



DIVERSITY RELATED (COMPE)TENSIONS

A STUDY INTO TEACHERS'
SELF-PERCEIVED MULTICULTURAL
COMPETENCE AND EXPERIENCED
CULTURALLY LOADED VALUE-BASED
TENSIONS IN SENIOR SECONDARY
VOCATIONAL EDUCATION
AND TRAINING

KENNEDY TIELMAN

Propositions

1. Teacher education programs for vocational education need to increase their attention for multicultural knowledge and attitude development.
(this thesis)
2. Value-based tensions related to cultural diversity need more attention in teacher education.
(this thesis)
3. Education integrates fragmented research findings.
4. A statistically significant association without explanation is worthless.
5. The COVID-19 pandemic has diminished cultural differences.
6. Encountering low expectations drives you to excel.

Propositions belonging to the thesis, entitled

Diversity related (compe)tensions

A study into teachers' self-perceived multicultural competence and
experienced culturally loaden value-based tensions
in Senior Secondary Vocational Education and Training

Kennedy Tielman

Wageningen, May 16, 2023

Diversity related (compe)tensions

**A study into teachers' self-perceived multicultural competence and
experienced culturally loaden value-based tensions
in Senior Secondary Vocational Education and Training**

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Diversity related (compe)tensions

**A study into teachers' self-perceived multicultural competence and
experienced culturally laden value-based tensions
in Senior Secondary Vocational Education and Training**

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Table of Contents

Chapter 1.....	11
General introduction	11
1.1 Where it all started	12
1.2 Cultural diversity in the Netherlands	14
1.3 Dutch Senior Secondary Vocational Education and Training as research context	15
1.4 Conceptual framework	16
1.4.1 Value-based tensions	16
1.4.2 Multicultural knowledge, skills, and attitudes	17
1.4.3 Development of multicultural knowledge, skills, and attitudes	18
1.5 This dissertation.....	20
1.5.1 Study 1: Value-based tensions	21
1.5.2 Study 2: Self-perceived multicultural knowledge, skills and attitudes and value-based tensions	21
1.5.3 Study 3: Multicultural knowledge, skills and attitudes development	22
1.6 Discussion and reflection.....	23
Chapter 2.....	27
Tensions experienced by teachers of Dutch culturally diverse Senior Secondary Vocational Education and Training: An exploratory study.....	27
2.1 Introduction	29
2.2 Theoretical background	30
2.3 Method	33
2.3.1 Context.....	33
2.3.2 Procedure	33
2.3.3 Participants	34
2.3.4 Instruments	34
2.4 Analyses.....	34
2.5 Results	35
2.5.1 Section 1: Leeman's tensions	36
2.5.2 Section 2: Other tensions.....	39

2.6 Discussion.....	41
2.6.1 Implications for research and practice	42
Chapter 3.....	47
Teachers self-perceived multicultural competence and their experience of culturally loaden value-based tensions in Senior Secondary Vocational Education and Training...47	
3.1 Introduction	49
3.2 Theoretical background	52
3.2.1 Teachers' multicultural knowledge, skills, and attitude	52
3.2.2 Teachers' personal and context characteristics in relation to tensions	53
3.3 Methods.....	55
3.3.1 Participants	55
3.3.2 Measurements	56
3.4 Analyses.....	58
3.5 Results	59
3.5.1 Extent of experienced value-based tensions by teachers	59
3.5.2 Extent of self-perceived multicultural knowledge, skills and attitudes related to the value-based tensions	59
3.5.3 Extent to which teacher demographics and context characteristics relate to the value-based tensions teachers experienced.....	63
3.6 Discussion and conclusion	64
3.6.1 Implications for research and practice	66
Chapter 4.....	69
Profiles in teachers' value-based tensions in Senior Secondary Vocational Education and Training	69
4.1 Introduction	71
4.2 Methods.....	75
4.2.1 Measurements	76
4.2.2 Analysis	79
4.3 Results	80
4.3.1 Different profiles in teachers' value-based tensions.....	80
4.3.2 Extent to which the distinguished profiles in teachers' value-based tensions relate to teachers' competences	83
4.3.3 Extent to which the distinguished profiles in teachers' value-based tensions relate to teachers' background characteristics	84
4.4 Discussion and conclusion	85
4.4.1 Implications for research and practice	87

Chapter 5.....	91
Developing teachers' multicultural teaching competence via inquiry: an exploration...91	
5.1 Introduction	93
5.2 Conceptual framework	94
5.2.1 Multicultural teaching competence.....	94
5.2.2 Teacher inquiry.....	95
5.2.3 Learning outcomes	96
5.3 Methods.....	98
5.3.1 Context.....	98
5.3.2 Intervention	99
5.3.3 Data collection	100
5.3.4 Data analysis.....	100
5.4 Results	103
5.4.1 Inquiry activities reported	103
5.4.2 Multicultural knowledge, skills, and attitudes	105
5.4.3 Associations between teachers' activities and reported learning outcomes.....	107
5.5 Discussion and conclusion	108
5.5.1 Implications for research and practice	110
5.6 Conclusion.....	111
Chapter 6.....	113
Discussion and reflection.....	113
6.1 Introduction	114
6.2 The main findings.....	114
6.3 Discussing the key findings.....	117
6.4 Broader context of main results	120
6.5 Limitations and suggestion for future research.....	121
6.6 Implications for practice.....	122
6.7 Back to my own case.....	125
Addendum.....	129
References	130
Appendix A	143
Appendix B	144
Summary	150

Nederlandstalige samenvatting	158
Resumen na Papiamentu	166
Curriculum Vitae	175
List of publications.....	176
Articles in international peer-reviewed journals	176
Conference papers.....	176
Professional article	176
Reports	177
Attention for my dissertation	177
Completed Training and Supervision Plan	178
Dankwoord.....	179





CHAPTER 1

General introduction

CHAPTER 1

1.1 Where it all started...

My own case

Once, as a student from an immigrant background myself, I came to the Netherlands to study and found myself to be the only student with a migration background in a class in Senior Secondary Vocational Education and Training (SSVET). I had the impression that my Dutch teachers had little knowledge of my background, which caused me many challenges during the study, such as less opportunity to connect to my previous experiences and my own cultural frame of reference. After my teacher training, I was employed as a teacher at that same school I attended as a student, which had in the meanwhile become much more culturally diverse in its student population. As a teacher, I became the contact person for many years when it came to issues or questions related to tensions with students from an immigrant background. This was because, according to the others, given my cultural background and as a role model, I would know what to do. In reality, I was acting solely on my gut feeling. As an example of my approach back then: I put a student, who caused tensions in its group out of its group; (s)he had to work alone during collaborative learning, and the problem seemed solved for me and my colleagues. Actually, it was not a desirable solution because the whole group had to learn to work together anyway, but I did not know any better either. When I became a teacher educator and member of a research group at my university of applied sciences, I could not restrain my curiosity and so my first research project was about the challenges of collaborative learning in culturally diverse SSVET classes. I wanted to solve these issues in a more educated manner.

