

Cultural Responsivity in Teacher Education Research in Action (CRiTERiA)

Government of Ireland
Shared Island (SCoTENS)
Final Report

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About CRiTERiA – Cultural Responsivity in Teacher Education Research in Action

Cultural Responsivity in Teacher Education Research in Action (CRiTERiA) is a Government of Ireland Shared Island, Standing Conference on Teacher Education North and South (SCoTENS) funded project that commenced in March 2022 and concluded in December 2023. Funding for the project with a budget of €24,942.02 was obtained via the Government of Ireland Shared Island SCoTENS Funding Scheme.

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LIST OF ACRONYMS

CR	Cultural Responsivity
CRT	Culturally Responsive Teaching
CRTSE	Culturally Responsive Teaching Self-Efficacy
CRTOE	Culturally Responsive Teaching Outcome Expectancy
DE	Department of Education - Ireland
DENI	Department of Education – Northern Ireland
ECTS	European Credit Transfer System
ETI	Education and Training Inspectorate
GTCNI	General Teaching Council for Northern Ireland
HEI	Higher Education Institution
ITE	Initial Teacher Education
OECD	Organisation for Economic and Co-operative Development
SCoTENS	Standing Conference on Teacher Education North and South

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Finally, we extend our gratitude to the wider educational community, including policymakers, practitioners, and academic peers, for their ongoing support and interest in our research. Their engagement and collaboration will be key to ensuring that the findings and recommendations of the CRiTERiA project have a lasting impact on teacher education across the island of Ireland.

We look forward to continuing our work together in the pursuit of inclusive, equitable, and culturally responsive education for all students on the island of Ireland and elsewhere.



Executive Summary

EXECUTIVE SUMMARY

The Cultural Responsivity in Teacher Education Research in Action (CRiTERiA) project was funded by the Government of Ireland's Shared Island SCoTENS scheme, with a total award of €24,942.02 (Appendix 1). The project commenced in March 2022 and involved a collaborative effort among four partner institutions (Dublin City University, Queen's University Belfast, Stranmillis University College, and the University of Galway) whose purpose was to address the increasing cultural diversity within classrooms across Ireland and Northern Ireland by exploring the preparedness of Initial Teacher Education (ITE) students to effectively teach in these multicultural environments.

Building on previous research by Herzog-Punzenberger et al. (2023), Brown et al. (2019), Hughes et al. (2020), and Heinz and Keane (2018), among others, the CRiTERiA project responded to the growing call for culturally responsive teaching (CRT) in light of changing classroom demographics and a changing cultural landscape on the island of Ireland. The OECD's 2018 TALIS report revealed that more than 50% of teachers felt unprepared for multicultural classrooms, highlighting the need for enhanced teacher education and professional development to address the challenges posed by culturally diverse student populations (OECD, 2019).

Research Design and Methodology

The CRiTERiA project employed a mixed-methods approach that was structured into five distinct phases:

1. **Document Analysis of ITE Programmes (Phase 1):** Led by **Dublin City University** and **Queen's University Belfast**, this phase of the project consisted of an analysis of 85 ITE programmes and 176 modules across government-funded Universities in Ireland and Northern Ireland. The analysis examined how CRT is integrated into these programmes, identifying significant variability in the extent and manner of CRT embedment, particularly highlighting gaps in Northern Ireland's programmes.
2. **Case Studies on the Challenges and Opportunities for CRT (Phase 2):** Led by **Stranmillis University College** and **Dublin City University**, this output involved conducting interviews and focus groups with ITE students, cooperating teachers, and HEI personnel. Cooperating teachers are defined as those who work with the HEIs in the development of student teachers, for example, as classroom mentors. The research uncovered a fragmented understanding of CRT among ITE students and identified a disconnect between the theoretical training provided and the practical application in classrooms. The findings also emphasized the need for a more diverse teaching workforce.

3. **Survey on CRT Teaching Self-Efficacy and Outcome Expectancy (Phase 3):** Led by **Dublin City University** and **Stranmillis University College**, this output involved the distribution of a survey based on Siwatu's CRTSE and CRTOE scales (Siwatu, 2007). The survey gathered responses from 183 ITE students and 39 cooperating teachers, revealing high levels of confidence in CRT among students but a notable gap between this confidence and their expectations of CRT's impact on educational outcomes.
4. **Dialogic Co-Creation of an Online CRT Module (Phase 4):** Led by the **University of Galway**, this output consisted of the co-creation of an open-access ECTS module on CRT. This process involved a dialogic co-creation event with 25 participants from diverse cultural backgrounds, including teachers and parents. The resulting module covers key areas such as intercultural knowledge, culturally responsive teaching strategies, and inclusive classroom practices.
5. **Final Report (Phase 5):** Led by **Dublin City University** and **Stranmillis University College**, this final report synthesises the findings from all outputs and provides actionable recommendations for enhancing CRT in ITE programmes across both jurisdictions.

Findings

The findings from the CRITERiA project highlight a number of essential areas for improvement in ITE programmes across Ireland and Northern Ireland:

1. **Inconsistent Integration of CRT:** The document analysis revealed significant variability in how CRT is embedded within ITE curricula. While some programmes explicitly address diversity, the overall integration of CRT remains inconsistent, particularly in Northern Ireland. This calls for a systematic review and revision of ITE curricula to ensure that CRT is a core component of all teacher education programmes regardless of the HEI or jurisdiction where the teacher education takes place.
2. **Disconnect Between Theory and Practice:** Interview and survey results highlighted a disconnect between the theoretical knowledge provided in ITE programmes and the practical application of CRT in classrooms where many ITE students and cooperating teachers expressed a desire for more hands-on experience and practical strategies to effectively implement CRT.
3. **Need for Workforce Diversification:** The research emphasised the importance of diversifying the teaching workforce to better reflect the cultural diversity of the student population. This includes enhanced strategic efforts to recruit and retain educators from diverse backgrounds.
4. **Positive Impact of Dialogic Co-Creation:** The co-creation process led by the University of Galway demonstrated the value of collaborative, dialogic approaches in developing effective educational resources. The resulting CRT module is expected to have a significant impact on improving teacher preparedness and fostering inclusive classroom environments.

Recommendations

Based on the findings derived from the various phases of the CRiTERiA project, the following recommendations to enhance CRT are provided:

- **Curriculum Reform:** Integrate CRT as a mandatory element in all ITE programmes, ensuring consistency in training for ITE students across Ireland and Northern Ireland.
- **Enhanced Practical Training:** Increase opportunities for ITE students to engage with diverse student populations during their ITE training, thereby bridging the gap between theoretical knowledge and practical application.
- **Ongoing Professional Development:** Provide continuous professional development opportunities focused on CRT for both ITE students and practising teachers, ensuring sustained growth and adaptation of CRT skills.
- **Policy Alignment and Support:** Align educational policies with the practical realities of culturally diverse classrooms and provide adequate resources to support the implementation of CRT across all levels of the education system.

Conclusion

The CRiTERiA project represents a significant step forward in addressing the need for culturally responsive teaching within ITE programmes across Ireland and Northern Ireland. The research highlights that while there are pockets of good practice and a growing awareness of the importance of CRT, the incorporation of these principles into teacher education remains inconsistent and fragmented. This inconsistency not only reflects variations in curricular content and delivery across different institutions but also reveals deeper systemic issues that need to be addressed to ensure that all teachers are fully prepared to meet the needs of culturally diverse classrooms.

The findings from this project also make clear that culturally responsive teaching cannot be an optional or minor component part of teacher education. Instead, it must be embedded as a core element in the training and professional development of all educators. The integration of culturally responsive teaching is crucial not only for the effective teaching of students from diverse backgrounds but also to foster inclusive, equitable, and harmonious educational environments that reflect the changing demographics of Ireland and Northern Ireland.

The research also highlights the importance of bridging the gap between theory and practice in CRT. While many ITE programmes include theoretical content on diversity and inclusion, there is often a disconnect when it comes to applying these concepts in real-world classroom settings. This gap can leave new teachers feeling unprepared and lacking the confidence to address the complex cultural dynamics encountered in their professional practice. Therefore, the project strongly advocates for more experiential learning opportunities, such as placements in culturally diverse schools, which can help ITE students develop the practical skills needed to implement CRT effectively.

Another critical issue identified in the project is the lack of diversity within the teaching workforce. The homogeneity of the teaching profession in both Ireland and Northern Ireland can create barriers to effective CRT, as students from minority backgrounds may struggle to see themselves reflected in their educators. This underrepresentation can result in feelings of exclusion and marginalisation, which are detrimental to students' well-being and their academic achievement. The project calls for strategic recruitment and retention initiatives to increase the cultural and ethnic diversity of the teaching workforce, thereby enriching the educational experience for all students.

The dialogic co-creation approach used in developing the CRT module is another key outcome of the CRiTERiA project. This collaborative approach, which involved educators, students, parents, and community members from culturally diverse backgrounds, demonstrates the value of inclusive and participatory approaches in curriculum development. By involving a diverse range of stakeholders in the creation of educational resources, the project ensures that the final outputs are not only theoretically sound but also practically relevant and responsive to the needs of the communities they are intended to support.

This model of co-creation can serve as a blueprint for future initiatives aimed at enhancing teacher education and professional development in other areas and by other professional development providers such as Oide in Ireland and The Education Authority in Northern Ireland.

Moving forward, it is essential that the findings and recommendations of the CRiTERiA project are not only acknowledged but actively implemented. Policymakers, institutions, and practitioners across Ireland and Northern Ireland must work collaboratively to ensure that CRT is not just a policy priority but a lived reality in every classroom. This requires a commitment to ongoing professional learning, the provision of adequate resources, and the alignment of educational policies with the diverse and evolving needs of the student population.

The CRiTERiA project's emphasis on curriculum reform, practical curriculum enhancements, and continuous professional development reflects an inclusive strategy to equip educators with the skills and knowledge necessary to foster culturally responsive learning environments. If implemented, these recommendations have the potential to transform teacher education and, by extension, the broader educational landscape and, with the rise of identitarian movements, society at large, making society more inclusive, equitable, and reflective of the rich cultural diversity that characterises the island of Ireland.

Ultimately, the success of these efforts will be measured by the extent to which all students, regardless of their cultural background, feel valued, supported, and empowered to succeed in their educational journeys. The CRiTERiA project has laid the groundwork for this transformation, but the work is ongoing. It is now up to all stakeholders in the education system to build on this foundation and to continue striving towards a future where culturally responsive teaching is the norm and not the exception.

Chapter 1: Making Meaning of the Place of
Cultural Responsivity in Teacher Education
Programmes on the Island of Ireland

Teacher Education Programmes on the island of Ireland

Abstract

Using Schrammel-Leber's (2019) embedment criteria to provide an interpretation of the place of CR in Teacher Education, the purpose of this phase of the CRiTERiA project was to explore and compare the extent to which Teacher Education courses in Ireland and Northern Ireland prepare teachers to meet the needs of culturally diverse classrooms. The methodology used in the study involved a document analysis of 176 Teacher Education module descriptors derived from publicly funded Higher Education Institutions from Ireland and Northern Ireland that focused on curriculum content, teaching methods, and assessment strategies.

*Findings suggest that despite existing policies aimed at enhancing cultural diversity in education, of which there are many, there is a significant variation in how CR is embedded in teacher education programmes across Higher Education Institutions on the island of Ireland. Consequently, it is suggested that there is a need to modify existing curricula and practices to include CR as a core component of **all** teacher education programmes, ensuring that ITE students, regardless of the place of study, acquire the necessary skills and perspectives to effectively teach in multicultural learning environments. Finally, as is the case with other countries such as Denmark, this research also underscores the importance of policy alignment with educational practices to foster more effective inclusive education and adaptability among all teachers in Ireland and Northern Ireland.*

Key Words:

Initial Teacher Education; Cultural Responsivity; Curriculum; Diversity

Introduction and Background

In Europe, immigrants, including those from non-EU countries, make up approximately 12.4% of the population, with the number of refugees increasing significantly due to various crises such as the Ukrainian conflict (European Commission, 2021). In Ireland, migrant children represent 12% of students, with many facing barriers in education (European Commission, 2019; OECD, 2019). In addition, in Northern Ireland, over 5% of students are 1st generation migrants requiring additional support (Department of Education NI, 2022).

Migrant and refugee students often struggle more than their peers due to social disruption and adaptation challenges, potentially leading to lower academic achievement and higher dropout rates (Adebayo & Heinz, 2023; Tajic & Bunar, 2020; Trasberg & Kond, 2017).

The educational system's responsiveness to cultural diversity is crucial for preparing students for global labour markets and social integration (OECD, 2019). However, there are challenges in translating diversity policies into effective practices, with migrant students frequently experiencing lower levels of subjective wellbeing compared to their native peers. In the case of Ireland and Northern Ireland for example, transnational test scores highlight the fact that:

For Subjective Wellbeing (SWB) in IE, first-generation migrant-origin children report lower SWB than their native peers. Second-generation migrant-origin children in Ireland have essentially the same SWB scores as their native peers. For Subjective Wellbeing in NI there is no difference between First-generation migrant-origin children and their native peers. Second-generation migrant-origin children in NI have lower SWB than their native peers. (McGinnity, Laurence & Cunniffe, 2023).

Addressing these needs, various initiatives such as diversity and cultural bias training are crucial. For example, Denmark implemented a compulsory module on teaching bilingual children in all ITE programmes (Peterson, 2017). However, research on the provision and/or perceived effectiveness of such initiatives in Ireland and Northern Ireland is limited. This aspect of the CRiTERiA project therefore addresses a significant gap in the fields of teacher education, equity and inclusion in Ireland and Northern Ireland.

In the following section, a description of ITE in Ireland and Northern Ireland is presented, followed by a description of the methodology that was used in the study. The next section provides a summary analysis of how CR is incorporated into Teacher Education programmes in Ireland and Northern Ireland and concludes by offering recommendations to better prepare newly qualified and practicing teachers to effectively teach in culturally diverse settings and, ultimately, to live and work as active citizens in a culturally diverse world.

Teacher Education in Ireland and Northern Ireland

In Ireland, admission to concurrent Bachelor's degree programmes require an application through the *Central Application Office* (CAO) with selection based on Leaving Certificate State Examination results that are taken at the end of upper secondary education [The Leaving Certificate].

The other entry route to becoming a teacher in Ireland relates to that of postgraduate teacher education programmes that are publicly advertised, and selection is based on academic qualifications recognised by the Teaching Council and interviews with respective HEIs. Those wishing to become primary school teachers must also prove their proficiency in Irish through the Leaving Cert or an oral examination, a requirement not necessary for post-primary teachers unless they teach in Irish-medium schools (Department of Education 2022a).

All ITE programmes, whether for primary or post-primary education, must also align with *Céim: Standards for ITE* and are reviewed and accredited by the Teaching Council of Ireland on a cyclical basis. These programmes are structured around three core components: foundation studies, professional studies, and school placement (Teaching Council, 2020). These standards must also be met for those teachers who have qualified outside of Ireland where an application with supporting documentation such as transcripts of results and curriculum specifications are supplied to the Teaching Council to assess if presented qualifications meet the requirements of the Teaching Council.

In Northern Ireland, those wishing to teach in publicly funded schools complete a four-year undergraduate Bachelor of Education (B.Ed.) or a one-year Postgraduate Certificate in Education (PGCE). Entry into these programmes is through the Universities and Colleges Admissions Service (UCAS) or directly to institutions. The Department of Education - Northern Ireland (DENI) also mandates that interviews form part of the selection process (DENI, 2010).

Those wishing to teach in NI schools must also have their qualifications ratified by the *General Teaching Council for Northern Ireland (GTCNI)*, which as with the Teaching Council in Ireland also requires continuous registration throughout a teacher's career. ITE programmes in Northern Ireland include Education and Curriculum Studies, Professional Development, and Subject-specific studies, with all programmes required to adhere to the GTCNI's professional competence framework, *Teaching: The Reflective Profession* (GTCNI, 2011).

Additionally, and unlike Ireland, the Education and Training Inspectorate (ETI) in Northern Ireland carries out quality assurance reviews of all GTCNI-accredited ITE programmes to ensure ongoing compliance and accreditation by the Department of Education.

Research Design Used in the Study

This study used a qualitative research design that involved four distinct steps. The first step consisted of a review of existing literature on Cultural Responsivity (CR) together with a document analysis of policy documents and regulatory instruments to provide an initial interpretation of the place of CR in Ireland and Northern Ireland's education systems.

Using Scott's (1990) selection criteria for document analysis for the period from June 2022 to October November 2022, the next step consisted of an exploratory analysis of the publicly available information available on the website for 85 ITE programmes and 176 module descriptors (151 in Ireland and 25 in Northern Ireland). Each module was analysed using a standardised template that was developed as part of a previous project (Herzog-Punzenberger et al. 2023) that documented the programme structure, course titles, teaching methods, assessment types, whether the module is compulsory or optional and the number of ECTS credits assigned to the module (Appendix 2).

Following on from the initial review and using Schrammel-Leber's (2019) embedment criteria (Table 1), the next step involved an analysis of each module to ascertain the extent to which CR is embedded in teacher education programmes in Ireland and Northern Ireland.

Level	Description
6	The module has diversity or inclusion used in the title and has high weightage in the overall programme (e.g. 60 ECTS)
5	Diversity/inclusion is used explicitly in the title of the module
4	The overarching aim of the module relates to diversity or inclusion
3	The dominant theme in the description of the module relates to diversity or inclusion
2	Diversity is mentioned in the general description of the module
1	Diversity appears together with other diversity topics (such as gender, disability, social class, race and ethnicity) in a general description of a course

Table 1: Schrammel-Leber's (2019) levels of embedment

Presentation and Analysis of Findings

As previously stated, Schrammel-Leber's (2019) levels of embedment framework was used to explore the integration of CR across Teacher Education programmes in Ireland and Northern Ireland. Within this, the analysis showed varying levels of embedment, with no specific module having an embedment level of 6.

In Ireland, several modules were classified at Embedment Level 5, where diversity is explicitly mentioned in the module title, and issues such as race, ethnicity, and intercultural education are addressed in a substantive manner. These modules, though valuable in providing student teachers with a foundational knowledge of CR, are often elective rather than compulsory. Moreover, the elective status of these modules suggests that CR is not being embedded as a universal competency for all teachers but rather as an optional area of interest for those who choose to engage with it.

In contrast, module descriptors for Northern Ireland demonstrated less engagement with CR at this level. Modules that explicitly address cultural diversity are scarce, and those that do exist tend to focus more narrowly on for example, specific historical contexts rather than broader global or migrant-related diversity issues. This focus limits the potential for ITE Students to develop the competencies needed to effectively work in increasingly multicultural classrooms.

At Embedment Level 4, where diversity and inclusion are not the primary focus but still form a significant part of the module's content, ITE programmes in Ireland showed some promising signs of engagement with CR. A number of modules integrate diversity-related themes into broader discussions on social justice, educational inequality, and inclusive education. These modules provide student teachers with an understanding of

the structural dimensions of inequality and explore how diversity intersects with other forms of disadvantage, such as gender and disability.

However, these modules tend to offer more theoretical insights, and the practical application of CR within classroom contexts appears to remain underdeveloped. Student teachers are exposed to broad, overarching themes of diversity, but the focus on specific pedagogical strategies to manage cultural diversity in classrooms appears to be lacking.

In Northern Ireland, there are a limited number of modules at this level. The lack of deeper engagement with CR within the curriculum indicates that ITE students in Northern Ireland may not be fully cognisant of the realities of increasingly diverse classrooms. This highlights the need for more comprehensive approaches to embedding CR into ITE programmes, ensuring that all ITE students receive training on how to work effectively with students from diverse cultural and linguistic backgrounds.

At the lower embedment levels (1 and 2), which is where the majority of modules have been classified, there is mention of diversity more generally. Within this, elements of CR are integrated with other diversity-related themes, such as gender. More generally, these modules tend to be foundational across various HEIs, which incorporate a range of diversity-related themes.

This surface-level engagement with diversity can be problematic, suggesting that many ITE students will not have the necessary knowledge and skills to work in culturally diverse classrooms. The fact that CR is often included as a peripheral rather than as a core component of teacher education programmes also reflects a broader systemic failure to prioritise cultural competence in teacher education. This fragmented approach limits the extent to which student teachers are equipped to handle the challenges of teaching in diverse classrooms, where issues of for example, ethnicity, and language play a critical role in shaping students' educational experiences.

Discussion and Conclusion

In summary, the integration of CR in Teacher Education programmes in Ireland and Northern Ireland shows a promising but uneven distribution of CR across programmes. Encouragingly, themes such as social justice, and equality are frequently mentioned in module descriptors in both jurisdictions. However, the depth of exposure to culturally diverse learning environments by all ITE students is questionable, raising concerns about the effectiveness of these programmes in fully preparing teachers for diverse classrooms.

