



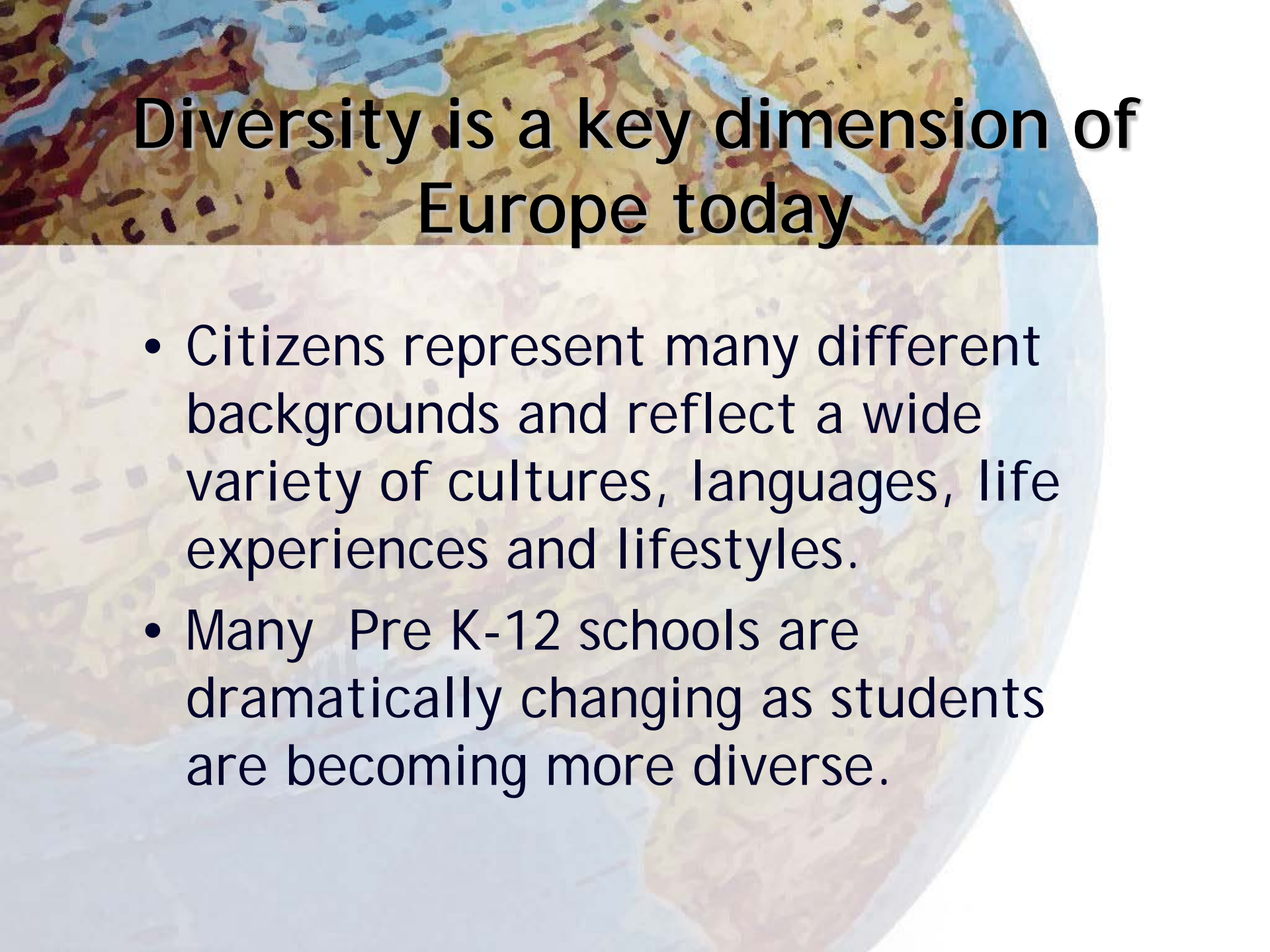
Primary and Early Childhood Teacher Education and Multicultural Efficacy

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Presentation Objectives

- Examine the multicultural efficacy of undergraduate preschool and primary school teacher education students at a Greek, Turkish and Finnish university
- Compare the three university teacher education programs with respect to their students, program duration and courses related to diversity
- Assess the students Intercultural Sensitivity and Multicultural Efficacy in relation to those factors which may influence these.