My first steps in the shoes of a researcher were as follows. By means of an exploratory case study¹, I analysed the daily teaching practice of a culturally diverse SSVET class from the perspectives of both the two class female teachers and their 27 students of 12 different country backgrounds (e.g., Turkey, Morocco, Somalia, Uganda, Colombia), during collaborative learning. One of the teachers was native Dutch, the other was from Belgium. I conducted semi-structured interviews with both teachers and with nine working groups of three students each, after having carefully observed them while working on collaborative learning tasks and during coaching sessions. In addition, I conducted video stimulated recall interviews with both teachers about challenges they encountered during teaching and coaching sessions in their culturally diverse class. Remarkably, the students mentioned only a few problems related to cultural diversity, such as language problems related to the use of the mother tongue (i.e., non-Dutch) in working groups. Moreover, students often reported what they saw as teachers' poor performance and indicated that they received poor guidance from the teachers. In contrast, the two teachers indicated that they experienced difficulty adapting to the cultural diversity of their class and reported various tensions they experienced regarding the attitudes and behaviours of students from different cultural backgrounds. For example, they mentioned their hesitance to approach students with different cultural backgrounds, they observed behaviour differences between female and male

¹ This case study was published as:

Tielman, K., den Brok, P. J., Bolhuis, S., & Vallejo, B. (2012). Collaborative learning in multicultural classrooms: a case study of Dutch senior secondary vocational education. *Journal of Vocational Education and Training*, 64(1), 103-118.

students and they noticed a different attitude towards them as female teacher authority by male students from different cultural backgrounds. As an example, a quote from one of the teachers:

Teacher: Among the boys you notice a macho behaviour and not admitting that they did something. What I have noticed with the girls, without generalizing, is that they do not like to admit mistakes. I don't know where this comes from, but it leads [them to] lie or give another explanation than the truth because they don't want to admit it. Maybe it's not accepted in their culture, and they therefore invent a story...

Teachers' statements about students from culturally diverse backgrounds were presented in a way that it could not be determined if they were influenced by stereotypes, as they were sometimes expressed culturally and related to students from Moroccan and Turkish backgrounds. For example, they mentioned male students playing the victim role and female students lying to save face. In almost none of the statements did the teachers acknowledge that their own attitudes and behaviours might have had some influence on this group of students, and they attributed the problems primarily to the students. Despite the fact that the teachers were aware of the cultural differences in their classrooms, they did not seem to acknowledge their own role fully and it seemed as if they paid little attention to the influence of cultural diversity on their teaching style. On the one hand, the potential lack of recognition of cultural differences in learning and knowledge frameworks among students from different cultural backgrounds may suggest that these teachers adopted a "colour-blind" attitude in which they assumed that all students should be treated equally regardless of their cultural differences (Hachfeld et al., 2011). Although this seems a rather good starting point for treating everyone equally, it is not very productive, and this approach did not give everyone an equal opportunity to learn (Tomlinson et al., 2003). On the other hand, the professionalism of these teachers in dealing with the challenges they faced seemed insufficiently developed and would have benefited from more sensitivity to cross-cultural aspects (Ladson-Billings, 1995; Radstake, 2009).

In that study, I ended up analysing additional categories to Johnson and Johnsons' (1994) main characteristics of collaborative learning with regard to the cultural aspect of the student population and the teacher's role in a culturally diverse class. My conclusion was that these teachers wanted to treat all students the same, which in fact led to differences that they might not have realized. Perhaps it was a kind of paradigm shift that these teachers had to go through, from equal treatment to equal opportunity, allowing the treatment to vary so that the students at least had the opportunity to grow towards the same results. As the example above demonstrated, these female teachers experienced tensions related to values due to disrespectful attitudes of male students from different cultural backgrounds which they referred to as macho behaviour. Similar to these teachers, many teachers may experience tensions related to their different perceptions on and experiences with values when teaching culturally diverse classes (Leeman, 2006; Radstake, 2009). In the Dutch individualistic culture honesty goes above saving your own face, whereas in other collectivistic cultures that is the other way around (Hofstede, 2011).

After these first steps I made on the research path, my interest in culturally loaded value-based tensions experienced by teachers of diverse SSVET classes and how these teachers can be helped through professionalization only increased. I really wanted to understand better what exactly my former colleagues were up against and how we could better support them, as well as the many others who teach in the ever increasing culturally diverse SSVET. When I had the opportunity to apply for a PhD scholarship², I planned to do research on teaching in culturally diverse SSVET. The first aim of this dissertation was to better understand the tensions that teachers may experience. In my opinion, one problem is that many teachers do not feel competent enough to teach culturally diverse classes. The second aim was to identify and improve the competences of these teachers to deal with these tensions.

The next section attempts to specify cultural diversity in the Netherlands and outline the Dutch SSVET as a study context. Subsequently, in the conceptual framework section, value-based tensions, multicultural teaching competence and development of multicultural competence are described. Finally, the outline of this dissertation is presented.

1.2 Cultural diversity in the Netherlands

Similar to other European countries, Dutch society is becoming more culturally diverse, and the exploratory study described above could possibly be applied more generally. From 2010 to 2019, the number of first- or second-generation immigrants living in the Netherlands increased from 3.4 to 4 million, now equivalent to approximately 23% of the total population (CBS StatLine, 2019). The majority of Dutch people with a migration background is mainly concentrated in the four largest cities in the Netherlands (CBS StatLine, 2018). In a number of these large cities, the original native Dutch majority is no longer dominant, as for example in Amsterdam where the native Dutch only represent 49% of the population (Crul, 2016); thus, diversity is the standard. The literature talks often about minorities while there are many 'majority-minority cities' (Crul, 2016) with numerous minority groups that together make up the majority. This makes it urgent to examine what this means for education. Due to the increase of cultural diversity³, many school classes in the Netherlands are culturally diverse with not only a wide variety of ethnic groups and religions but also a great variation within some ethnic groups between the second and third generation of students from an immigrant background (Crul et al., 2016).

