_____

1. Please tell us a bit about yourself.
   a. How long have you been a teacher?
   b. What is your current teaching assignment (e.g. subject area, level, number of students, days per week, out-of-classroom duties, etc.)

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

We define relationships as sustained interaction patterns between the teacher and individual students, the teacher and the class, and the students themselves.

2. How would you characterize your relationships with individual students in your class? Could you give an example?
   a. How would you characterize your relationship with the entire class? Could you give an example?
   b. How would you characterize your students' relationships with each other? Could you give an example?

We define classroom management as the rules and routines that structure teaching and learning.
3. How would you characterize your classroom management? Could you give an example?

We define curriculum as what is taught, the content you teach.
4. How do you make decisions about the content you teach? Could you give an example?

5. We define instruction as the activities used to teach content, such as lecture and small group activities.
   a. What sorts of instructional activities do you use? Could you give an example?
   b. Which instructional approaches do you prefer to use? Why?
   c. Which instructional approaches do you prefer not to use? Why?
   d. If someone were observing a typical class of yours, what would be the instructional format of the class period? Which activities would it include and how long would each activity last? Why do you use this format?

6. Which role does your own background play in the area of relationships, classroom management and curriculum? And what role do you think your students' backgrounds play in these areas of your teaching?

7. What are your impressions of your current students?
   a. What are their greatest assets? Could you give an example?
   b. What are their greatest challenges? Could you give an example?

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

8. Please rate three characteristics you think are most important in a teacher. Could you explain why you those these three?

9.
Some teachers find it challenging to address increasing diversity. Has your student population diversified during your teaching tenure? If so, how have you addressed this?
   a. What do you know about the different cultural backgrounds of students in your class? What knowledge do you rely on the most in order to teach the diverse classroom?
   b. Does your approach towards students differ depending on their background?

10.
   a. How does your communication style differ from the communication styles from your students with different backgrounds than yours? Why do you think so?
   b. Could you give an example of a situation in which you had to take into account the different communication styles of different backgrounds?
   c. What did you do to manage this situation?

11.
   a. What do you do/What materials or skills do you use to create a positive learning climate for your students?
   b. How do you incorporate the ethnic differences of students into account when doing so? / making instructional material?

Appendix D. Recruitment Script

We are conducting a study about how students and teachers from non-dominant ethnic backgrounds perceive the roles of culture and ethnicity in teaching and learning. We are defining "non-dominant ethnic backgrounds" as groups that can be visibly identified in a social setting and that do not occupy the majority of a society's institutional positions of power. We will interview each participant at a time and in a location convenient to them regarding their perspectives. The teachers can be divided into two groups. The teachers from dominant backgrounds and from marginalized ethnic backgrounds. The total time commitment for participation will be 60 minutes. Do you fit in this group, and if so, would you be interested in participating? If you do not fit in this group, is there anyone you could recommend?

Invitation

Beste meneer/mevrouw,

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

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

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

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

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

Hopend op een positief bericht,

Met vriendelijke groet,

Felice Linthorst   Maaike van Noppen
f.m.b.l.linthorst@students.uu.nl   m.a.vannoppen@students.uu.nl
0648166543   0650564729

Appendix E. Informed Consent

Februari, 2020

Beste deelnemer,

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

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

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

Risico's, voordelen en vrijwillige deelname
Er zijn geen risico's verbonden aan deelname aan dit onderzoek. We verwachten niet dat de onderzoeksresultaten u rechtstreeks ten goede zullen komen. Uw deelname is vrijwillig en u kunt op elk gewenst moment besluiten uw deelname te beëindigen, in dat geval kunt u het onderzoek verlaten zonder enige uitleg of negatieve gevolgen. Als u uw deelname beëindigt, zullen wij de tot dan toe verzamelde gegevens gebruiken, tenzij u ons expliciet ander informeert. Als u een officiële klacht heeft over het onderzoek, kunt u een email sturen naar de klachtenfunctionaris, via klachtenfunctionaris-fetcsocwet@uu.nl.

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

Met vriendelijke groet,

Best regards,

Brianna Kennedy and the Research Team

Department of Education, Faculty of Social and Behavioral Sciences
Utrecht University
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Heidelberglaan 1
3584 CS Utrecht
+31 30 253 3369

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

_____
Naam   Datum

_____
Handtekening

Appendix F. Codebook

Coding scheme

Code	Definition	Example
Teacher background (PURPLE)	Name, age, cultural and ethnic background, how and why become a teacher. Field of teaching, level, number of students, days per week, tasks outside of the classroom.	'I am Lena de Koren 53 years old and I have been working as a teacher for 6 years. I am from Poland, I was born in Poland, I lived there for 21 years, lived, attended school. And now I have been in the Netherlands for 31 years.' - Teacher
Relationship with students (BLUE)	Sustained interaction patterns between the teacher, class and the individual student.	'They are social and nice to deal with. Also a bit cheeky sometimes. But I do notice a difference, I did an internship in Lowens at a school, then you notice the difference between a city school and a regional school.' - Teacher
Classroom management (GREEN)	The rules and routines that structure teaching and learning.	'But also by my colleagues, they make the difference. I work in a nice young team that wants to help each other. This is also due to the structure and organization of the school. The college where I work is set up differently.' - Teacher