Diversity is a key dimension of Europe today

- Citizens represent many different backgrounds and reflect a wide variety of cultures, languages, life experiences and lifestyles.
- Many Pre K-12 schools are dramatically changing as students are becoming more diverse.



Culture, multiculturalism and teachers (1/2)

- The need for qualified teachers in an increasingly multicultural world has led many to examine the degree to which issues related to diversity make up part of the curriculum of higher education programs



Culture, multiculturalism and teachers (2/2)

- Teachers need to work successfully with diverse learners
- Including multiculturalism as a fundamental component of teacher education programs is relevant



Teachers and students

- **Teachers are in a unique position to prepare children for life in a diverse society, and to help protect them from bias and discrimination.**
- **Teachers can encourage children's positive feelings about themselves while also fostering understanding and acceptance of differing beliefs, values and traditions.**



Multicultural Efficacy

- Multiculturally adept teachers
- Efficacy specifically for educating diverse students and for education about issues relating to diversity



Literature supports:

- **The need for teacher education to focus on issues related to the development of respect for cultural diversity.**

However, teachers have concerns about whether or not they are able to successfully work with children from different cultural backgrounds.

Our Study

- **Attempts to identify factors that influence level of intercultural sensitivity and multicultural efficacy of pre-service early childhood & elementary school teacher education students in Greece, Turkey, and Finland.**

Instruments used:

Language & Cultural Experience Questionnaire (2009)

Intercultural Sensitivity Scale (Chen & Starosta 2001)

Multicultural Efficacy Scale (Guyton & Wesche 2005)

• **Sample:**

- **GR: 100 university students 50 Preschool / 50 Primary School**
- **TR: 121 university students 67 Preschool / 64 Primary School**
- **FI: 100 university students 60 Preschool / 40 Primary School**

Data collection time period: February-April 2010

Preschool and Primary School Teacher Education

Country	Greece	Turkey	Finland
University	University of Patras	Canakkale 18 Mart University	UniversityTurku (Rauma)
Preschl Tcher Ed	8 semesters/4 yrs	8 semesters/4 yrs	6 semesters/ 3 yrs
Primary Tcher Ed	8 semesters/4 yrs	8 semesters/4 yrs	8 semesters/4 yrs
Cultural Diversity Course (s)	<i>Primary:</i> Intercultural Ed (R) Multiling/Multicultural Ed (E) GSL (E), Special Topics Immigrant Ed (E)	<i>Preschool:</i> Language Development in the Early Years (E) [diversity themed modules: bilingualism, intercultural issues] <i>Primary:</i> (E) Comparative Education, Globalization and Education	<i>Preschool & Primary</i>) (E) No Special Courses Integrated in other courses, e.g. Child and Society, Ethics, Religion, Social Education, History and Culture.
Student #s	Primary: 1000+ Preschool: 800+	Primary: 682 Preschool: 393	Primary: 320+ Preschool: 120
Gender %	60 (F) - 40 (M) /90-10	62 (F) - 38 (M) /86-14	80 (F) - 20 (M) /90-10



Selected ICS findings

- ✓ girls (mean= 92.63) → higher ICS than boys mean=88.25)
- ✓ foreigners ICS higher than indigenous
- ✓ primary ICS higher than preschool
- ✓ as studies progress, sensitivity rises (4th semester=71, 7th semester=88 and 8th semester 92.82)
- ✓ older = more sensitive become (18-25 = 91.58 as compare to 26-33 = 96.57)
- ✓ city students have higher sensitivity (mean=93.06) than suburb (mean=91.14) and country kids (mean=90.5)