Approximately 500,000 students in the Netherlands are enrolled in SSVET, as compared to 450,000 and 280,000 in the two higher levels of tertiary education (CBS StatLine, 2018). Students from immigrant backgrounds are more likely to attend SSVET more so than the higher levels of tertiary education making SSVET highly culturally diverse (CBS StatLine, 2018). In some SSVET schools in large and medium-sized cities, the majority of the students have an immigrant background (CBS StatLine, 2018). In line with the Dutch Ministry of Education, we refer to this

² Received scholarship for teachers, grant number 023.009.057, from The Netherlands Organization for Scientific Research (NWO).

³ Cultural diversity includes not only ethnicity, but also gender, social class, religion, language, cultural traditions, character, learning style and so on, but we limit ourselves in this contribution to ethnic diversity.

group of students as students who have at least one (grand)parent who was not born in the Netherlands. The largest groups of students from immigrant backgrounds originate from Morocco, Turkey, Surinam and the former Dutch Antilles, and smaller groups from countries in Asia (e.g., China, Afghanistan), Africa (e.g., Nigeria, Ethiopia, Eritrea), Eastern Europe (Poland) and former Yugoslavia and Syria (CBS StatLine, 2019).

Culturally diverse classes offer a unique opportunity for enriched learning. Interaction between students in these classes will enhance their motivation and make them better able to participate in a culturally diverse society (Gurin et al., 2004; Onderwijsraad, 2003). When teachers of culturally diverse classes take into account the cultural and social background of the students and use their cultural characteristics in teaching, it is an enrichment for the whole class (Gay, 2002). Furthermore, it is generally recognized that groups benefit from a diverse composition which leads to increased learning (Wesselink, 2019). Diversity exposes a variety of different perspectives and approaches, which stimulates creativity-related cognitive processes (Perry-Smith, 2006). The teacher's role as a facilitator of a culturally diverse class is, however, essential.

Regardless of the opportunities that cultural diversity offers, each teacher struggles in its own way to accommodate cultural diversity, which is sometimes fertile ground for tensions. Teachers often consider working with culturally diverse students as a source of tension (Betorert, 2009; Tatar & Horenzyck, 2003) in dealing with the differences in socio-economic and cultural backgrounds of their students (Ben-Peretz & Assunção Flores, 2018; Coronel & Gómez-Hurtado, 2015; Sleeter, 2001). They feel ill-prepared (Frankenberg & Siegel Hawley, 2008; Gay & Howard, 2000) and overwhelmed by the immense growth of cultural diversity in their classes. The enormous increase in the number of students with culturally diverse backgrounds in schools in the Netherlands in recent decades applies especially to SSVET, where these students are more likely to enter and in some large cities constitute up to 80% of the student population (CBS StatLine, 2018).

1.3 Dutch Senior Secondary Vocational Education and Training as research context

The Dutch educational system is a tracked system (Nuffic, 2011). At the end of primary school (when children are 11 or 12 years old), each child receives an advice from the school about which of the three types of secondary education they should pursue, i.e., 1) preparatory secondary vocational education, 2) senior general secondary education, or 3) university preparatory education. Preparatory secondary vocational education, a practice-based secondary education in the Netherlands, lasts four years and leads to senior secondary vocational education and training (SSVET). SSVET prepares students for work or subsequent study programs (Nuffic, 2011). It also fosters general education and personal development with a view to full participation in society. The link with the labour market and society is of great importance in all SSVET programs. To ensure this link, SSVET schools have extensive contacts with the labour market (Dutch National Qualifications Point, 2019). About forty percent of the Dutch working population has a vocational education and training diploma (CBS StatLine, 2020). SSVET is divided into four

training levels, varying from qualification level 1, i.e., assistant training (duration of 1 year), to qualification level 4, i.e., management training or specialist training (duration from 3 to 4 years). SSVET has two different learning tracks (i.e., school-based route and work-based route) at all four training levels, within four different sectors (technology, commerce/ administration, services/ healthcare, and agriculture) and provides over 700 qualifications such as, hairdresser, baker, animal caretaker, or carpenter.

Given all the different levels and programmes, SSVET requires teachers with different educational backgrounds and qualities. Compared to secondary education, in SSVET different types of teachers and teacher roles can be distinguished, such as subject and practice teachers, visiting experts, workplace supervisors and assessors (Moodie & Wheelahan, 2012). Compared to general secondary education, the entry routes to becoming a teacher in SSVET are varied. Some teachers in SSVET are trained through the conventional routes for secondary school teachers - either a second degree undergraduate at a college (duration 4 years) or a first degree postgraduate at a college (duration 2 years) or at a research university (duration 1 year). For professionals with work experience or graduates with tertiary vocational training without teacher training, there is an alternative route whereby they can participate in a work-oriented internship program leading to a teaching certificate (OECD, 2017). This internship program lasts 18 months, covers both pedagogical and didactic topics, and provides authorization to teach exclusively in SSVET (Visser, 2010).

In addition to the diversity in levels, programmes, and teacher characteristics, the SSVET student population is not only culturally diversified, but they are also characterised by a great diversity in type and level of prior education, age, socio-economic status, and family composition (De Bruijn, 2006). Moreover, these variations are greater at the levels 1 and 2 of SSVET with large differences in starting education levels and background characteristics in the student population (Lesterhuis, 2010). These features of SSVET require customisation and a broader action perspective from the teachers (Groenveld & Van Steensel, 2009; Lesterhuis, 2010).

