Perspective-Taking Abilities and Multicultural Attitudes by Primary School Teachers in the Ethnic Diverse School Environment

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Abstract

As most studies focus on the outcomes of multiculturalism, little is known about the role of the teacher in diversity approaches adopted within schools. The present study explores how teachers view and implement qualities linked to culturally responsive teaching (CRT), such as perspective-taking abilities and adaptation of multicultural attitudes. Through a review of literature, the study explores how multicultural education and CRT can apply to create a more inclusive and equitable learning environment, including for those with an ethnic minority background. Professional development deems essential for improved CRT competency. For the current research, 23 primary school teachers were interviewed in-depth to highlight their conceptions of CRT and its attributions, and to investigate the possible challenges teachers face in the employment of practices in their actual classrooms. The findings indicate that while many teachers uphold a positive attitude towards multicultural education and adopt inclusive teaching practices, there is room for improvement in explicitly including cultural diversity in the curriculum. The study underscores the significance of continuous professional development, and establishing clear guidelines in fostering cultural responsiveness. These factors deem crucial in implementing a comprehensive school-wide strategy to effectively address cultural diversity and ensure equitable educational experiences for all.

Keywords: Multicultural Education, Culturally Responsive Teaching, Equity, Professional Development.

Perspective Taking Abilities and Multicultural Attitudes by Primary School Teachers in the Ethnic Diverse School Environment

Over the last decades, globalization caused an increase in ethnic diversity in today's society, which has brought both opportunities and challenges. For a society to thrive, it is important for all members to feel valued, included, and equally treated. Protests against discrimination have been a worldwide occurrence in recent years, as people from a variety of backgrounds have come together to demand equal treatment and opportunities (Manekin & Mitts, 2022). These protests reflect the current, ongoing struggle to create more inclusive and equitable societies, highlighting the need for continued efforts to combat discrimination and promote equity (Kozleski et al., 2013).

In the Netherlands, the ethnic and cultural landscape has transformed considerably, where 23% of the population has a migratory background (CBS, 2019). Ethnic diversity has brought challenges, including some that are pertinent to the field of education. Schools and classrooms in the Netherlands have become increasingly culturally and ethnically diverse (Phalet et al., 2004). Schools continue to be sites of intercultural tension (Thijs et al., 2014) and ethnic minority students' academic performance still falls short in comparison with their ethnic majority peers (OECD, 2014). Minority students may face discrimination and bias from their teachers and peers, which can create a hostile and unwelcoming environment. These environments can lead to feelings of marginalization and can have negative impact on academic performance. Phalet et al. (2004) highlight the need to find evidence-based manners to increase educational equity and to create multicultural learning environments in which all students can flourish, regardless of their ethnic background.

The call for an equitable and multicultural school environment presents a matter acknowledged by the Dutch government and fills a significant position on the administrative

agenda. The Dutch government published a national four-year program in October 2022, which elaborates on the Department of Education's plans to combat discrimination and racism, and to enhance equity in education (OCW, 2022). The ambitions formulated in the program focus on the insurance of a multicultural and accessible learning environment, the support of equal opportunities in education, and the provision of diverse learning content. Subsequently, education throughout the whole nation faces the challenge of carrying out the ambitions outlined in this program.

Multicultural education generally refers to the adoption of inclusive teaching practices in which students can maintain and express their ethnic background (Plaut et al. 2018; Thijs & Verkuyten 2013). The role of the teacher appears essential for the implementation of multicultural education (Meetoo, 2018). One means to the ultimate objective of multicultural education depicts culturally responsive teaching (CRT). Culturally responsive teachers must respond to the cultures present in class (Rychly & Graves, 2012). CRT defines as the appliance of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnic minority students to make learning encounters more relevant and effective (Gay, 2010). Teachers' abilities and attitudes should connect with students' personal experiences and frames of reference within a supportive educational environment. Perspective-taking abilities appear one of the teacher abilities desirable for CRT (Abacioglu et al., 2020). This concept has previously been linked to flexibility, reduced stereotyping, sensitivity to various ethnic backgrounds, and respect for students' individual experiences. In addition to being able to take on others' perspectives, teachers' multicultural attitudes deem crucial for CRT. Teachers cannot effectively engage in CRT, unless they uphold positive attitudes towards diversity and are aware of their own, possibly biased, attitudes (Nieto, 2004). Teachers with more positive multicultural attitudes consider cultural diversity as an asset and feel more compelled to address issues around multiculturalism within their

classroom (Ponterotto et al., 1998). A positive attitude toward culturally diverse populations includes openness towards differing views, seeking opportunities to learn about other cultures, and awareness of one's own and other's backgrounds (Gay, 2003; Ladson-Billings, 1995; 2021).

The current study investigates the employment of teachers' possible perspective-taking abilities and multicultural attitudes in their CRT practices. The examination of teachers' multicultural attitudes in Dutch primary education remains largely unexplored within academic literature. Insights on the teacher's role in multicultural education would help school leaders, policymakers, and researchers support teachers in their ethnically changing work environment (Baris, 2020). Previous research indicates that a significant amount of teachers feel unqualified to account for cultural diversity in the classroom (Spanierman et al., 2011; Vervaet et al., 2018), and often lack profound knowledge about teaching diverse populations (Chouari, 2016). Therefore, professional development is deemed essential to improve competency in meeting the educational demands of diverse student populations (Banks et al., 2001). According to Van Veen et al. (2010), one reason for the lack of implementation of CRT in the classroom is that previous professional development initiatives to increase CRT have either been add-on courses or individually focused short training workshops (Rissanen et al., 2016). Furthermore, the term 'students', as applied in the current research, comprises children attending primary education.

The teachers' perspectives illuminated in the current qualitative research provide an in-depth understanding of teachers' conceptions of required abilities and attitudes towards CRT within their possible multicultural teaching practices, and what these teachers deem essential for professional development related to CRT. To investigate the perspective-taking abilities and multicultural attitudes of primary school teachers towards students with varying ethnic backgrounds, the following research questions have emerged: *Which perspective-*

taking abilities and multicultural attitudes towards ethnic minority students are advocated and possibly employed by Dutch primary school teachers? What is considered necessary in the facilitation of professional development to enhance or maintain culturally responsive teaching practices and appurtenant teacher abilities and attitudes?

The current study strives to answer the research questions by outlining a theoretical framework, and subsequently conducting interviews with primary school teachers, which will be further elucidated in the upcoming methods section. Following the methods, major findings and directions for future research assimilate in the results and conclusion sections.

Theoretical Framework

Multicultural Education

Multiculturalism depicts the conviction of equitable educational opportunities and access to knowledge for all, regardless of ethnic background (Banks, 2004; Morrison et al., 2010; Okoye-Johnson, 2011). Multicultural education is designed to improve classrooms and schools in ways that will enhance positive intergroup relations and increase educational achievement of ethnic minority students (Zirkel, 2008). Intergroup relations refer to the ways different groups of people, defined by factors as ethnicity, for instance, interact with one another. Multicultural school environments should promote and provide students the opportunity to strengthen intergroup relations through engagement and elaboration. In turn, these environments should take students' learning, as well as social and psychological well-being, into account (Nishina et al., 2019).

School leaders and teachers fulfill an important role in creating a safe and equitable learning environment, and form the key to success for multicultural education (Kuppens et al., 2018). For these professionals to perform in their function, in addition to academic skills and knowledge about various cultures, it presumes crucial to possess adequate abilities and

attitudes. Gay (2002) argues that multicultural attitudes develop by learning about differences in communication and learning styles, and attending to unique cultural characteristics of students. Recapitulatory, embracing multiculturalism, and implementing multicultural education in schools, appear essential for promoting equitable educational opportunities, positive intergroup relations, and the overall academic and socio-psychological well-being of students.

