

Teacher educators and diversity

Cochran-Smith, M. (2012). Diversity in Teacher Education and Special Education. The Issues That Divide. *Journal of Teacher Education*, 63 (4), 237-244.

Doi: 10.1177/0022487112446512

This article explores the enduring fissure between general and special teacher education by focusing directly on the issues that divide these two fields. In the first part of the article, the authors describe their individual and shared positionalities as scholars and practitioners. Then the article examines differences in the disciplinary traditions that influence the work of general teacher educators and special teacher educators as well as issues related to deficit perspectives and access to the general curriculum. The authors suggest that the lack of a common underpinning is the central cross-cutting reason for the continued deep division between the diversity communities in the two fields. Despite this deep divide, the article argues that it is imperative to find collaborative spaces that have the potential to unite the diversity communities and build new synergies in general teacher education and special teacher education.

Florian, L. (2012). Preparing Teachers to Work in Inclusive Classrooms. Key Lessons for the Professional Development of Teacher Educators from Scotland's Inclusive Practice Project. *Journal of Teacher Education*, 63 (4), 275-285.

Doi: 10.1177/0022487112447112

The increasing cultural, linguistic, and developmental diversity of today's classrooms demands more inclusive approaches to schooling, but classroom teachers often report feeling unprepared for inclusive education. This article reports some lessons learned from the Inclusive Practice Project, a teacher education reform project that has developed an innovative approach to preparing teachers to enter a profession in which they take responsibility for the learning and achievement of all students. It identifies four crucial issues, describes how they were addressed, and considers the challenges of professional development of teacher educators that emerged from the project studies. Key lessons focusing on the professional development of teacher educators in the establishment of a new curricular approach to teacher education for inclusive education are discussed.

Cochran-Smith, M., Eil, F., Grudnoff, L., Haigh, M., Hill, M., & Ludlow, L. (2016). Initial teacher education: What does it take to put equity at the center? *Teaching and Teacher Education*, 57,

67–78.

Doi:10.1016/j.tate.2016.03.006

This article addresses the question: What would it take to put equity front and center in initial teacher education? Drawing on research and innovative programming, the authors argue there are four essential tasks: conceptualizing educational inequality and the role of teacher education in challenging inequality; defining practice for equity; creating curricula and structures that are equity-centered and tailored to local patterns of inequality; and, engaging in research for local improvement and theory building about the conditions that support candidates' equity practice. The article conceptualizes each of these tasks and illustrates how they have been addressed in one context.

Matias, C.E., & Grosland, Y.J. (2016). Digital Storytelling as Racial Justice: Digital Hopes for Deconstructing Whiteness in Teacher Education. *Journal of Teacher Education*, 67, 152-164.

Doi:10.1177/0022487115624493

Teacher education is replete with an overwhelming presence of Whiteness, a presence that if not explicitly interrogated indefinitely recycles hegemonic Whiteness. Needed are pedagogical strategies that expose the hegemonic invisibility of Whiteness. This critical reflection examines the utilization of digital storytelling by teacher educators of color to pedagogically deconstruct Whiteness in a predominately White, urban-focused teacher education course—a necessary deconstruction if these teacher candidates are to effectively teach urban students of color. Particularly, this article deconstructs four academic years of digital stories produced in a mandatory diversity course in an urban teacher education program and illustrates how digital storytelling itself promotes a critical self-revelation that confront Whiteness in White teacher candidates. The preliminary analyses suggest that digital storytelling is a racially just way of having White teacher candidates self-reflect on their own Whiteness in a multitude of ways, by (a) ending emotional distancing, (b) debunking colorblindness, (c) engaging emotions, and (d) sharing the burden of race.

Williams, J. & Berry, A. (2016): Boundary Crossing and the Professional Learning of Teacher Educators in New International Contexts, *Studying Teacher Education*.

DOI: 10.1080/17425964.2016.1192031.

In this collaborative self-study, two teacher educators examine their experiences of working in new international contexts and the impact of those experiences on their professional learning and identities. Mandi moved from a major research university in one country to another, while Judy co-led a group of pre-service teachers on an international practicum for three weeks each year for three years. Using the concept of boundary crossing as a theoretical and analytical framework, each teacher educator identified a boundary-related critical incident or experience that occurred during her work in new international contexts. Through individual and collaborative analysis of their critical incidents, they found that working as a teacher educator in new international contexts involves the crossing and re-crossing of multiple personal, professional, linguistic and cultural boundaries. Working in these boundary spaces involved learning how to negotiate new kinds of relationships with colleagues and students, manage changed roles and responsibilities and, ultimately, a search for a renewed sense of self, as each sought to understand herself differently within a new professional context.