1.4 Conceptual framework

1.4.1 Value-based tensions

“Values are judgements based on a notion of what is good and what is bad; they refer to concepts of a ‘just life’” (Veugelers & Vedder, 2003, p. 379). In this dissertation, value-based tensions in SSVET are seen as the teacher's internal struggle between his/her own beliefs, norms and values versus the student's culturally formed beliefs and perspectives on norms and values. In culturally diverse classes, one of the challenges teachers are confronted with is interaction with students involving differences in beliefs and value orientations are involved, which can create additional tensions for teachers (Burbules & Bruce, 2001; Leeman, 2006; Radstake, 2009; Versteegt, 2010). Examples of value-based tensions experienced by the teachers in the exploratory study described earlier (Tielman et al., 2012) are when teachers felt that their rules or procedures were not being followed. They also reported these tensions when individual students, in their opinion, preferred

loyalty to the group over more personal autonomy. Teachers of culturally diverse classrooms consider value-based tensions to be the most difficult tensions to deal with when meeting students with multiple needs that include not only educational, but also social and psychological aspects (Wärvik, 2013; Radstake & Leeman, 2007). As part of their moral and socialization task, teachers want to recognize the values of students (Veugelers & Vedder, 2003). Moreover, taking into account their own values, these teachers must also ensure that students with many varied value orientations will respect each other's and teachers' different orientations (Tielman et al., 2012; Veugelers & Vedder, 2003). In addition to allowing students to practice their social skills for participation in a culturally diverse society, the process of mutually accommodating each other's value orientations also creates additional value-related tensions for teachers (Leeman, 2006; Radstake, 2009; Versteeg, 2010). Students are also trying to accommodate and therefore they sometimes go beyond their own values or challenge values and norms of others. Teachers sometimes find themselves in a struggle between their own values and changing value systems in society on the one hand, and at the same time their wish to let students develop their own value orientations. In summary, there are tensions between students, between teachers and students, between teachers and society, and between teachers and the professional context. Despite the significant rise in diversity in recent years, there has hardly been empirical research on teachers' experiences of value-based tensions in culturally diverse classes in general (Radstake, 2009), let alone in SSVET specifically. This dissertation focuses on value-based tensions experienced by teachers in the culturally diverse SSVET class, tensions which in many cases are based on their search between their own norms and values on the one hand, the requirements of the professional context on the other, and the wide and rich variety of norms and values of the diverse student population. For teachers, it is a complex task to train students from different backgrounds for a profession and to have them all meet the same competences and professional qualifications. This makes this dissertation a unique contributor to the knowledge base about teachers' experiences of value-based tensions in the professional context of SSVET and to the theorization of tensions in culturally diverse education more generally.

1.4.2 Multicultural knowledge, skills, and attitudes

Teachers' experiences of tensions in culturally diverse classes are related to their multicultural teaching competence, which is reflected in knowledge, skills and/or attitudes (Leeman, 2006; Radstake, 2009). Multicultural teaching competence is seen as multicultural knowledge, skills, and attitudes, integrated with each other. Multicultural competent teachers are assumed to be aware of multicultural issues, have an empathic attitude to cultural diversity and behave sensitively when facing tensions (Banks & Banks, 2010; Dabbah, 2014; Santamaria, 2009). Spanierman et al. (2011) define multicultural teaching competence as *an iterative process in which teachers continuously (a) explore their attitudes and beliefs about multicultural issues, (b) increase their understanding of specific populations, and (c) examine the impact this awareness and knowledge has on what and how they teach as well as how they interact with students and their families* (p. 444).

Multicultural knowledge and understanding related to cultural differences are essential to multicultural teaching competence (Washington, 2003). Knowledge of the influence of cultural factors on student behaviour and forms of communication in culturally diverse classrooms is quite important. Gay (2010) stated that teachers should take into account the differences in cultural knowledge, experiences and frames of reference of their students and also have knowledge of the norms and values of other cultures. In addition, one must also be willing to increase this understanding, examine the impact of this awareness and knowledge on what and how they teach and interact with students from culturally diverse backgrounds (Spanierman et al., 2011). Teachers need to be aware of and sensitive to cultural differences and how these differences affect how they are addressed and how they are received (Bakari, 2003). Teachers often lack this knowledge (Taylor & Sobel, 2001; Capella-Santana, 2003) and fail to see that cultural differences are present or important (Sleeter, 2008; Vervaet, 2018).

Multicultural teaching skills are needed for comprehensive culturally diverse education (Deardorff, 2009; Derriks et al., 2001; Taylor & Quintana, 2003). Wubbels et al. (2006) revealed that teachers in culturally diverse classes need to have excellent interpersonal competence skills and that their teaching should focus on attention, commitment and be good at monitoring and managing behaviour and creating a positive teacher-student relationship. Teachers who have social and communicative skills are aware of their own feelings and are able to deal with them when assessing tense situations in culturally diverse classes (Deardorff, 2009).

Multicultural attitudes reflect teachers' awareness of, comfort with, and sensitivity to issues of cultural diversity (Ponterotto et al., 1998). Brown (2004) identified teacher multicultural attitudes regarding being aware of diversity within ethnic groups, values and norms, student background, authority issues, and the multitude of factors involved in culturally diverse classes. A favourable attitude involves being open to other perspectives, seeking learning opportunities about other cultures, but at the same time being aware of one's own perspectives and sensitive to others' points of view (Gay, 2002; Pastori et al., 2018; Santamaria, 2009). With the growth of cultural diversity in classrooms, there is a need to restructure teachers' attitudes, perceptions, and beliefs about cultural diversity (Gay, 2013), but very little is known about this (Vedder & Horenczyk, 2006), and even less in the specific context of SSVET.

For the reason of the measurability of multicultural teaching competence, the components of knowledge, skills and attitudes are sometimes, as in this dissertation, considered separately. Previous studies on components of competence have been conducted mainly in primary and secondary education. To strengthen teachers' multicultural competence, it is important to know what value-based tensions SSVET teachers experience, how they perceive their multicultural knowledge, skills, and attitudes, and how these are related to their perceived value-based tensions.

1.4.3 Development of multicultural knowledge, skills, and attitudes

Many teachers perceive that they are insufficiently competent in taking into account cultural diversity in the classroom (Chouari, 2016; Spanierman et al., 2011; Vervaet, 2018) and they report

to lack multicultural knowledge, skills and attitude. Professional development is therefore crucial to increase ability in dealing with culturally diverse groups of students (Banks et al., 2001). In doing so, teachers gain deeper knowledge about cultural backgrounds, enhance teaching skills, and gain insight into their attitudes toward cultural diversity in their classrooms (Chouari, 2016). Teacher inquiry is seen as an effective strategy for encouraging professional development that can provide insights in the educational practice (Cochran-Smith & Lytle, 2009). There are multiple models for teacher inquiry with the common factor that teacher inquiry empowers teachers, allowing them to construct new knowledge in a systematically way and gain different insights into the causes and consequences of their own actions, explore and find answers to practical problems by gathering evidence in their own classes (Cochran-Smith & Lytle, 2009; Dana & Yendol-Hoppey 2009; Ponte, 2005). Teacher inquiry can be well typified with the inquiry cycle (Dana et al., 2011). Dana and Yendol-Hoppey (2009) broke down teacher inquiry into parts, together making up the inquiry cycle: 1) asking questions or "wonderings", 2) collecting data to gain insight into their injuries, 3) analyzing the data together with reading relevant literature, 4) taking action to make changes in practice based on new insights developed during the research, and 5) sharing their findings with others (See figure 1.1 Inquiry Cycle).