Culturally Responsive Teaching

Multicultural education appears the main concept under which CRT exists. CRT entails the appliance of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective within the classroom (Gay, 2013). The concept of CRT has been particularly associated with increased engagement and educational achievement of minority students (Aronson & Laughter, 2016). Abacioglu et al. (2020) add that the design of a culturally relevant curriculum, accompanied by culturally responsive instructions, makes learning more relevant and effective for all students. A culturally relevant curriculum includes references to students' cultural backgrounds and lives, for example: languages, histories, and social issues. Consequently, studies by Ladson-Billings (2021) and Sleeter (2011) reckon that students presented with a culturally relevant curriculum feel appreciated, appear more engaged, and perform better academically. Creating awareness of CRT would effectuate a shift in school climate and existing attitudes (Rychly & Graves, 2012). Teachers should gain an understanding of the facets of students' cultures to develop as culturally responsive teachers.

Teacher Abilities Essential for Culturally Responsive Teaching

With teachers paying attention to the variety of students' experiences and needs, minority students' educational positions could improve. A considerable amount of literature

attributes beneficial effects for ethnic minority students and the accessibility of useful information on how to enhance teachers' pedagogical and educational practices to CRT (Sleeter & McLaren, 2009). To cater to CRT, Rychly and Graves (2012) identified two crucial teacher qualities: perspective-taking abilities and multicultural attitudes.

Perspective Taking Abilities. Teachers should possess the ability to take on all students' perspectives, including students with differing ethnic backgrounds. Perspective-taking abilities presume the replacement of one's frame of reference with another perspective and understanding and considering students' backgrounds. These abilities should be considered in the forming and execution of the curriculum and appurtenant instructional manners (Robins et al., 2006). Teachers' abilities to take on students' perspectives, are believed to be more successful in providing unbiased education (Rychly & Graves, 2012).

Multicultural Attitudes. Another teacher quality crucial for CRT presumes the operability of multicultural attitudes. Ponterotto et al. (1998) substantiate multicultural attitudes as the teacher's awareness of, comfort with, and sensitivity to issues of cultural differences. Teachers should develop positive multicultural attitudes, whilst being aware of one's cultural frames of reference (Grant & Asimeng-Boahene, 2006). Conceptions of minority students can be significantly impacted by negative attitudes and implicit preconceptions of teachers, which can subsequently have a detrimental impact on educational performance (Tobisch & Dresel, 2017). Multicultural variety is perceived as an asset by teachers who have more favorable multicultural attitudes, which motivates them to address diversity-related challenges within their classrooms (Ponterotto et al., 1998).

Challenges

Teachers' perspective-taking abilities and multicultural attitudes reckon critical for negotiating the complexities of diversity in classrooms. Mule (2010) outlined the challenges

on the matter as educational disparities, among which: race and ethnicity, a nearly racially homogenous population of teachers, and a narrow teacher knowledge base for diversity. First, the educational disparities among ethnic minority and majority students prompt educators' concerns about promoting more support for academic engagement and learning outcomes. Such educators seek to educate teachers who are, in addition to being aware of this issue and its repercussions on multicultural student populations, prepared to reduce disparities in educational opportunities (Yuan, 2018). Second, teachers are likely to teach an increasing amount of students from diverse ethnic, racial, linguistic, and cultural groups in their classrooms (Gay, 2010). The mismatch between a nearly homogenous teaching force and its increasingly diverse student population proves to be a considerable challenge (Egalite & Kisida, 2018). Teachers should be prepared and well-equipped for the multicultural population they teach. Third, facing the challenges emerging from students' cultural, racial, linguistic, socioeconomic, and educational diversities, entails the urge for implementation and training of culturally responsive teachers (Gay, 2010).

Teachers should become knowledgeable about the numerous facets of cultures of the students in their classes through inquiry and meaningful interactions (Morrison et al., 2008). By getting to know the various elements of cultures, teachers could identify how mainstream schooling and its culture may differ from the home culture of certain students, and how culture and language may affect teachers' attitudes and abilities. Raising awareness among teachers about the availability of support programs, how to access them, and how to implement these practices, could empower teachers in managing diversity in multicultural education.

Facilitating Professional Development to Improve Multicultural Education

To promote a school environment that fosters multicultural education, schools need to critically review their practices, enrolment patterns, participation rates in extracurricular activities, methods for appraising, and placing students to check for indications of institutional bias (Johnson, 2003). By doing so, schools gain awareness of the areas that demand more equitable treatment. The establishment of suitable educational support services, such as those that cater to the second-language needs of immigrant students and their parents, comprises another aspect of developing a culturally sensitive school culture. While implementing structured program efforts can aid in creating a climate of tolerance, its success, and long-term sustainability depend on the school's vision and dedication (Gordon, 2022).

A focus on teachers' contributions to the advancement of multicultural education is deemed essential (Hagenaars et al., 2023). To promote social attitudes and cater to the diverse educational needs of all students, teachers could enhance multicultural education by making changes to their classroom environments, school climates, and appurtenant customs. Although the consensus on embracing multicultural education increases globally, there appears a lack of knowledge on how to accomplish sustained commitments to multiculturalism with equity as its core (Kozleski et al., 2009). Notwithstanding, Li and Ruppar (2021) elaborate on four implications for multicultural professional development of teachers. First, multicultural professional development should emphasize the development of a multicultural teacher identity and appurtenant competence. Hence, the educational environment should be considered when evaluating teachers' abilities and multicultural attitudes. Second, multicultural professional development should prepare teachers to respond in an accurate way to dilemmas, problems, and conflicts concerning diversity strategically. Kozleski et al. (2013) argued that to bridge the gap between performance and pedagogy of multicultural education, teachers should engage in critical dialogue on their impact on students' learning outcomes and equal opportunities. Third, the recruitment of teachers who have experience in other

professional fields, by providing interdisciplinary professional learning experiences, could contribute to teachers' multicultural professional development. Differing professional angles can help develop collaborative skills, consider innovation in multicultural education, and build complex repertoires for the ethnically diverse classroom environment. Finally, multicultural professional development should support teachers in strengthening their ability to think about alternate futures for both themselves and their students. By doing this, teachers can critically reflect on their efforts to question and oppose current schooling discourses to promote long-term equity in education (Li & Ruppar, 2021).

An important precursor to developing accurate multicultural abilities and attitudes among teachers, finds its basis within teacher education. Sleeter (2001) reviewed 80 studies on how (predominantly white) teachers were prepared for working in culturally diverse classrooms and concluded that very little research tested which strategies appear effective in preparing teachers to teach culturally responsive. As described in the four-year program, OCW (2022) aims to investigate in which ways teacher education could support the training of culturally responsive teachers. In educational processes, CRT is regarded as a positive attribute and valuable resource in teaching and learning, also among preservice teachers (Gay, 2010).

Methods

The current study adopted a qualitative approach to investigate primary school teachers' perspective-taking abilities and multicultural attitudes. To attain a comprehensive and in-depth understanding of the multicultural educational environment and the characteristics associated with CRT, a total of 23 semi-structured interviews (N=23) were conducted with primary school teachers. This approach facilitated direct insights from the teachers themselves.

Participants

The participants were recruited from the researcher's network, with a purposive sampling technique. Purposive sampling comprises a technique in which a specific group of participants is selected based on their relevance to the research question, to gain a more in-depth understanding (Campbell et al., 2020). All participants currently teach in primary education. The complexity of the populations participating teachers teach varies. To get a picture of the school population's complexity, the education inspectorate consults the school weighting to assess learning outcomes and consider the population's characteristics (OCW, 2021). The Dutch Central Bureau of Statistics (CBS) calculates the school weighting based on demographic and socio-economic characteristics. The school weighting ranges from a 20 to 40 score. The higher the school's weighting, the more complex the school's population likely composes, and lesser educational outcomes are anticipated. Figure 1 depicts the school weighting score and the amount of Dutch primary schools. The frequency distribution distributes fairly normally. A school weighting that is typically somewhat below 30 appears average for the majority of schools (OCW, 2021).

Figure 1.