Poyas, Y. (2016) "Don't Sell Me the Enemy's Literature": A Self-Study of Teaching Literature in Politically Fraught Contexts. *Studying Teacher Education*, 12 (3), 267-283.

DOI: 10.1080/17425964.2016.1237872

It centers on a novel that speaks from the perspective of the minority (Palestinian) culture, one in the throes of conflict with the majority (Jewish) culture, which itself is not lacking in polarized views. The novel sparked a polemic in a group of Arab and Jewish teachers in the tense political context in Israel. Although located in Israel, this story may be relevant to other teachers and lecturers who teach literature in multicultural classrooms. My story recounts the moment at which I felt the need to pause and examine matters in order to explore them

in greater depth and from them to learn lessons about my teaching, viewpoints, and feelings in the cultural-sociopolitical context that I inhabit.

I realized in a flash that she came from a political current far from my own and that I had to be careful, suspend my political self, and attempt to stay within the confines of the literary discourse. What, however, does the expression "confines of the literary discourse" mean in the reality that I inhabit? I also found a note in my diary describing my reluctance to explain my approach toward the teaching of literature in the very first lesson, before we made each other's acquaintance and before all members of the class could give the work an initial reading.

I found that learners – Jews and Arabs alike – are willing to reveal themselves on various matters but not to discuss the Jewish–Arab conflict (Poyas, 2012). For reasons connected with power relations in class and the delicate fabric of Jewish–Arab relations generally, they find it better to refrain from speaking openly so that a comfortable and pleasant atmosphere may prevail. When the core of the dispute is off-limits for discussion, one can imagine the existence of relations of equality and fairness because the core issues of the dispute are not addressed.

Pennington, J.L., Brock , C.H., Abernathy, T.V., Bingham, A., Elza M. Major , Lynda R. Wiest (2012). Teacher Educators' Dispositions: Footnoting the present with stories from our pasts. *Studying Teacher Education*, 8 (1), 69-85.

University educators are charged with preparing pre- and in-service teachers for today's school populations; however, university faculty may assume the role of fostering and evaluating their students' dispositions toward diversity without having first examined their dispositions toward their own students. In this critical autoethnographic self-study, seven teacher educators in one university department, from multiple disciplines, reversed common notions of studying the dispositions of our students and turned the focus onto our own struggles with our dispositions as teachers of teachers. Findings illustrate the powerful positions and judgmental stances we held as we navigated our teaching as well as a need for teacher educators to devote time to deliberate critical self-study of their own dispositions.

Kitchen, J., & Bellini, C. (2012). Making It Better for Lesbian, Gay, Bisexual, and Transgender Students through Teacher Education: A collaborative self-study. *Studying Teacher Education*, 8 (3), 209-225.

Teacher education programs have a critical role in helping incoming teachers develop a deeper understanding of lesbian, gay, bisexual, and transgender (LGBT) issues and their moral and legal obligations to counter homophobic bullying. In this self-study, two educators – a university professor and a classroom teacher, who facilitated a workshop titled “Sexual Diversity in Secondary Schools” in a faculty of education in a mid-sized Canadian city – reflect on the feedback provided by teacher candidates on workshop evaluation forms in relation to their experiences as teacher educators delivering the workshops. In particular, they consider (1) their commitment to this work; (2) why they taught the way they did; (3) the impact their approach had on teacher candidates in the workshops; and (4) what the study revealed about their teacher education practices.

Coia, L., & Taylor, M. (2013). Uncovering Our Feminist Pedagogy: A co/autoethnography. *Studying Teacher Education*, 9 (1), 3-17.

What does it mean to be a feminist educator? How would we know if we were? We call ourselves feminist teachers and yet we have not focused on this identification and its influence on our teaching in some time. In this self-study, we set out to look at our practice using co/autoethnography. As our study progressed, we began to realize that our research methodology seemed to align more with feminist principles than did our teaching. We became increasingly aware of how our methodology illuminated areas of our practice that may well have remained hidden. With our attention now on co/autoethnography itself, with its embrace of the autobiographical notion in sociopolitical context and an evolving epistemology, we were attentive to how co/autoethnography is itself a feminist research methodology. As we retrace our journey to this realization, we share this co/autoethnographic self-study.

Smith, R., & McCully, A. (2013). Organisational self-evaluation and teacher education for community relations in a transforming society? *European Journal of Teacher Education*, 36 (3), 320-345.