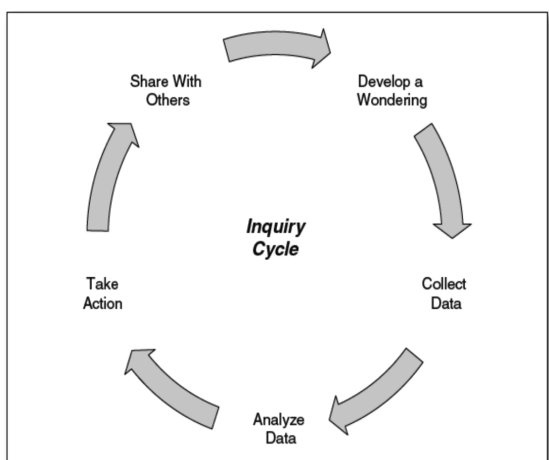


Figure 1.1: Inquiry Cycle

Source: Dana, Thomas, and Boynton (2011). *Inquiry: a districtwide approach to staff and student learning*

SSVET teachers are not always trained to do inquiry and are sometimes unfamiliar with certain basic techniques such as selecting an inquiry method and reflecting on their data (Vrijnsen-de Corte, 2012). One of the questions in this dissertation is if SSVET teachers can be trained to do teacher inquiry around this topic, to map what inquiry activities they undertake, and if that leads to improvement of multicultural knowledge, skills, and attitudes.

Summary

To sum up, multicultural knowledge, skills and attitudes are seen as a predictor of experiencing value-based tensions in culturally diverse classrooms. Value-based tensions are perceived by teachers as an internal struggle between the teacher's own values and standards and those of his/her culturally diverse class. Multicultural knowledge, skills, and attitudes are assumed to be interrelated with the experience of value-based tensions. Teacher inquiry is seen as a means to improve multicultural knowledge, skills and attitudes.

1.5 This dissertation

The main research question for this dissertation is:

What value-based tensions do teachers who teach culturally diverse senior secondary vocational education and training classes report and to what extent are these tensions related to teachers' multicultural knowledge, skills and attitudes (development) and background characteristics?

Specification of this main research question using our conceptual framework leads to the following sub research questions.

The first sub-question focuses on teachers' experiences with value-based tensions in relation to how they perceive their multicultural knowledge, skills, and attitudes. This question will be approached in two ways, explorative through a qualitative interview study and quantitatively through a large-scale survey:

1. *What value-based tensions do teachers teaching culturally diverse SSVET classes experience and to what extent are these tensions related to their multicultural knowledge, skills and attitudes and background characteristics?*

The second sub-question is about how teachers can be grouped into profiles based on perceived tensions and the relationship between these tension profiles and teachers' multicultural knowledge, skills and attitudes and background characteristics. The question reads:

2. *What different SSVET teachers' tension profiles can be identified and how do these profiles relate to teachers' multicultural knowledge, skills and attitudes and background characteristics?*

The third sub-question focuses on strengthening teachers' multicultural knowledge, skills and attitudes using inquiry:

3. *To what extent does teacher inquiry lead to a change in teachers' multicultural knowledge, skills and attitudes?*

To answer the overarching research question and sub-questions, three studies were conducted, which are reported in four empirical chapters. Figure 1.2 presents a dissertation overview, showing the research questions, and the corresponding chapters.

1.5.1 Study 1: Value-based tensions

The first study of this dissertation was a small-scale exploratory study to investigate what value-based tensions teachers encountered when teaching in culturally diverse SSVET classes focussing on sub-question 1 and is described in Chapter 2. This exploratory study also examined the reported tensions by teachers in terms of knowledge, skills, and attitudes as a possible cause to deal effectively with the experienced tensions. The following research question was investigated:

What tensions do teachers report to experience in culturally diverse SSVET classes, and how do teachers perceive their multicultural knowledge, skills, and attitudes?

Participants in this study (n=16) were teachers from five different SSVET schools, each with more than 60% students from immigrant backgrounds. Semi-structured individual interviews were used to gain insight into value-based tensions experienced by teachers and their possible shortcomings in skills, attitudes or knowledge while teaching culturally diverse SSVET classes. The interviews were analysed both deductively, using value-based tensions (Leeman, 2006) as sensitizing concepts, and inductively with a dedicated focus on new value-based tensions that may emerge from the data. In addition, teachers' self-perceived lack in skills, knowledge, or hindering attitudes during the experience of the reported tensions were identified. This chapter will reveal the value-based tensions that the SSVET teachers encountered and how the experience of these tensions was perceived by teachers in terms of presence of or lack in knowledge, skills, and attitude.

1.5.2 Study 2: Self-perceived multicultural knowledge, skills and attitudes and value-based tensions

The second study was a large quantitative study to validate the tensions identified in Chapter 2. This study is described in two chapters. Chapter 3 takes a variable-oriented view and Chapter 4 a profile or person-oriented view.

The variable-based study examined the extent to which teachers' background characteristics and self-perceived multicultural knowledge, skills and attitudes reported by them were related to the degree to which they experienced these tensions. This study will address the earlier mentioned sub-question 1 by responding to the following more specific research questions:

- *To what extent do SSVET teachers experience culturally loaden value-based tensions that were found in prior studies?*
- *To what extent are teachers' self-perceived multicultural knowledge, skills and attitudes related to the value-based tensions they experience?*

- *To what extent are teacher demographics and context characteristics (age, teaching experience, ethnic background (native), gender, teaching diploma, training received, training need, qualification level and diversity in teacher population) related to the value-based tensions they experience?*

Participants in this study (n=898) were teachers from 20 different SSVET schools. A self-report questionnaire was used to collect data on all variables in this study. Stepwise regression analyses were used to determine which variables from the combination of multicultural knowledge, skills and attitudes, teacher demographics and context characteristics variables were important as independent variables per dependent variable (i.e., value-based tensions). This chapter will reveal which value-based tensions were experienced by teachers teaching culturally diverse SSVET classes and identified teachers' multicultural knowledge, skills and attitudes and background characteristics which might influence these value-based tensions.