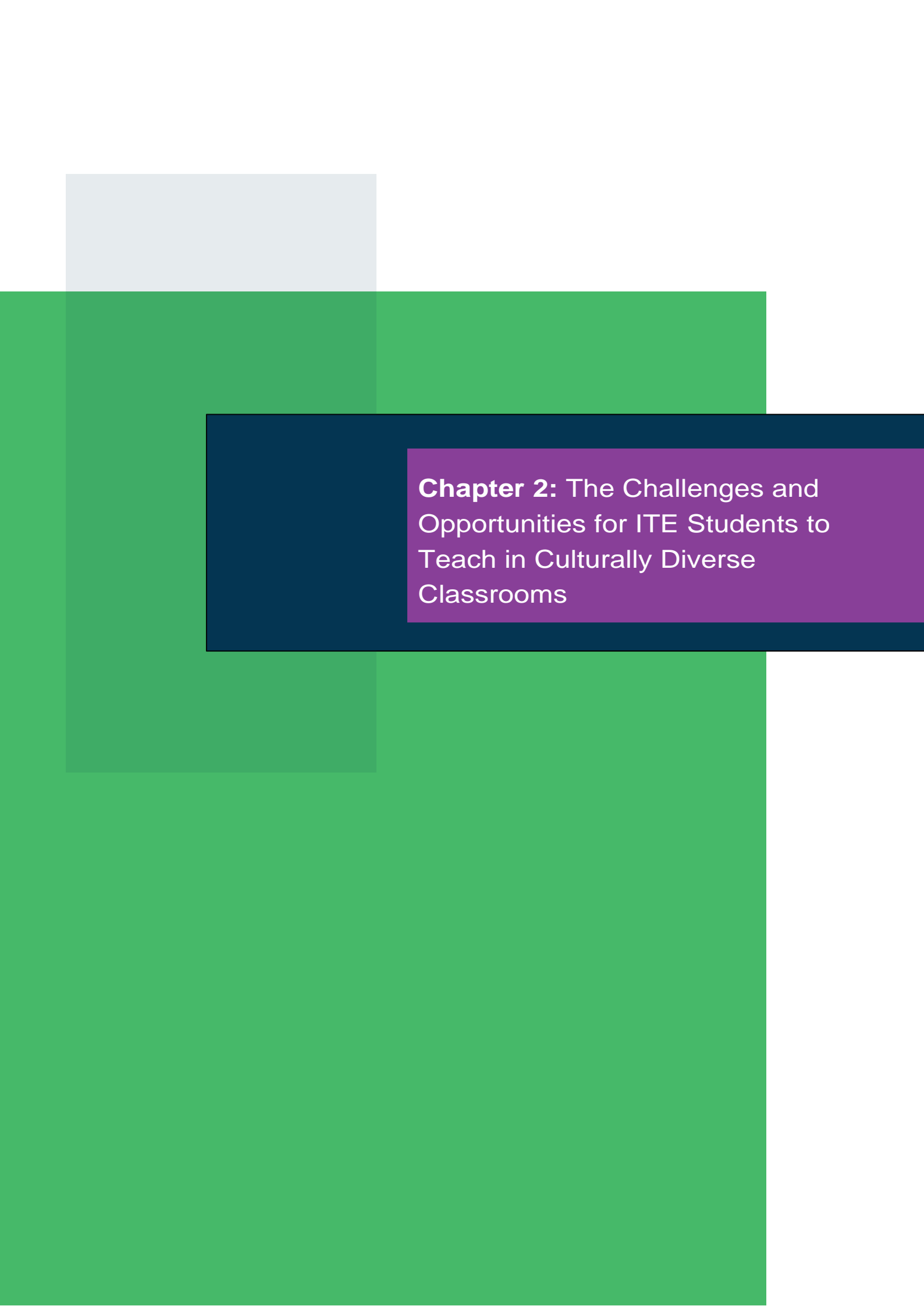
The analysis also suggests a disparity in CR across Teacher Education programmes in Ireland, with minimal representation in Northern Ireland, possibly reflecting the complex nature of Northern Ireland's society and a more nuanced approach regarding cultural diversity (Magennis & Richardson, 2020). The analysis also indicates that while numerous modules address CR, the impact of these modules is lessened by their optional nature and minimal credit allocation, typically 5 ECTS in a much larger teacher education programme.

The Public Policy and Management Institute (2017) has previously noted that compulsory modules tend to more effectively prepare teachers than optional ones. This study supports the call for integrating CR as core components of ITE curricula, suggesting that the elements of CR should not merely be optional but rather an integral part of all teacher education programmes. Moreover, the consolidation of various diversity topics into single modules has the potential to dilute the potential to fully engage with the core elements of CR, indicating a need for more focused and sustained engagement with the various elements of diversity. This approach would not only enhance the repertoire of skills required by students but also foster a positive disposition towards diversity more generally.

Both Ireland and Northern Ireland have teacher education policies and frameworks, the purpose of which is to guide ITE module content and development. However, these policies and frameworks allow significant autonomy to HEI's, which can lead to gaps in the implementation of CR. In this regard, for effective change, there needs to be a consistent application of CR themes across all aspects of teacher education, suggesting that cultural diversity should be pervasive as opposed to a marginal theme across all ITE curricula.

In conclusion, this study advocates for a systematic review of all ITE curricula in both regions, proposing the integration of cultural diversity as a mandatory theme similar to Denmark's approach to teacher education. It also underscores the need for policies that support the practical application of these themes to ensure that teacher education aligns with the realities of modern, diverse classrooms.

Finally, while policies in Ireland and Northern Ireland support CR, the actual incorporation of CR into ITE programmes requires a significant alignment with the realities and skills needed to teach in culturally diverse classrooms. As such, this study calls for a more weighted integration of migration-related diversity themes into all ITE programmes to ensure that all ITE students receive the adequate skills necessary for the diverse educational environments they will encounter throughout their teaching careers.



Chapter 2: The Challenges and Opportunities for ITE Students to Teach in Culturally Diverse Classrooms

The Challenges and Opportunities for ITE Student's to teach in Culturally Diverse Classrooms

Abstract

This element of the CRiTERiA project explores the extent to which ITE students in Ireland and Northern Ireland are equipped to effectively teach in culturally diverse classrooms. Through a series of in-depth interviews with ITE students, cooperating teachers, and higher education institution (HEI) personnel across Ireland and Northern Ireland, this study reveals a fragmented landscape of preparedness, highlighting both the strengths and weaknesses in current teacher education programmes. Within this, the findings suggest a considerable lack of clarity and consistency in ITE students' understanding of CRT, with discrepancies between the theoretical understanding of CRT and the practical realities of teaching in diverse classrooms. Moreover, the research identifies other challenges, including restrictive curriculum structures, limited resources, and the persistent underrepresentation of minority groups within the teaching profession. These issues are compounded by the increasingly multicultural student population in both jurisdictions, necessitating a more systematic approach to CRT within ITE than what is presently provided.

The study emphasizes the critical need for a greater integration of CRT modules within ITE curricula. These modules should focus not only on imparting theoretical knowledge but also on equipping future educators with practical strategies and tools to address the diverse needs of their students. Additionally, the research advocates for strategic efforts to diversify the teaching workforce, ensuring that it more accurately reflects the demographic composition of the student population. By addressing these key areas, this study aims to enhance the capacity of ITE programmes to prepare future educators for the complexities of teaching in culturally diverse classrooms, thereby contributing to improved educational outcomes for all students.

Key Words: Culturally Responsive Teaching; Initial Teacher Education; Diversity; Inclusion

Introduction and Background

Culturally Responsive Teaching (CRT) is increasingly recognised as an essential approach in education, particularly in regions experiencing rising cultural and ethnic diversity, such as Ireland and Northern Ireland. As classrooms become more diverse, there is a pressing need for educators to be equipped with the knowledge, skills, and attitudes necessary to meet the needs of all students. This study, emerging from the CRiTERiA project and supported by the Shared Island unit of the Department of the Taoiseach and the Standing Conference for Teacher Education North and South (SCoTENS), addresses the critical issue of how well ITE programmes in Ireland and Northern Ireland prepare future teachers to engage with culturally diverse classrooms.

The concept of CRT is deeply rooted in educational theories that emphasize the importance of recognizing and valuing students' cultural backgrounds to enhance learning (Gay, 2002; Ladson-Billings, 1995a, 1995b). CRT involves not just the inclusion of diverse content but also the adaptation of teaching strategies to meet the varied cultural needs of students. However, despite its theoretical importance, CRT remains underdeveloped in many teacher education programmes, both in Ireland and internationally. Previous research highlights significant shortcomings in how CRT is integrated into ITE curricula, leading to a gap between the theoretical understanding of CRT and its practical application in the classroom (Banks & Banks, 2004; Gay, 2010).

Ireland and Northern Ireland have seen significant demographic changes in recent years, with increasing numbers of students from diverse cultural, ethnic, and linguistic backgrounds. In Ireland, immigration has surged, leading to a more multicultural society, while Northern Ireland has also experienced a rise in ethnic diversity, albeit at a slower pace. These changes present both opportunities and challenges for the education system, particularly in ensuring that all students receive an equitable and inclusive education.

Existing literature underscores the importance of equipping teachers with the skills to address cultural diversity in the classroom. For instance, the OECD's 2018 TALIS report highlighted that a significant proportion of teachers in participating countries, including Ireland and Northern Ireland, did not feel adequately prepared to teach in multicultural environments (OECD, 2019).

This lack of preparedness can lead to inequitable educational outcomes and contribute to the marginalisation of students from minority backgrounds.

Moreover, the educational policies in Ireland and Northern Ireland have increasingly emphasized the need for inclusivity and cultural responsiveness. Policies such as Ireland's Intercultural Education Strategy (2021) and Northern Ireland's Integrated Education Act (2022) reflect a growing recognition of the need to address cultural diversity in schools. However, there is a disconnect between these policies and their implementation in ITE programmes, where CRT is often treated as an optional or supplementary component rather than a central element of teacher preparation.

The research adopts a broad conceptualization of culture, recognising its fluid and dynamic nature. In other words, culture can comprise not only ethnicity but other dimensions such as language, religion, and socio-economic background. The study is grounded in Gay's (2002) definition of CRT, which emphasises the use of students' cultural characteristics, experiences, and perspectives as drivers for more effective teaching. CRT is not just about incorporating diverse content into curricula but also involves reshaping teaching strategies to connect with students from varied cultural backgrounds. Key practices highlighted in the literature, such as having high expectations for all students, engaging their cultural knowledge, and bridging gaps between home and school practices (Gay, 2010), form the basis of the analysis in this study.

The study aimed to explore participants' understanding of CRT, their experiences in implementing it, and their perspectives on improving ITE programmes to better prepare future educators for diverse classrooms. By analysing the experiences and perspectives of those directly involved in ITE across four HEIs, this study addresses the gap in understanding and developing CRT in teacher education. This research is particularly significant as it not only examines the current state of CRT within ITE programmes but also provides practical recommendations for enhancing teacher education to meet the needs of increasingly diverse student populations.

Through this study, the CRiTERiA project seeks to contribute to the ongoing conversation about the role of teacher education in fostering inclusive and equitable educational practices. By highlighting the challenges and opportunities associated with CRT, the study aims to inform policy and practice in both Ireland and Northern Ireland, ultimately leading to more effective and culturally responsive teaching in classrooms across both jurisdictions.

Research Design used in the study

This study involved semi-structured interviews with ITE students, cooperating teachers, and HEI personnel from HEIs in Ireland and Northern Ireland (Table 2). The interview schedule included a series of questions that allowed participants to express their views on CRT, share examples of good practices, and discuss the challenges they face in applying CRT in their classrooms.

Jurisdiction	ITE Students	Cooperating Teachers	HEI Personnel
Northern Ireland	9	3	2
Ireland	8	4	4

Table 2: Number of Semi-Structured Interviews by Jurisdiction

The data collected from these interviews was analysed using thematic analysis (Braun & Clarke, 2006), which involved coding the data to identify key themes and patterns. This method allowed for an exploration of how CRT is understood and implemented across different educational settings in Ireland and Northern Ireland.

Presentation and Analysis of Findings

Lack of Clarity Regarding CRT

The interviews revealed that many ITE students struggled to define CRT, with responses varying widely and often lacking depth of understanding. For example, one ITE student from Ireland stated: "It's about recognising different backgrounds, but I feel we weren't really taught how to apply it in practice". Another ITE student from Northern Ireland described CRT as "Catering to the masses but not really focusing on individual needs", highlighting the uncertainty and varying interpretations of CRT among students. These diverse and often vague definitions indicate significant gaps in teacher education, echoing findings from the OECD's 2018 TALIS report (OECD, 2019), which highlighted teachers' lack of preparedness for multicultural classrooms.

Cooperating teachers and HEI personnel provided more informed perspectives, emphasising the importance of integrating students' cultural backgrounds into teaching. One cooperating teacher from Northern Ireland described CRT as "adaptability towards the culture in your classroom." In contrast, a cooperating teacher from Ireland stated: "It's about understanding and respecting each student's heritage and bringing that into the classroom in a meaningful way".

Representation and Diversification of the Teaching Workforce

Participants in this study identified a perceived lack of diversity within the teaching workforce (Heinz & Keane, 2018; Keane et al., 2023) as a barrier to effective CRT. For example, an ITE student from Ireland stated: "It's hard for students to connect when they don't see anyone who looks like them or understands their experiences". Similarly, a cooperating teacher from Ireland emphasised the importance of students seeing themselves reflected in their teachers: "To find somebody that they relate to or somebody they can look up to or someone they see as a role model."

Despite initiatives such as Ireland's PATH1 project aimed at increasing diversity in the teaching profession, challenges remain (McDaid et al., 2023). The study found that Northern Ireland has yet to implement similar policies, which may hinder progress in diversifying the teaching workforce in this jurisdiction.

For example, a HEI participant from Northern Ireland stated, "I haven't seen any initiative aimed at diversifying the teaching profession in Northern Ireland. Schools can still discriminate in relation to employment and promotion practices."

Participants also discussed the impact of a homogeneous teaching workforce on students from minority backgrounds. A lack of diversity among teachers can limit students' ability to see themselves reflected in those who educate them, potentially affecting their academic engagement and overall school experience. As one ITE student from Ireland put it, "If students never see someone who shares their background, they might not feel like they belong...".

Challenges in Implementing CRT

Participants highlighted several practical challenges in implementing CRT, including limited resources, inadequate curriculum structures, and a lack of exposure to diverse cultures, particularly in rural placement schools. An ITE student from Northern Ireland stated: "My placement was in a very rural school, and there were no newcomers." This lack of exposure limits ITE students' ability to develop the skills necessary for effective CRT.

Additionally, some interviewees noted that certain subjects, such as Mathematics, present unique challenges in integrating CRT. A cooperating teacher from Ireland stated: "A maths teacher would find it quite difficult to incorporate some culturally responsive practices into their classroom. It would definitely require a degree of preparation which we just don't have".

HEI personnel also pointed to the intense pressure on ITE students to complete tasks, often at the expense of engaging deeply with CRT. One HEI participant from Northern Ireland observed, “Students are often under immense pressure to complete tasks, leading to a focus on just about getting through the material rather than prioritising CRT.”

Another challenge that was identified related to the timing and structure of school placements. Placements are crucial for providing ITE students with practical experience, yet many participants felt that these placements often did not provide sufficient exposure to classroom situations with pupils from a wide range of cultural backgrounds. An ITE student from Ireland stated: “I feel well-prepared in theory, but when it comes to actual teaching, there’s a disconnect. We need more hands-on experience in diverse classrooms.”

This gap between theory and practice suggests a need for more targeted placements that focus on CRT.

Preparedness of ITE Students

The preparedness of ITE students to teach in culturally diverse classrooms varied significantly across different institutions. While some programmes include modules on diversity, others offer limited or no specific training on CRT. This variation was reflected in the interviews, with some ITE students feeling more confident than others in their ability to implement CRT.

For example, an ITE student from Northern Ireland stated, “We had a module on diversity, but it was more about theory than practice. I think more could be done to show us how to apply these concepts in real classroom situations.” This sentiment was echoed by other students who felt that while they understood the importance of CRT, they lacked the practical skills to implement it effectively.

School placements were identified as a crucial component of ITE programmes, offering practical experience in diverse settings. However, the study found that placements often do not provide sufficient exposure to cultural diversity. Participants suggested that placements should be designed to ensure that ITE students have the opportunity to work in schools with diverse student populations, allowing them to apply CRT strategies in real-world settings.

Future Training Needs

There was a strong consensus among participants on the need for a greater integration of CRT in ITE curricula. Suggestions for module content included understanding different religions and cultural holidays, and strategies for managing diverse classroom needs (Table 3). A HEI participant from Ireland suggested, “How to design lessons around inclusive teaching.”

Participants also emphasised the importance of ongoing professional development for practising teachers. While ITE programmes are critical for creating the foundation of CRT, continued learning and adaptation are necessary as teachers encounter new challenges and opportunities in their careers. One cooperating teacher from Northern Ireland highlighted the need for "training that evolves with the times, addressing the current realities of our classrooms".

Jurisdiction	ITE Students' Suggestions	HEI Personnel's Suggestions	Cooperating Teachers' Suggestions
Ireland	Understanding different religions, sign language	Inclusion of different religions, supporting students to explore their sexuality	Addressing cultural biases, role-play practices for cultural understanding
Northern Ireland	N/A	Being trauma-aware, managing racism	Practical classroom applications, managing diversity issues

Table 3: Suggested sample Content for Future CRT Modules

These suggestions highlight the need for comprehensive training that goes beyond theoretical knowledge to include practical skills and strategies that can be directly applied in the classroom. The inclusion of diverse perspectives in these modules would also help ITE students understand the complexities of CRT and prepare them to address the needs of all students effectively.

Discussion and Conclusion

The findings of this study align with existing literature on the need for more comprehensive CRT training within ITE programmes (Banks & Banks, 2004; Gay, 2002; Ladson-Billings, 1995a, 1995b). The study underscores the importance of a more systematic approach to integrating CRT into ITE curricula, including the development of dedicated modules and the promotion of diversity within the teaching workforce.

Participants identified significant challenges in managing discussions around sensitive topics like racism, emphasizing the need for clearer guidelines and better preparation for such dialogues. The study also highlights the ongoing gap between policy and practice, particularly in Northern Ireland, where efforts to diversify the teaching profession have been limited.

To address these challenges, the study recommends the following:

- Stronger emphasis on CRT in ITE programmes. Develop core modules to explore theories and practices of CRT and also strengthen CRT as a cross-cutting theme.
- Targeted recruitment efforts to reflect the demographic diversity of student populations.
- Enhancement of School Placements that should provide substantial experience in culturally diverse settings to bridge the gap between theory and practice.
- Continuous Professional Development for cooperating teachers and HEI personnel

These recommendations aim to create a more inclusive and responsive education system that can meet the needs of increasingly diverse student populations in Ireland and Northern Ireland. By addressing the gaps identified in this study, ITE programmes can better prepare future educators to be culturally responsive, ultimately leading to improved educational outcomes for all students.

Chapter 3: ITE Students' Culturally Responsive Teaching Self-Efficacy and Teaching Outcome Expectancy

ITE Students' Culturally Responsive Teaching Self-Efficacy Scale and Teaching Outcome Expectancy

Abstract

Using an adapted version of Siwatu's (2007) Culturally Responsive Teaching Self-Efficacy scale (CRTSE) and the Culturally Responsive Teaching Outcome Expectancy (CRTOE) Scale, the purpose of this element of the CRiTERiA project was to explore the confidence and expectations of ITE students in implementing CRT practices in Ireland and Northern Ireland.

The analysis indicates that ITE students across both jurisdictions generally report high levels of CRTSE and CRTOE, though variability exists depending on a range of factors, such as where the students are completing their ITE studies. Notably, the study also finds that there is no significant correlation between CRTSE and CRTOE, suggesting a disconnect between student teachers' confidence in their CRT competencies and their expectations of the impact of CRT on educational outcomes. In line with the findings derived from output 1 (Document Analysis) and output 2 (Case Studies) of the CRiTERiA project, the findings highlight the need for teacher education programmes to not only enhance theoretical understanding of CRT but also to provide additional practical experiences that bridge the gap between theory and practice. Recommendations derived from this output include an increased focus on reflective practice to help students to more fully understand the benefits of CRT, expanding opportunities for student teachers to engage with culturally diverse classroom settings, the implementation of targeted mentoring programmes that pair student teachers with experienced co-operating teachers and schools that are skilled in CRT. By association, the study also highlights the importance of ongoing professional learning to sustain and build upon the confidence and outcome expectations of ITE students and practising teachers, ensuring that they are well-prepared to meet and support the needs of increasingly diverse classrooms throughout their teaching careers.

Key Words: Culturally Responsive Teaching; Teacher Self-Efficacy; Outcome Expectancy; Initial Teacher Education; Student Teachers

Introduction and Background

The effectiveness of CRT in promoting academic success among culturally diverse students has been well-documented. For example, research indicates that when students see their cultures reflected in the curriculum and classroom practices, they are more likely to be engaged and motivated, leading to better educational outcomes. By association, using an adapted version of Siwatu's (2007) Culturally Responsive Teaching Self-Efficacy scale (CRTSE) and the Culturally Responsive Teaching Outcome Expectancy (CRTOE) scale, the purpose of this output of the CRiTERiA project was to explore the self-efficacy and outcome expectancy beliefs of ITE students and cooperating teachers in both Ireland and Northern Ireland (Appendix 4 and 5). These scales are grounded in Bandura's (1977) Social Cognitive Theory, which posits that an individual's belief in their ability to perform a task (self-efficacy) and their belief in the likely outcomes of their actions (outcome expectancy) are key determinants of behaviour. In the context of the CRiTERiA project, higher self-efficacy and outcome expectancy beliefs are associated with greater motivation to implement CRT. Understanding the levels of CRTSE and CRTOE among ITE students can provide insights into how well-prepared they are to meet the needs of culturally diverse classrooms and what additional support or training is necessary.