<http://dx.doi.org.vu-nl.idm.oclc.org/10.1080/02619768.2012.757302>

During 2004, the School of Education at the University of Ulster embarked on an innovative three-year project designed to embed community relations objectives within initial teacher education. With the advent of more peaceful times in Northern Ireland, this was a precipitous time for initial teacher educators to review the preparation given to beginner teachers for teaching in an increasingly pluralist society emerging from conflict. The present paper reports on one very specific and time-limited element of the broader project. That is, development work designed to investigate the possibilities of using processes of self-review and evaluation as a lever for improvements in initial teacher education for community relations. Following a brief contextualisation, the background to, and the development of, a set of materials designed to support rigorous and systematic self-review of all aspects of provision in a university-based initial teacher education department is described. The Community Relations Index for Initial Teacher Education (Cr-ITE) was envisaged as being of use to initial teacher education establishments in order to help teacher educators take responsibility for rigorous learning from their practice, whilst placing inclusive values at the centre of organisational development. The final section includes further critical reflection on

the role of organisational self-review in transforming teacher education for inclusion in a society emerging from longstanding communal conflict.

Fylkesnes, S. (2018). Whiteness in teacher education research discourses: A review of the use and meaning making of the term *cultural diversity*. *Teaching and Teacher Education*, 71(2018), 24-33. doi.org/10.1016/j.tate.2017.12.005 0742-051X.

Teacher education researchers do not explicitly define the term cultural diversity. Teacher education researchers use the term cultural diversity in relation other undefined terms. Teacher education researchers use cultural diversity extensively in binary oppositions. Teacher education researchers are actors who produce a discursive ideology of White supremacy. Discourses of teacher education research may effect racial justice. The term “cultural diversity” is extensively used in recent teacher education research, but its meaning appears to vary and therefore needs to be made visible. This article reviews the use and meaning making of the term cultural diversity. The analysis reveals three main patterns across the 67 studies reviewed: Cultural diversity is (1) undefined, (2) related to a set of other undefined terms and (3) used in binary oppositional discourses that produce a racialized Other. Drawing on critical Whiteness studies and critical discourse analysis, I argue that despite attempting to promote social justice, researchers are actors who produce a discursive ideology of White supremacy

Keywords: Teacher education research review Cultural diversity Discourse analysis Racialized other Whiteness Social justice

Ellerbrock, C.R., Cruz, B.C., Vásquez, A., & Howes, E.V. (2016). Preparing Culturally Responsive Teachers: Effective Practices in Teacher Education. *Action in Teacher Education*, 38(3), 226-239. DOI: 10.1080/01626620.2016.1194780.

Despite the growing diversity in our nation’s schools, many teacher educators avoid discussions on diversity issues for myriad reasons. As a result, numerous preservice teachers lack quality learning opportunities to become well versed on issues of diversity in meaningful ways that can translate to P-12 practice. This article elaborates on instructional practices and resources used by teacher educators who, grounded in an understanding of diversity awareness and identity development as well as culturally relevant pedagogy, are actively preparing the next generation of teachers who are culturally responsive.

Keywords: Culturally relevant pedagogy; diversity; identity development; pedagogical practices and resources; teacher preparation

Yang, Y., & Montgomery, D. (2013). Gaps or bridges in multicultural teacher education: A Q study of attitudes toward student diversity. *Teaching and Teacher Education*, 30(2013), 27-37. doi.org/10.1016/j.tate.2012.10.003.]

This paper highlights Q methodology as an appropriate research technique for capturing attitudes and demonstrates the use of Q method to study the attitudes of preservice teachers and teacher educators toward student diversity. A total of 43 participants from a comprehensive American university sorted 47 Q-statements. Two array groups emerged that indicate both consensual and divided attitudes toward student diversity. The study results indicate opportunities for both preservice teachers and teacher educators to find and create

bridges to understand gaps in attitudes toward student diversity, which may help improve the effectiveness of multicultural teacher education.

Keywords: Q methodology Student diversity Attitudes Multicultural teacher education

Ragoonaden, K.O., Sivia, A., & Baxan, V. (2015). Teaching for Diversity in Teacher Education: Transformative Frameworks. *The Canadian Journal for the Scholarship of Teaching and Learning*, 6(3), Article 6. Available at: http://ir.lib.uwo.ca/cjsotl_rcacea/vol6/iss3/6.