The person-based study aimed to profile teachers according to their value-based tensions, focusing on the earlier mentioned sub-question 2, and is described in Chapter 4. This study relied on the same questionnaire data as used in Chapter 3. The following more specific research questions will be answered:

- *What different profiles in teachers' value-based tensions can be distinguished among teachers teaching culturally diverse SSVET?*
- *How do these distinguished profiles in teachers' value-based tensions relate to teachers' self-perceived multicultural knowledge, skills, and attitude?*
- *How do these distinguished profiles in teachers' value-based tensions relate to teachers' background characteristics?*

Participants in this study (n=898) were teachers from 20 different SSVET schools. A self-report questionnaire was used to collect data on all variables in this study. By means of hierarchical cluster analysis profiles were identified. An analysis of variance (ANOVA) was performed with the variable of the distinguished profiles as independent and value-based tensions variables used to form the clusters as dependent variables, to establish the amount of variance explained by the solutions. Furthermore, by means of analyses of variance, the independent variables of the different profiles were examined to determine whether they were related to the dependent multicultural knowledge, skills, and attitudes. This study will reveal profiles in teachers' experience of value-based tensions teaching culturally diverse SSVET schools.

1.5.3 Study 3: Multicultural knowledge, skills and attitudes development

The third study was an intervention study in which teachers investigated their own current teaching practices in their culturally diverse SSVET classes, focused on sub-question 3, and is described in Chapter 5. The following research question will be answered:

- *To what extent does inquiry lead to an increase of teachers' multicultural knowledge, skills, and attitudes?*

Specification of this question led to the following more specific questions:

- *What activities performed during their teacher inquiry do teachers report?*
- *What do teachers report to have learned in terms of multicultural knowledge, skills, and attitudes after having conducted inquiry activities?*
- *What is the relationship between teachers' reported activities during their teacher inquiry and their reported learning outcomes?*

Seven teachers from different departments of one SSVET school participated in the intervention. The intervention centered on the use of teacher inquiry to unravel tensions teachers encountered in their culturally diverse classes with the aim of strengthening their multicultural knowledge, skills, and attitudes. Semi-structured interviews were conducted with the teachers to determine learning outcomes reported by the teachers. This chapter will show the extent to which research activities influenced multicultural knowledge development on the one hand and influenced teachers' behaviour and actions on the other.

1.6 Discussion and reflection

Chapter 6 will present an overall discussion and reflection on this dissertation. The main and sub-questions will be answered. Furthermore, the main findings of the different studies will be discussed and suggestions for future research and implications for practice will be given.

The chapters in this dissertation are written in the form of separate articles. Consequently, there is an overlap of text in the introduction and chapters two to five that we have left in for readability. Moreover, the studies are not reported in the order in which they took place: studies one and two were performed at a later stage than study three.

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6
General Introduction	Value-based tensions	Self-perceived multicultural knowledge, skills and attitudes and value-based tensions	Profiles in teachers' value-based tensions	Teachers' multicultural knowledge, skills and attitudes development	Overall discussion and Reflection

Sub-question	1	1	2	3	
	What value-based tensions do teachers teaching culturally diverse SSVET classes experience and to what extent are these related to their multicultural knowledge, skills and attitudes and background characteristics?	What value-based tensions do teachers teaching culturally diverse SSVET classes experience and to what extent are these related to their multicultural knowledge, skills and attitudes and background characteristics?	What different SSVET teachers' tension profiles can be identified and how does these profiles relate to teachers' multicultural knowledge, skills and attitudes and background characteristics?	To what extent does teacher inquiry lead to a change in teachers' multicultural knowledge, skills, and attitudes?	
Research methods	Semi-structured interviews	Focus group interview Questionnaires	Questionnaires	Semi-structured interviews Observations Document analyses	
Sample	N= 16	N= 898	N= 898	N= 7	

Figure 1.2 Overview of the dissertation



CHAPTER 2

Tensions experienced by teachers of Dutch culturally diverse Senior Secondary Vocational Education and Training: An exploratory study

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Abstract

Senior Secondary Vocational Education and Training (SSVET) is highly culturally diverse, with a majority of students having an immigrant background. Teachers in culturally diverse classes are more often confronted with tensions in their daily practice and they are uncertain of how to manage these tensions. This exploratory study investigated what value-based tensions teachers encountered when teaching in culturally diverse SSVET classes. Furthermore, the reported tensions by teachers were examined in terms of (inadequate) knowledge, skills and (hindering) attitudes as a possible cause to deal effectively with the experienced tensions. We collected interview data from 16 SSVET teachers from five schools, each with more than 60% of students with immigrant backgrounds. The results showed that most of the value-based tensions that the SSVET teachers encountered were related to the intercultural loaded values *diversity* and *respect*. In addition to value-based tensions, also found in previous research, teachers also reported tensions related to *professional ethics and stance* of students, which seems unique to SSVET. Most experienced tensions were perceived as being caused by self-reported lack of skills. Less often, teachers experienced a shortage of knowledge or hindering attitudes when faced with these tensions in culturally diverse SSVET classes.

2.1 Introduction

The main purpose of this study is to explore value-based tensions teachers encounter in culturally diverse Senior Secondary Vocational Education and Training (SSVET). Similar to the rest of Europe, Dutch education is becoming more culturally diverse. From 2010 to 2019, the number of first- or second-generation immigrants living in the Netherlands increased from 3.4 million to 4 million, now equal to around 23% of the total population (CBS StatLine, 2019). Due to the increase of cultural diversity⁴ many school classes are culturally diverse with not only a wide variety of ethnic groups and religions but also great variation within some ethnic groups in the second and third generation of students (Crul et al., 2016). Immigrant students in the Netherlands originate from Morocco, Turkey, Surinam and the former Dutch Antilles, and smaller groups from countries in Asia (e.g., China, Afghanistan), Afrika (e.g., Nigeria, Ethiopia, Eritrea), Eastern Europe (Poland) and former Yugoslavia and Syria (CBS StatLine, 2019). In the Netherlands, there is a tendency (also by the government) to distinguish between the Dutch mainstream population and the (mainly) immigrant minority population, although the last group is not always clear-cut (Gorashi, 2006). In this study we refer – following the Dutch Ministry of Education, Culture and Science - to this group as immigrant students, referring to students who have at least one (grand)parent that was not born in the Netherlands.