Research Design used in the Study

The survey (Appendix 4) consisted of 40 items relating to CRTSE and 26 items relating to CRTOE. Participants were asked to rate their confidence in their ability to execute specific CRT practices (CRTSE) and their beliefs about the potential positive outcomes of these practices (CRTOE) on a scale from 0 (no chance) to 100 (completely certain).

CRTSE items assess various aspects of CRT, including the ability to adapt teaching practices to meet the needs of culturally diverse students, create an inclusive classroom environment, and engage with families from different cultural backgrounds. For example, participants can rate their confidence in their ability to modify lesson plans to include examples relevant to students' cultural experiences or to manage classroom behaviour in a culturally sensitive manner. In other words, higher scores on the CRTSE scale can indicate confidence in these areas, reflecting a strong belief in ITE students' capacity to perform CRT effectively. CRTOE items, on the other hand, measure participants' expectations regarding the outcomes of engaging in CRT practices. For example, participants were asked to rate their beliefs on the extent to which CRT can lead to positive outcomes such as increased student engagement, improved academic performance, and positive relationships with students and their families.

Response Rate

Prior to the distribution of the survey, it was piloted with cooperating teachers, academics and ITE students. Feedback from the pilot phase resulted in minor linguistic revisions to the survey. Following this, the survey was distributed electronically to ITE students and practising teachers across the four HEIs participating in the study. Following the cleaning of data, there were 183 valid responses from ITE students (151 from Ireland and 32 from Northern Ireland) and 39 valid responses from cooperating teachers (37 from Ireland and 2 from Northern Ireland) (Table 4).

Group	Ireland Responses	Northern Ireland Responses	Total Responses
ITE Students	151	32	183
Practicing Teachers	37	2	39

Table 4: Survey Response Rates of ITE Students and Practicing Teachers

This distribution reflects the larger population of ITE students in Ireland, consistent with the overall population distribution between the two regions. However, given the small number of cooperating teacher responses from Northern Ireland, this cohort was excluded from the analysis.

Demographic Data of Respondents

The demographic data of the respondents provides context for the interpretation of the survey results and confirms the diversity of the teaching profession more generally. Furthermore, a comparison of demographic data between Ireland and Northern Ireland also highlights contextual differences and similarities that can also influence the implementation of CRT in these regions.

Gender

Table 5 shows the response rates based on the gender of ITE Students. Among ITE students in Ireland, 68% were female, and 31% were male, with 1% preferring not to disclose their gender. In Northern Ireland, the gender distribution was marginally different from that in Ireland, with 63% females, 35% males, and 2% preferring not to disclose their gender. Overall, this gender distribution reflects broader trends in teacher education, where females are historically overrepresented in the teaching profession.

Gender	Ireland (%)	Northern Ireland (%)
Female	68%	63%
Male	31%	35%
Prefer not to say	1%	2%

Table 5: Survey Response Rates of ITE Students - Gender

Age

The majority of ITE students in Ireland who responded to the survey were between 21 and 25 years old (65%), with a smaller proportion aged 26-30 (20%) and an even smaller group aged over 30 (Table 6). In Northern Ireland, 62% of ITE students were aged 21-25, with 25% aged 26-30, and the remaining students aged over 30. This consistency in age distribution aligns with the typical profile of students in ITE consecutive programmes such as the Professional Masters in Education in Ireland and the Post Graduate Certificate in Education in Northern Ireland, who are often recent graduates from undergraduate programmes.

Age Group	Ireland (%)	Northern Ireland (%)
21-25 years	65%	62%
26-30 years	20%	25%
Over 30 years	15%	13%

Table 6: Survey Response Rates of ITE Students - Age

Place of Birth

In Ireland, 73% of respondents were born in Ireland, while 18% were born in Northern Ireland, and 9% were born in other countries. In Northern Ireland, 75% of respondents were born in Northern Ireland, and 16% were born in Ireland, with 9% from other countries (Table 7). The variation in place of birth in the two jurisdictions reflects the geographic and cultural proximity of both jurisdictions and is particularly important in the context of CRT, as students who have lived or studied in different cultural contexts have the potential to bring a broader perspective to their teaching practice.

Place of Birth	Ireland (%)	Northern Ireland (%)
Ireland	73%	16%
Northern Ireland	18%	75%
Other Countries	9%	9%

Table 7: Survey Response Rates of ITE Students - Place of Birth

Nationality

In Ireland, 78% of those ITE students identified as Irish, 4% as Northern Irish, and the remaining 18% identified as British, British/Irish, or other nationalities. In Northern Ireland, 80% identified as Northern Irish, with 8% identifying as Irish and the rest as British or other nationalities (Table 8).

Nationality	Ireland (%)	Northern Ireland (%)
Irish	78%	8%
Northern Irish	4%	80%
British/Other	18%	12%

Table 8: Survey Response Rates of ITE Students – Nationality

Ethnicity

In Ireland, a significant majority (93%) of ITE students identified ethnically as white, with 7% representing other ethnic backgrounds. Similarly, In Northern Ireland, 96% of respondents identified as white, with only 4% from other ethnic backgrounds (Table 9). The lack of ethnic diversity among ITE students has the potential to present historical challenges relating to the diversity of the teaching profession in both jurisdictions, where education systems that have a homogenous teaching population may need to provide additional training to understand and address the needs of students from diverse ethnic and cultural backgrounds.

Ethnicity	Ireland (%)	Northern Ireland (%)
White	93%	96%
Other Ethnicities	7%	4%

Table 9: Survey Response Rates of ITE Students - Ethnicity

Data Analysis

As a first step, the data was analysed to ascertain if the data set was parametric or non-parametric. Leading on from this, the data was analysed to calculate Mean ratings and differences for each rated variable (Appendix 6 and 7). Finally, given that CRTSE and CRTOE are measured on continuous scales ranging from 0 to 100 (Siwatu's 2007), Pearson's correlation coefficient was used to determine the relationship between CRTSE and CRTOE scores among the different groups (ITE students in Ireland, ITE students in Northern Ireland, the combined population of students from both jurisdictions).

Presentation and Analysis of Findings

Combined CRTSE and CRTOE Analysis for ITE Students in Ireland and Northern Ireland

In terms of CRTSE, the combined CRTSE Mean score for ITE students is 64.99, indicating a generally high level of confidence among student teachers on the island of Ireland in their ability to engage in culturally responsive teaching (Table 10).

Metric	Combined ITE Students (Ireland and NI)
Mean CRTSE	64.99
CRTSE Standard Deviation	11.06
CRTSE Minimum	39.2
CRTSE Maximum	85.6
Mean CRTOE	69.76
CRTOE Standard Deviation	7.58
CRTOE Minimum	50.2
CRTOE Maximum	92.4

Table 10: Combined CRTSE and CRTOE Scores for ITE Students in Ireland and Northern Ireland

The standard deviation of 11.06 also suggests a relatively consistent level of confidence across the two jurisdictions, which is in line with the findings derived from outputs 1 and 2 of the CRiTERiA project, which show differences in individual experiences of ITE students. Indeed, the minimum score of 39.2 and the maximum score of 85.6 also highlight the range of self-efficacy levels among students, reflecting both high and low levels of confidence.

This range indicates that while many students feel well-prepared to implement CRT, there is a subset of students who may feel less confident, possibly due to a lack of exposure to diverse classrooms during their training or limited opportunities to practice CRT.

In terms of CRTOE, the CRTOE Mean score of 69.76 indicates that ITE students are generally optimistic about the positive outcomes of CRT. The standard deviation of 7.58 suggests that most students hold similar expectations regarding the effectiveness of CRT. The minimum and maximum scores (50.2 to 92.4) further illustrate that while most students have a positive disposition concerning the impact of CRT, some may have reservations. The relatively high scores across both CRTSE and CRTOE suggest that ITE students recognise the value of CRT and, for the most part, believe in its potential to improve educational outcomes for students from diverse backgrounds.

However, the Pearson correlation coefficient between CRTSE and CRTOE for the combined student population was found to be 0.0059. This suggests that there is essentially no linear relationship between these two variables in the combined population. Furthermore, the p-value of 0.9367 indicates that the correlation is not statistically significant. The lack of a significant correlation between CRTSE and CRTOE in the combined population of student teachers suggests that perceived confidence in culturally responsive teaching does not necessarily predict expectations of its effectiveness. Overall, these findings are consistent with the individual analyses for Ireland and Northern Ireland, where similar patterns were observed.

Comparison of CRTSE and CRTOE Scores between ITE Students in Ireland and Northern Ireland

In terms of CRTSE, the mean CRTSE score for ITE students in Ireland (65.13) is slightly higher than that of students in Northern Ireland (64.39), though the difference is relatively small (Table 11). The standard deviation is slightly higher for Ireland (11.31) compared to Northern Ireland (10.48), indicating more variability in confidence levels among ITE students from Ireland.

	Ireland Students	Northern Ireland Students
Mean CRTSE	65.13	64.39
CRTSE Standard Deviation	11.31	10.48
CRTSE Minimum	39.2	41.1
CRTSE Maximum	82.1	85.6
Mean CRTOE	69.21	71.30
CRTOE Standard Deviation	7.04	9.66
CRTOE Minimum	53.0	50.2
CRTOE Maximum	83.1	92.4

Table 11: Comparison of CRTSE and CRTOE Scores between ITE Students in Ireland and Northern Ireland

The minimum CRTSE score in Ireland is 39.2, while in Northern Ireland, it is 41.1. The maximum CRTSE score is 82.1 in Ireland and slightly higher at 85.6 in Northern Ireland. This suggests that while the average confidence levels are similar, there is a slightly broader range of confidence among students in Northern Ireland.

In terms of CRTOE Scores, ITE students in Northern Ireland report a slightly higher CRTOE Mean score (71.30) compared to their peers in Ireland (69.21), indicating marginally greater optimism about the positive outcomes of CRT. The standard deviation for CRTOE in Northern Ireland (9.66) is also higher than in Ireland (7.04), suggesting more variability in expectations about the effectiveness of CRT.

The minimum CRTOE score is slightly lower in Northern Ireland (50.2) compared to Ireland (53.0), while the maximum CRTOE score is considerably higher in Northern Ireland (92.4) than in Ireland (83.1), which can imply that while many students in Northern Ireland have high expectations for CRT outcomes, there is also a wider spread in how these outcomes are perceived compared to ITE students in Ireland.

In line with the overall analysis of CRTSE and CRTOE scores for ITE students in Ireland and Northern Ireland, Pearson Correlation Coefficient and p-values reveal similar results (Table 12).

Group	Pearson Correlation (r)	p
Ireland Students	0.015	0.868
Northern Ireland Students	-0.024	0.897

Table 12: Pearson Correlation Coefficient for CRTSE and CRTOE

In the case of Ireland, the Pearson correlation coefficient for ITE students in Ireland is 0.015, with a p-value of 0.868. This correlation indicates that there is no significant linear relationship between CRTSE and CRTOE among student teachers in Ireland. The high p-value also suggests that the observed correlation is not statistically significant and is most likely due to random variation rather than a valid association between CRTSE and CRTOE.

In the case of Northern Ireland, the Pearson correlation coefficient is -0.024 with a p-value of 0.897 correlation which can imply that higher confidence in CRT may be associated with slightly lower expectations of its effectiveness. However, the relationship is weak and not statistically significant. Furthermore, as with Ireland, the high p-value again indicates that the correlation observed is likely due to chance.

Discussion and Conclusion

The findings from this study provide significant insights into the self-efficacy (CRTSE) and outcome expectancy (CRTOE) beliefs of ITE students in Ireland and Northern Ireland regarding culturally responsive teaching (CRT). The data shows that while ITE students across both regions generally exhibit high levels of confidence in their ability to engage in CRT, and they are optimistic about its outcomes, there is a lack of significant correlation between these two constructs. This suggests a disconnect between the confidence that ITE students have in their abilities and their expectations of the positive impacts of their culturally responsive practices.

For ITE students in Ireland, the mean CRTSE score is slightly higher compared to their peers in Northern Ireland. This suggests that Irish student teachers might feel marginally more confident in their ability to implement CRT. However, this difference is relatively

small and can be influenced by various factors, such as the specific emphasis of their teacher education programmes, as well as the cultural and educational contexts in which ITE students carry out their teaching practice.

The range of CRTSE scores, with a minimum of 39.2 in Ireland and 41.1 in Northern Ireland, indicates that while many students feel well-prepared, there are still those who lack confidence. This variability could be attributed to differing levels of exposure to diverse classroom environments during their training. Students with limited opportunities to engage with diverse populations may feel less equipped to implement CRT effectively, which underscores the need for more practical, hands-on experience in culturally diverse settings.

In terms of CRTOE, students in Northern Ireland report slightly higher mean scores than those in Ireland, indicating a marginally greater optimism about the outcomes of CRT. The standard deviation for CRTOE is also higher in Northern Ireland, suggesting more variability in expectations about CRT's effectiveness.

The wider range of CRTOE scores in Northern Ireland, from 50.2 to 92.4, compared to Ireland's range of 53.0 to 83.1, further emphasises that student teachers in Northern Ireland have a broader spectrum of expectations regarding CRT outcomes. Some students may have high expectations based on prior experiences, while others may have lower expectations, possibly due to scepticism about the practical applicability of CRT in their classrooms.

The Pearson correlation analysis also reveals that in both Ireland and Northern Ireland, there is no significant linear relationship between CRTSE and CRTOE. For Irish students, the correlation coefficient is 0.015, and for Northern Ireland students, it is -0.024, both with high p-values indicating statistical insignificance.

This suggests that confidence in CRT does not necessarily predict positive outcome expectations. In other words, even if a student teacher feels confident in their ability to engage in CRT, this confidence does not always translate into a belief that these practices will result in positive educational outcomes.

This disconnect could be due to a variety of factors. For example, ITE students may not have had sufficient opportunity to observe or practice CRT in classroom settings, where they can see first-hand how these practices can positively impact student learning. Additionally, the theoretical knowledge gained during their studies may not always be linked to practical outcomes, leading to uncertainty about the effectiveness of CRT when applied in diverse classroom environments.

Given these findings, there is a need to address the gaps identified in the relationship between CRTSE and CRTOE among ITE students in both Ireland and Northern Ireland that could help bridge this gap and better prepare ITE students to effectively engage in culturally responsive teaching.

Integrate More Practical Experience in Teacher Education Programmes

One reason for the lack of correlation between CRTSE and CRTOE could be insufficient practical experience that allows student teachers to observe the effectiveness of CRT in action. In this regard, it is suggested that ITE providers should provide more opportunities for ITE students to engage with culturally diverse classrooms during their ITE. This could involve partnerships with schools that have diverse student populations or creating workshops specifically focused on implementing CRT strategies. In other words, by allowing student teachers to observe and practice CRT, they can better understand how their self-efficacy aligns with actual student outcomes.

Enhanced Reflective Practice

Reflective practice is essential to helping students internalise the connection between their actions and the outcomes that they expect. In this regard, ITE providers should incorporate structured reflective practices into their curriculum, where students are encouraged to critically analyse their experiences with CRT. This could include journaling, peer discussions, or guided reflection sessions with mentors. Through reflection, student teachers can better understand the impact of their culturally responsive practices and identify areas where they need further development.

Case Studies and Evidence-Based Outcomes

To strengthen the link between CRTSE and CRTOE, teacher education providers should include more case studies and evidence-based examples that demonstrate the effectiveness of CRT. These could be drawn from both local and international contexts, showing how culturally responsive teaching has led to positive educational outcomes in diverse classrooms. By presenting real-world examples, student teachers can see the practical benefits of CRT, which may help boost their expectations of its effectiveness.

Mentorship

Establishing mentorship programmes where experienced teachers who are proficient in CRT guide student teachers can be highly beneficial. These mentors can provide practical advice, share their experiences, and help student teachers navigate challenges related to CRT. Mentorship can also offer emotional support and encouragement, helping student teachers build confidence in their abilities while reinforcing the expected positive outcomes of their practices.

Continuous Professional Development

The transition from ITE student to practising teacher can be challenging, and the confidence and optimism that students have during their training may diminish once they enter the classroom. In this regard, continuous professional development opportunities focused on CRT are essential to sustaining and developing CRTSE and CRTOE. These professional learning opportunities could include workshops, seminars, and collaborative learning communities where teachers can share their experiences, learn new strategies, and stay updated on the latest research in culturally responsive teaching.

Policy Support and Resource Allocation

Educational institutions and policymakers need to recognise the importance of CRT and provide the necessary support, curricula and resources for its implementation. This can include funding for professional learning, access to culturally responsive teaching materials, and policies that encourage and support the integration of CRT into the curriculum.

In conclusion, this output highlights that while ITE students in Ireland and Northern Ireland perceive that they are generally confident in their ability to engage in CRT and are optimistic about its outcomes, there is a significant disconnect between these two constructs. This suggests that ITE providers in both jurisdictions need to do more to link the theoretical confidence gained through ITE provision with the practical expectations of CRT's effectiveness in real-world settings.

By implementing these suggested solutions, name a few, ITE providers can better prepare ITE students to meet the challenges of increasingly diverse classrooms. Providing more practical experience, enhancing reflective practices, integrating case studies, establishing mentorship programmes, and ensuring continuous professional learning are crucial steps toward aligning CRTSE with CRTOE. Additionally, policy support and adequate resource allocation are necessary to create an environment where culturally responsive teaching can thrive, leading to better educational outcomes for all students.

Addressing the gaps identified in this study will not only enhance the preparedness of student teachers but also contribute to more equitable and inclusive educational practices across Ireland and Northern Ireland. As the educational landscape continues to evolve, teacher education programmes must adapt to ensure that all educators are equipped to effectively engage in culturally responsive teaching, thereby fostering a more inclusive and supportive learning environment for every student.

Chapter 4: Dialogic Co-Creation of a Professional Learning Programme for Teachers and Teacher Educators

Dialogic Co-Creation of a Professional Learning Programme for Teachers and Teacher Educators

Abstract

This element of the CRiTERiA project describes the dialogic co-creation of a professional learning programme for teachers and teacher educators that was grounded in Ramon Flecha’s principles of dialogic learning and describes the collaborative and inclusive process through which diverse stakeholders—including teachers, student teachers, and parents—designed a culturally responsive teaching (CRT) module. By incorporating insights from empirically sound research and local educational contexts, the co-creation event harnessed the collective experiences of participants to build a culturally robust professional development programme.

The dialogic approach, which values all voices equally, mirrors Flecha’s emphasis on democratic and participatory learning processes. The chapter at hand details the design of the co-creation event, the pedagogical approaches discussed, and the challenges encountered, particularly in adapting CRT to subject-specific contexts. The chapter concludes by outlining the policy implications and long-term potential of integrating dialogic co-creation into professional learning, with a view toward fostering greater inclusivity and equity in education across Ireland and Northern Ireland.

Key Words: Dialogic Co-Creation; Dialogic Learning; Reflective Practice, Cultural Competence

Introduction and Background

Building on the outcomes of the preliminary scoping review and drawing on international research and initial findings of our own mixed-methods research, the Dialogic Co-Creation process that shaped the professional learning programme within the CRiTERiA project builds on a rich tradition of dialogic approaches to knowledge construction. Inspired by the work of scholars such as Ramon Flecha, who has emphasised the importance of dialogic learning and in fostering democratic and inclusive education (Flecha, 2000), this process leveraged the diverse experiences and knowledge of teachers, teacher educators, student teachers, students and parents. Flecha’s concept of “Dialogic Learning” argues that learning is most meaningful when it emerges from dialogue, valuing the voices of all participants and promoting shared decision-making (Flecha, 2011).

This approach aligns with the broader goals of CRT, that seeks to create inclusive educational environments where students’ cultural identities are not only respected but used as a resource for learning (Gay, 2002).

The co-creation event that was held at the University of Galway on the 13th of October 2023 (Figure 1) was designed to facilitate the development of a professional learning programme that can support teachers and teacher educators in responding to the increasingly diverse classrooms of Ireland and Northern Ireland.