This paper examines the practice and professional development of teacher educators engaged in diversity pedagogy in Canadian teacher education programs. Using a reflective inquiry combined with a self-study of teacher and teacher education practices (S-STEP), three educators discuss the complexity of their research and teaching experiences through the lens of Egbo's (2009) seminal text, "Teaching for Diversity in Canadian Schools". These critical reflections provide the basis to contextualize praxis-oriented teacher education practices in rural and in urban contexts. Specifically, the discussions focus on how diversity pedagogy informed curriculum development and promoted trans-disciplinary educational praxis. These transformative frameworks provided the teacher educators with the necessary knowledge base and knowledge mobilization to introduce marginalization, oppression, and alienation of underrepresented populations to preservice and service teachers.

Jacobs, J., Assaf, L.C., & Lee, K.S. (2011). Professional development for teacher educators: conflicts between critical reflection and instructional-based strategies. *Professional Development in Education*, 37(4), 499-512.

This research study used in-depth interviews to examine a professional development book club of teacher educators exploring their beliefs about language diversity and how to prepare future teachers for culturally and linguistically diverse schools. Findings include the centrality of lived experiences, conflicting ideas of high-quality pedagogy and tensions with the process. This study has implications for teacher education program development as well as strategies to support professional development related to cultural and linguistic diversity.

Keywords: teacher education; professional development; book club; diversity; reflection

Jett, C.C., & Cross, S.B. (2016). Teaching about Diversity in Black and White - Reflections and Recommendations from Two Teacher Educators. *The New Educator*, 12(2), 131-146. DOI: 10.1080/1547688X.2015.1058448.

In this article, two teacher educators reflect on their experiences teaching a diversity course for preservice middle-school teachers. The first author is an African American male teacher educator, and the second author is a White female teacher educator. While the authors bring distinct experiences, backgrounds, and epistemologies to this work, both seek to prepare preservice teachers with the skills and dispositions needed to meet the needs of culturally diverse students. Including their narratives in their own words, the authors share their experiences teaching this course and make recommendations for those doing this work in their respective spaces

Gist, C.D. (2014). The Culturally Responsive Teacher Educator. *The Teacher Educator*, 49(4), 265-283. DOI: 10.1080/08878730.2014.934129

Recent research on teacher diversity has highlighted the challenges new teachers of color face when they enter diverse school settings. In this study the pedagogy of three sociopolitically conscious teacher educators is investigated to understand how they tailor preparation for teachers of color. Findings revealed that teacher educators' pedagogy for teacher candidates of color was characterized by three mutually binding mindsets and practices: (a) teacher educators made an intentional choice to work as a change agent for communities of color; (b) teacher educators challenged sociocultural barriers to the academic and professional achievement of teachers of color; and (c) teacher educators implemented constructivist approaches as an instructional bridge to prepare teacher candidates of color to work with culturally and linguistically diverse students. Based on findings, the conceptual framework of culturally responsive pedagogy is reconstructed to generate suppositions about the culturally responsive teacher educator as a theoretical construct.

Adler, S. M. (2011). Teacher epistemology and collective narratives: Interrogating teaching and diversity. *Teaching and Teacher Education*, 27(3), 609-618.

This action research study interrogates how one teacher educator analyzed her pedagogy and engaged her students in writing narratives about working with children, families, and co-workers who are racially and ethnically different from themselves. Data were collected from a special topic graduate course entitled, Epistemology, Diversity and Teaching, at a large Midwestern university. Issues such as "otherness", the culture of power, and white privilege were some key concepts addressed in the course. Findings indicated that use of key readings and meaningful discussion on controversial issues enhanced students' ability to take multiple perspectives, recognize the significance of student epistemology, and acknowledge the importance of culturally relevant pedagogy to meet the needs of a diverse student body. *Keywords: Teacher education Multicultural education Narrative inquiry Epistemology Diversity*

Bair, M. A., Bair, D. E., Mader, C. E., Hipp, S. & Hakim, I. (2010). Faculty emotions: A self-study of teacher educators. *Studying Teacher Education*, 6(1), 95-111.

This article presents the results of a collaborative self-study in which five teacher educators explored the role of emotions in college teaching. We come from diverse backgrounds of race, ethnicity, religion and sexual orientation, while our students are largely White, female, Christian and heterosexual. Our study was guided by a social constructivist paradigm and self-study methodology. Qualitative data included transcripts of group discussions, teaching evaluations, and personal reflections. Findings illuminate the struggles experienced by faculty when cultural differences impede their relationships with their students and their institution. Colleges of education must recognize these challenges and address institutional and cultural barriers if they take seriously the goals of diversifying their faculty and preparing teachers who are culturally competent.