Histogram School Weighting
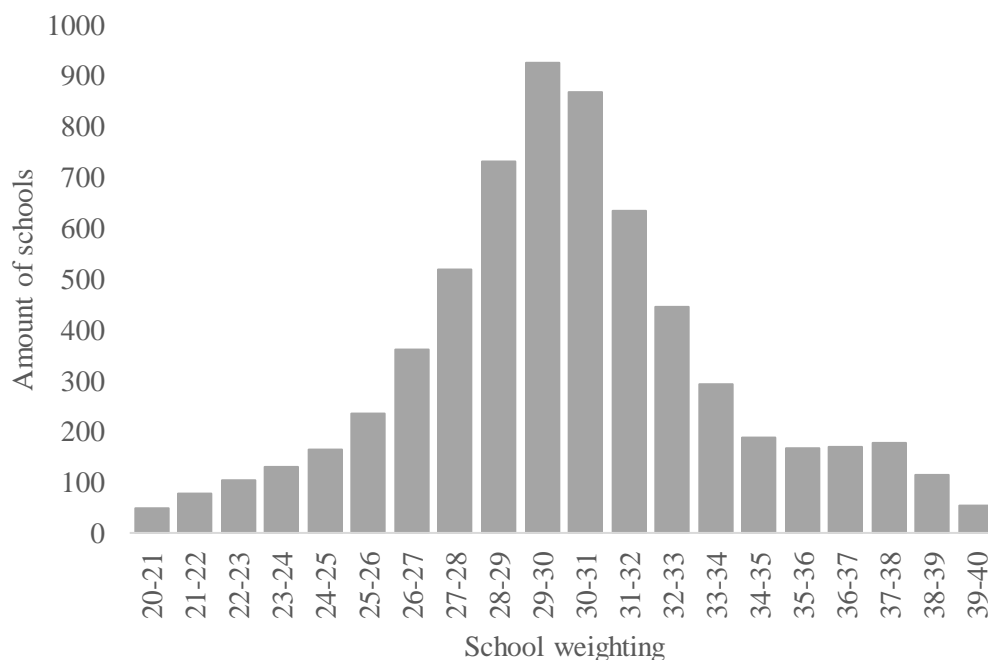
The demographics of the participating teachers are depicted in Table 1. Pseudonyms have been employed to ensure anonymity, as depicted in the first column of the table. The second column in the table depicts the school's weighting. Overall, two-thirds (66.7%) of all participating teachers work at the top 13.5% of schools with the highest school weighting. A total of 13 schools were represented by participating teachers, whereas eleven teachers work at the same school. In contrast to the populations they teach, the sample primarily consisted of participants from a homogenous ethnic background, as indicated in the third column.

Table 1.

Overview of Participating Primary Schools Teachers

Participant	School weighting	Ethnic background
1. Arjan	38.73	Dutch
2. Bo	34.44	Dutch
3. Carlo	34.44	Dutch
4. Daniëlle	34.44	Dutch
5. Eef	26.02	Dutch
6. Fien	31.41	Dutch
7. Geraldine	34.44	Dutch
8. Hannah	35.19	Dutch
9. Isabel	34.44	Dutch
10. Jolien	31.33	Dutch
11. Khadija	36.22	Turkish
12. Linde	38.39	Dutch
13. Michelle	34.44	Dutch
14. Nora	32.83	Dutch
15. Olivia	34.44	Dutch
16. Pascal	28.79	Dutch
17. Quirine	38.71	Dutch
18. Renske	30.84	Dutch
19. Sofie	34.44	Dutch
20. Thirza	34.44	Dutch
21. Uma	34.44	Dutch
22. Veerle	34.44	Dutch
23. William	29.19	Dutch

Participants received information about the study upon invitation. To maximize participation, an agreed date from the participants was obtained well in advance. Participant saturation was attained after the 21st of a total of 23 interviews. Saturation was attained since little to no new themes or perspectives emerged from the data (Saunders et al., 2018). The decision to cease data collection at this given point ensured that the research remained focused and efficient, and that resources were used effectively. Additionally, this allowed a more in-depth analysis of the data and guaranteed that the research could address the research questions and objectives in a meaningful way.

Data Collection

Interviews provide information on a variety of opinions and attitudes people may hold in esteem regarding specific situations (Saunders et al., 2018). An interview guide with open-ended questions was applied to ensure consistency in the data collected (Appendix A), consisting of both explorative and specific questions, followed by follow-up questions. Each interview lasted approximately 30 minutes and allowed open discussion about the concepts originating from the literature review. The interviews took place online through Microsoft Teams. Data were stored in YODA, Utrecht University's data preservation platform, for ten years following Dutch standards for research integrity (VSNU, 2018). This included the complete interview transcripts, informed consent forms, and analyses made in software program Nvivo. Audio recordings were erased subsequent to the transcription process.

Analysis

The 23 conducted interviews were recorded and thereafter transcribed. For the sake of transcribing, the elaboration of the interviews encompasses intelligent verbatim: the transcriptions appear free of verbal pauses, background noises, and other interruptions (Trester, 2009). All data derived from the transcriptions were coded, organized, and analyzed in software program Nvivo, which aided in the process of arranging and contrasting all relevant information. Both deductive and inductive content analyses applied to the current research. A deductive approach applied throughout the initial stages of coding. The pre-existing theoretical framework allowed for three categories to emerge: multicultural education, CRT, and professional development. During the first stage of open coding, all coding was linked to either one of the three predetermined categories. Subsequently, the second stage involved inductive coding. During this second coding phase, the open codes linked to the theoretical framework were grouped inductively under subcategories within the pre-existing categories (Figure 2). Each subcategory was named using content-characteristic words, that delineate in the Legenda described in Appendix B. The purpose of creating

subcategories is to provide a means of describing the phenomenon, increase understanding, and generate knowledge (Neuendorf, 2016).

Figure 2.

Visual Representation Categories
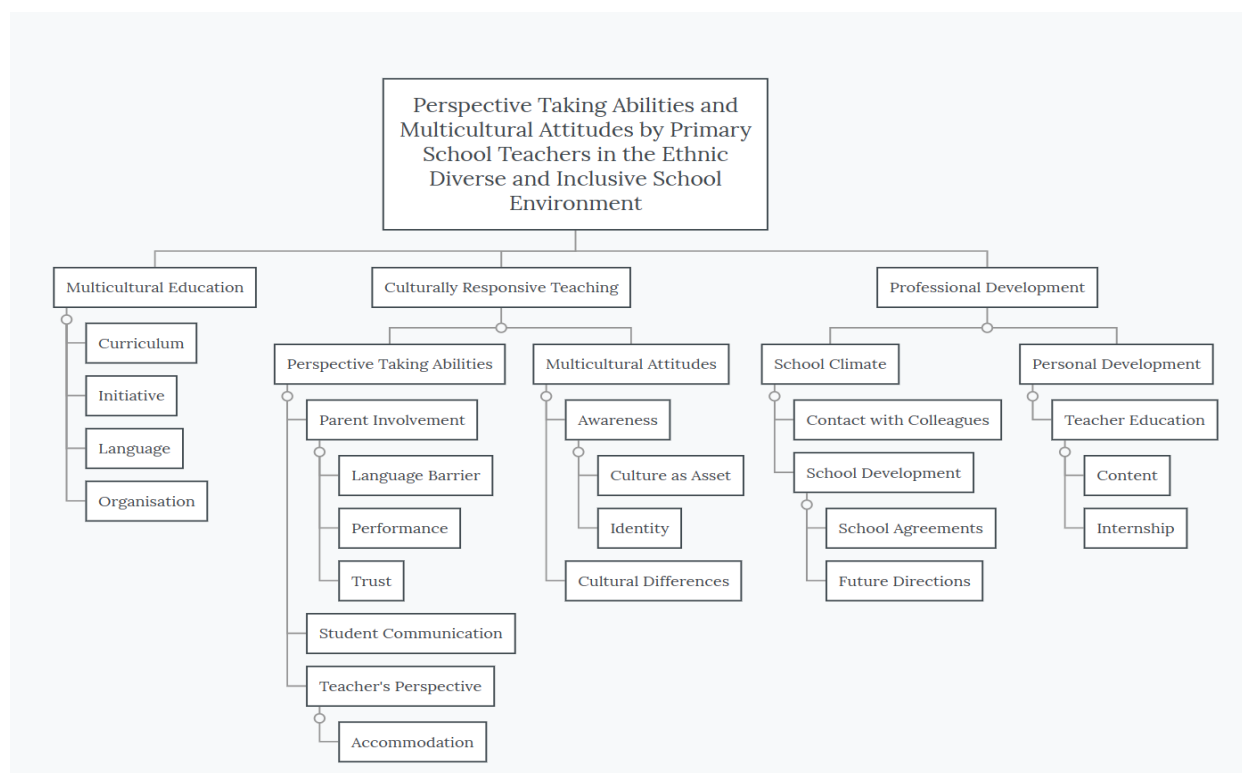
Trustworthiness