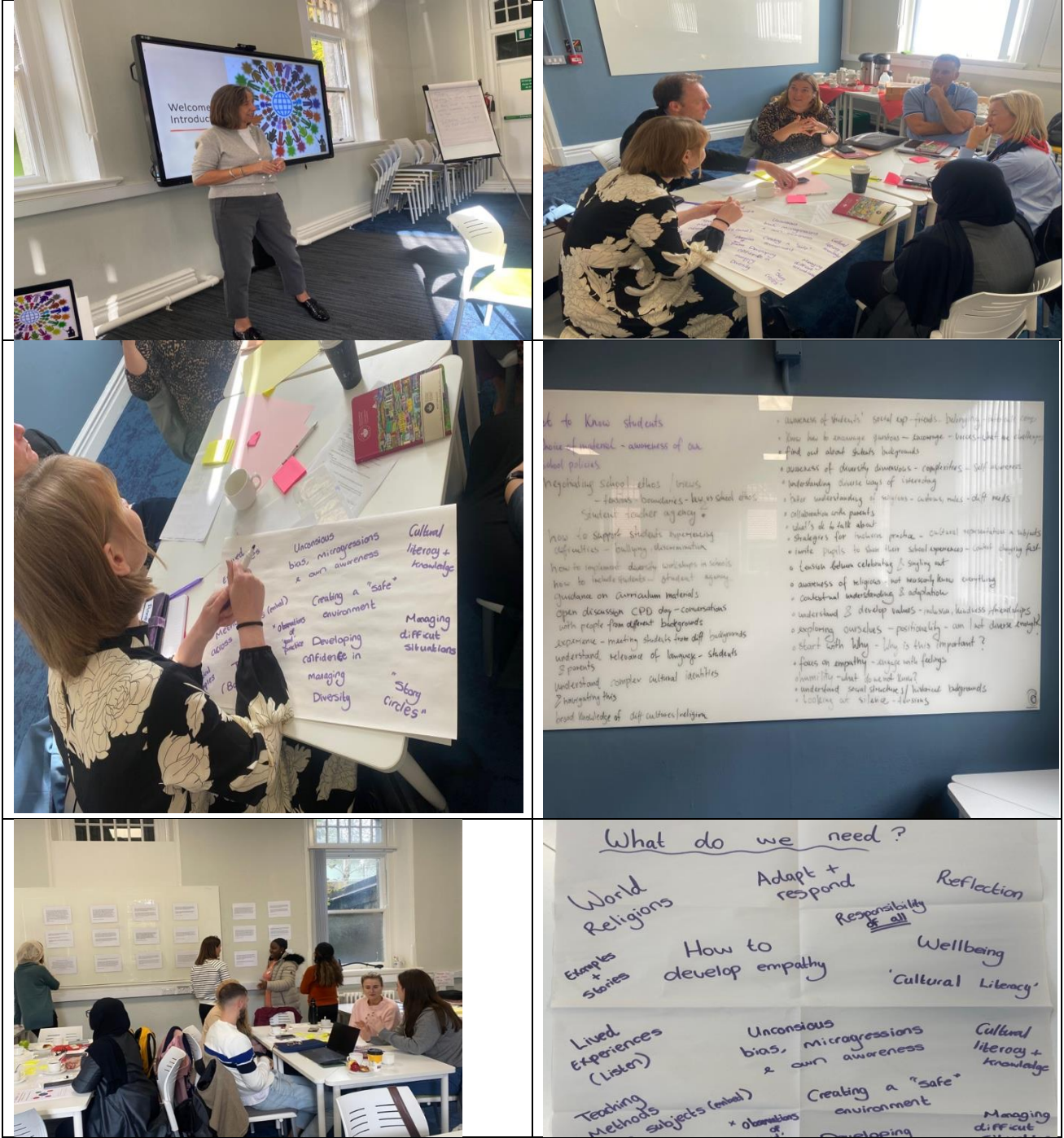


Figure 1: Dialogic Co-Creation Event – Sample Group Discussions

This process of dialogic co-creation enabled participants to collaboratively design a CRT-focused module, integrating the principles of dialogic learning to ensure that all voices were heard, and that the final product was both practically relevant and theoretically sound.

Internationally, dialogic approaches such as those advocated by Flecha have been recognised as effective in promoting social inclusion and equity in education (Flecha, 2011). By engaging all stakeholders (teachers, students, student teachers, practising teachers and parents of primary and second-level students) the CRITERiA project's dialogic co-creation event mirrored best practices in dialogic learning, ensuring that the professional learning programme was not only informed by academic research but also shaped by the real-world experiences of those that are affected by monocultural learning environments.

Event Schedule and Activities

The co-creation event brought together a rich mix of cultural backgrounds and educational experiences among the twenty-five participants, and their diverse perspectives, ideas and concerns added significantly to the work of the project team.

Following the provision of preparatory resources that were provided to those participants who agreed to participate in the dialogic process (Figure 2), the full-day event provided a unique opportunity to exchange experiences and ideas related to teaching and learning in culturally diverse classrooms (Figure 3).

If you have time and would like to prepare for the event, you can have a look at some key points and questions below and watch some short videos on the topic of cultural competence and responsiveness in teaching. If you don't have the time to review this material please don't worry, we will review concepts and discuss these and other questions during the event.

What do we mean by a cultural responsiveness or a culturally responsive teacher?

Culturally responsive teachers ...have attained cultural competence and help in developing students' cultural competence, they utilise students' culture as a vehicle for learning and design culturally relevant curricula. They demonstrate cultural caring and build positive learning communities. They establish cross-cultural communications and relationships with students and parents. They provide a way for students to maintain their cultural integrity while succeeding academically. Culturally relevant teachers recognise that education and schooling do not occur in a vacuum. Their pedagogical practices are supported by socio-political critique that helps students understand the ways that social structures and practices help reproduce inequities (Gay, 2002; Harriott & Martin, 2004).

Please watch the following short videos before our Co-Creation Day

What is cultural competence?

<https://www.youtube.com/watch?v=tsWbODQiDWs>

Gloria Ladson Billings on culturally competent teachers

<https://www.youtube.com/watch?v=XSE8nxxZN5s>

Zaretta Hammond – Author of Culturally Responsive Teaching and the Brain

<https://www.youtube.com/watch?v=LxhF7TZqDyA>

Culturally Responsive Pedagogy in Action

<https://www.youtube.com/watch?v=SXWoWaFwpNc>

Please also consider the questions before our Dial Co-creation Day

Question 1: What impact does culture and cultural diversity have on learning on the island of Ireland?

Question 2: How do students from different backgrounds experience school?

Question 3: What are teachers experiences in culturally diverse classrooms on the island of Ireland?

Question 4: What makes a good teacher in a culturally diverse classroom?

Question 5: What do teachers need to know, understand and do?

Question 6: How can teachers support the development of all their students in culturally diverse classrooms?

Question 7: How can we support student teachers in the development of cultural competence and prepare them to become culturally responsive teachers?

Question 8: What could a module on cultural responsiveness in teaching for student teachers on the island of Ireland look like?

Figure 2: Preparatory Work for the Dialogic Co-Creation Event

10:00-11:15

- Welcome and Introductions, overview of the day and brief introduction to CRP
- Intercultural Icebreaker
- Sharing Key Research Findings from the CRITERIA project and international studies
 - ◇ Current provision on the island of Ireland
 - ◇ CRiTERiA Phase 1 Overview of key findings

11:20-11:30

- Coffee break and gallery walk
 - ◇ *During the break participants can browse quotes from CRiTERiA and other research related to culturally relevant pedagogy displayed around the room*

11:30-12:00

- Group discussion
 - ◇ What do teachers need to know, understand and do to support all students in culturally diverse classrooms?
 - ◇ How can we support student teachers in the development of cultural competence and prepare them to become culturally responsive teachers?

12:00-12:30

- Groups share their key points from their discussions followed by reflection

12:30-1:30 BREAK

- Lunch in staff restaurant

1:30-2:30

- Group work
 - ◇ Groups are now assigned different topics/content areas based on the work completed in the morning. These are discussed and developed in further detail. What do teachers need to learn about this topic (know, understand, do)? Identify sub-topics, resources, teaching and learning approaches

2:30-3:00

- Gallery walk – participants view the work of other groups, ask questions, provide feedback and add ideas

3:00-4:00

- Plenary feedback – Key learning from today and next steps
- Individual reflection – participants are invited to provide to share feedback on the day as well as further ideas and/or questions

Figure 3: Event Schedule for CRiTERiA Dialogic Co-creation Event

Morning Session: Dialogic Icebreaker and Presentation of Key Findings

The morning session began with an intercultural icebreaker, designed to set an inclusive tone for the day. This activity encouraged participants to engage with one another on a personal level for the purpose of promoting egalitarian dialogue that Flecha (200) and Soler-Gallart (1999) among others describes as essential for meaningful co-creation. This was followed by a presentation of the key findings from the CRiTERiA project, alongside relevant international research on CRT. The presentation provided participants with a foundation for the discussions that would follow, ensuring that all participants had a shared understanding of the challenges and opportunities presented in culturally diverse classrooms.

Gallery Walk and Group Discussions

During the gallery walk, participants were invited to explore quotes from both CRiTERiA research and international studies on culturally responsive pedagogy. This interactive element not only deepened participants' engagement with the material but also encouraged them to reflect on their own experiences in culturally diverse classrooms.

The group discussions that followed were framed around critical questions, including:

- What do teachers need to know, understand, and do to support all students in culturally diverse classrooms?
- How can we prepare student teachers to be culturally responsive in their teaching?

In line with Flecha's dialogic approach, these discussions were structured to ensure that all participants had an equal voice. Flecha (2011) emphasises the importance of fostering environments where the knowledge of traditionally marginalized voices is given equal weighting, an approach that was reflected in the CRiTERiA event as participants from diverse cultural and professional backgrounds contributed their unique perspectives on the ways and means in which culturally diverse learning environments can be improved.

Afternoon Session: Co-Creating the Professional Learning Programme

The afternoon session was dedicated to the collaborative design of the professional learning programme. Participants were divided into groups, each tasked with developing different aspects of the CRT module. Drawing on the principles of dialogic learning, the co-creation process allowed for all participants to be actively involved in shaping the content and structure of specific components of the programme such as:

- Pedagogical strategies for fostering intercultural competence
- Classroom activities that promote inclusive teaching practices
- Assessment tools that align with the principles of CRT

Throughout this process, the egalitarian nature of the dialogue between participants was maintained, ensuring that the final programme reflected the diverse insights and expertise of all participants. The session concluded with another gallery walk where participants could view and provide feedback on the work of other groups, fostering a sense of shared ownership over the final product.

Pedagogical Approaches and Content Development

The co-creation process resulted in a culturally responsive professional learning programme that integrated the principles of dialogic learning into both its content and its delivery. Key pedagogical approaches identified during the co-creation event include:

Dialogic Pedagogy: Central to the professional learning programme is the use of dialogic pedagogy, as outlined by Flecha (2011), which encourages teachers to facilitate open, egalitarian discussions in their classrooms. This approach not only empowers students by valuing their unique cultural perspectives but also fosters critical thinking and deeper engagement with the curriculum.

- **Collaborative Learning:** In line with Flecha's emphasis on collective knowledge building, the programme includes collaborative activities where teachers work together to develop CRT strategies and reflect on their implementation. This collaborative learning process mirrors the dialogic co-creation event itself, emphasizing the importance of shared decision-making in educational contexts.
- **Reflective Practice:** The programme also emphasizes the importance of reflective practice as a tool for deepening teachers' understanding of CRT. Inspired by Schön's (1983) work on reflective practice and Flecha's emphasis on continuous dialogue, teachers are encouraged to engage in regular self-reflection as well as peer reflection to assess the effectiveness of their teaching strategies and make adjustments as necessary.

The **learning objectives** of the professional learning programme are also designed to ensure that teachers not only understand the principles of CRT but are also equipped to apply them in their classrooms. These objectives include:

1. Developing a critical awareness of how cultural identity shapes student learning experiences.
2. Implementing teaching strategies that reflect the diverse cultural backgrounds of students.
3. Designing assessments that are culturally responsive and inclusive.

Discussion and Conclusion

The dialogic co-creation event, while successful in many respects, also highlighted numerous challenges towards the creation of culturally responsive learning environments. One recurring issue was the difficulty of integrating CRT into subjects such as mathematics and science, where culturally responsive teaching strategies are less immediately apparent in comparison to subjects such as History and Geography. This reflects a broader challenge in the field of CRT, where certain disciplines have been historically viewed as culturally neutral (Banks, 2004). Participants noted the need for more concrete examples and resources to help teachers make these subjects more culturally relevant.

Another challenge was ensuring that the professional learning programme can be adaptable to the diverse educational contexts of Ireland and Northern Ireland, particularly in rural areas where cultural diversity may be less visible. This challenge underscores the importance of Flecha's (2011) emphasis on contextualised dialogue, where educational interventions are tailored to the specific needs and realities of the communities they serve.

In terms of policy implications and the long-term impact of the professional learning programme, the dialogic co-creation process not only produced a professional learning programme that can be used by various stakeholding groups across the continuum of education but also highlighted the potential for dialogic approaches to shape broader educational policy. By engaging all stakeholders in the co-creation process, the CRiTERiA project reflects Flecha's concept of education as a democratic, participatory process that empowers both educators and students.

The programme itself (Appendix 2) aligns with regional and transnational policies on diversity and inclusion, emphasising how dialogic learning can be used to address the challenges of increasingly diverse classrooms.

To ensure the sustainability of the programme, participants recommended embedding it within existing teacher education curricula and professional development frameworks. This would align with Flecha's (2000) emphasis on long-term, sustained engagement with educational reforms, ensuring that the impact of the programme extends beyond the initial cohort of participants who participated in the CRiTERiA Project.

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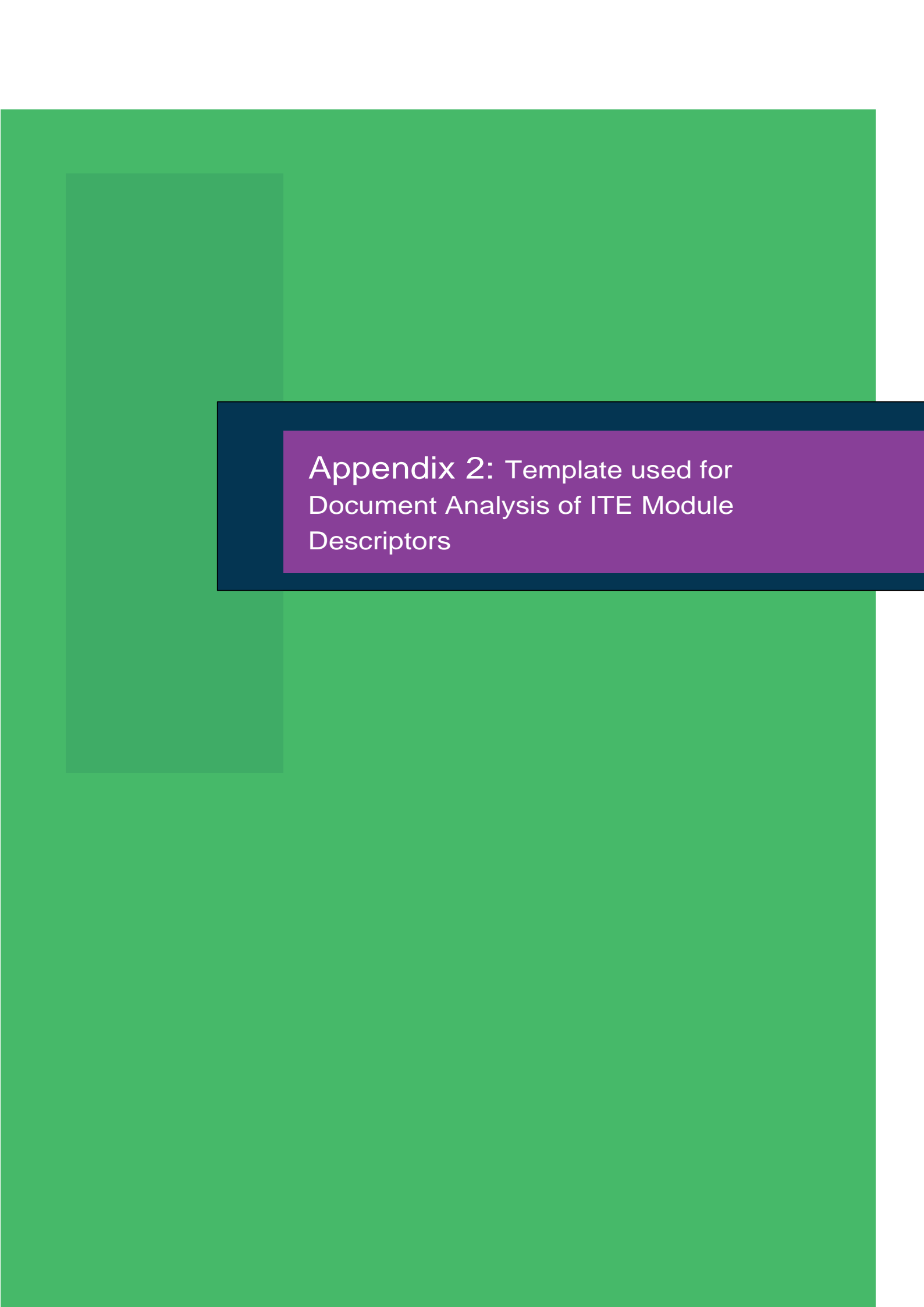
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Appendix 1: Government of Ireland (SCoTENS) Grant Award

Government of Ireland shared island Standing Conference on Teacher Education North and South (SCoTENS) Grant Award

Cost Heading	Sub-heading	Budgets				Total Budget €
		Stranmillis University College	Queen's University	DCU	University of Galway	
Salary Costs	Researcher Salary Costs	€ 4,283.37	€ 1,854.62	€ 4,093.41	€ 1,703.32	€ 11,934.71
	Research Assistant Salary Costs	€ 4,962.30	€ -	€ -	€ -	€ 4,962.30
	Administrative Salary Costs	€ -	€ -	€ -	€ -	€ -
	Sub-total - Salary Costs	€ 9,245.67	€ 1,854.62	€ 4,093.41	€ 1,703.32	€ 16,897.01
Travel & Subsistence	Travel Costs	€ 288.00	€ 144.00	€ 288.00	€ 144.00	€ 864.00
	Subsistence Costs	€ 90.00	€ 45.00	€ 90.00	€ 45.00	€ 270.00
	Sub-total - Travel & Subsistence Costs	€ 378.00	€ 189.00	€ 378.00	€ 189.00	€ 1,134.00
Equipment & Resources	Equipment Costs (Up to €1k per item)	€ 315.00	€ 75.00	€ 75.00	€ 75.00	€ 540.00
	Resource Costs	€ 420.00				€ 420.00
	Sub-total - Equipment & Resources Costs	€ 735.00	€ 75.00	€ 75.00	€ 75.00	€ 960.00
Venue Hire	Venue Hire Costs	€ 357.00	€ -	€ 357.00	€ -	€ 714.00
	Sub-total - Venue Hire Costs	€ 357.00	€ -	€ 357.00	€ -	€ 714.00
Dissemination	Dissemination Costs	€ 360.00	€ 360.00	€ 360.00	€ -	€ 1,080.00
	Sub-total - Dissemination Costs	€ 360.00	€ 360.00	€ 360.00	€ -	€ 1,080.00
Other Costs (Please specify)	Sub-total - Other Costs	€ -	€ -	€ -	€ -	€ -
Overheads	Overhead Costs (Up to 25% of total project costs)	€ 2,215.13	€ 495.72	€ 1,052.68	€ 393.46	€ 4,157.00
	Sub-total - Overheads Costs	€ 2,215.13	€ 495.72	€ 1,052.68	€ 393.46	€ 4,157.00
Overall Project Cost		€ 13,290.80	€ 2,974.34	€ 6,316.09	€ 2,360.78	€ 24,942.02

Table 13: Distribution of Government of Ireland shared island Standing Conference on Teacher Education North and South (SCoTENS) Grant Award

The image features a solid green background. On the left side, there is a vertical rectangular area with a lighter green gradient. Overlapping the right side of this area is a dark blue horizontal bar. Within this dark blue bar, there is a purple rectangular box containing white text.

Appendix 2: Template used for
Document Analysis of ITE Module
Descriptors

Template used for Document Analysis of ITE Module Descriptors

Institution	
Programme	
Title of course/module/main emphasis (focus)	
Type of course:	
Compulsory/optional	
ECTS	
Categories of embedment¹	
Requirements for participation	
Description/content of course	
Competences described	

Table 14: Template used for Document Analysis of ITE Module Descriptors

Level	Description
6	The module has diversity or inclusion used in the title and has high weightage in the overall programme (e.g. 60 ECTS)
5	Diversity/inclusion is used explicitly in the title of the module
4	The overarching aim of the module relates to diversity or inclusion
3	The dominant theme in the description of the module relates to diversity or inclusion
2	Diversity is mentioned in the general description of the module
1	Diversity appears together with other diversity topics (such as gender, disability, social class, race and ethnicity) in a general description of a course

Appendix 3: Interview Protocol

Interview Protocol

Information about individual HEI's Curricula

- Explore Module Descriptors from Output 1 for each HEI case

Questions for ITE Students

1. What does the term culturally responsive practice in education mean to you? (Prompts: How does it differ from/align with terms like inter-culturalism, inclusive education, multi-cultural education?).
2. As a trainee teacher, what is your experience of culturally responsive practice, and can you point to examples of good/less good practice?
3. Cultural responsiveness has been defined as being 'sensitive to, respectful of, taking cognizance of cultural variation'. How might this manifest in practice? (Prompts: Think about pedagogy, curriculum, pastoral care, teaching practice, teacher education).
4. Some groups might have different needs in respect of culturally responsive practice, for example, first-generation migrants with linguistic diversity, the travelling community, those with additional learning needs. How might a range of different needs be met in respect of culturally responsive practice?
5. What do you see as the main barriers to culturally responsive practice in education?
6. What opportunities exist to enhance practice in this area, and what supports should be put in place?
7. Research has suggested that educational outcomes are less good for more marginalized groups in education and that this can impact their life chances. How might culturally responsive practice take account of issues like equality and equity?
8. As an ITE Student, is/has the Teacher Education curricula in your HEI prepared you sufficiently enough to teach in culturally diverse classrooms? How can it be improved?
9. Are there other issues relating to the preparation of ITE students to teach in culturally diverse classrooms that have not been covered in this interview/focus group?