Keywords: teacher education; emotions; faculty diversity; organizational culture; participatory research

Busey, C.L., & Waters, S. (2016). Who are we? The demographic and professional identity of social studies teacher educators. *The Journal of Social Studies Research*, 40(2016), 71–83.

Growth in racial and ethnic diversity among public school P-12 students stands in stark contrast to the teaching population who tend to be monolingual, White females. Secondary social studies teachers defy demographic teacher trends, as they tend to be male, albeit White males who still are not representative of the students they teach. What is missing from the discourse of student–teacher imbalance however is discussion surrounding diversity among social studies teacher educators. The purpose of this study was to examine racial, ethnic, and gender demographics for social studies teacher educators using a framework of critical teacher demography. Findings revealed that social studies teacher educators tend to reflect the population of social studies teachers with many being White males. Furthermore, social studies teacher educators tend to focus their research on concepts such as democratic citizenship with little focus dedicated to critical multicultural issues. The paucity of diversity in demographics and research is critical for social studies teacher educators to consider if we are to reflect multiculturalism in 21st century schools.
Keywords: Social studies teacher education Teacher educator demographics Characteristics Research trends

European Commission / Public Policy and Management Institute (PPMI) (2017). *Preparing Teachers for Diversity: the Role of Initial Teacher Education. Final Report to DG Education, Youth, Sport and Culture of the European Commission*. Brussels: European Commission.

Chapters:

1. Introduction
2. The need for better teacher preparedness for diversity 2.1. Challenges and opportunities of diversity in Europe 2.2. Teacher competences for diversity
3. Mapping of the policy landscape 3.1. Understanding diversity in national education policy 3.2. Focus on ITE for diversity in national policy goals 3.3. Defining competences for diversity 3.4. Quality assurance policies in ITE and diversity 3.5. Funding diversity policies and initiatives in ITE
4. Policy implementation 4.1. Introduction: Implementing effective ITE for diversity 4.2. Integrating diversity into ITE curricula 4.3. Preparing teacher educators for diversity 4.4. Improving ITE selection processes 4.5. Induction programmes for diversity 4.6. Support measures to improve ITE for diversity.4.7. Providing alternative pathways to the teaching profession
5. Effectiveness and transferability of selected ITE initiatives and measures 5.1. Evidence on effectiveness of ITE programmes from the literature 5.2. Effectiveness and impact 5.3. Enablers for success
6. Conclusions and recommendations 6.1. Conclusions 6.1.1. National education policies in Europe need a paradigm shift in their approach towards diversity 6.1.2. Competence-based ITE systems are more likely to effectively prepare student teachers for diversity, provided competences for diversity are welldefined 6.1.3. Transversal and comprehensive curricular approaches help to better prepare student teachers for diversity 6.1.4. Well-prepared teacher educators are key for effective ITE for diversity; however, there are very few

initiatives in Europe to prepare them appropriately 6.1.5. A number of support measures and initiatives are being implemented across Europe to help current ITE systems adjust to the needs associated with classroom and societal diversity 6.1.6. There is a need for a supportive culture for change to be developed at all levels for policies on ITE for diversity to be successfully implemented 6.2. Recommendations 6.2.1. Recommendations for national policy-makers and ITE providers 6.2.2. Recommendations for EU-level stakeholders 6.2.3. Recommendations for improving the evidence base

Han, S. (2016): Teaching diversity: a reflexive learning opportunity for a teacher educator. *Teaching Education*, DOI: 10.1080/10476210.2016.1192115.

This article reports on a two-year self-study exploring my roles and evolving philosophy as an early childhood teacher educator teaching diversity in the US. I was interested in better understanding how and what I can learn from the complexity of my teaching experiences. Data included my professional journals, students' reflection journals, and communication with a critical friend. I examined, when teaching diversity, how I constructed and navigated my roles, how the students constructed and perceived my roles, and how they have transformed my instructional philosophy and practices. The findings illustrated a dynamic and tension-filled experience of a teacher educator teaching diversity in the US as a perceived outsider, suggesting that it was a reflexive learning opportunity. The findings are aligned with a growing recognition that appropriate time and space is necessary for teacher educators to share and exchange their experiences and to gain support for their professional development when teaching diversity. Further, the findings are supportive of the contribution of self-study research in advancing the broader field of teacher education research.