To cater to the trustworthiness of the current research, a member check was carried out. Participants received the interview transcript after the interview. Lincoln and Guba (2006) described the member check as an optimal means of assessing the validity of a qualitative study, since the first step of many qualitative projects encompasses the accurate understanding of the participant's worldview. The participants were allowed to review and possibly revise the provisional transcripts.

Furthermore, the interview questions have been piloted to an expert with years of experience in education and is also currently educated as an educational scientist. By

presenting the drafted interview questions to the expert, it was ensured that all questions found relevance, and were appropriate for the context of the research (Roberts, 2020).

Ethical Considerations

The study was approved by the institutional review board (IRB) in advance of the data collection to ascertain ethical acceptability of the research aims and design. The IRB approved the research proposal, before actual data collection was pursued. Prior to data collection, all participants received an informed consent form (Appendix C). The form includes information about the research, institutional approval, and management of the data. Thus, during the data gathering, all participants found themselves aware of the fact that they were free to decide whether they wanted to participate, and they were allowed to withdraw from the study at any time without any negative repercussions. Participants were informed that the data erase by June 2023. Since the current study will not provide any personally identifying information, participants remain anonymous, and data confidential. At the start of each interview, the researcher emphasized that the topics discussed remain confidential. The researcher's considerations concerning academic integrity further exemplify in Appendix D.

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Results

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To provide a clear overview of teachers' potential experiences with multicultural education and appurtenant abilities and attitudes, three categories as highlighted in the theoretical framework fungated as themes for the results discussed hereafter. These three themes comprise multicultural education, CRT (subdividing into appurtenant teacher qualities: perspective-taking abilities and multicultural attitudes), and professional development. In the upcoming paragraphs, the themes exemplify with, inter alia, direct quotes provided during interviewing. Since all interviews were conducted in Dutch, all quotes are translated into English, whilst attempting to maintain the integrity of the original claims.

Multicultural Education

Integration

The findings indicate that the majority of interviewed primary school teachers (N=14) explicitly uphold a positive attitude towards multicultural education. The remaining nine teachers exhibited a lower level of explicit expression regarding their attitudes toward multicultural education or generally displayed a lack of consideration for cultural diversity in their instructional practices. Three teachers appointed that they teach as they think they should, without necessarily considering the cultural backgrounds of their students.

Overall, five teachers expressed the importance of having an open mind and emphasized the value of respecting cultures. They indicated that they provided opportunities for students to share their beliefs and learn from one another. Three participating teachers mentioned that they deemed implementing multicultural education crucial, and they want students to learn about both their own and other cultures. Veerle enlightened:

> Which cultures do we have in the classroom so that everyone sees a bit of their own culture in the theme? But we also show new things, such as Buddhism or Hinduism, so that they not only learn from their own culture, but also from other cultures.

These teachers also stressed that their own initiative fulfills a significant role. Teachers highlighted numerous examples to demonstrate how they actively involved ethnic diversity in their teaching, for instance: discussing diversity-related news events, seeking representations of different ethnic groups in learning materials, and adjusting sports activities during Ramadan.

While some teachers try to incorporate cultural diversity into their teaching practices, it was made clear that more can be done to explicitly include it in the curriculum. Although most of the teachers were able to consult existing teaching material, five mentioned that they

either do not have any material available to consult or do not feel supported by the available material. Sofie: "We try to apply it [multicultural education] in every theme, but with some themes, it is just not possible". Teachers highlighted the importance of adequate teaching materials that appear sufficient in addressing multicultural education. Moreover, multiple teachers mentioned that they do not actively seek out opportunities to incorporate cultural diversity into the curriculum outside of what is already provided by the available teaching material. Four teachers emphasized their substantial workload, which left them with insufficient time to search for additional teaching materials independently. For teachers to choose a certain diversity approach, an existing curriculum or teaching material was deemed pertinent and demonstrates that variation of integration exists even within a single school.

Language

Being open to and respecting students' languages and cultures can enrich the learning process of both individual students and the class as a whole. William exemplified:

> I had a girl teach Polish in my class last year, by the way. She actually had a personal goal: she wanted to learn to speak in front of the group. She was a very quiet girl of Polish background. Teaching a Polish lesson has really helped her.

Other teachers mentioned that students in their class were allowed to read a book in their native language to contribute to reading motivation or sang a birthday song to one of their students in their native language. Daniëlle: "I let students communicate with each other in that native language, since this would enrich education. On the other hand, in Dutch society it is extremely important that you possess the Dutch language". Subsequently, multiple teachers mentioned that the most important language in class appears Dutch and that in multiple classrooms the native language employs solely when necessary. Recapitulatory, openness to and respecting students' languages and cultures can enhance the learning process for both

individual students and the entire class, whilst recognizing the importance of proficiency in the Dutch language in the context of Dutch society.

Perspective Taking Abilities

Awareness of Own and Student Perspectives

The results indicate that multiple primary school teachers recognized the importance of adapting their communication to the level of their students. Arjan: "You just have a group of students in front of you. Just as at any other school. But what you notice here is that some home situations are different compared to the one I'm used to from my own upbringing". Multiple teachers mentioned awareness of their own perspectives and are sometimes confronted with differing opinions in certain situations, such as opinions on sexual orientation. Carlo mentions: "Some boys said that homosexuality does not exist according to what was told in the mosque". To enhance comprehension and adaptability toward diverse cultural backgrounds, a group of five teachers emphasized the significance of cultivating higher levels of empathy and understanding toward all students. This involves being open to questions and recognizing that students may experience different home lives and cultures.

Nine teachers exemplified their ability to take into account students' perspectives and backgrounds. One teacher recognized the importance of providing role models, including those from ethnic minority backgrounds. Khadija, with an ethnic minority background herself, acknowledged that her own experiences helped her connect with and support students in similar situations:

> There are quite a few students that really enjoy discussing certain subjects, such as religion-related subjects, with a teacher who has a bit of the same mindset. I'm not saying that any other teacher can't deal with it empathetically, but for me, it's just a bit more realistic.

Two teachers in this study mentioned their ability to navigate cultural differences and adapt their teaching practices accordingly. For instance, Carlo mentioned: "She [a student in class] no longer shakes hands, based on religious beliefs she says. Well, I take that into account". Overall, multiple teachers emphasized the significance of considering student perspectives, highlighting that empowering students to actively engage as responsible members of the school community presumes a crucial approach for fostering a culturally responsive environment.