Before we continue, first some notes about the Dutch educational system as a tracked system (Nuffic, 2011). There are three types of secondary education schools: 1) preparatory secondary vocational education, 2) senior general secondary education, and 3) pre-university education. Preparatory secondary vocational education has a duration of four years and leads on to SSVET. SSVET prepares students for work or subsequent study programs (Nuffic, 2011) and is divided into four training levels, varying from qualification level 1, i.e., assistant training (duration of 1 year), to qualification level 4, i.e., management training or specialist training (duration from 3 to 4 years). SSVET is the largest educational track in the Netherlands with more than 500,000 students enrolled (CBS StatLine, 2018) and as such very important and closely connected to the labour market; learning in schools and the labour market are in many instances integrated. Immigrant students are more likely to attend this type of education and form up to 80% of the student population in some large cities (CBS StatLine, 2018). Reports regularly appear in the newspapers with regards to SSVET immigrant students concerning their poor school achievements, difficulties with acquiring internship placements and their vulnerable employment position after graduation (SEO rapport, 2020). There is also anxiety about the incompatibility of norms and values in culturally diverse schools (Radstake, 2009) as (mostly) mainstream teachers and especially the immigrant students are trying to find a new understanding of each other's perspectives (de Jong, 2014; Zijlstra et al., 2013). Cultural diversity in Dutch SSVET and its effects on the educational process is definitely subject to debate, while internationally there is a serious lack of research into it in SSVET (Evans, 2019; Mulder & Roelofs, 2011; 2013).

⁴ Cultural diversity includes not only ethnicity, but also gender, social class, religion, language, cultural traditions, character, learning style and so on, but we limit ourselves in this contribution to ethnic diversity.

Many studies on culturally diverse classes have taken place within other educational context than SSVET or on a very different student population than in the Netherlands (e.g., Banks, 2004; Gay, 2000). Academics reported that teachers of culturally diverse classes are often confronted with challenging situations for which they feel not competent to cope with (Banks & Mc Gee Banks, 2004; den Brok & Levy, 2005; Gay, 2000; Ladson-Billings, 2003; Tielman et al., 2012). With this increased 'cultural mismatch' (Cockrell et al., 1999; Vedder & Horenczyk, 2006) in classes, it is an even greater challenge for teachers to connect with the socio-cultural background of all their students (Carter & Darling-Hammond, 2016). Teachers are often not well prepared to deal with the increase of cultural diversity in their classes (Banks & Mc Gee Banks, 2004; Gay, 2000; Hollins & Guzman, 2005). They need to have or strengthen their multicultural teaching competences⁵ (Severiens et al., 2014). In order to strengthen the multicultural competence of SSVET teachers, first we need to learn more about their context and gain insight into tensions they face. The growing cultural diversity in general education is reflected in tensions (Hooijsma, 2020) and teachers feel hindered by their own values and beliefs (Leeman, 2003) that conflict with those of their students. Because of the vocational context of SSVET, teachers may experience those tensions differently.

This chapter aims to explore value-based tensions teachers encounter in culturally diverse SSVET. Due to this specific approach, other (potentially more positive) experiences of teachers with multicultural classes fall outside the scope of this article. The next section seeks to specify value-based tensions within the context of vocational education. Subsequently, the results of an exploratory study in Dutch SSVET are presented to explore value-based tensions by teachers. Finally, the results are discussed.

2.2 Theoretical background

In culturally diverse classes, one of the challenges teachers are confronted with is that of value-based interactions with students, which can create extra tensions for teachers because of differences in the variety of views and value orientations in these classes (Burbules & Bruce, 2001; Leeman, 2006; Radstake, 2009; Versteegt, 2010). The professional practice of teachers is value driven and rich in moral dilemmas as students and teachers bring different perspectives and values to the classroom, which interact with each other in every lesson (Bruner, 1996; Leeman, 2006; Veugelers & Kat, 2001). As part of their moral and socialization task, teachers want to influence the values of students (Veugelers & Vedder, 2003). Teachers of culturally diverse classes are confronted with many different value orientations and, taking into account their own orientations, must ensure that all students can cooperate with each other and respect each other's different orientations (Tielman et al., 2012; Veugelers & Vedder, 2003). Besides the opportunity for students to practice their social skills for participating in the culturally diverse society, this process also creates value-based tensions for teachers (Leeman, 2006; Radstake,

⁵ Spanierman et al. (2011) defines multicultural teaching competence as an iterative process in which teachers continuously (a) explore their attitudes and beliefs about multicultural issues, (b) increase their understanding of specific populations, and (c) examine the impact this awareness and knowledge has on what and how they teach as well as how they interact with students and their families (p. 444).

2009; Versteegt, 2010). Students are also searching and therefore they sometimes go over their own values or challenge values and norms of others. Teachers sometimes find themselves in a struggle between their own values and changing value systems in society on the one hand, and at the same time their wish to let students develop their own value orientations. On the other hand, teachers struggle with the discrepancy with their students about values such as respect, justice and solidarity (Leeman, 2006; Veugelers & Vedder, 2003). Full awareness and conscious reflection are needed by teachers of these classes of what is at stake in such a context. Misrecognition of habitus (e.g., Bourdieu, 1977) leads to tension.

“Values are judgements based on a notion of what is good and what is bad; they refer to concepts of a ‘just life’ (Veugelers & Vedder, 2003, p. 379). Despite the significant rise in diversity in recent years there is hardly empirical research on teachers’ experiences on value-based tensions in culturally diverse classes in general (Radstake, 2009), let alone in SSVET specifically. In this study, value-based tensions in SSVET are seen as the teacher's internal struggle between, on the one hand, his/her own beliefs, norms, and values and, on the other hand, the professional requirements of the profession versus the student's culturally formed beliefs and perspectives on norms and values. This study focuses on these value-based tensions that teachers experience in the culturally diverse classroom, which in many cases are based on their search between their own norms and values and the large and rich variety of norms and values of the diverse student population. Determining the specific values of the teachers is not in itself a goal of this study, and the study focuses on tensions related to diversity of the diverse cultural group as a whole and does not focus on tensions or beliefs of teachers related to specific subgroups of students.