Keywords: teaching diversity; self-study; reflexive learning

Lee, D., & Carpenter, V.M. (2015) "What would you like me to do? Lie to you?" Teacher education responsibilities to LGBTI students. *Asia-Pacific Journal of Teacher Education*, 43(2), 169-180. DOI: 10.1080/1359866X.2014.932331.

The experiences of lesbian, gay, trans (The use of trans with an asterisk avoids the use of transsexual or transgender and promotes recognition of the inadequacy of such labels), bisexual and intersex (LGBTI) student teachers were recently investigated at a New Zealand faculty of education. Student teachers studying in early childhood education and care, primary and secondary initial teacher education (ITE) were asked about their perceptions of LGBTI visibility and inclusion. Methods used were online questionnaires, focus groups and individual interviews. While the study encompassed all aspects of the ITE programme, this work uses one specific question about practicum from the questionnaire, and findings related to practicum and teaching from the focus groups and individual interviews. In this article, the experiences of LGBTI (those who identified as non-heterosexual) student teachers and "straight" (those who identified as heterosexual) are discussed. Findings suggest that both faculty and practicum settings are heteronormative and indicate that LGBTI student teachers felt uncertain about their safety. Both LGBTI and straight students felt they had not been given adequate preparation to manage the complexities of diverse sexualities on practicum or in their future teaching. We argue that addressing heteronormativity in ITE will better prepare student teachers for the rich diversity of students and families they will encounter in their teaching.

Keywords: heteronormativity; initial teacher education; practicum; student teachers

Rissanen, I., Kuusisto, E., & Kuusisto, A. (2016). Developing teachers' intercultural sensitivity: Case study on a pilot course in Finnish teacher education. *Teaching and Teacher Education, 59*(2016), 446-456.

Previous research and educational approaches have omitted religion from close scrutiny. Complementary learning processes between secular and religious citizens are needed. Sensitivity to worldviews as identity markers is central to teachers' intercultural sensitivity. Ethno-relative orientation to diversity is developed through self-reflection. Questioning the neutrality of one's own position increases empathy towards others. In scholarly discussions, developing intercultural competencies, with intercultural sensitivity as their core, is an acknowledged aim of teacher education. Religion forms a foundational part in many cultures, and its prominence in the public sphere is increasing. However, educational research and practice have largely disregarded religious diversity. This paper examines how Finnish student teachers' develop intercultural sensitivity through self-reflective learning processes in a pilot course on cultures and religions in education. The results depict students' willingness to engage in self-reflection as a necessary starting point for developing ethno-relative orientation to diversity and sensitivity to religious identities

Keywords: Intercultural competencies Intercultural sensitivity Religions Worldviews Teacher education Finland

Ruys, I., Defruyt, S., Rots, I., & Aelterman, A. (2013). Differentiated instruction in teacher education: A case study of congruent teaching. *Teachers and Teaching: Theory and Practice, 19*(1), 93-107.

Teachers are supposed to use forms of differentiated instruction to anticipate the differences among their students. However, the adaptation of teaching to the diversity of the group often takes place with difficulty. Teacher education is blamed for not preparing student teachers adequately for differentiated instruction. Several authors suggest that congruent teaching in teacher education might be an adequate solution to this problem. This case study aims to investigate the (congruent) realization of differentiated instruction in teacher education using ethnographic tools. The results indicate that the observed teacher educator demonstrated limited forms of differentiation, largely without providing meta-commentary. Therefore, she is not a role model on the subject of differentiated instruction in the view of student teachers. These results are discussed in depth, and form a basis for further research and suggestions for practice in teacher education.

Keywords: differentiated instruction; case study; congruent teaching; pre-service teacher education

Severiens, S., Wolff, R. & Herpen, S. van (2014) Teaching for diversity: a literature overview and an analysis of the curriculum of a teacher training college. *European Journal of Teacher Education, 37*(3), 295-311. DOI: 10.1080/02619768.2013.845166

This article starts with an overview of the literature aiming to answer the question of what the knowledge aspect of teacher competence entails in urban schools. The conclusion of the overview identifies five areas of expertise as the most significant: (1) language

development; (2) pedagogy; (3) social interaction and identity; (4) parental involvement; and (5) schools and community. In the second part of the article, we describe the results of an analysis of the curriculum of a teacher training college in one of the largest cities in the Netherlands. The vision document, teacher competences and course descriptions were analysed using the description of the areas of expertise. The results show the extent to which all five areas are covered. The article ends with recommendations regarding the curriculum, so that graduates will be better qualified for teaching for diversity.