Taking in Parent Perspectives

The results highlight the importance of teachers' perspective-taking abilities when interacting with parents from diverse cultural backgrounds. Culturally responsive teachers recognize how their views and behaviors influence their cultural perspectives and understand that perspectives differ across groups. Three teachers valued parents as sources of essential knowledge about their students and open themselves beyond the cultural assumptions that they were reared and trained under. Six teachers recognized that parents from different cultural backgrounds may have different ideas about certain customs or practices, such as being on time or notifying the school of absences. Eight teachers found it challenging to balance the need to respect cultural differences with the need to ensure that students were not overwhelmed by conflicting expectations. Jolien illustrated a discussion with a mother that wanted to teach her five-year-old son how to read:

Sometimes there can be friction, and that is difficult, because you actually want to slow parents down. You notice that it sometimes can be too much for students. On the other hand, you also must understand that it can be a cultural difference, and expectations differ.

However, the results also indicated that teachers who were open and willing to learn from parents from different cultural backgrounds were able to establish strong relationships. These relationships were characterized by mutual respect, understanding, and a shared desire to ensure optimal development for the student. Teachers who demonstrated empathy and a willingness to take in parents' perspectives, were appreciated by parents, even if they did not share the same cultural background. Aforementioned results highlight the importance of teachers having knowledge of different cultures and how to engage with families from diverse backgrounds. Seven teachers from various schools reported challenges in communicating with parents who did not speak Dutch, highlighting the need for language support services and resources. Linde mentioned: "During some parent meetings you come across parents that cannot speak Dutch. I sometimes wonder whether the conveyed information is truly comprehended".

Multicultural Attitudes

Awareness

The input from the teachers revealed that their attitudes toward multicultural education were influenced by their personal feelings, experiences, and knowledge. They believed that the teacher's attitude towards multicultural education fulfills a crucial role in promoting a positive learning environment for students from different cultural backgrounds. Bo mentions:

Of course, there are many theories, but I think multicultural teaching has so much to do with the attitude of the teacher. And you also see the surnames of the students and then you think, oh wait, this is a really different population than I'm used to. There are a lot of strengths in it [multicultural teaching], but also some pitfalls. You should be aware of this as a teacher.

Six teachers emphasized the importance of knowledge about different cultural backgrounds to create an inclusive learning environment that caters to the needs of all students.

Multiple teachers recognized that when students enter their classroom, their cultural backgrounds naturally come into play. They believed it was essential to delve deeper into understanding the cultural identity of their students. Three teachers explicitly viewed home visits as essential moments to explore and discuss students' cultural backgrounds further. Furthermore, eleven teachers expressed that maintaining and celebrating cultural diversity can be a beautiful aspect of education. They emphasized the positive aspects of students speaking multiple languages and saw it as an opportunity to engage them in a meaningful way. They believed that incorporating students' cultures in the right way can enhance learning experiences. Quirine shared her concerns about past practices that discouraged students from speaking their native language in class: "When I started working here, students were punished for talking in their native language. At first, I thought that is indeed not allowed. But after a while, it did not sit right with me". Subsequently in the interview, the teacher further elaborates: "You cannot punish children for something that is part of their identity. That's my opinion".

Moreover, nine teachers mentioned that they do not consciously consider students' backgrounds in class. Three of them did not teach a diverse student population at the moment, so they did not feel the need to address diversity-related subjects. Renske mentions:

I take very little account of what background they have. There are two Turkish children in the classroom. I wouldn't care if they work together or not. We rarely really have collaborative moments in class regarding cultural backgrounds. That may not really be something I consider.

Recapitulatory, while some teachers consciously consider students' backgrounds, others may not prioritize diversity-related subjects if their current population is compiled as nondiverse.

Cultural Differences

The input from the primary school teachers indicates that they face challenges when dealing with cultural differences between themselves, the students, and their parents. Multiple teachers mentioned instances where they observed clashes between their own values and norms and those of other cultures. Ten teachers acknowledged that they teach students from diverse cultural backgrounds, and this impacts their interactions with parents. Two teachers highlighted the importance of understanding and respecting different cultural perspectives, as parents often have specific ideas about how they want to raise their children. Oliva exemplifies: "Sometimes parents can have specific ways of parenting: very strict and based on religion". Another teacher emphasized that each family has its unique dynamics and that cultural differences make these dynamics more pronounced. In response to these challenges, three teachers emphasized the significance of focusing on social-emotional development and partially taking on a more pedagogic role. They recognized that cultural differences at home can be substantial, and they believed that addressing these differences and fostering a supportive and understanding environment should take precedence over academic instruction.

Professional Development

Personal Development

Six teachers acknowledged that they did not actively seek out information or engage in extensive research on multicultural education. They mentioned following social media pages and attending professional development sessions where they gained exposure to teaching ideas and discussions related to cultural diversity. Daniëlle mentioned drawing inspiration from documentaries on bilingual education and education for newcomers. Four teachers

recognized the importance of being aware of and responsive to the differences that exist among their students. Alternatively, they also expressed uncertainty and a sense of not always knowing how to effectively address these differences. They mentioned that developing cultural competence and responsiveness may not be something that can be solely learned through formal education or training, but rather through personal initiative, self-learning, and having the right disposition. Five teachers expressed a desire to deepen their understanding of other cultures and become more knowledgeable in this area in the future. Eef: "I think it is very important to remain alert to and deal with the differences that exist. And sometimes you just don't know how to". Two teachers mentioned that it may be beneficial to include teacher training on different cultural perspectives to help understand how to approach certain situations. Uma: "Perhaps it would be a good thing to provide people with some background of how other cultures look at certain things, because I don't think everyone is aware of it. I'm also not up to date on everything myself". Teacher awareness and their subsequent accommodation could help bridge the gap between differing cultural perspectives, and ultimately lead to a more open and accepting classroom environment.

One teacher noted that newly educated teachers may face challenges in being responsive to cultural differences, as they focus primarily on classroom management and teaching effectively. Pascal: "The demands of classroom management can sometimes overshadow the attention given to addressing cultural diversity". Furthermore, multiple teachers mentioned that they were not prepared to teach culturally diverse student populations whilst being educated to become a teacher. Three teachers believed that teacher education programs should place more emphasis on preparing teachers to work with different populations, even if they do not plan to teach in diverse contexts. Multiple teachers mentioned specific areas where they felt their preparation was lacking, such as parent-teacher communication and understanding the differences in perspectives. They also mentioned the

need for more training in teaching Dutch as a second language and addressing the needs of students who are new to the country. Nine teachers suggested incorporating content focusing on cultural diversity in the classroom; covering topics like religion, cultural backgrounds, and practical strategies for creating a culturally responsive learning environment. Isabel mentions: "Incorporating more culturally responsive teaching methods would have helped me, as it would have provided me with additional practical examples and exercises.".

Furthermore, fifteen teachers mentioned the importance of internships during teacher education, particularly in terms of exposure to multicultural schools and diverse student populations. Several teachers mentioned that their internship experiences in multicultural schools had a profound impact on their understanding and preparedness to work with diverse populations. They emphasized the importance of diverse internship placements to gain different perspectives and learn how to effectively engage with various student populations. Overall, providing internships in multicultural schools and diverse contexts would better prepare teachers for the challenges they may face in their future classrooms.

School Climate

A recurring aspect mentioned by multiple teachers comprised contact with colleagues within the school. Multiple teachers emphasized the significance of engaging in dialogue with colleagues to foster a positive school climate in a multicultural setting. They highlighted the need to discuss strategies for promoting cultural integration in lessons and ensuring the involvement of everyone. Although seven teachers, four working at the same school, noted a lack of communication and dialogue among colleagues regarding the school's vision and culture, particularly related to multiculturalism. They expressed a desire for more collective reflection and a shared understanding of how to address multicultural issues effectively. Thirza mentions: "I discuss these kinds of matters with colleagues, but it is not discussed

during meetings with the whole school team". Three teachers felt that this aspect deserved more attention and could incorporate into structured training opportunities. Multiple teachers expressed an interest in discussing and exchanging experiences with colleagues on how to navigate multicultural challenges. They recognized the potential benefits of sharing insights, seeking advice, and collectively brainstorming solutions. Subsequently, for CRT and appurtenant qualities to develop, providing resources, and building expertise among teachers deem essential for effective implementation. Three teachers emphasized the need for acquiring external expertise and training to ensure that teachers possess the necessary knowledge and tools to effectively incorporate cultural responsiveness into their teaching practices.