Questions for HEI Personnel

1. What does the term culturally responsive practice in education mean to you? (Prompts: How does it differ from/align with terms like inter-culturalism, inclusive education, multi-cultural education?).
2. As a teacher educator on the [Name of the programme], what is your experience of culturally responsive practice, and can you point to examples of good/less good practice?
3. Cultural responsiveness has been defined as being 'sensitive to, respectful of, taking cognizance of cultural variation'. How might this manifest in practice? (Prompts: Think about pedagogy, curriculum, pastoral care, teaching practice, teacher education).
4. Some groups might have different needs in respect of culturally responsive practice, for example, first-generation migrants with linguistic diversity, the travelling community, and those with additional learning needs. How might a range of different needs be met in respect of culturally responsive practice?
5. What do you see as the main barriers to culturally responsive practices in education?
6. What opportunities exist to enhance practice in this area for ITE students, and what supports should be put in place?
7. What challenges have you experienced in preparing teachers for culturally responsive practice and/or in culturally diverse learning environments?
8. Research has suggested that educational outcomes are less good for more marginalized groups in education and that this can impact their life chances. How might culturally responsive practice take account of issues like equality and equity?

9. As a Lecturer in [Name of the HEI], is/has the Teacher Education curricula in your HEI prepared ITE Students sufficiently enough to teach in culturally diverse classrooms? How can it be improved?
10. Are there other issues relating to the preparation of ITE students to teach in culturally diverse classrooms that have not been covered in this interview/focus group?

Questions for Co-operating Teachers

1. What does the term culturally responsive practice in education mean to you? (Prompts: How does it differ from/align with terms like inter-culturalism, inclusive education, multi-cultural education?).
2. As a Co-operating Teacher, what is your experience of culturally responsive practice, and can you point to examples of good/less good practice either from your own or a HEI student's practice?
3. Cultural responsiveness has been defined as being 'sensitive to, respectful of, taking cognizance of cultural variation'. How might this manifest in practice? (Prompts: Think about pedagogy, curriculum, pastoral care, teaching practice, teacher education).
4. Some groups might have different needs in respect of culturally responsive practice, for example, first-generation migrants with linguistic diversity, the travelling community, and those with additional learning needs. How might a range of different needs be met in respect of culturally responsive practice?
5. What do you see as the main barriers to culturally responsive practices in education?
6. What opportunities exist to enhance practice in this area for ITE students, and what supports should be put in place?
7. What challenges have you noticed with ITE students as it relates to culturally responsive practice and teaching in culturally diverse learning environments?
8. Research has suggested that educational outcomes are less good for more marginalized groups in education and that this can impact their life chances. How might culturally responsive practice take account of issues like equality and equity?
9. As a cooperating teacher, in your opinion, has the Teacher Education curricula in the HEI of the ITE student in your school prepared ITE students sufficiently enough to teach in culturally diverse classrooms? How can it be improved?
10. Are there other issues relating to the preparation of ITE students to teach in culturally diverse classrooms that have not been covered in this interview/focus group?

Categories for deductive coding

Practices of CRiTERiA

- Strategies for the enhancement of CR
- Practice for the enhancement of CR
- CRiTERiA: attitude towards CR
- CRiTERiA: ITE and Lecturer experience
- CRiTERiA material for CR, if available
- Support measures for the enhancement of CRiTERiA

Evaluations

- Benefits of CR
- Challenges of CR
- Necessary support measures for CR

Appendix 4: ITE Student Survey

ITE Student Survey

ABOUT THIS SURVEY

This survey, which is part of a Government of Ireland Shared Island SCoTENS [Standing Conference on Teacher Education North and South] funded project, seeks to ascertain the extent to which student teachers in Ireland and Northern Ireland feel prepared to teach in culturally diverse classrooms. You are being asked to complete this survey, which should take no more than 20 minutes of your time, is anonymous, and has three sections.

Section 1 is for the purpose of providing an outline profile of you as a schoolteacher

Section 2: Culturally Responsive Teaching Self-Efficacy is for the purpose of exploring your own knowledge of culturally responsive teaching

Section 3: Culturally Responsive Teaching Outcome Expectancy is for the purpose of exploring the extent to which you believe that aspects of culturally responsive teaching can enhance student learning

WHO ARE THE RESEARCHERS?

The survey is part of a collaborative initiative with researcher-practitioners from Dublin City University, Queen's University, Stranmillis University College and the University of Galway.

PARTICIPANT CONFIDENTIALITY IN THIS PILOT PHASE

Participant confidentiality is an important issue during data collection. Participants' identity and other personal information will not be revealed. There are no potential risks to participants in this study other than those encountered in everyday life.

WHAT TO DO NEXT If you are interested in participating in the anonymised survey, please click YES below

SECTION 1: About You as a Student Teacher

Q1 How would you describe yourself?

- Male
- Female
- Transgender
- None of these
- Prefer not to say

Q2 Which age group best describes you?

- 17-20
 - 21-25
 - 26-30
 - 31-35
 - 36-40
 - 41-49
 - 50-59
 - 60 years or more
-

Q3 Where were you born?

- Ireland
 - Northern Ireland
 - Other (Please Specify)
-

Q4 What nationality are you?

Q5 Where do you currently live?

- Ireland
- Northern Ireland
- Other (Please specify) _____

Q6 Have you ever lived outside of Ireland or Northern Ireland?

- Yes
- No

Q7 What countries have you lived in and for how long (please specify the approximate duration in years for each country that you have lived in)

Q8 How would you describe your ethnicity?

- White
- Irish Traveler
- Black African
- Black Other (Please Specify) _____
- Asian Chinese
- Asian Other (Please Specify) _____
- Other (Please Specify) _____

Q9 How many years of work experience do you have in the education system in total?

Q10 What is the highest level of formal education you have completed?

- Bachelor's Degree or at least three years of university education after high school
- Master's Degree or at least five years of university education after high school (
- Doctorate
- Any other university/higher education qualification (Please specify)

Q11 Where are you completing your Initial Teacher Education?

- Ireland
- Northern Ireland

Q12 What is the title of your course (For example, Professional Masters in Education)?

Q13 What year are you in?

Q14 Please indicate your level of experience of teaching in culturally diverse classrooms from 0 (I have no experience of teaching in culturally diverse classrooms) to 100 (I have a lot of experience of teaching in culturally diverse classrooms).

0 10 20 30 40 50 60 70 80 90 100



SECTION 2: Culturally Responsive Teaching Self Efficacy

Rate how confident you are that you can achieve each of the following by indicating a probability of success from 0 (no chance) to 100 (completely certain).

Q15 Rate how confident you are that you can achieve each of the following by indicating a probability of success from 0 (no chance) to 100 (completely certain).

0 10 20 30 40 50 60 70 80 90 100














I am able to adapt instruction to meet the needs of my students ()	
I am able to obtain and use information about my students' academic strengths ()	
I am able to determine whether my students like to work alone or in a group ()	
I know whether or not my students feel comfortable competing with other students ()	
I am able to identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture ()	
I am able to implement strategies to minimise the effects of the mismatch between my students' home culture and the school culture ()	
I am able to assess student learning using various types of assessments ()	
I am able to gain relevant information about my students' home life ()	
I am able to build a sense of trust in my students. ()	
I am able to establish positive home-school relations ()	
I use a variety of teaching methods to help meet the needs of all students ()	
I am able to develop a community of learners when my class consists of students from diverse backgrounds ()	
I use my knowledge of students' cultural backgrounds to help make learning meaningful ()	
I use my students' prior knowledge to help them make sense of new information ()	
I am able to identify the ways students communicate at home and know they may differ from the school norms ()	
I am able to gain information about my students' cultural backgrounds ()	
I teach students about their cultures' contributions in the content areas ()	
I am able to greet English Language Learners with a phrase in their native language ()	
I design a classroom environment using displays that reflect a variety of cultures ()	
I develop a personal relationship with my students ()	
I know how to obtain information about my students' academic weaknesses ()	
I am able to praise English Language Learners for their accomplishments using a phrase in their native language ()	



Section 3. Culturally Responsive Teaching Outcome Expectancy

Q15 Rate how confident you are that you can achieve each of the following by indicating a probability of success from 0 (no chance) to 100 (completely certain).

0 10 20 30 40 50 60 70 80 90 100

I am able to establish a positive teacher-student relationship by building a sense of trust in my students ()	
I am able to incorporate a variety of teaching methods to help my students to be successful ()	
I help my students to be successful by adapting instruction to meet their needs ()	
I am able to develop a community of learners when my class consists of students from diverse cultural backgrounds will promote positive interactions between students ()	
I am able to acknowledge the ways that the school culture is different from my students' home culture to help minimise the likelihood of discipline problems ()	
I understand the communication preferences of my students which helps decrease the likelihood of student-teacher communication problems ()	
I am able to connect my students' prior knowledge with new incoming information will lead to deeper learning ()	
I am able to match instruction to the students' learning preferences to enhance their learning ()	
I am able to revise instructional material to include a better representation of the students' cultural group in order to foster positive self-images ()	
I provide English Language Learners with multi-media resources to enhance their understanding of assignments ()	
I design and teach lessons which include the contributions the cultures of the students have made over time so they will develop an appreciation of their heritage ()	
I am able to convey the message that parents are an important part of the classroom in order to increase parent participation ()	
I am able to help decrease student-teacher misunderstandings because I understand my students' cultural backgrounds ()	
I am able to change the structure of the classroom so that it is compatible with my students' home culture in order to increase their motivation to come to class ()	
I am able to establish positive home-school relations to help increase parental involvement ()	

I am able to develop a personal relationship between the students and me in order to increase student attendance ()	
I assess student learning using a variety of assessment procedures to gain a better picture of what they have learned ()	
I use my students' interests when designing instruction will increase their motivation to learn ()	
I am able to simplify the language used during teaching to enhance English Language Learners' comprehension of the lesson ()	
I interpret standardised test scores with caution to ensure that students' abilities are not misdiagnosed ()	
When appropriate, I encourage students to use their native language to help to maintain their cultural identity ()	
I value students' cultural background in order to support and enhance their self-esteem ()	
I am able to help students from diverse cultural backgrounds succeed in school by building their confidence in their academic ability ()	
I understand how to include and provide access to unbiased learning resources in order to help students' academic success ()	
I use culturally familiar examples to help make learning new concepts easier ()	
I display students' pictures and projects in the classroom because I know that this helps them develop a positive self-identity. ()	

Q16 Considering your experience as a teacher, what, if any, would you say are the benefits of cultural diversity in schools?

Q17 We may have missed an important question that is reflected in or influences your work as it relates to Culturally Responsive Education. If so, please add it below.

Q18 Have you ever faced any challenges related to cultural diversity in your school or classroom?

Yes

No

Unsure

Q19 Please explain your answer, providing some detail about specific experiences you have had where you felt challenged in terms of teaching/supporting students from diverse cultural backgrounds?

Q20 What recommendations do you have for teacher education providers in terms of preparing student teachers to teach pupils from diverse cultural backgrounds? Please provide as much detail as possible. Consider things you are struggling with in your practice and/or things you wish you had known before starting to teach

Q21 Would you be interested in participating in a focus group to contribute to the design of a module on culturally responsive pedagogies (2-3 hours online workshop) If so, please enter your contact details below:

Q22 Would you be interested in providing feedback on a module focusing on culturally responsive pedagogies? (1-2 hours focus group) If so, please enter contact details below:

Appendix 5: Co-operating Teacher Survey

Co-operating Teacher Survey

ABOUT THIS SURVEY

This survey, which is part of a Government of Ireland Shared Island SCoTENS [Standing Conference on Teacher Education North and South] funded project, seeks to ascertain the extent to which student teachers in Ireland and Northern Ireland feel prepared to teach in culturally diverse classrooms. You are being asked to complete this survey, which should take no more than 20 minutes of your time, is anonymous, and has three sections.

Section 1 is for the purpose of providing an outline profile of you as a school teacher

Section 2: Culturally Responsive Teaching Self-Efficacy is for the purpose of exploring your own knowledge of culturally responsive teaching

Section 3: Culturally Responsive Teaching Outcome Expectancy is for the purpose of exploring the extent to which you believe that aspects of culturally responsive teaching can enhance student learning

WHO ARE THE RESEARCHERS?

The survey is part of a collaborative initiative with researcher-practitioners from Dublin City University, Queen's University, Stranmillis University College and the University of Galway.

PARTICIPANT CONFIDENTIALITY IN THIS PILOT PHASE

Participant confidentiality is an important issue during data collection. Participants' identity and other personal information will not be revealed. There are no potential risks to participants in this study other than those encountered in everyday life.

WHAT TO DO NEXT If you are interested in participating in the anonymised survey, please click YES below

Yes

SECTION 1: About You as a Teacher

Q1 How would you describe yourself?

Male

Female

Transgender

None of these

Prefer not to say

Q2 Which age group best describes you?

- 21-25
 - 26-30
 - 31-35
 - 36-40
 - 41-49
 - 50-59
 - 60 years or more
-

Q3 Where were you born?

- Ireland
 - Northern Ireland
 - Other (Please Specify) _____
-

Q4 What nationality are you?

Q5 Where do you currently live?

- Ireland
 - Northern Ireland
 - Other (Please specify) _____
-

Q6 Have you ever lived outside of Ireland or Northern Ireland?

- Yes
- No

Display This Question:

Have you ever lived outside of Ireland or Northern Ireland? = Yes

Q6A What countries have you lived in and for how long (please specify the approximate duration in years for each country that you have lived in)

Q7 Q How would you describe your ethnicity?

- White
- Irish Traveller
- Black African
- Black Other (Please Specify) _____
- Asian Chinese
- Asian Other (Please Specify) _____
- Other (Please Specify) _____

Q8 How many years of work experience do you have in the education system in total?

Q9 What is the highest level of formal education you have completed?

- Bachelor's Degree or at least three years of university education after high school
 - Master's Degree or at least five years of university education after high school
 - Doctorate
 - Any other university/higher education qualification (Please specify)

-

Q10 Where did you complete your Initial Teacher Education?

- Ireland
 - Northern Ireland
-

Q11 What is the title of your teacher education qualification (For example, Post Graduate Certificate in Education, Professional Masters in Education)?

Q12 Approximately how many years have you been a teacher?

Q13 Have you ever been a teacher outside of Ireland or Northern Ireland?

- Yes
 - No
-

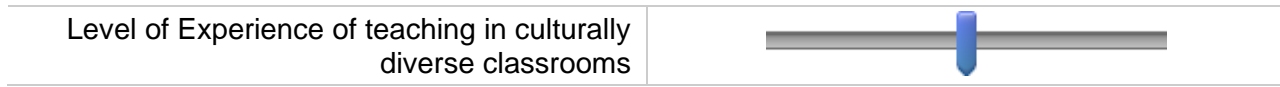
Display This Question:

Have you ever been a teacher outside of Ireland or Northern Ireland? = Yes

Q13a What countries have you been a teacher in and for how long (please specify the approximate duration in years for each country where you were a teacher)

Q14 Please indicate your level of experience of teaching in culturally diverse classrooms from 0 (I have no experience of teaching in culturally diverse classrooms) to 100 (I have a lot of experience of teaching in culturally diverse classrooms).

0 10 20 30 40 50 60 70 80 90 100



End of Block: You as a Teacher

Start of Block: The NOW of School Leadership



















SECTION 2: Culturally Responsive Teaching Self Efficacy

Rate how confident you are that you can achieve each of the following by indicating a probability of success from 0 (no chance) to 100 (completely certain).

Q15 Rate how confident you are that you can achieve each of the following by indicating a probability of success from 0 (no chance) to 100 (completely certain).

0 10 20 30 40 50 60 70 80 90 100

I am able to adapt instruction to meet the needs of my students	
I am able to obtain and use information about my students' academic strengths	
I am able to determine whether my students like to work alone or in a group	
I know whether or not my students feel comfortable competing with other students	
I am able to identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	
I am able to implement strategies to minimise the effects of the mismatch between my students' home culture and the school culture	
I am able to assess student learning using various types of assessments	
I am able to gain relevant information about my students' home life	
I am able to build a sense of trust in my students.	
I am able to establish positive home-school relations	
I use a variety of teaching methods to help meet the needs of all students	
I am able to develop a community of learners when my class consists of students from diverse backgrounds	
I use my knowledge of students' cultural backgrounds to help make learning meaningful	
I use my students' prior knowledge to help them make sense of new information	
I am able to identify the ways students communicate at home and know they may differ from the school norms	
I am able to gain information about my students' cultural backgrounds	
I teach students about their cultures' contributions in the content areas	
I am able to greet English Language Learners with a phrase in their native language	
I design a classroom environment using displays that reflect a variety of cultures	
I develop a personal relationship with my students	
I know how to obtain information about my students' academic weaknesses	
I am able to praise English Language Learners for their accomplishments using a phrase in their native language	

I am able to Identify ways that standardised tests may be biased towards linguistically diverse students	
I regularly communicate with parents regarding their child's educational progress	
I am able to Structure parent-teacher meetings so that the meeting is not intimidating for parents	
I am able to help students to develop positive relationships with their classmates	
I revise instructional material to include a better representation of cultural groups	
I critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	
I design a lesson that shows how other cultural groups have made use of my subject (e.g., Maths)	
I demonstrate / model classroom tasks to enhance English Language Learners' understanding	
I am able to communicate with the parents of English Language Learners regarding their child's achievement	
I help students feel like they are valued members of the classroom	
I am able to identify ways that standardised tests may be biased towards culturally diverse students	
I use a learning preference or interest inventory to gather data about how my students like to learn	
I use examples that are familiar to students from diverse cultural backgrounds	
I explain new concepts using examples that are taken from my students' everyday lives	
I obtain information regarding my students' academic interests	
I am able to use the interests of my students to make learning meaningful for them	
I implement cooperative learning activities for those students who like to work in groups	
I design instruction that matches my students' developmental needs	

End of Block: The NOW of School Leadership











Start of Block: Guiding Influences on your Work

Section 3. Culturally Responsive Teaching Outcome Expectancy

Q16 Rate how confident you are that you can achieve each of the following by indicating a probability of success from 0 (no chance) to 100 (completely certain).

0 10 20 30 40 50 60 70 80 90 100

I am able to establish a positive teacher-student relationship by building a sense of trust in my students	
I am able to incorporate a variety of teaching methods to help my students to be successful	
I help my students to be successful by adapting instruction to meet their needs	
I am able to develop a community of learners when my class consists of students from diverse cultural backgrounds will promote positive interactions between students	
I am able to acknowledge the ways that the school culture is different from my students' home culture to help minimise the likelihood of discipline problems	
I understand the communication preferences of my students which helps decrease the likelihood of student-teacher communication problems	
I am able to connect my students' prior knowledge with new incoming information that will lead to deeper learning	
I am able to match instruction to the students' learning preferences to enhance their learning	
I am able to revise instructional material to include a better representation of the students' cultural group in order to foster positive self-images	
I provide English Language Learners with multi-media resources to enhance their understanding of assignments	
I design and teach lessons which include the contributions the cultures of the students have made over time so they will develop an appreciation of their heritage	
I am able to convey the message that parents are an important part of the classroom in order to increase parent participation	
I am able to help decrease student-teacher misunderstandings because I understand my students' cultural backgrounds	
I am able to change the structure of the classroom so that it is compatible with my students' home culture in order to increase their motivation to come to class	
I am able to establish positive home-school relations to help increase parental involvement	
I am able to develop a personal relationship between the students and me in order to increase student attendance	

I assess student learning using a variety of assessment procedures to gain a better picture of what they have learned	
I use my students' interests when designing instruction will increase their motivation to learn	
I am able to simplify the language used during teaching to enhance English Language Learners' comprehension of the lesson	
I interpret standardised test scores with caution to ensure that students' abilities are not misdiagnosed	
When appropriate, I encourage students to use their native language to help to maintain their cultural identity	
I value students' cultural background in order to support and enhance their self-esteem	
I am able to help students from diverse cultural backgrounds succeed in school by building their confidence in their academic ability	
I understand how to include and provide access to unbiased learning resources in order to help students' academic success	
I use culturally familiar examples to help make learning new concepts easier	
I display students' pictures and projects in the classroom because I know that this helps them develop a positive self-identity.	

Q17 Considering your experience as a teacher, what, if any, would you say are the benefits of cultural diversity in schools?

Q18 Have you ever faced any challenges related to cultural diversity in your school or classroom?

- Yes
- No
- Unsure

Display This Question:

Have you ever faced any challenges related to cultural diversity in your school or classroom? = Yes
Or Have you ever faced any challenges related to cultural diversity in your school or classroom? = Yes
Or Have you ever faced any challenges related to cultural diversity in your school or classroom? = Usure

Q19 Please explain your answer, providing some detail about specific experiences you have had were you felt challenged in terms of teaching/supporting students from diverse cultural backgrounds?

Q20 As a co-operating teacher have you noticed any challenges for student teachers relating to teaching in culturally diverse schools and classrooms.

- Yes
- No
- Usure

Display This Question:

If Have you ever faced any challenges related to cultural diversity in your school or classroom? = Yes
Or Have you ever faced any challenges related to cultural diversity in your school or classroom? = Yes
Or Have you ever faced any challenges related to cultural diversity in your school or classroom? = Usure

Q20a Please explain your answer, providing some detail about specific experiences you were you felt that student teachers felt challenged in terms of teaching/supporting students from diverse cultural backgrounds?

Q21 We may have missed an important question that is reflected in or influences your work as it relates to Culturally Responsive Education. If so, please add it below.

Q22 What recommendations do you have for teacher education providers in terms of preparing student teachers to teach pupils from diverse cultural backgrounds? Please provide as much detail as possible. Consider things you are struggling with in your practice and/or things you wish you had known before starting to teach and supporting student teachers.