Keywords: urban education; teacher competence; ethnic diversity; curriculum analysis; teacher training

Smith, P., Warrican, S.J., & Kumi-Yeboah, A. (2016). Linguistic and Cultural Appropriations of an Immigrant Multilingual Literacy Teacher Educator. *Studying Teacher Education, 12*(1), 88-112. DOI: 10.1080/17425964.2016.1143811.

This autoethnographic self-study describes my interpretations of multicultural awareness, with special attention to multilingual awareness (MLA), based on my interactions with 52 students in the context of two literacy courses over a period of one year. An autoethnographic self-study provided an avenue to harness my reflections on practice and to study the ways in which my practice reflected awareness of my role as an educator. Findings from my teaching videos, written responses to students, and student evaluations suggested that my communication patterns with students reflected certain elements of multicultural awareness, as displayed by my attention to individual predispositions, cultural practices and personal stereotypes. The findings also appeared to indicate that multicultural and MLA interacted to reflect facilitation and symbiosis. Facilitation seemed apparent in my awareness of differences among students' cultures and my own as I monitored my linguistic processing. Symbiosis appeared to emanate from the recognition of how my response to individual predispositions facilitated my application of conversational strategies based on feedback. This, in turn, heightened my attention to stereotypical attitudes and behaviors. Implications for multicultural teacher education include the benefits of using autoethnographic self-study to scrutinize educators' awareness in practice as they determine the impact of this awareness on their instructional roles in multicultural teacher education. By extension, the study suggests that autoethnographic self-study research can provide additional lenses through which to interrogate monolithic perceptions of diversity in multicultural teacher education.

Keywords Multilingual/multicultural awareness; teacher educators; linguistic diversity; multicultural teacher education; literacy; autoethnographic self-study

Suprayogi, M.N., Valcke, M., & Godwin, R. (2017). Teachers and their implementation of differentiated instruction in the classroom. *Teaching and Teacher Education, 67*(2017), 291-301.

The growing of student diversity calls for appropriate instructional strategies. Differentiated Instruction (DI) is presented as key solution but seems challenging. We examine teacher variables and classroom size related to DI implementation. Teachers' self-efficacy has a significant contribution to the DI implementation. Research implication calls to invest teacher professional development programs.

Growing student diversity in today's classrooms calls for appropriate instructional strategies. Differentiated instruction (DI) is put forward as a key solution but seems challenging. In this study, actual DI implementation of teachers is linked to a complex set of variables: teachers' DI self-efficacy, teaching beliefs, teaching experience, professional development, teacher certification, and classroom size. The findings show that DI implementation seems high, but is still below a critical benchmark. The regression analysis results indicate 39% of the variation in DI implementation which can significantly linked to DI self-efficacy beliefs, higher constructivist beliefs and higher classroom size. Research implications are discussed.
Keywords: Differentiated instruction Teachers' self-efficacy Teaching beliefs Teaching strategy Indonesia

Bartolo, P., & Smyth, G. (2009) Teacher Education for Diversity. In: A. Swennen & M. van der Klink (eds). *Becoming a Teacher Educator. Theory and Practice for Teacher Educators.* Dordrecht: Springer. 237 pp. ISBN: 978-1-4020-8873-5. ISBN: 978-1-4020-8873-5.

Wassell, B.A., Reid Kerrigan, M., & Fernandez Hawrylak, M. (2018). Teacher educators in a changing Spain: Examining beliefs about diversity in teacher preparation. *Teaching and Teacher Education, 69*(2018), 223-233.

multidimensional definition of diversity informed teacher educators' work.
There was greater acceptance for diversity in participants' professional contexts. Participants associated diversity with demographic shifts and immigration.
The study highlights tensions in sharing and enacting beliefs about diversity

Wekker, G., Sloopman, M., Icaza, R., Jansen, H., & Vázquez, R. (2017). *Let's do diversity. Report of the Diversity Commission University of Amsterdam.* Amsterdam: University of Amsterdam.