To establish a unified approach to CRT, four teachers mentioned that varying opinions among teachers regarding multicultural education exist, and emphasized the importance of aligning these perspectives to ensure a consistent and coherent implementation of CRT strategies. Some teachers mentioned the already existing agreements in school, such as implementing a place in school where parents are informed and where discussions can take place or documentation in which agreements and protocols can be easily accessed. Meanwhile, eleven teachers expressed the need for a comprehensive school-wide approach to address cultural differences and develop a coherent framework for handling various situations or cultural disparities. Fien mentions: "We also received some feedback from the Inspectorate of Education; we really should address multicultural education more". Two teachers mentioned that the level of attention dedicated to cultural responsiveness might vary depending on the school's specific population. They emphasized the importance of considering the school's demographics and tailoring efforts accordingly to ensure appropriate emphasis on cultural responsiveness. Overall, while teachers recognized the significance of developing CRT, they acknowledged the need for further discussion, planning, and

implementation within their school. They highlighted the importance of establishing a shared vision, clear guidelines, and building expertise.

Discussion

The current research aimed to provide answers to the following research questions: *Which perspective-taking abilities and multicultural attitudes towards ethnic minority students are advocated and possibly employed by Dutch primary school teachers? What is considered necessary in the facilitation of professional development to enhance or maintain culturally responsive teaching practices and appurtenant teacher abilities and attitudes?* The findings indicate that the majority of Dutch primary school teachers interviewed uphold a positive attitude towards multicultural education. The multicultural diversity approach generally means that teachers adopt inclusive teaching practices in which students can express their cultural identity (Hagenaars et al., 2023). Participating teachers valued respecting and learning from different cultures, and some actively incorporate cultural diversity into their teaching practices. However, it appears evident that not all teachers consider cultural diversity in their teaching, and there is room for improvement in explicit inclusion in the curriculum.

Other instances came to light in which teachers do not consciously consider students' backgrounds in the classroom, especially when they do not currently teach a diverse student population. In accordance with existing literature (Forrest et al., 2016), certain teachers expressed a lack of perceived necessity in providing instruction on other cultures when the classroom exhibits limited cultural diversity. Although these teachers acknowledge the different cultures in their class, students were expected to assimilate into the majority culture. Assimilation often takes the form of pressuring minority students to adapt to the majority culture, such as its norms and values, language, and religion (Hagenaars, 2023). This

highlights the need for continued efforts in promoting multicultural education regardless of the immediate student demographics.

Some teachers expressed the belief that the location of their teaching and the ethnic background of their students are inconsequential, as they perceive all students as equal. This perspective can be viewed as the colorblind perspective (Plaut et al., 2018). Colorblindness decategorizes groups by generally ignoring ethnic membership. When teachers fail to acknowledge and address the unique experiences and challenges faced by students from different ethnic backgrounds, teachers may unintentionally dismiss cultural identities. In addition, existing literature implies that this approach can increase prejudice in schools, and negatively impacts the adoption of inclusive teaching practices (Aragón et al., 2017).

CRT

Overall, multiple teachers referred to employing varying degrees of proficiency for Rychly and Graves' (2012) described CRT qualities: perspective-taking abilities and multicultural attitudes. The findings align with existing literature and theories on CRT, emphasizing the significance of teachers' perspective-taking abilities, the importance of accommodating diverse perspectives and backgrounds, and the need for support in navigating cultural diversity (Gay, 2002). Teachers demonstrated perspective-taking abilities by accommodating different cultural backgrounds and engaging with students' perspectives. Consideration of student perspectives allows teachers to engage students on contemporary issues and empower them as active participants in their learning (Wong et al., 2021). By nurturing perspective-taking abilities, teachers can create a more inclusive educational experience for all students (Gay, 2010). Moreover, teachers' perspective-taking abilities play a crucial role in effectively interacting with parents from diverse cultural backgrounds, establishing strong relationships built on mutual respect and understanding. Effective

communication between teachers and parents deems crucial in bringing together possible differing perspectives on how to best meet the needs of students (LaRocque, 2011).

Teachers' multicultural attitudes appeared influenced by personal feelings, experiences, and knowledge. Teachers recognized the importance of knowledge about different cultural backgrounds and the need to create an inclusive learning environment. Teachers who emphasized accommodation towards their students' diverse perspectives and backgrounds, contributed to a more open and accepting classroom atmosphere (Nieto, 2004). However, challenges related to cultural differences and language barriers underscore the importance of providing teachers support to effectively engage with students and their parents from various cultural backgrounds. Clashes between values and norms can occur, requiring teachers to understand and respect different cultural perspectives. Understanding and effective resolution of these challenges, as underscored by Grusec and Davidov (2010), deems imperative in the establishment of a culturally supportive school environment. Ways to improve communication between teachers and parents, particularly regarding cultural differences and language barriers, could entail the recruitment of multilingual teachers (Lange et al., 2023). These teachers can act as intermediaries, bridging the gap between the school and parents by assisting with translation, conducting conferences, and facilitating meaningful communication.

Professional Development

In terms of professional development, pertaining to the second research question, the results of this research provide valuable insights into the professional development needs of primary school teachers in relation to multicultural education. The findings indicate that while many teachers recognize the importance of awareness of and responsiveness to differences among their students, they face challenges in effectively addressing cultural diversity.

Consistent with the research by Li and Ruppar (2021), teachers highlighted the need for personal initiative and self-learning in developing cultural competence. Concurrently, school climate identified as a significant factor in professional development, with teachers acknowledging the importance of engaging in dialogue with colleagues and collectively addressing multicultural issues. However, some teachers noted a lack of communication and shared understanding among colleagues regarding the school's vision related to multiculturalism. Alongside participating teachers, Alhanachi et al., (2021) emphasize the importance of increased collective reflection and structural training opportunities, aiming to cultivate a positive school climate and guarantee the consistent implementation of CRT.

To establish a unified approach to CRT, teachers highlighted the importance of aligning perspectives among colleagues and developing a comprehensive school-wide framework. They emphasized the need for clear guidelines, shared vision, and expertise to effectively address cultural differences and ensure appropriate emphasis on cultural responsiveness. The sensitization of all members of the school community to diverse cultural perspectives deems of critical importance (Miller et al., 2020). A culturally responsive school would take differing perspectives into account in all its interactions, including those with parents, and appear sensitive to the needs of all students (Johnson, 2003). Given the recent publication of the national four-year program by OCW, the establishment of a unified approach in addressing diversity is imperative. The ambitions formulated in the program focus on the insurance of a multicultural and accessible learning environment, the support of equal opportunities in education, and the provision of diverse learning content. These ambitions could incorporate into the ongoing discussions and development within schools, further reinforcing the importance of professional development and school-wide initiatives for promoting multicultural education and addressing the needs of culturally diverse student populations.

As per the teachers interviewed, Sleeter (2001) underlines the important role of teacher education in adequately preparing teachers to work with culturally diverse populations. Teachers expressed the need for more training, including practical examples and exercises, and suggested incorporating educational content specifically focused on cultural diversity. Previous research, alongside the insights gathered from the interviews, indicated that multicultural teacher education covers a limited part of the teacher education curriculum, with most programs offering a single diversity course or mere supplementary components to the main curriculum (Ladson-Billings, 2021; Sleeter, 2001). Additionally, teachers emphasized the importance of internships in multicultural schools and diverse contexts to gain hands-on experience and exposure to diverse student populations. According to Akiba (2011), internships in a more culturally diverse setting have the potential to foster favorable attitudes towards diversity and CRT, through interactions with diverse populations and guidance from an experienced mentor.