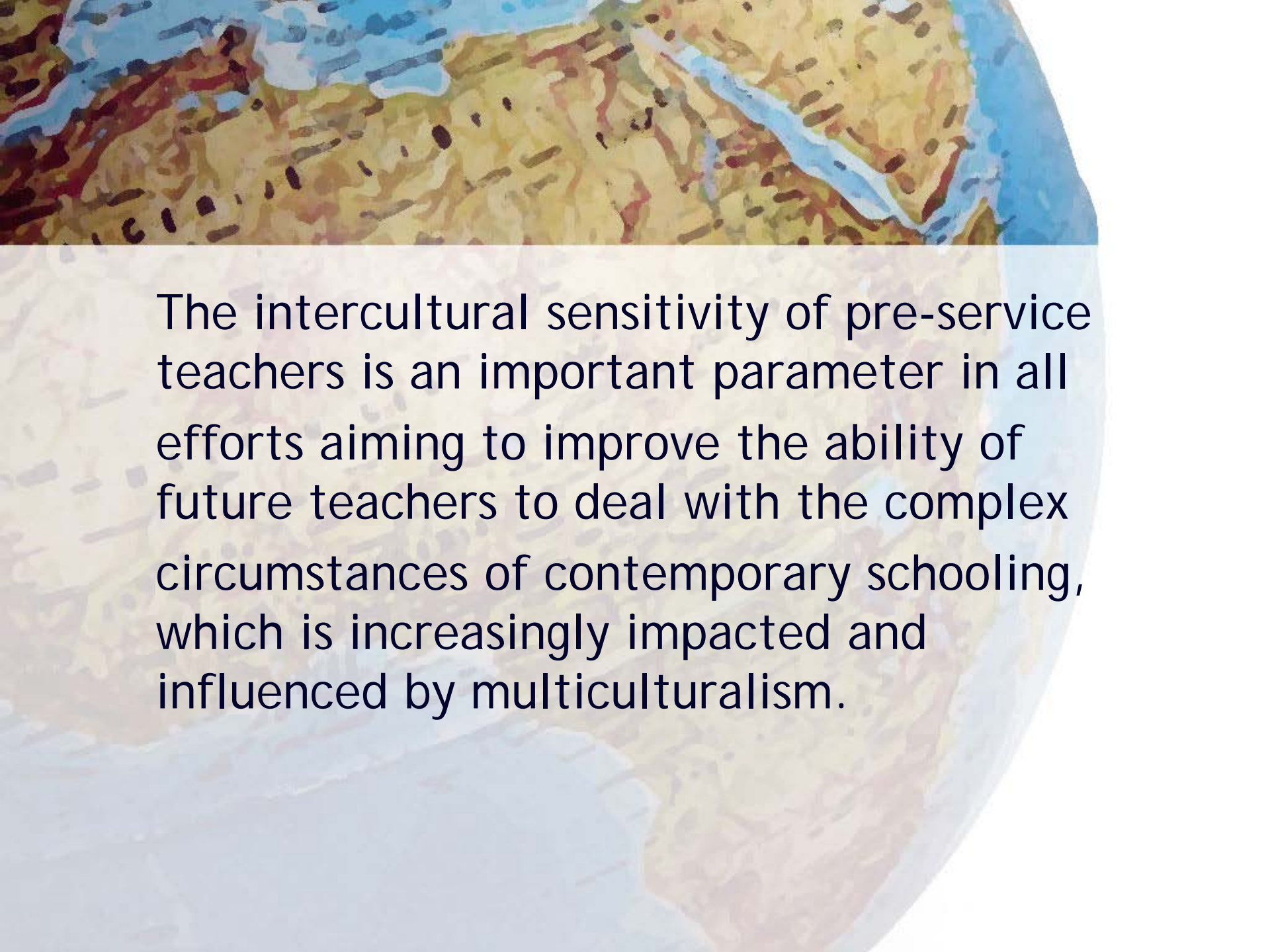


Preliminary selected ME findings

- ★ ME means upper range of low (0-54) to average (55-66)
- ★ Girls > ME than boys (M = 51.7 vs. 49.5)
- ★ Foreign born > native (M = 57.5 vs. 51.27)
- ★ Primary > ME than Preschool (53.36 vs. 49.68)
- ★ Further along in their studies the higher their ME becomes (M = 37 vs. 52.13)
- ★ Students with parents with post graduate education highest ME, M = 65.33