Q23 Would you be interested in participating in a focus group to contribute to the design of a module on culturally responsive pedagogies (2-3 hours online workshop) If so, please enter your contact details below:

Q24 Would you be interested in providing feedback on a module focusing on culturally responsive pedagogies? (1-2 hours focus group) If so, please enter contact details below:

End of Block: Guiding Influences on your Work

Appendix 6: Mean Ratings for ITE
Students' Culturally Responsive
Teaching Self-Efficacy (CRTSE)

Mean Ratings for ITE Students' Culturally Responsive Teaching Self-Efficacy (CRTSE)

Student mean ratings (0 – 100)	Mean Rating (Ireland)	Mean Rating (Northern Ireland)	Total c/200	Mean Difference Diff d/100 (b-a) (NI-I)
I help students feel like they are valued members of the classroom	82.1	85.6	167.7	3.5
I am able to build a sense of trust in my students	80.9	79.4	160.3	-1.5
I use my students' prior knowledge to help them make sense of new information	80.7	74.9	155.6	-5.7
I develop a personal relationship with my students	77.6	76.5	154.1	-1.1
I explain new concepts using examples that are taken from my students' everyday lives	76.7	77.1	153.8	0.4
I implement cooperative learning activities for those students who like to work in groups	78.2	75.2	153.4	-3
I am able to use the interests of my students to make learning meaningful for them	78.4	74.5	152.9	-3.9
I use a variety of teaching methods to help meet the needs of all students	77.3	75.2	152.5	-2.1
I am able to determine whether my students like to work alone or in a group	77.2	72.1	149.3	-5.1
I am able to assess student learning using various types of assessments	75.8	72.2	148	-3.7
I obtain information regarding my students' academic interests	70.6	77.3	147.9	6.6
I know how to obtain information about my students' academic weaknesses	71.8	71.3	143.1	-0.5
I design instruction that matches my students' developmental needs	72.7	68.9	141.6	-3.8
I am able to develop a community of learners when my class consists of students from diverse backgrounds	70.9	69.8	140.7	-1
I am able to obtain and use information about my students' academic strengths	71.3	68.1	139.3	-3.2
I am able to help students to develop positive relationships with their classmates	71.5	67.6	139.2	-3.9
I am able to adapt instruction to meet the needs of my students	71	60.5	131.4	-10.5
I demonstrate / model classroom tasks to enhance English Language Learners' understanding	60.7	69.8	130.5	9.1
I know whether or not my students feel comfortable competing with other students	69.7	60.6	130.3	-9.1
I am able to identify ways that standardised tests may be biased towards linguistically diverse students	65.2	65.2	130.3	0

I use my knowledge of students' cultural backgrounds to help make learning meaningful	65.6	64.5	130.1	-1
I am able to gain information about my students' cultural backgrounds	62.1	66.4	128.5	4.3
I am able to identify ways that standardised tests may be biased towards culturally diverse students	60.4	67.4	127.8	7.1
I revise instructional material to include a better representation of cultural groups	60.2	64.7	124.9	4.5
I am able to identify ways that the school culture (e.g. values, norms, and practices) is different from my students' home culture	65.8	56.2	122	-9.6
I critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	63.2	58.8	122	-4.3
I use examples that are familiar to students from diverse cultural backgrounds	66.5	55.4	121.9	-11.1
I am able to identify the ways students communicate at home and know they may differ from the school norms	58.9	61.6	120.5	2.7
I teach students about their cultures' contributions in the content areas	58.5	61.2	119.7	2.7
I use a learning preference or interest inventory to gather data about how my students like to learn	61.8	56.9	118.7	-4.9
I am able to establish positive home-school relations	57.6	60.7	118.3	3.1
I design a classroom environment using displays that reflect a variety of cultures	55.8	61.9	117.8	6.1
I design a lesson that shows how other cultural groups have made use of my subject (e.g. Maths)	56.9	56.3	113.2	-0.6
I am able to structure parent-teacher meetings so that the meeting is not intimidating for parents	53.5	58.8	112.3	5.3
I am able to gain relevant information about my students' home life	52.2	52.7	104.9	0.5
I am able to implement strategies to minimise the effects of the mismatch between my students' home culture and the school culture	56.8	44.4	101.2	-12.5
I regularly communicate with parents regarding their child's educational progress	39.2	58.1	97.3	18.8
I am able to communicate with the parents of English Language Learners regarding their child's achievement	43.1	44.1	87.2	0.9
I am able to greet English Language Learners with a phrase in their native language	42.9	42.6	85.5	-0.4
I am able to praise English Language Learners for their accomplishments using a phrase in their native language	43.8	41.1	84.9	-2.8

Table 15: Mean Ratings for ITE Students' Culturally Responsive Teaching Self-Efficacy (CRTSE)

Appendix 7: Mean Ratings for ITE
Students' Culturally Responsive
Teaching Outcome Expectancy
(CRTOE)

**Mean Ratings for ITE Students' Culturally Responsive
Teaching Outcome Expectancy (CRTOE)**

Student mean ratings (0 – 100)	Mean Rating (Ireland)	Mean Rating (Northern Ireland)	Total c/200	Mean Difference Diff d/100 (b-a) (NI-I)
I value students' cultural background in order to support and enhance their self-esteem	70.7	92.4	163.1	21.8
I am able to establish a positive teacher-student relationship by building a sense of trust in my students	83.1	78.3	161.4	-4.7
I display students' pictures and projects in the classroom because I know that this helps them develop a positive self-identity	68.3	88.1	156.4	19.9
I use my students' interests when designing instruction will increase their motivation to learn	76.5	77.5	154	1
I am able to help students from diverse cultural backgrounds succeed in school by building their confidence in their academic ability	73.3	80.8	154	7.5
I assess student learning using a variety of assessment procedures to gain a better picture of what they have learned	73.1	80.5	153.6	7.4
I am able to develop a personal relationship between the students and me in order to increase student attendance	75.2	77.9	153	2.7
I help my students to be successful by adapting instruction to meet their needs	76.3	76.1	152.4	-0.2
I am able to connect my students' prior knowledge with new incoming information will lead to deeper learning	75.8	76	151.8	0.2
I am able to incorporate a variety of teaching methods to help my students to be successful	78.4	69.6	147.9	-8.8
I am able to match instruction to the students' learning preferences to enhance their learning	71.2	73.3	144.5	2
I am able to develop a community of learners when my class consists of students from diverse cultural backgrounds.	71	73.3	144.3	2.2
I understand the communication preferences of my students which helps decrease the likelihood of student-teacher communication problems	72.5	71.8	144.3	-0.8
I interpret standardised test scores with caution to ensure that students' abilities are not misdiagnosed	69.3	72	141.3	2.7
I am able to simplify the language used during teaching to enhance English Language Learners' comprehension of the lesson	71.9	68.5	140.4	-3.4

I understand how to include and provide access to unbiased learning resources in order to help students' academic success	70.3	66.8	137.1	-3.6
I am able to help decrease student-teacher misunderstandings because I understand my students' cultural backgrounds	65.9	71.1	137	5.2
When appropriate, I encourage students to use their native language to help to maintain their cultural identity	60.8	75.1	136	14.3
I am able to revise instructional material to include a better representation of the students' cultural group in order to foster positive self-images	68	67.5	135.5	-0.5
I provide English Language Learners with multi-media resources to enhance their understanding of assignments	64.9	69.1	134.1	4.2
I am able to convey the message that parents are an important part of the classroom in order to increase parent participation	59.6	73.8	133.4	14.1
I am able to acknowledge the ways that the school culture is different from my students' home culture to help minimise the likelihood of discipline problems	66.6	60.3	126.9	-6.4
I design and teach lessons which include the contributions the cultures of the students have made over time so they will develop an appreciation of their heritage	64.8	61.9	126.7	-2.9
I use culturally familiar examples to help make learning new concepts easier	64.8	58.6	123.4	-6.1
I am able to establish positive home-school relations to help increase parental involvement	55.1	65.3	120.4	10.1
I am able to change the structure of the classroom so that it is compatible with my students' home culture in order to increase their motivation to come to class	59.9	53	112.9	-6.9

Table 16: Mean Ratings for ITE Students' Culturally Responsive Teaching Outcome Expectancy (CRTOE)

The graphic features a background of various shades of green. A dark blue horizontal bar is positioned in the upper right. Within this bar, a purple rectangular box contains the title text in white. The text is centered and reads: "Appendix 8: Culturally Responsive Teaching- A Professional Learning Programme for Teachers and Teacher Educators".

Appendix 8: Culturally Responsive Teaching-
A Professional Learning Programme for
Teachers and Teacher Educators

Culturally Responsive Teaching - A Professional Learning Programme for Teachers and Teacher Educators

Introduction

This module was developed as part of the Government of Ireland Shared Island SCoTENS-funded CRiTERiA project - Cultural Responsivity in Teacher Education: Research in Action. The module design involved a dialogic co-creation event held at the University of Galway on 13th of October 2023 with participants including student teachers, practicing teachers, teacher educators, researchers and parents from minority and majority group backgrounds.

About this Module

This module can be used in full or in part to develop intercultural awareness and competence of student teachers, teachers, teacher educators and education leaders and to support education professionals in the creation of more culturally responsive classrooms, schools and teaching approaches / materials. The module can be delivered as a stand-alone module or integrated into professional programmes focused on professional practice, diversity, equity, inclusion and belonging in education.

Module Overview – Objectives and Learning Intentions

This module is designed to provide student teachers across the island of Ireland with the knowledge, skills, and strategies needed to effectively implement culturally responsive teaching practices in diverse classrooms. Through critical engagement with theoretical frameworks, discussions of case studies, interactive activities, and individual and collaborative reflection, participants will develop the understanding, attitudes and capacity to create inclusive and equitable learning environments that honour and support the diverse cultural backgrounds and experiences of their students.

During this module students will:

- Be introduced to and reflect on the foundational concepts of diversity, culture, multi and interculturalism, cultural competence, culturally relevant pedagogy and culturally responsive teaching.
- Explore and reflect on their own cultural backgrounds and values, the cultural landscapes of Ireland and Northern Ireland, as well as their experiences and philosophies regarding teaching and learning in culturally diverse classrooms.
- Recognise the fluidity and complexity of identities, reflect on perceptions of others and the risks associated with essentialising, and explore concepts of intersectionality, (unconscious) bias and discrimination. Critical discussions will explore the concepts of race, class, gender/gender identity, sexual orientation, spirituality/religion, and disability and the pros and cons of using these categorisations.
- Learn how to build deeper relationships with students and gain a better understanding of their background, family, community, and overall interests.

- Engage with literature and case studies related to culture and cultural diversity in schools (in Ireland, Northern Ireland and internationally) and to culturally responsive pedagogy and teaching
- Share and critically explore their experiences of teaching in culturally diverse classrooms, including their roles and responsibilities as teachers, successes and challenges they encounter and practices they have developed to support students of all backgrounds in their classrooms.
- Identify and implement suitable approaches to culturally responsive teaching, including in relation to the classroom environment and relationships with students and parents, supporting multilingual language learners and critically reviewing and adapting the curriculum and teaching materials.

Module specifications

Title	Culturally Responsive Teaching
Language of Instruction	English
Target audience	Student teachers, practicing teachers, teacher educators, school leaders
ECTS	10
Discipline	Education
Activities	Interactive lectures Pair and group work and discussions Individual reflection and self-study Individual review of professional practice and planning and implementing change
Pre-requisite experience	Teaching experience or enrolled in a teacher education programme
Assessment	<u>Continuous Assessment</u> (40%) Class participation (10%) Portfolio of self-study tasks 1-3 (30%) <u>Summative Assessment</u> (60%) Enquiry-based project Written project (30%) Presentation (30%)

Table 17: Module specifications for Culturally Responsive Teaching - A Professional Learning Programme for Teachers and Teacher Educators

Module Resources

Essential Reading

Adebayo, S. B., & Heinz, M. (2023). 'Teachers should put themselves in their students' shoes': Perspectives of Parents from Minority-ethnic Backgrounds on Schooling in Ireland. *International Journal of Inclusive Education*, 1-19.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers' College Press.

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

Heinz, M., Keane, E., & McDaid, R. (2023). Charting pathways toward a more diverse, equitable and inclusive teaching profession. In E. Keane, M. Heinz, & R. Mc Daid (Eds.), *Diversifying the Teaching Profession: Dimensions, Dilemmas and Directions for the Future*, (226-240). Routledge.

Keane, E., Heinz, M., & Mc Daid, R. (2023). Diversifying the teaching profession: Representation matters. In E. Keane, M. Heinz, & R. Mc Daid (Eds.), *Diversifying the Teaching Profession: Dimensions, Dilemmas and Directions for the Future*, (3-21). Routledge.

National Council for Curriculum and Assessment (2006). *Intercultural Education in Post-primary School. Guidelines for Schools*. Available at: https://ncca.ie/media/1976/intercultural_education_in_the_post-primary_school.pdf

National Council for Curriculum and Assessment (2005). *Intercultural Education in Primary Schools: Guidelines for Schools*. Available at: https://www.curriculumonline.ie/getmedia/236745b0-a222-4b2a-80b1-42db0a3c7e4c/Intercultural-Education-in-Primary-School_Guidelines.pdf

Pace, J. L. (2021). How Can Educators Prepare for Teaching Controversial Issues? Cross-National Lessons. *Social Education*, 85(4), 228–233.

Available at: <https://www.socialstudies.org/social-education/85/4/how-can-educators-prepare-teaching-controversial-issues-cross-national>

UNESCO (2013) *Intercultural Competences: Conceptual and Operational Framework*. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000219768>

Further Readings:

Cerna, L., Mezzanotte, C., Rutigliano, A., Brussino, O., Santiago, P., Borgonovi, F., & Guthrie, C. (2021). Promoting inclusive education for diverse societies: A conceptual framework.

Faas, D., Smith, A. & Darmody, M. (2019) Between ethos and practice: are Ireland's new multi-denominational primary schools equal and inclusive?, *Compare: A Journal of Comparative and International Education*, 49:4, 602
618, DOI: 10.1080/03057925.2018.1441704

Forghani-Arani, N., Cerna, L., & Bannon, M. (2019). The lives of teachers in diverse classrooms. OECD Education Working Papers No 198. Available at: <https://www.oecd-ilibrary.org/docserver/8c26fee5->

[en.pdf?expires=1693338325&id=id&accname=guest&checksum=EE4C1E952438E3DE4BC2E339A8E93D17](https://www.thediceproject.ie/documents/Global%20Citizenship%20Education%20-%20Curious%20Teachers%20Critical%20Classrooms.pdf)

Golden, B. (2023). Global Citizenship Education: Curious Teachers, Critical Classrooms. Available at: <https://www.thediceproject.ie/documents/Global%20Citizenship%20Education%20-%20Curious%20Teachers%20Critical%20Classrooms.pdf>

Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice. Teachers College Press.

Ladson-Billings, G. (2022). The dreamkeepers: Successful teachers of African American children. John Wiley & Sons.

Parker-Jenkins, M., & Masterson, M. (2013). No longer 'Catholic, White and Gaelic': schools in Ireland coming to terms with cultural diversity. *Irish Educational Studies*, 32(4), 477-492.

Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press.

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of educational research*, 86(4), 1272-1311.

Pace, J. L. (2021). How Can Educators Prepare for Teaching Controversial Issues? Cross-National Lessons. *Social Education*, 85(4), 228-233.

Available at: <https://www.socialstudies.org/social-education/85/4/how-can-educators-prepare-teaching-controversial-issues-cross-national>

Teaching Materials/Education Packs

Bruitt, B. & Thomas, P. (2007) Democratic Dialogue: A Handbook for Practitioners. Available at: https://www.oas.org/es/sap/dsdme/pubs/DIAL_%20DEMO_e.pdf

Council of Europe (2009) Autobiography of Intercultural Encounters. Study materials Available at: <https://www.coe.int/en/web/autobiography-intercultural-encounters/autobiography-of-intercultural-encounters>

Darling-Hammond, L., Austin, K., Lit, I., Nasir, N. Session 6 The Classroom Mosaic: Culture and Learning. Available at: https://www.learner.org/wp-content/uploads/2019/02/The-Learning-Classroom_The-Classroom-Mosaic.pdf

Galway One World Centre (2019). BEYOND BORDERS: a toolkit of creative and participatory approaches for exploring refuge and migration issues in secondary school classrooms.

Available at: <https://www.worldwiseschools.ie/wp-content/uploads/2021/10/Beyond-Borders-Education-Pack-2020-1.pdf?x12988>

Harvard Graduate School of Education. You Want to Teach What?
How preservice teachers learn to address controversy and prepare students for democracy.

Available at: <https://www.gse.harvard.edu/ideas/usable-knowledge/22/02/you-want-teach-what>

Languages Connect. Language Mats for the Classroom.

Available at: <https://languagesconnect.ie/language-mats/>

Prof Aislinn O'Donnell, Dr Anthony Malone, and Dr Brian Melaugh (Maynooth University) with support of Dr Sean Henry. *Sharing the World: Educational Responses to Extremism*.

Available at: <https://edurad.eu/wp-content/uploads/2022/04/Sharing-the-World-MU-EDURAD-Public.pdf>

Teaching Controversial Issues: A Framework for Reflective Practice and Example from Northern Irish Context. Available at:

<https://teachingcontroversies.com/framework/#1.cultivateasupportiveenvironment>

Translanguaging Guide for Educators

Available at:

<https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>

EAL Adjustment for Students

Available at:

https://drive.google.com/file/d/1W4063oWAoaj4euONMv4ZPL9XOVnyVc_G/view

5 Highly Effective Speaking Strategies to use with EAL learners

Available at:

<https://ealdaylight.com/2019/02/06/5-speaking-strategies-to-use-with-eal-learners/>

Videos

What is cultural competence

Available at: <https://www.youtube.com/watch?v=tsWbODQidWs>

Gloria Ladson Billings on culturally competent teachers

Available at: <https://www.youtube.com/watch?v=XSE8nxxZN5s>

Zaretta Hammond talks about culturally responsive teaching and the brain

Available at: <https://www.youtube.com/watch?v=LxhF7TZqDyA>

Culturally Responsive Pedagogy in Action

Available at: <https://www.youtube.com/watch?v=SXWoWaFwpNc>

Identity – What does Irishness Look Like?

Available at: <https://www.facebook.com/ImmigrantCouncil/videos/ola-majekodunmi-what-does-irishness-look-likemp4/888474011619716/>

The Complexities of Multi-lingual Parenting

Available at: <https://mothertongues.ie/2023/11/27/the-complexities-of-multilingual-parenting/>

Lera Boroditsky – How languages shape the way we think

Available at: <https://www.youtube.com/watch?v=RKK7wGAYP6k>

INDICATIVE CONTENT & LEARNING ACTIVITIES

Theme 1: Introduction of Concepts: Culture, Intercultural Competence and Culturally-responsive Pedagogy

Learning Intentions

- Learners share intercultural experiences and reflect on the concept of culture and on culture on the island of Ireland
- Learners will reflect on personal cultural identity and experiences and those of other members in the group
- Learners think critically about the multidimensional and fluid concept of culture, they will identify and discuss tangible and intangible aspects of culture
- Learners will explore and discuss cultural landscapes in Ireland (North and South).
- Learners engage with conceptualisations of diversity, intersectionality, multiculturalism, interculturalism, cultural/intercultural competence and culturally responsive pedagogy.

Contents

The following publications provide useful conceptualisations of culture, diversity, intersectionality, cultural competence and culturally relevant pedagogy:

Cerna, L., Mezzanotte, C., Rutigliano, A., Brussino, O., Santiago, P., Borgonovi, F., & Guthrie, C. (2021). Promoting inclusive education for diverse societies: A conceptual framework.

Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice. Teachers College Press.

UNESCO (2013). Intercultural Competences. Conceptual and Operational Frameworks

The following excerpts / quotes / videos can be used to explore concepts with learners:

“Culture is part of identity. If we don’t see that, then what do we see?” (Dr. Rosa Perez)

What is Culture?

“Culture refers to the whole way of life of the members of a society or group. It includes how they dress, what and how they eat, marriage customs and family life, their patterns of work, religious ceremonies, leisure pursuits and works of art. It is displayed and expressed through language, thought and action. It is also expressed through physical objects, such as works of art, books, icons, monuments and museums, and through social interaction, such as how people relate to one another, make decisions and share experiences” Dimmock and Walker (2005, p. 8).

Pluriculturality

A **'pluricultural'** person has the competences required to function within two or more cultures. Pluriculturality involves identifying with some of the values, beliefs and practices of two or more cultures, and acquiring the linguistic and behavioural competences necessary for participating in those cultures. Some pluricultural individuals are:

- the children born of mixed parentage (who frequently observe the distinctive cultural heritages of both parents)
- minority youth whose ethnic culture is very distinct from the prevailing national peer culture (they frequently adopt ethnic values and practices within the family at home and switch to the national peer culture outside the home)

Resources

Council of Europe, Autobiography of Cultural Encounters, Concepts for Discussion

<https://rm.coe.int/concepts-for-discussion-autobiography-of-intercultural-encounters/168089ea7f>)

Hall, E. T. (1976). Beyond Culture. Anchor Books.

Felispeaks and Tolü Makay on Black Irishness

Available at: <https://www.youtube.com/watch?v=mhu3ZFsZv7g>

The Cultural Iceberg

Available at: https://www.youtube.com/watch?v=a9Z83I_g4Hw

All that we share.