Curriculum and instruction (BLACK)	the content used during instructional practices.	'Assignments help me learn about a topic.' - Teacher
Recognition of one's own ethnocentrism - Cultural encapsulation (PINK)	the understanding of motives, beliefs and biases about one's self. 'Cultural encapsulation', a term mentioned by Banks (1994) defines as teachers and students who tend to see their own cultural norms and values as normal and right.	'I don't think so in terms of educational activities, because I am a bit older and it has been a long time since I went to school. And I also think that because you come from another country you are more difficult with authority, and I understand that.' - Teacher
Knowledge of students' cultural background (ORANGE)	Teachers should be able to understand what the students cultural background is, and how this affects the performance of the student. Vasquez (1990) shows that once teachers are able to identify the unique learning characteristics of students from non-dominant ethnic backgrounds, teachers are unable to transform this knowledge into effective instructional practices.	'When I look at my class, I do have students from a different ethnic background, I treat them all equally, but you notice a difference.' - Teacher
Understanding the broader context Reflection of society in education - Culturally relevant instructional practices (YELLOW)	Differences in instructional practices (rigid tracking, uneven distributed resources and standardized testing) might influence different groups of students. Students from a non-dominant ethnic background may have other standards (Weinstein et al., 2004)	'I try to be myself and to respect and treat everyone with respect. I would never joke about someone's background.' - Teacher
Classroom management strategies - Active consideration of culture/non-active consideration of culture (GREY)	cultural diversity becomes a part of students' and teachers' way of thinking about education and isnstructional practices. creating a setting that supports academic and social goals, setting expectations for behaviour, increasing motivation and working with families (Weinstein et al.,	'At our school, if you are late, you must report immediately. And I do that consistently.' - Teacher

2004).

Commitment to building caring classrooms (RED)	Creating classroom climate conductive for teaching culturally diverse students. Requires cultural scaffolding and care. teachers and students are willing to build a positive atmosphere in the classroom (Weinstein et al., 2004).	'Yes, greet students, do not avoid specific issues. I do nothing else, I can sometimes use a song to start the lesson.' – Teacher
Conflicting opinions (TURQUOISE)	Opinions that contradict each other or that are interesting and do not fit under any of the other codes.	

Appendix G. Letter Parent Consent

Dear parent / guardian,

Recently your son / daughter took part in an anonymized survey within the research project "Perspectives on Teaching and Learning of Teachers and Students from non-dominant backgrounds" of Utrecht University. The aim of this study is to understand students' views on the influence of culture on education and learning in various classroom contexts of the Netherlands.

The intention was that only students aged 16 years or older, who could act on their own behalf to give consent, would participate. However, due to a miscommunication, some students aged younger than age 16, perhaps including your child, have completed the survey. Despite this miscommunication, we would still like to be able to use students' answers for this study unless you, as their parent, express an objection. We want to assure you that your child's identity can in no way be traced back to your child based on the individual survey answers. The results are completely anonymous, data is treated as follows: the data that is retrieved is stored in a well-secured university server. This server is only accessible to the researcher and all information will be destroyed upon completion of the research. This is in accordance with the guidelines of the VSNU Association of Universities in the Netherlands.

If you would like to make use of the option to withdraw your son / daughter's consent, please let me know before March 25, 2020. Please keep in mind that if even one parent objects, we will not be able to use any of the results from children under the age of 16 since there is no way for us to know which survey answers belong to your child. For this reason, we hope that you will allow the answers to be used. If you have any questions, please contact the principal investigator at B.L.Kennedy@uu.nl.

Kind regards,

Brianna Kennedy and Maaike van Noppen

Appendix H. Demographic Information Teachers

Participant demographics

Teacher's Pseudonym	Age	Gender	Teaching experience	Cultural background
1. Lieve de Vries	47	Female	12	Non-dominant
2. Joost Kok		Male	20	Dominant
3. Jaap Wassink	56	Male	10	Dominant
4. Kees Hoensbroek	50	Male	16	Dominant
5. Michelle Brion	35	Female	10	Non-dominant
6. Lena de Koren	54	Female	6	Non-dominant
7. Lente Bassou	35	Female	6	Non-dominant
8. Hans Terweij	48	Male	27	Dominant
9. Andre Janssen	41	Male	12	Non-dominant
10. Brune Mihar	30	female	8	Non-dominant
11. Maria West	46	Female	11	Non-dominant
12. Iben Saroo	31	Male	9	Non-dominant
13. Aurèlie Darfalou	30	Female	2	Non-dominant
14. Maia de Vries	53	Female	13	Dominant
15. Paul Vrijmoeth	51	Male	28	Dominant
16. Fauve Bazil	24	Male	2	Non-dominant

Note: Teaching experience is noted in years.