Limitations

The fact that the sample of 23 interviewed teachers does not accurately represent the diversity of the communities they teach, presumes one of the limitations of the current study. While this representation aligns with previous research (Egalite & Kisida, 2018), it still poses a limitation to the generalizability of the findings. The fact that the sample presumes consistent with the existing literature suggests that the lack of diversity appears not an isolated issue but rather a broader trend in research on multicultural attitudes and perspective-taking abilities among teachers. However, it is important to acknowledge that this limitation may restrict the applicability of the findings to a more diverse range of teachers and educational contexts. To address this limitation, future research could aim to include a more diverse sample of teachers, representing various cultural backgrounds and educational settings. By doing so, a more comprehensive understanding of CRT and appurtenant qualities among

teachers could yield, leading to findings that are generalizable and representative of a wider teacher population.

Another limitation comprises the reliance on self-reported data from primary school teachers, which introduces the potential for bias and social desirability (Grimm, 2010). The use of self-report measures means that the data collected bases on the teachers' subjective perceptions and interpretations of their multicultural attitudes and perspective-taking abilities. These constructs involve individuals' beliefs, attitudes, and behaviors, which may be influenced by various factors such as social norms, perceived expectations, and personal motivations. Teachers may feel pressured to provide responses that align with the ideals of cultural diversity and inclusivity, even if their actual attitudes and behaviors differ. To mitigate these limitations, future research could consider employing additional data collection methods, such as observation or peer ratings, to gather more objective and diverse perspectives on teachers' multicultural attitudes and perspective-taking abilities.

Conclusion

The findings of this study shed light on the perspectives and practices of Dutch primary school teachers regarding multicultural education. While the majority of teachers interviewed displayed a positive attitude toward multicultural education and recognized the importance of cultural diversity in their classrooms, there seemed variations in explicit consideration of cultural differences in their teaching practices. The current research highlights the need for ongoing professional development, support, and a comprehensive school-wide approach to effectively address cultural diversity and promote CRT practices. By nurturing perspective-taking abilities, understanding diverse cultural backgrounds, and fostering inclusive school environments, teachers facilitate equitable educational experiences for all students.

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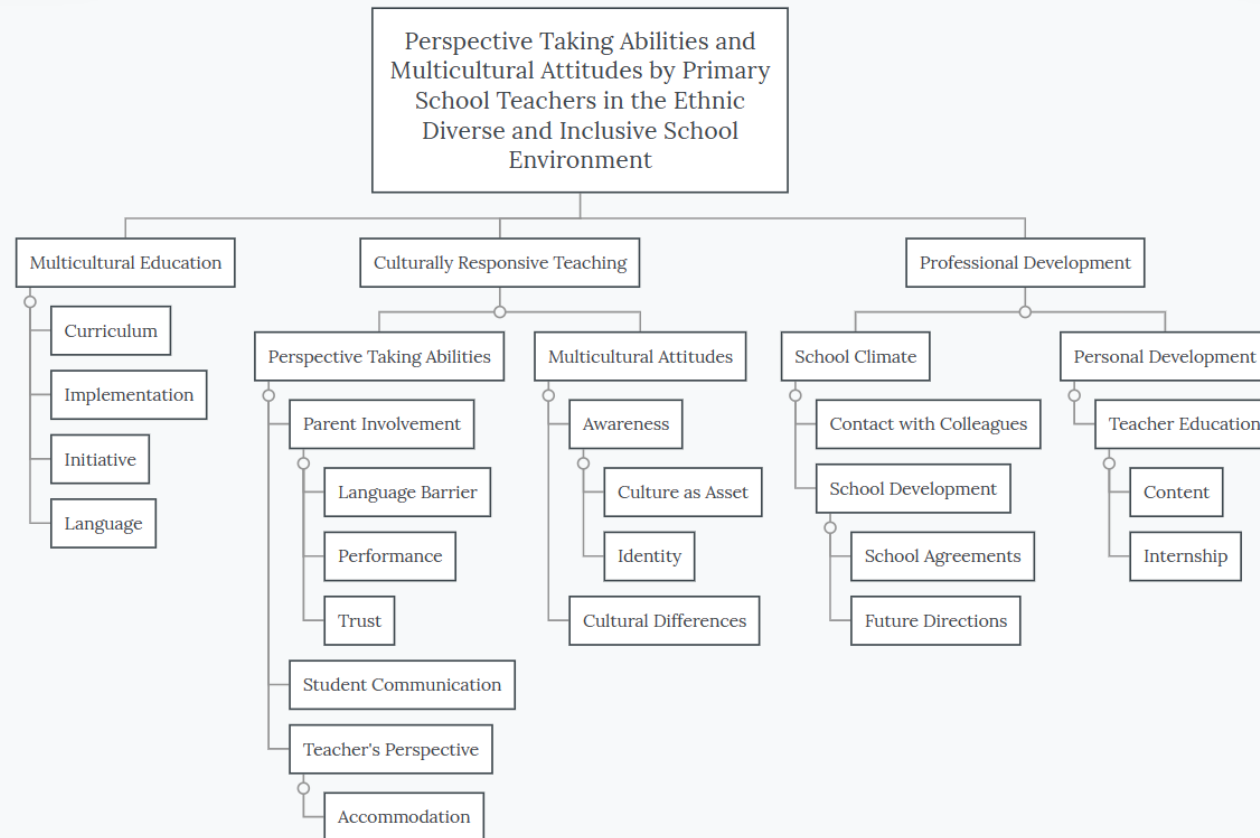
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Appendix A: Content Interview

Concept	Question	Source
Multicultural education	What does your class look like in terms of ethnic diversity? To what extent and at what times do you take into account the different (ethnic) backgrounds of students in your class?	Nishina et al., 2019
	Have you ever modified your instruction in the classroom to better suit the needs of a student from a minority ethnic group? Please elaborate	Morrison et al., 2010
	When you let students work together (in groups), what factors do you take into account? (At what times) do you possibly consider the ethnic background of students?	Zirkel, 2008
	To what extent do you see room for integration of the cultural background and experiences of your students in the curriculum and your instruction? What does this (possibly) look like?	Abavioglu et al., 2020
Perspective taking abilities	To what extent do you keep abreast of the specific needs of your students, especially students from ethnic minority backgrounds?	Grant & Asimeng-Boahene, 2006
	What potential opportunities and/or challenges do you see in building positive relationships with the parents/guardians of ethnic minority students in your class?	Rychly & Graves, 2012
	Do you believe that teaching a student population with a more diverse ethnic background requires different skills than teaching a student population with a more homogeneous ethnic background? Please elaborate	Gay, 2002
Multicultural attitudes	At what times does the ethnic background of students play a role during the day? Is this ever a topic of conversation?	Ponteretto et al., 1998
	Has it ever happened that you had to bridge a cultural difference with a student, or a family member of a student? Please elaborate	Hagenaars et al., 2023

	How do you feel about students speaking in their (non-Dutch) mother tongue in class?	Tobisch & Dresel, 2017
Professional development	What do you think is required of the school where you work to establish or promote multicultural education (which takes into consideration different ethnic backgrounds)?	Li & Ruppar, 2021
	To what extent do you collaborate with other teachers and school staff to create a supportive and inclusive learning environment for all students, regardless of their background?	Li & Ruppar, 2021
	To what extent did teacher education prepare you (at the time) for working in a multicultural classroom? What do you consider necessary (in addition) from a teacher training course, based on your work experience?	Sleeter, 2001

Appendix B: Coding Categories – Legenda Included

Perspective Taking Abilities and Multicultural Attitudes by Primary School Teachers in the Ethnic Diverse and Inclusive School Environment

- Multicultural Education
  - Curriculum
  - Implementation
  - Initiative
  - Language
- Culturally Responsive Teaching
  - Perspective Taking Abilities
    - Parent Involvement
      - Language Barrier
      - Performance
      - Trust
    - Student Communication
    - Teacher's Perspective
      - Accommodation
  - Multicultural Attitudes
    - Awareness
      - Culture as Asset
      - Identity
    - Cultural Differences
- Professional Development
  - School Climate
    - Contact with Colleagues
    - School Development
      - School Agreements
      - Future Directions
  - Personal Development
    - Teacher Education
      - Content
      - Internship