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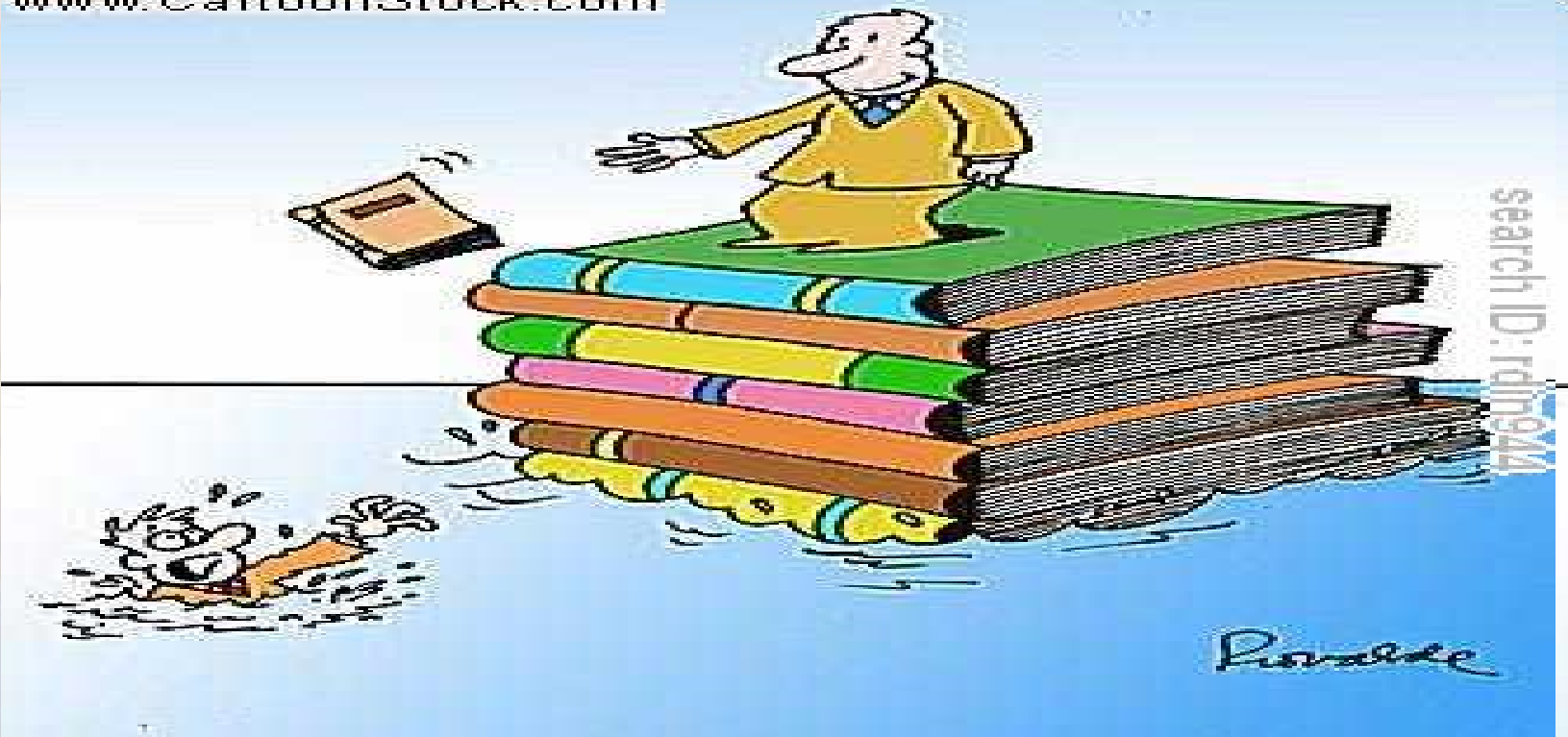
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The intercultural sensitivity of pre-service teachers is an important parameter in all efforts aiming to improve the ability of future teachers to deal with the complex circumstances of contemporary schooling, which is increasingly impacted and influenced by multiculturalism.

Its clear that we need more
than theory...

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To move to positive praxis.



Ευχαριστώ, *Çok tesekkür ederim*
Kiitos