Available at: <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Challenges – Stereotypes, prejudice

Available at: https://www.youtube.com/watch?v=7u_wjH3-Ge8

Intercultural Competence

“Intercultural competences are abilities to adeptly navigate complex environments marked by a growing diversity of peoples, cultures and lifestyles, in other terms, abilities to perform “effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini & Tirmizi, 2006). Schools are a central place to nurture such skills and abilities, as was underlined by UNESCO in a previous publication, Guidelines on Intercultural Education (UNESCO, 2006). Nevertheless, given their relevance for social and political life, the scope of intercultural competences is much wider than formal education. They have to reach out to a new generation of cybercitizens, notably young men and women who have unimagined opportunities for global conversations” (UNESCO, Conceptual and Operational Framework, 2013).

“...it is a new kind of literacy, on a par with the importance of reading and writing skills or numeracy: cultural literacy has become the lifeline for today’s world, a fundamental resource for harnessing the multiple venues education can take (from family and tradition to the media, both old and new,

and to informal groups and activities) and an indispensable tool for transcending the clash of ignorance. It can be seen as part of a broad toolkit of worldviews, attitudes and competences that young people acquire for their lifelong journey.” (UNESCO World Report Investing in Cultural Diversity and Intercultural Dialogue, 2009)

“Interculturality involves being open to, interested in, curious about and empathetic towards people from (any) other cultures. Interculturality is the capacity to experience cultural otherness and use it to:

- reflect on matters that are usually taken for granted within one’s own culture and environment;
- evaluate one’s own everyday patterns of perception, thought, feeling and behaviour in order to develop greater self-knowledge and self-understanding;
- act as mediators among people of different cultures, to explain and interpret different perspectives.

Resources

Autobiography of Cultural Encounters, Concepts for Discussion

Available at:

<https://rm.coe.int/concepts-for-discussion-autobiography-of-intercultural-encounters/168089ea7f>)

What is cultural competence

Available at:

<https://www.youtube.com/watch?v=tsWbODQiDWs>

Dimensions of Diversity and Intersectionality

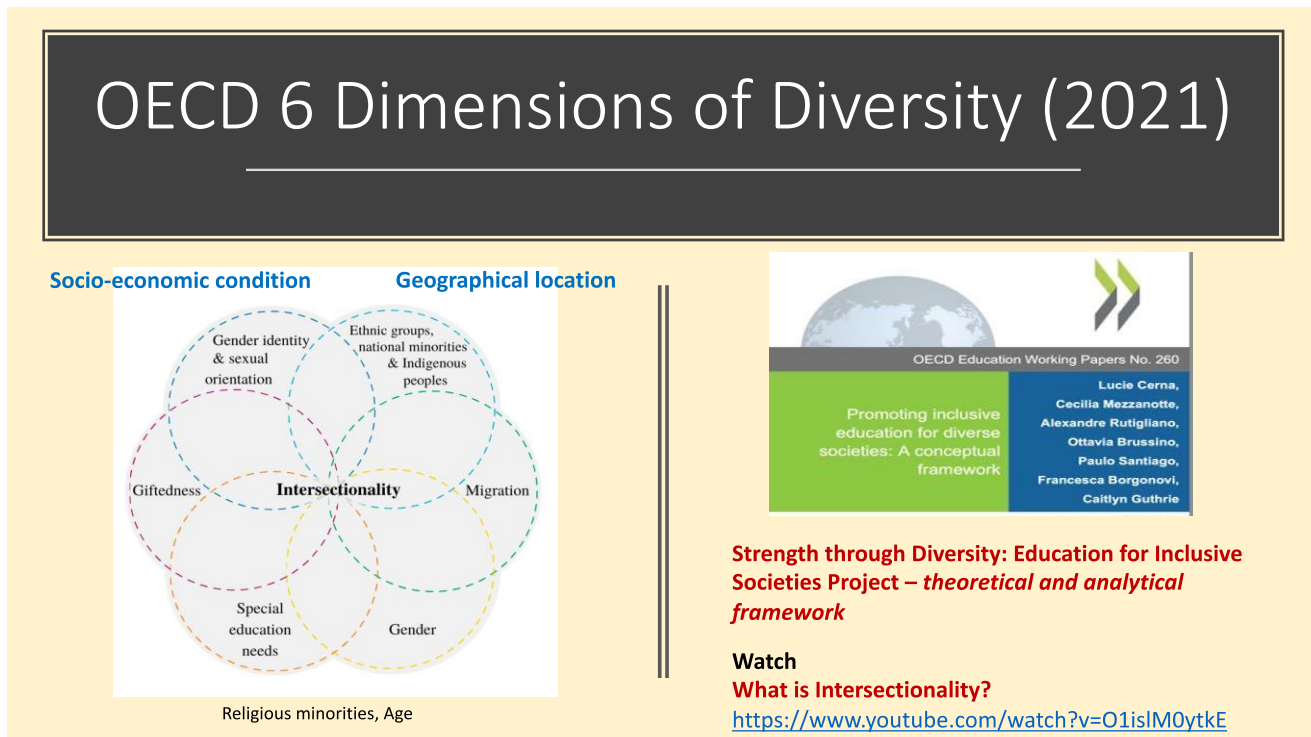


Figure 4: Dimensions of Diversity

The Danger of Categories and Essentialisation

“One reason not to essentialise is that there is virtually no way of thinking which is unique to one culture. Whatever your cultural background, when we come to look at notions such as autonomy, harmony and insight, you will have some grasp of what they mean and why they matter. There may be differences in nuances, of course, which can throw you of course, but these are easily corrected. The main difference you will note will rather be about the different weight each idea carries in different cultures, ‘what aspect of our humanness a cultural tradition tends to emphasise, enhance, and preserve as central. What is foreground in one culture may be background in another”.

Baggini, J. (2018). How the world thinks: a global history of philosophy. Granta Books.p. xxxii

“A philosophical tradition [and related culture] has a lot in common with a language. We can only communicate in a specific language: there is no universal human tongue. But that does not mean we should complacently assume that there is only one language – our own – that can express the truth. Without ever giving up our mother tongues, we can expand our understanding by learning others. Just as some can be bi- or multilingual, we can make ourselves bi- or multi-orientational, making use of more than one philosophical tradition. (xxxii)

There are signs that as we become more interested in improving our cultural literacy [...] we appear to be seeing less antagonism, less of a sense of having to choose which is superior, and more desire to learn from wisdom wherever it is found.” (Baggini, J. (2018). How the world thinks: a global history of philosophy. Granta Books. p. xxxiii)

Culturally responsive Pedagogy

Culturally responsive teachers have attained cultural competence and help in developing students' cultural competence, they utilise students' culture as a vehicle for learning and design culturally relevant curricula. They demonstrate cultural caring and build positive learning communities. They establish cross-cultural communications and relationships with students and parents. They provide a way for students to maintain their cultural integrity while succeeding academically. Culturally relevant teachers recognise that education and schooling do not occur in a vacuum. Their pedagogical practices are supported by socio-political critique that helps students understand the ways that social and institutional structures and practices continue to reproduce inequities (Ladson-Billings, 1995a, 1995b; Gay, 2002; Harriott & Martin, 2004).

Resources

Gloria Ladson Billings describing culturally competent teachers

Available at: <https://www.youtube.com/watch?v=XSE8nxxZN5s>

Zaretta Hammond discussing culturally responsive teaching and the brain

Available at: <https://www.youtube.com/watch?v=LxhF7TZqDyA>

Activities

Description of Activities	Timing
Introduction to the Programme – learning intentions, tasks, activities, pedagogical approaches	15 min
Getting to know each other – learners introduce themselves briefly	15 min
Quick starter activity in groups of 6 Think of a person who is very good with people from all backgrounds. How would you describe them? Class discussion and represent characteristics on board	15 min
Intercultural encounters – Story circle in groups of 6 <ul style="list-style-type: none"> Share a positive intercultural experience – meeting a person from a different background or with a different perspective / experiencing a place different to your ‘home’ Circle One – Stories: Each of you share an ‘intercultural experience’ speaking for 2 min, take turns and complete the circle without interruptions. Circle Two, Three, Four: Each of you share one thing that resonated with you about story 1 (taking turns), then story 2, etc., complete a feedback circle for each 	30 min
What is culture – Group discussion <ul style="list-style-type: none"> What did you notice / what resonated with you when you engaged in the story circle activity? How would you describe culture? What is it? What are features of culture? 	15 min
What about your culture? Fill your Cultural Backpack Individual and pair reflection: Backpack Handout – students listen to music and “fill their backpacks” with things that describe their culture. <ul style="list-style-type: none"> In pairs, students share and explain what they have packed in their cultural backpack. Revisit earlier descriptions of Culture, Revise – Prompt - Is culture always visible? Are there parts of our culture that are more difficult to see or that are invisible? 	15 min
BREAK RECOMMENDED	15 min
What is culture? What insights have you gained from the reflective exercises? Groups provide feedback and facilitator records key insights on the board	20 min
Interactive Lecture – Looking more closely at Culture and Other Concepts Facilitator presents and discusses key concepts and, where opportunities arise, links conceptualisations with learners’ work/discussion points <ul style="list-style-type: none"> Culture – Conceptualising Culture, the Cultural Iceberg, Pluricultural Diversity – Diversity Dimensions, Intersectionality, Danger of Essentialising, Stereotyping, Roots and Impact of Prejudice Intercultural Competence – What is Intercultural Competence Culturally Responsive Pedagogy 	40 min
Total recommended face-to-face time for theme 1	180 min
Self-study Task 1 Individual Portfolio reflection task <ul style="list-style-type: none"> What new insights have you gained about the concepts of culture and cultural competence? How can this understanding enrich your professional practice? Culture(s) in Ireland – Collect 10 visuals to represent Culture(s) in Ireland. Write a brief description of how each of them represents aspects of culture(s) in Ireland and Northern Ireland 	5 hours

Table 18: Suggested Activities to introduce the concept of Culture, Intercultural Competence and Culturally responsive Pedagogy

Theme 2: The Connection between Culture and Learning in School

Learning Intentions

- Learners review and appreciate legislation and education guidelines – Equal Status Acts, Intercultural Education Guidelines, Languages in Primary Schools Guidelines
- Learners explore the role of culture for teaching and learning – they discuss and learn more about why culture is important and why culturally-responsive teaching matters
- Learners think about school cultures and what is required to navigate school culture comfortably and successfully. They explore tangible and intangible aspects of school culture
- Learners critically reflect on and discuss the complexity of intercultural learning spaces and the importance of teachers

Contents

Equal Status Acts

The Equal Status Acts 2000-2018 ('the Acts') which applies in Ireland prohibits discrimination in the provision of goods and services, accommodation, and education. They cover the nine grounds of: Gender, marital status, family status, age, disability, sexual orientation, race, religion, membership of the Traveller community. (<https://www.ihrec.ie/guides-and-tools/human-rights-and-equality-in-the-provision-of-good-and-services/what-does-the-law-say/equal-status-acts/>)

Equality Legislation Northern Ireland

There are a range of acts in Northern Ireland which broadly cover the same areas regarding age, disability, sex, race, religious or similar belief or political opinion and sexual orientation. These can be accessed here:

<https://www.equalityni.org/Legislation>

Intercultural Education Guidelines – Excerpts

The Intercultural Education Guidelines for primary and post-primary schools are published by NCCA for schools in Ireland.

The aim of these guidelines is to contribute to the development of Ireland as an intercultural society through the development of a shared sense that language, culture, and ethnic diversity is valuable.

They aim to contribute to the development of a shared ability and sense of responsibility to protect for each other the right to be different and to live free from discrimination (p. iii).

The growth in ethnic and cultural diversity in Ireland in recent years has arisen for a number of reasons, including increased movement from other EU countries (Table 2), as well as increases in asylum seekers (Table 4) and in those issued work permits (Table 3). This diversity is not, however, an entirely new phenomenon: Ireland has, in fact, a long history of cultural diversity (p. 2).

Some researchers indicate that a traditional view of Irishness—one that does not recognise the cultural and ethnic diversity, which has long existed in Ireland—has made many Irish people from minority groups feel excluded. In a similar way, the idea that ‘Irish’ means ‘settled’ has meant that there has been little accommodation for what is distinctive in Traveller culture in Irish society. These can be understood as some of the manifestations of racism in Irish society (p. 5).

Planning an intercultural physical and social environment: The messages that are communicated through the physical environment of the school are important. Inclusive schools are characterised by learning environments that reflect and show pride in the language, ethnic and cultural diversity that characterises Ireland. As such, they provide support for the positive self-image of all students irrespective of their ethnicity, as well as reinforcing the normality of diversity for all children.

Some of the key issues involved in planning the physical environment include: (i) representing diversity as a normal part of Irish life and human existence, (ii) ensuring that representations of minority groups do not focus on the spectacular or colourful events, as this may lead to stereotyping and may counteract the desire to represent diversity as normal, (iii) ensuring that all students irrespective of their colour, ethnic group, religion or ability can feel at home and represented within the school.

The student’s social environment is important in making them feel welcome and comfortable within the school. For all students, arriving in a new school has the potential to be both stressful and exciting experience. For students from some minority ethnic groups the dissonance between the social, linguistic, and cultural environments of the home and school may be a source of acute tension. For students who have newly arrived in Ireland the unfamiliarity and stress of the situation may be compounded. Even in the case of older students, the differences between the organisation of education in Ireland and in their country of origin may make their first contacts with Irish education a bewildering experience. Differences between education systems are commonly found in:

- the age at which children start school
- the subjects and topics which are covered
- the age at which subjects are covered
- the sequence in which they are covered
- the approach to homework
- the amount of noise or activity which is acceptable in the classroom
- commonly used discipline strategies
- commonly used teaching strategies (p.29)

https://ncca.ie/media/1976/intercultural_education_in_the_post-primary_school.pdf

Intercultural Education Northern Ireland

In Northern Ireland, a history of conflict, and divisions based on ‘Catholic’ and ‘Protestant’ categorization is reflected in a parallel education system and residential segregation. The latter is often coterminous with socio-economic status, and the most disadvantaged communities tend also to be the most segregated. Layered onto this, significant recent migration to Northern Ireland from a range of countries has seen a substantial increase in diversity across the traditionally bifurcated education system. In a society where legacy issues pertaining to division between two main communities dominate, integration and settlement of newcomers has been highlighted as a concern (Loader et al, 2023).

The Intercultural Education service of the Education Authority in Northern Ireland aims to advise, deliver guidance, direction and support to schools, families, and other educational support services to meet the additional educational needs of Asylum-Seeking, Refugee, Traveller, Roma and other Newcomer pupils.

Their objectives are to:

- To meet the learning needs of our children and young people with additional needs;
- To provide excellent educational supports for our schools and target communities;
- To provide a consistent service to schools and families in need of support across Northern Ireland;
- To facilitate equality of access and equality from pre-school to post-primary education;
- To build the capacity of schools to meet the intercultural development needs of children and young people;
- To promote whole school approaches to service development;
- To promote full inclusion and integration across all areas of education and youth services;
- To support and encourage family learning, out of school hours learning and life-long learning

(<https://www.eani.org.uk/school-management/intercultural-education-service-ies/about-intercultural-education-service>)

The Culture – Learning Connection

“‘In order to teach you, I must know you.’ I pray for all of us the strength to teach our children what they must learn, and the humility and wisdom to learn from them so that we might better teach.” (Delpit, L. (1995). *Other people’s children: Cultural conflicts in the classrooms*. New York: The New Press 1995, p. 183)

“Culture is such an everyday experience for us that we often do not notice it—just as a fish does not notice the water it lives in. Over the past 25 years we have begun to understand the important role that culture plays in learning. The relationship between culture and thinking is so close that it is often impossible to disentangle one from the other. Our experiences, rooted in our cultures, shape what we perceive and how we make sense of it, as well as how we communicate with others.” (Darling-Hammond, L., Austin, K., Lit, I., Nasir, N. Session 6 *The Classroom Mosaic: Culture and Learning*. Available at: https://www.learner.org/wp-content/uploads/2019/02/The-Learning-Classroom_The-Classroom-Mosaic.pdf)

Centrality of Relationships

“Curriculum and materials represent the *content* of multicultural education, but multicultural education is above all a *process*. First, it is ongoing and dynamic. No one ever stops becoming a multicultural person, and knowledge is never complete. This means that there is no established canon that is frozen in cement. Second, multicultural education is a process because it involves primarily relationships among people. The sensitivity and understanding teachers show their students are more crucial in promoting student learning than the facts and figures they may know about different ethnic and cultural groups.” (Nieto, S. (2000). *Affirming diversity*. New York: Longman, p. 315)

“The time devoted to check-in is not fluff. Check-in provides many ‘teachable moments’: how to deal with disappointing a friend, the hurt and injustice of stereotypes and labels, the ramifications of selfish or irresponsible behavior, what it means to be part of a community. It is an opportunity to help students develop as caring, sensitive people. The benefits of check-in time permeate every part of the class by deepening the understanding I have of the students, they have of me, and they have of each other. Academic discussions about sensitive issues such as race, religion, gender roles, and stereotypes become much safer forums for sharing and learning.” (Rowland, A. (2002). *Checking in: Bridging differences by building community*. In L. Darling-Hammond, J. French, & S. P. Garcia-Lopez (Eds.), *Learning to teach for social justice* (pp. 184-191). New York: Teachers College Press.p. 187).

Important Role of Teachers

“Teachers have a crucial role in creating an inclusive society because kids say what they see and do what they see”. “Teachers should put themselves in their students' shoes. [...] find yourself in the midst of people, all of them completely different from you. How would you feel? How would you know how to interact, it will take you a while, you know, so they (students) might be a bit laid back because they just want that extra love, compassion, just for you to pull them out of their shell [...]” (Quotes from study with minority-ethnic parents: Adebayo, S. B., & Heinz, M. (2023). ‘Teachers should put themselves in their students’ shoes’: Perspectives of Parents from Minority-ethnic Backgrounds on Schooling in Ireland. *International Journal of Inclusive Education*, 1-19.).

Activities

Description of Activities	Timing
Introduction to Theme 2 Sharing of Portfolio Tasks from Theme 1	30 min
Think-Pair-Share Think about culture in your classroom. Who are your students? What do you (think you) know about their backgrounds? What do you not know or wonder about? What role does culture and cultural awareness play in your teaching? How do you think your own cultural background / upbringing / schooling experience influences you as a teacher?	20 min
Individual reflection What do you think are the benefits of cultural diversity in your classroom? What are the challenges for teachers? (Post-its and display on white boards in classrooms). Learners review contributions followed by summary discussion.	20 min

<p>Lecture Input</p> <p>Lecturer presentation: Overview and discussion of policy and research related to culture and schooling.</p> <ul style="list-style-type: none"> • Intercultural Education Guidelines – Overview • The physical and social school environment – Key issues 	30 min
BREAK RECOMMENDED	
<p>Reflect – pair share – whole group discussion</p> <p>Individual: Reflect on the environment in your school using the checklist from the Intercultural Education Guidelines (p. 30). Think of some of your students from diverse cultural backgrounds. How do you think they are experiencing school? What can you do to support them and to make them feel welcome?</p> <p>Pair: Share your reflections and ideas</p> <p>Whole group discussion: Why and how does school culture matter?</p>	20 min 30 min
<p>Lecture Input</p> <p>Synthesise ideas and draw out key points. Remind learners of the cultural iceberg and discuss the difficulty of being fully aware of culture when it is familiar / comfortable. What difficulties may students face and how can teachers support them? Share some insights from research regarding the impact of culture on school experiences and learning (e.g. Adebayo & Heinz, 2023) Emphasise centrality of relationships</p> <p>Invite learners to share experiences where they gained insights into the experiences of students from diverse cultural backgrounds and/or times when they felt they supported them.</p>	30 min

Table 19: Suggested Activities for in-class learning to explore the connection between Culture and Learning in School – Part 1

<p>Self-study Task:</p> <p>Individual Portfolio reflection task</p> <p>How well do you know your students? What do you (think you) know about their culture? What are some of the ways you have used (or might use) to learn about your students’ interests and experiences? Thinking of cultural diversity in the school and in your classroom, can you describe and reflect on one good and one difficult moment for you? How welcoming do you think the physical and social environment of your school is for students from diverse cultural backgrounds? Describe some features of the physical and social environment and reflect on how they may support or inhibit a sense of belonging for all students.</p> <p>Read: Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press. – PART 1</p>	5 hours
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Table 20: Suggested Self-Study task to explore the connection between Culture and Learning in School – Part 2

Theme 3: Developing Inter/Cultural Knowledge and Global Perspectives

Learning Intentions

- Learners explore various cultures, worldviews, religion/spirituality
- Learners gain an insight into living and schooling elsewhere
- Learners appreciate the variety within and complexity of culture
- Learners reflect on key values across cultures

Content

This theme aims to offer learners new insights into diverse cultures. Lecturers can draw on the participants' own experiences (their backgrounds, living or travelling abroad experiences, what they have learnt from engagement with people from other backgrounds, etc.) as well as on readings, videos and, where possible, guest speakers. While it is impossible to represent a comprehensive overview of cultures of the world the module aims to ignite interest and promote the development of intercultural competence. Following a face-to-face session where learners are provided with a very broad overview of world cultures and religions and where they may gain a deeper insight into one or two different places, learners are encouraged to find out more about the cultural background of someone they know who has grown up outside Ireland and about their experiences in Ireland and perspectives on culture(s) in Ireland.

Overview of world cultures and religions

Dowley, T. (2018). Introduction to World Religions. Fortress Press.