Multicultural Education: approach fostering cultural diversity
Curriculum: structure of (existing) educational content
Implementation: actual appliance of multicultural education
Initiative: ability and willingness to action and decision making
Language: utilization of native language in class

Culturally Responsive Teaching: approach valuing cultural backgrounds
Perspective Taking Abilities: capacity to understand and empathize
Parent Involvement: characteristics of educational partnership
  Student Communication: exchange of information, ideas, and feedback
Teacher's Perspective: viewpoints, understanding, and approach
Multicultural Attitudes: beliefs, values, and orientation to diversity
Awareness: understanding and appreciation of cultural characteristics
Cultural Differences: variation in beliefs, values, customs, and norms

Professional Development: activities to enhance knowledge and skills
School Climate: overall environment and culture within the school
Contact with Colleagues: professional relationships and collaboration
School Development: agreements and identifying enhancement
Personal Development: improving and developing deliberately
Teacher Education: formal and practical training towards teaching

Appendix C: information letter and informed consent interview

Informatiebrief participatie interview

Perspective Taking Abilities and Multicultural Attitudes by Primary School Teachers in the Ethnic Diverse and Inclusive School Environment

Geachte leerkracht,

Momenteel ben ik bezig met het afronden van mijn master Educational Sciences, wat betekent dat ik nu mijn masterthesis aan het schrijven ben. Het doel van dit onderzoek is om inzicht te krijgen in de ervaringen van basisschoolleerkrachten werkende in de diverse en inclusieve schoolomgeving. Doordat u zelf in het onderwijs werkzaam bent en ik graag meer zou willen weten over uw visie hierop en associaties hierbij, nodig ik u van harte uit deel te nemen aan een interview. Tijdens dit interview zal de inhoud zich richten op concepten aanverwant aan het onderwerp van etnische diversiteit binnen het klaslokaal. Het interview zal maximaal een half uur duren. Bij voorkeur vindt het interview plaats in MS Teams. De exacte datum, mocht u instemmen, zal op een later moment afgestemd worden.

Het interview zal uitgevoerd worden door mij, de enige onderzoeker in deze studie. Graag zou ik het interview auditief vastleggen, dat ten goede van het uitwerken van de gegeven antwoorden. Persoonlijke gegevens of gegevens waardoor u te identificeren zou zijn, worden niet verwerkt in de data, waardoor anonimiteit gewaarborgd wordt. De data wordt opgeslagen in een beschermde omgeving vanuit Utrecht Universiteit en zal niet met derde partijen gedeeld worden. De data zal per 30 juni 2033 vernietigd worden. Voor verdere vragen over data collectie, zou u eventueel contact kunnen opnemen met mijn supervisor Annemie Struyf via het volgende mailadres: a.d.g.struyf@uu.nl. Voor klachten of vragen over de verwerking van persoonsgegevens kun je een e-mail sturen naar de Functionaris Gegevensbescherming van de Universiteit Utrecht: privacy@uu.nl. De functionaris voor gegevensbescherming zal u ook kunnen bijstaan bij het uitoefenen van de rechten die u heeft op grond van de AVG. Bij dezen wijs ik u er ook op dat u het recht heeft om een klacht in te dienen bij de Autoriteit Persoonsgegevens (www.autoriteitpersoonsgegevens.nl).

Uw deelname aan dit onderzoek is volledig vrijwillig. U kunt ervoor kiezen om niet deel te nemen of om op elk moment te stoppen met deelname, zonder dat daar consequenties aan verbonden zijn. Mochten er vragen gesteld worden waarbij u zich niet comfortbal voelt, staat het vrij deze over te slaan. Uw antwoorden zullen vertrouwelijk behandeld worden en zullen alleen worden gebruikt voor doeleinden van dit onderzoek. Als u ervoor kiest deel te nemen aan dit onderzoek, kunt u het informed consent-formulier te vinden op de volgende pagina, ondertekenen om aan te geven dat u de gegeven informatie heeft gelezen en begrepen.

Voor vragen voorafgaand, tijdens of na het onderzoek kunt u ten allen tijde terecht bij ondergetekende:

Britt van Herpen

b.k.vanherpen@students.uu.nl

DECLARATION OF CONSENT

voor participatie in:

Perspective Taking Abilities and Multicultural Attitudes by Primary School Teachers in the Ethnic Diverse and Inclusive School Environment

Als basisschoolleerkracht werkende op basisschool: _____ , in Tilburg,

Bevestig ik hierbij:
- dat ik naar tevredenheid ben geïnformeerd over het onderzoek via de informatiebrief;
- dat ik in de gelegenheid ben gesteld om vragen te stellen over het onderzoek en dat alle vragen die ik heb gesteld naar tevredenheid zijn beantwoord;
- dat ik de kans heb gehad om de deelname aan dit onderzoek zorgvuldig te overwegen;
- dat ik vrijwillig instem met de deelname;

Ik stem in met het volgende:
- het interview vindt plaats in MS Teams;
- het interview wordt auditief vastgelegd, dit ten goede van het uitwerken van de gegeven antwoorden.

Ik begrijp dat:
- ik het recht heb om mij terug te trekken van deelname, zoals vermeld in de informatiebrief.

Naam: _____

Handtekening: _____   Datum, plaats: ___ / ___ / ____, _____

In te vullen door de onderzoeker: Naam: _____

Ik verklaar dat ik volledig heb uitgelegd aan
bovengenoemde leerkracht wat participatie inhoudt.   Handtekening: _____

Datum, plaats: ___ / ___ / ____, _____

Appendix D: Reflection Academic Integrity

Academic integrity must be upheld, during the writing up of a research report, to function as an educational scientist. One aspect that could cause possible issues concerning this matter, presumes the sample characteristics and consent procedures. It is important to ensure that the sample is representative of the population being studied and that informed consent is obtained from all participants. Measures that can be taken include clearly explaining the purpose of the study and any potential risks to participants, ensuring that the consent form is written in clear and easy-to-understand language. Participants should be aware of the fact that withdrawal from the study is possible at any given moment, without any further repercussions.

Another aspect to keep in mind to sustain to the academic integrity of the research presumes the choice of instruments and possible sensitive questions. Care should be taken when selecting instruments and designing their content. The instrument, as well as the questions, should be appropriate for the research, asking too sensitive or invasive questions should be avoided. A measure that could be taken in this matter, is to include a round of pilot testing for the instruments. Since I know a considerable amount of teachers working in deprived areas, as I have been a teacher myself as well for the last couple of years, I would like to informally share the drafted questions with former colleagues. This way, I can ensure that the questions hold relevance to the study and are clear for the participants that will partake in the research. Anonymity and confidentiality will be provided to all participants, which will be emphasized before, during, and after the collection of data.

Another consideration to ensure academic integrity entails the effort required from participants and how this weighs against the relevance of the study. The effort required of participants should be minimized as much as possible and should be balanced against the relevance of the study. Making sure that the time commitment is proportionate to the potential rewards of involvement is one measure that can be undertaken. The possible benefits of participation should outweigh any inconvenience to participants. Since I am aware of the fact that teachers have numerous an amount of obligations to fulfill, I would not want to ask for more than half an hour of their time.

For the handling of data and storage, it presumes important that participant data is handled and stored securely to protect participant anonymity and confidentiality. Measures that can be taken include using secure data storage methods, such as the YoDa-program provided by the university. Within this program, the data can be viewed by others, which is why I make sure none of the information could be traceable to the participants.

Other issues concerning the academic integrity of the study, reckon that the study is conducted ethically and with integrity. Measures that can be taken include adhering to established ethical guidelines, such as those set out by the American Psychological Association, and ensuring that the study is conducted by the university's guidelines for research integrity. I am well aware of the ethical guidelines as composed by those two parties, and will happily oblige them.