- I. Strong anchoring of 'social justice and diversity'
- II. Opening the University to the diversity in society
- III. Toward a socially just university
- IV. From egalitarian thinking to 'diversity literacy'
- V. From 'closed' knowledge to 'open' knowledge
- VI. Moving forward

Kelly-Jackson, C. (2015). Teaching for Social Justice and Equity: The Journey of a Teacher Educator. *The New Educator, 11*(3), 167-185. DOI: 10.1080/1547688X.2014.966400

Teacher-education programs continue to face the challenge of improving the preparation of teachers for diversity in particular racially diverse and low-income students. Certain factors such as dispositions, self-reflection, and prior experiences contribute to preservice teachers' attitudes and beliefs toward diversity and social justice issues. Similarly, these prior experiences, self-reflections, culture, gender, and theoretical orientations may affect the teacher educators' attitudes and beliefs and may impact how they teach for social justice and equity. This autoethnography examines the journey of a teacher educator and looks at how her prior experiences impacted her as a social-justice educator

Gorski, P.C. (2016). Poverty and the ideological imperative: a call to unhook from deficit and grit ideology and to strive for structural ideology in teacher education. *Journal of Education for Teaching*, 42(4), 378-386. DOI: 10.1080/02607476.2016.1215546.

In this article I explore the educational equity implications of three popular ideological positions that drive teachers' and teacher educators' understandings of, and responses to, poverty and economic injustice in schools: deficit ideology, grit ideology, and structural ideology. The educator's ideological position, I illustrate, determines their understandings of conditions such as socio-economic-based outcome disparities. Those understandings, in turn, determine the extent to which the strategies they can imagine have the potential to eliminate or mitigate those disparities. I then argue that teacher education for equity and economic justice must equip pre- and in-service educators with a structural ideology of poverty and economic injustice, based on a sophisticated understanding of relationships between structural inequalities and educational outcome disparities, rather than a deficit or grit ideology, both of which obscure structural inequalities and, as a result, render educators ill-equipped to enact equitable and just teaching, leadership and advocacy

Keywords: Poverty; socioeconomic status; educational equity; achievement gap; grit

Allan, J. (2010). The inclusive teacher educator: spaces for civic engagement. *Discourse: Studies in the Cultural Politics of Education*, 31(4), 411-422.

This paper is concerned with the teacher educator who is aspiring to be inclusive. It considers the obligations which arise within Higher Education Institutions and the extent to which these contribute to a loss of civic engagement and a lack of capacity to pursue inclusion, social justice and equity. The paper argues that this need not be the case and a reorientation for teacher educators is offered which affords teacher educators opportunities to, in Bourdieu's terms, 'play seriously'. This reorientation is in relation to three significant spaces the ontological, the aesthetic and the epiphanic and it is argued that operating within these spaces could enable new practices of inclusive teacher education to emerge.

Keywords: inclusion; teacher educators; ontology; aesthetic; epiphanies

Smith, P. (2018). Learning to know, be, do, and live together with in the cross-cultural experiences of immigrant teacher educators. *Teaching and Teacher Education*, 69(2018), 263-274.

Immigrant teacher educators' learned to know, do, be and live together with. They learned to know and do via observations, reflection, awareness, the passing of time. They learned to be and live together with via observations, reflection, awareness, student feedback.

Their learning led to 'knowledge beyond practice' as they adopted a continuous stance to learning

This study examined three Afro-Caribbean immigrant teacher educators whose learning based on re- reflections about their experiences with teachers in the United States revealed how they developed knowledge beyond practice in their learning to know, do, be and live together with others. The educators' learning reflected the processes of observation, reflection, awareness, requesting student feedback in the moment, and the passing of time that resulted in adjustment to their body language, changes in their expectations of

students, a modification in their communication, code-switching and sensitivity. Implications based on the study for the new kind of teacher educator are subsequently addressed.

Keywords: Immigrant International Multicultural teacher education Cultural diversity Cross-cultural Black Caribbean Globalization

Web Sources Diversity

<https://www.youtube.com/watch?v=haqc8rNa7l8&authuser=0>

The film shows a unique program devised by teacher educators from three educational sectors: Hebrew speaking pluralistic colleges, Hebrew speaking religious colleges and Arabic speaking colleges. The program enables teachers, student teachers, and pupils from the three sectors engage together in collaborative learning. The program involves digital communication and a virtual island where learning takes place and products are presented:

<http://www.mofet.macam.ac.il/tec/eng/Pages/default.aspx>. [A paper describing the project:](#)

Computer-mediated communication and the reduction of prejudice: A controlled longitudinal field experiment among Jews and Arabs in Israel.

<https://www.youtube.com/watch?v=Df5pTJCUZ7s&feature=youtu.be>

Blanchett, W. (2014). *Moving Towards an Equity and Social Justice Agenda in the Preparation of Teacher Educators*. Sachs lecture series 2014-2015 'The Landscape for Preparing Teacher Educators'. December 2, 2014. Teachers College, Columbia University, Department of curriculum and teaching.