Exploring Religions / Worldviews / Spirituality

“There are no straightforward answers to the question, ‘What are religions?’ Their diverse origins and histories make a simple definition impossible, and the inter-relationship between religion and other aspects of identity and culture further complicate the picture. Some religions are closely bound to a shared history or associated with a particular geographical area or nation (e.g., Judaism, Shintoism), while others (e.g., Buddhism, Christianity, Islam) are more universal and global in their reference and scope. Religions have had a decisive influence on cultures across the world, for example in art forms, modes of dress, diet, social structures, and relations between genders. However, it would be misleading to understand religions solely as identity signifiers and cultural phenomena.

There is considerable variation within religions and many people, in reality, develop their personal philosophy or spirituality from a variety of sources. One of the benefits of encounter with individuals from different religious backgrounds is that it tends to reveal this diversity of practice, custom and belief. However, one of the dangers is that learners might be tempted to generalise from one encounter and make assumptions about a whole group or religion.

“Different religions share a reference to the transcendent, whether through belief in God or gods or through a mode of spirituality that goes beyond ordinary experience (as in some forms of Buddhism). Individual religions are often understood to be distinct systems of belief. This understanding accords with the concept of a revelation of divine truths and with the desire discernible in Christian and Islamic traditions, for example, to establish what beliefs and actions are necessary for entry into eternal life, or are pleasing to God, and to pass them on. Doctrinal differences within both traditions have generated debate and sometimes conflict, yet despite disagreements and variations in belief there remain core tenets of faith that serve to define the religions, for example the oneness of Allah in Islam, the centrality of Jesus to Christianity. Partly because of the prominence of these religions, a formalised, belief-system model has come to dominate modern western conceptualisations of other religious traditions, often imposing unifying frameworks on the mass of diverse and disparate practices encountered through expansion into other parts of the world.

Resources

Council of Europe, Autobiography of Intercultural Encounters. Context, Concepts and Theories. Available at <https://rm.coe.int/context-concepts-and-theories-autobiography-of-intercultural-encounter/168089eb76>)

Activities

Description of Activities	Timing
Group work Sharing Portfolio Reflections from Theme 2 in groups of 4 Share key learning with the whole group	30 min
Introduction to Theme 3	10 min
Lecture Input Overview of World Cultures and Religions	40 min
Group work Sharing experiences of different cultures in groups of 4 – What have you learnt from engaging with / immersing yourself in another culture?	30 min
BREAK RECOMMENDED	15 min
Reflection and group discussion What are Religions? How are they different/similar	15 min
Guest speakers or Videos Learners in the group and/or invited guests share some insights into their cultural backgrounds. This is followed by questions and discussion.	40 min
Total recommended In-Person Time	180 min

Table 21: Suggested Activities for in-class learning to explore Inter/Cultural Knowledge and Global Perspectives Part 1

<p>Self-study Task 3: Action and Reflection Task Find out more about the cultural background of someone you know who has grown up outside Ireland: Talk to them and ask them about their backgrounds and about their experiences in Ireland and Northern Ireland. Read about their culture / country / religion. What insights have you gained from this experience and how can this help you to become a more culturally responsive teacher? Write a summary of your action and reflection for your Portfolio (800 words) and bring key points for sharing to the next session.</p>	<p>5 hours</p>
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Table 22: Suggested Self-Study Activities to explore Inter/Cultural Knowledge and Global Perspectives Part 1

Theme 4: Exploring Culturally Responsive Teaching, Learning and Assessment

Learning Intentions

- Learners explore the concept of culturally responsive teaching
- Learners critically analyse teaching, learning and assessment strategies and discuss how they may be adapted to better support diverse learners
- Learners critically analyse the curriculum and teaching materials
- Learners explore opportunities for integrating multicultural perspectives across subject areas
- Learners develop cross-curricular projects that highlight cultural diversity
- Learners discuss challenges associated with teaching in culturally diverse classrooms and share experiences
- Learners think critically about the importance of and approaches to teaching controversial issues in the classroom
- Learners explore resources available to develop more culturally responsive teaching and learning approaches

Content

Theme 4 invites learners to look at the concept of culturally-responsive teaching more deeply and start thinking about – and planning – how they can enhance their own practice to develop more culturally responsive practices. As learners will be teachers of various subjects and/or in various educational roles, this practical application will involve a substantive amount of individual and group work as well as practical work in their work or placement settings.

Culturally responsive teaching and learning

Concepts and terminologies

- Culturally Compatible (Jordan, 1985)
- Culturally Congruent (Au & Kawakami, 1994)
- Culturally Relevant (Ladson-Billings, 1995a,1995b)
- Culturally Responsive Teaching/Pedagogy (Erickson, 1987; Gay, 2002)
- Culturally Sustaining Pedagogy (Paris, 2012)

“In essence, the concept of culturally relevant pedagogy aims to empower all students while preventing any student from being left behind or isolated (Ladson-Billings, 1995). Moreover, a teaching and learning practice that embraces cultural inclusivity enables students to develop critical awareness that allows them to establish connections between their identities, schools, and the broader society.” (Ladson-Billings, 1995a, 1995b)

Villegas and Lucas (2002) and Gay (2002) identified five crucial characteristics of culturally responsive teaching:

1. developing a knowledge base about cultural diversity;
2. including ethnic and cultural diversity content in the curriculum;
3. demonstrating caring and building learning communities;
4. communicating effectively with ethnically diverse students; and
5. responding to ethnic diversity in the delivery of instruction.



Figure 5: Eight Competencies of Culturally Responsive Teaching. Source: Muñiz, J. (2019). Culturally Responsive Teaching: A 50-State Survey of Teaching Standards. *New America*.

Multi-/Pluri-lingualism/English Language Learners

“It is essential that providers and learners are able to communicate effectively with each other in the language of instruction. This requires proficiency in both social and academic (cognitive) language proficiency. In the Irish context, communicating means having sufficient proficiency in either English or Irish- whichever is the language of instruction. Gaining such proficiency will allow migrant students to access the curriculum/ programme on a par with their native Irish peers” (Intercultural Education Strategy, p. 46).

“At the same time, the strategy acknowledges the importance of the students’ linguistic background: Educators at all levels should recognise students’ prior learning, and value this experience. Mother

tongue is an asset and not a hindrance. Accordingly, it should be utilised in learning environments.” (Intercultural Education Strategy, p. 47)

Languages Connect Strategy (2017-2026) envisions Ireland as place “where all stakeholders engage in actively encouraging and supporting citizens to communicate in multiple languages and appreciate other cultures, enabling people who live here to become global citizens” [...] respect for and affirmation of home languages is a precondition for social cohesion. If home languages are disrespected or denied, the identity of the individual is also disrespected or denied. This is likely to give rise to resentment that in future years will come back to haunt Irish society

Key Readings

What do teachers need to know about students who are learning to speak English?

Available at: <https://iris.peabody.vanderbilt.edu/module/ell/cresource/q1/p02/#content>

Translanguaging Guide for Educators. Available at: <https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>

EAL Adjustment for Students. Available at:

https://drive.google.com/file/d/1W4063oWAOaj4euONMv4ZPL9XOVnyVc_G/view

5 Highly Effective Speaking Strategies to use with EAL learners. Available at:

<https://ealdaylight.com/2019/02/06/5-speaking-strategies-to-use-with-eal-learners/>

Activities

Description of Activities	Timing
<p>Group work</p> <p>Sharing Portfolio Reflections from Theme 3 in groups of 4</p> <p>Share key learning with the whole group</p>	20 min
Introduction to Theme 4	10 min
<p>Lecture Input</p> <p>Culturally responsive Teaching – Review conceptual development and research in the field</p> <p>What are competences for culturally responsive teaching?</p>	
<p>Individual and Group Work</p> <p>Read article by Tyrone Howard:</p> <p>7 Culturally Responsive Teaching Strategies and Instructional Practices</p> <p>https://www.hmhco.com/blog/culturally-responsive-teaching-strategies-instruction-practices</p> <p>Individually, take notes of:</p> <ul style="list-style-type: none"> • Strategies you are already using – how are they working? • Strategies you would like to develop in your own teaching • Share your experiences and ideas in groups of 4 • Present and discuss ideas in whole group 	60 min
BREAK RECOMMENDED	15 min
<p>Lecture Input</p> <p>Multi-/Pluri-lingualism in Schools and Society</p> <ul style="list-style-type: none"> • Languages in Schools in Ireland • Research regarding the experiences of English Language Learners • Language Learning Contexts, Stages, Challenges • How can teachers support English Language Learners – Attitude and Strategies 	45 min
<p>Group Work – Ideally in Subject-specific Groups or Disciplines</p> <ul style="list-style-type: none"> • How can you better support multilingual learners? • Strategies? • Support materials? 	30 min
<p>Preparation for Enquiry-based Project</p> <ul style="list-style-type: none"> • Presentation about enquiry-based teaching • Students review and discuss the brief for the enquiry-based project • Some first ideas arising from the session are noted for further investigation • Critical friends groups of 4 students are formed – students exchange contact details and schedule 2 meetings (face-to-face or online) 	30 min
	210 min

Table 23: Suggested Activities for in-class learning to explore Culturally Responsive Teaching, Learning and Assessment Part 1

<p>Self-study Task 4:</p> <p>Explore languages spoken by students and teachers in your school and in your classroom. When you have identified some languages spoken by your students, write down and learn a few phrases in these languages.</p> <p>Use some of the learnt phrases in the classroom – Greetings, phrases of praise, instructions, perhaps a key term related to your topic translated.</p> <p>Write a brief reflective account (500 words) about your experience as a language learner and a teacher who acknowledges and brings multiple languages in/to the classroom.</p> <p>Useful resources</p> <p>LanguagesConnect. Language Mats for the Classroom. Available at: https://languagesconnect.ie/language-mats/</p> <p>Duolingo https://www.duolingo.com</p>	<p>5 hours</p>
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Table 24: Suggested Self-study activities to explore Culturally Responsive Teaching, Learning and Assessment Part 2

Theme 5: Taking Action – Developing more Culturally-responsive Strategies in my Classroom

Learning Intentions

- Learners critically analyse their own education practice through a culturally responsive pedagogy lens
- Learners review subject-specific curricula, resources and pedagogical approaches and identify key areas where they can develop more culturally responsive teaching and learning approaches
- Learners plan and implement an enquiry-based project focused on developing more culturally responsive teaching and learning approaches

Content

Theme 5 challenges learners to take action in their own professional/educational contexts. Over a period of 6 weeks, learners engage in an enquiry-based project (detailed brief in assessment section) to develop more culturally responsive practices in their professional contexts. Engagement in this enquiry-based process involves 4 key steps:

1. Consideration of own classroom practice and school context
2. Identification and exploration of culturally responsive strategies
3. Plan the implementation of the culturally responsive strategy(ies)
4. Implement, monitor and evaluate the impact of the culturally responsive strategies

Learners will be assigned to groups of 4 critical friends with whom they meet at least twice during the duration of the project implementation to discuss their ideas, progress and experiences.

Key Readings:

National Council for Curriculum and Assessment (2006). Intercultural Education in Post-primary School. Guidelines for Schools. Available at: https://ncca.ie/media/1976/intercultural_education_in_the_post-primary_school.pdf

National Council for Curriculum and Assessment (2005). Intercultural Education in Primary Schools: Guidelines for Schools. Available at: https://www.curriculumonline.ie/getmedia/236745b0-a222-4b2a-80b1-42db0a3c7e4c/Intercultural-Education-in-Primary-School_Guidelines.pdf

Activities

Description of Activities	Timing
All activities are action and self-study tasks	
Learners work individually on their enquiry-based projects over a period of 6 weeks (detailed brief in assessment section)	20 hours
Learners meet in their critical friends groups twice during the process Critical Friends Meeting 1 takes place before the implementation (Step 3) <ul style="list-style-type: none"> Each group member shares key insights from their work related to steps 1 and 2 as well as plan for step 3. Critical Friends groups ask critical questions and provide feedback. Critical Friends Meeting 2 takes place during the implementation (Steps 3 and 4) <ul style="list-style-type: none"> Each group member shares key experiences and learning from their work related to steps 3 and 4. Critical Friends groups ask critical questions and provide feedback. 	4 hours
Learners compile the written enquiry-based project report	5 hours
Learners prepare a Pecha Kucha Presentation	5 hours
	34 hours

Table 25: Suggested Self-study activities to explore Culturally Responsive Teaching, Learning and Assessment Part 3

Theme 6: Your Journey - Reflecting on my Learning and Planning for the Future

Learning Intentions

- Learners share their learning from their enquiry-based projects with the group and discuss and provide feedback on the projects of other learners
- Learners critically engage with a variety of culturally responsive strategies and discuss benefits, challenges, factors impacting implementation
- Learners reflect on their path as culturally responsive teachers so far and create a personal action plan for continued growth

Content

In this in-person session, learners present on their enquiry-based teaching projects. This is followed with a reflection on learning from the module and planning of next steps.

Activities

Description of Activities	Timing
Welcome, overview and set-up of/for last session	30 min
Learners present on their enquiry-based projects. Presentations are followed by questions and discussion. Prompts for Pecha Kucha Presentations: <ul style="list-style-type: none"> • What culturally responsive strategy(ies) did you explore and implement? • How did you implement them? • Who did you implement them with? • What happened? • What was the impact on your students (learning, engagement, classroom environment, etc.)? • What did you learn? • What were the challenges you encountered? • What would you do differently if you were to implement this again? 	180 min
Individual followed by group reflection and discussion <ul style="list-style-type: none"> • What are your key take aways from the day regarding culturally responsive teaching and learning? 	30 min
Pulling everything together Facilitator provides a summary reflection highlighting key ideas shared and critically explored in the module Facilitator provides suggestions for next steps – CPD opportunities, readings, etc. Facilitator reviews final assessment tasks	30 min
Final questions and answers	30 min
Total recommended In-Person time	300 min

Table 26: Suggested in-person learning to develop more Culturally responsive Strategies in your Classroom Part 1

<p>Self-study Task</p> <p>Learners compile their Portfolio and write final Portfolio entry</p> <p>Looking back at your learning since you started the module, how would you describe your development regarding:</p> <ul style="list-style-type: none"> • Your understanding of the concept of culturally responsive pedagogies? • Your development of culturally responsive practices? <p>What are your goals going forward? What actions can you take to continue your development as a culturally responsive teacher?</p>	<p>5 hours</p>
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Table 27: Suggested Self-Study Activities to develop more Culturally responsive Strategies in my Classroom Part 2

Portfolio of Self-study Tasks

After the completion of the face-to-face input of each theme, learners engage in self-study tasks consisting of a mixture of guided reflections and readings. An overview of self-study tasks related to themes 1-4 is provided in tables 28 and 29 below:

Description of Self-study Tasks and Portfolio Entries	Portfolio Entry Word Count
<p>Theme 1 – Self-study Task 1</p> <p><i>Individual Portfolio Reflection Task</i></p> <p>What new insights have you gained about the concepts of culture and cultural competence?</p> <p>How can this understanding enrich your professional practice?</p> <p>Culture(s) in Ireland – Collect 10 visuals to represent Culture(s) in Ireland. Write a brief description of how each of them represents aspects of culture(s) in Ireland.</p>	<p>1,000 words</p>
<p>Theme 2 – Self-study Task 2</p> <p><i>Individual Portfolio Reflection Task</i></p> <p>How welcoming do you think the physical and social environment of your school is for students from diverse cultural backgrounds? Describe some features of the physical and social environment and reflect on how they may support or inhibit a sense of belonging for all students.</p> <p>How well do you know your students?</p> <p>What do you (think you) know about their culture?</p> <p>What are some of the ways you have used (or might use) to learn about your students’ interests and experiences?</p> <p>Thinking of cultural diversity in the school and in your classroom, can you describe and reflect on one good and one difficult moment for you?</p> <p>Reading</p> <p>Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press. – PART 1</p> <p>Write a short reflection about three key learnings from this reading.</p>	<p>1,000 words</p> <p>300 words</p>

Table 28: Self-Study task (Themes 1 – 2)

<p>Theme 3 – Self-study Task 3</p> <p><i>Individual Action and Portfolio Reflection Task</i></p> <p>Find out more about the cultural background of someone you know who has grown up outside Ireland:</p> <p>Talk to them and ask them about their backgrounds and about their experiences in Ireland. Read about their culture / country / religion.</p> <p>What insights have you gained from this experience and how can this help you to become a more culturally responsive teacher?</p> <p>Write a summary of your action and reflection for your Portfolio and bring key points for sharing to the next session.</p>	<p>1,000 words</p>
<p>Theme 4 – Self-study Task 4</p> <p><i>Individual Action and Portfolio Reflection Task</i></p> <p>Explore languages spoken by students and teachers in your school and in your classroom.</p> <p>When you have identified some languages spoken by your students, write down and learn a few phrases in these languages.</p> <p>Use some of the learnt phrases in the classroom – greetings, phrases of praise, instructions, perhaps a key term related to your topic translated.</p> <p>Write a brief reflective account (500 words) about your experience as a language learner and a teacher who acknowledges and brings multiple languages in/to the classroom.</p>	<p>500 words</p>
<p>Theme 5 – Self-study Task 5</p> <p><i>Enquiry-based Project</i></p> <p>see separate brief</p>	<p>Separate brief</p>
<p>Theme 6 – Self-study Task 6</p> <p><i>Final Portfolio Reflection – My Journey</i></p> <p>Looking back at your learning since you started the module, how would you describe your development regarding:</p> <p>Your understanding of the concept of culturally responsive pedagogies?</p> <p>Your development of culturally responsive practices?</p> <p>What are your goals going forward? What actions can you take to continue your development as a culturally responsive teacher?</p>	<p>500 words</p>

Table 29: Self-Study tasks (Themes 3-6)

Enquiry-based Project

Based on careful consideration of your current classroom practice and on your learning from the module so far, your readings and discussion with colleagues, identify two to three culturally responsive strategies that you would like to implement in your classroom. You will explore your chosen strategies and plan an implementation. You then implement the strategies over a period of 4 weeks. During the implementation phase you will monitor and evaluate the impact of the changes you have made on your practice/your students' learning/the classroom environment. You will collect and analyse information to document your use of your chosen strategies and their impact. You will be assigned to a "critical friends group" with whom you will meet at least twice during the duration of the project implementation to share and discuss your ideas, progress and experiences.

<p>Step 1</p> <p>Consideration of own classroom practice and school context</p>	<p>Reflect on your own teaching so far considering your students' cultural backgrounds and your learning from the module. You may use the prompts below for your reflection:</p> <ul style="list-style-type: none"> • Review your subject specifications and the teaching materials you usually use in your teaching (you might pick one specific year group to start with) • How is culture relevant to this topic? How is culture represented? What culture(s) are foregrounded / backgrounded? How do you think your students relate to the topic? How do they relate to the materials (media, visual representations, examples, people, etc.)? • What changes can you make to your teaching to make it more culturally relevant/responsive? • How can you better support multilingual learners?
<p>Step 2</p> <p>Identification and exploration of culturally responsive strategies</p>	<p>Which culturally responsive strategy(ies) might help you to support all your students' learning and to create a more culturally inclusive learning environment?</p> <ul style="list-style-type: none"> • Consult readings, articles related to the methodology(ies) • Discuss your ideas with colleagues, critical friends, possibly students to get different perspectives. <ul style="list-style-type: none"> • How do you feel this strategy(ies) can be applied in your practice? • How do you think this will benefit your students' learning / sense of belonging?
<p>Step 3</p> <p>Plan your implementation of the culturally responsive strategy(ies)</p>	<p>Choose a strategy(ies) you would like to implement in your classroom.</p> <ul style="list-style-type: none"> • Who will you implement this strategy(ies) with? Why? • How best can you implement the strategy(ies) in your own classroom setting? • What resources will you need for the implementation of the strategy(ies)? • What challenges might you encounter during the implementation of the strategy(ies)? • How might these challenges be overcome?

Table 30: Enquiry-based Project (Steps 1-3)

<p>Step 4</p> <p>Implement, monitor and evaluate the impact of the culturally responsive strategies</p>	<p>Collect and analyse information/data to document your use of the strategy(ies). You can use reflective notes, audio/video recording, feedback from colleagues/students, students' work, etc. (discuss requirements regarding ethics and consent with your facilitator).</p> <ul style="list-style-type: none"> • Describe what happened • Did the implementation go according to plan? • What changes did you observe, if any? • What have you learned about culturally responsive teaching and learning from implementing this strategy(ies)? • Has the implementation of this strategy(ies) helped you to improve your practice? • In what way? • How do you know? • What new questions/issues/concerns have been raised?
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Table 31: Enquiry-based Project (Step 4)

<p>Assessment 1</p> <p>Written enquiry-based project</p>	<p>Keep records and write 500 words summarising each of the five steps outlined in the brief. Add some evidence, for example samples (anonymised) of students' work or feedback, samples of your teaching materials or lesson/unit plans.</p> <p>Total word count: 2,000 words</p>
<p>Assessment 2</p> <p>Pecha Kucha Presentation</p>	<p>Prepare a Pecha Kucha Presentation for the last face-to-face session.</p> <p>For information about Pecha Kucha see https://www.youtube.com/watch?v=jJ2yeplaAtE</p> <p>Use the prompts below to prepare your presentation:</p> <ul style="list-style-type: none"> • What culturally responsive strategy(ies) did you explore and implement? • How did you implement them? • Who did you implement them with? • What happened? • What was the impact on your students (learning, engagement, classroom environment, etc.)? • What did you learn? • What were the challenges you encountered? • What will you do now? How can you develop the strategy(ies) further?

Table 32: Enquiry-based Project Assessments



**Shared Island
Initiative**