Leeman (2003; 2006) conducted an interview study on secondary-school teachers and their dilemmas in culturally diverse classes. She highlighted tense situations in which four values were threatened, namely: *diversity & communality*, *respect for school and teacher*, *justice*, and *personal autonomy*. This article further refers to these value-based tensions as Leeman's tensions. The first Leeman's tension is about the balance between *diversity & communality* in terms of differences and similarities related to the ethno-cultural background of students. The teachers in her study were generally concerned about the balance between *diversity* and *communality* in their classes and do see cultural differences between students but emphasize similarities. The second tension involves *respect* for school and teacher, which was particularly at risk when students broke school rules or did not want to accept the teacher's authority. When it comes to *justice*, the third tension, teachers experience tensions especially when confronted with students as negotiators in giving marks for a test and sometimes when confronted with unfair accusations of discrimination by students. *Justice* is also threatened when students make discriminatory remarks about someone's physical appearance or cultural background. The fourth tension Leeman (2006) identified is *personal autonomy*. According to teachers in her research, tensions between a personal critical stance and group loyalty play a role during highly emotional discussions with students on, for example, politically sensitive topics or religious education. The eleven teachers in Leeman's study (2006) reported a total of 41 tense situations between teachers and students. All teachers in her study reported on *respect* and *diversity & communality*. Furthermore, most, though not all, lecturers reported *personal autonomy* and *justice* related

tensions. A quantified set of statements, however, was not reported in her study. Radstake (2009) confirmed the four value-based tensions identified by Leeman (2006), however, she did not use the same categories but reported on tensions as a result of diversity and religion, and tensions as a result of open classroom situations. Over 70% of the teachers in her study reported tensions related to diversity and religion. Both studies were conducted in general education. To our best knowledge, no previous research has been conducted on teachers' experiences on value-based tense situations in culturally diverse SSVET classes while these teachers may experience more or other tensions because of the specific vocational context.

Dutch SSVET is not only diverse in terms of the cultural background of the student population, but also in terms of their type and level of prior education, age, career ambition, socio-economic status, and family composition (De Bruijn, 2006), all factors that can influence values. In addition, compared to secondary education, Dutch SSVET shows high diversity in study programs (950 programs at four different levels in two learning pathways), training and roles of the teachers and their way of working. Because of this diversity, both in student characteristics and character of Dutch SSVET, teaching in SSVET is a highly demanding job (Hofland & Westerhuis, 2017) in a very complex teaching practice of competence-based education in which education and labour market are strongly interrelated.

SSVET teachers train students to become competent professionals who must be able to link their knowledge, skills, attitudes, and professional identity relevant to a particular professional situation to their personal values and norms to use them in an integrated way to act appropriately in a professional situation (Krüger, 2004). The development of professional knowledge and skills has been argued to be easier to teach compared to professional attitude, because in professional attitudes underlying personal values and norms and new values and norms associated with the profession are being linked (Bergenhengouwen et al., 2002). Coaching or mentoring of professional attitudes of SSVET students leads to teachers coming close to students' personalities, which can trigger additional tensions teachers have to cope with. In the highly culturally diverse context of the Dutch SSVET with different perspectives and values orientations among students and teachers, the chances that value-based tensions may emerge for teachers are even higher.

Given those major differences in type of education between general education and the vocational context of SSVET, the value-based tensions, as identified by Leeman (2006), could be expressed, and distributed differently. Moreover, value-based tensions also can arise with regard to moral values that are profession related (professional ethics) in the classroom and during internship where these values acquire their significance within a vocational context (Veugelers, 1995; Veugelers & Vedder, 2003). We choose Leeman's tensions as a framework to investigate and map the potential value-based tensions experienced by SSVET teachers in their culturally diverse classes, as defined in appendix A. We seek to what extent this framework holds in SSVET by exploring whether Leeman's tensions are mentioned as tense situations by teachers in Dutch culturally diverse SSVET and whether additional tensions exist because of the specific vocational context. Identifying those value-based tensions is one goal of the present study. We, however,

want to go one step further and, as a second goal, formulate the reported tensions by teachers in terms of (inadequate) knowledge, skills and (hindering) attitudes as part of their multicultural competencies to effectively cope with the experienced tensions.

With the insights of this study, we will add to the knowledge base on the experiences of teachers with tense situations in culturally diverse classes in general and specifically for the vocational context of SSVET and contribute to the development of theory on tensions in culturally diverse education. With regard to the practical relevance of this study, the awareness of value-based tensions can contribute to intercultural sensitivity of teachers, which is seen as a necessary basis for the development of the required competences for teaching in culturally diverse classes (Caena, 2014; Leeman, 2003, 2006; Villegas & Lucas, 2002). Furthermore, the value-based tensions described in this study may be used by teacher educators to prepare beginning teachers for the teaching practice of culturally diverse SSVET as the study also collects data on the perceived knowledge, skills and attitudes to handle the tensions.

Therefore, our research question is:

What tensions do teachers report to experience in culturally diverse SSVET classes, and how can these tensions be formulated in terms of (inadequate) knowledge, skills and (hindering) attitudes?

This research question is being studied by looking on the one hand at the previous categories of tensions as found by Leeman (2006), on the other hand by determining if there are other tensions reported as well.

2.3 Method

2.3.1 Context

The Dutch education system encompasses separate schools for senior secondary vocational education and training, a four-year school-based program at level 4 of the European Qualification Framework. SSVET prepares students for work or secondary education at four different qualification levels by means of different courses (Nuffic, 2011). Dutch SSVET is more culturally diverse than higher and university education (CBS StatLine, 2018).

2.3.2 Procedure

Owing to the exploratory character of this study into value-based tensions, a qualitative research method has been chosen at this stage. Semi-structured interviews are a useful way to explore the breadth of the subject, in this case value-based tensions in SSVET. Sixteen teachers from five SSVET schools, situated in large and medium-sized cities in the west and south of the Netherlands, were selected to participate in this study. The student population of these schools ranged from 60% to 80% of immigrant students. The teachers were invited by the first author to take part in a semi-structured interview. All interviews took place at the school of that particular teacher. Each interview took approximately 45 minutes. Interviewees were asked for permission to audio record the interview. All interviews were conducted by the first author. The 16 teachers

were selected from a group of 25 teachers who voluntarily attended a professional development program for SSVET teachers organised by a teacher training institute in the southern part of the Netherlands. The selected teachers wanted to improve their classroom management, based on their experience and/or particular interest in the topic of teaching in culturally diverse SSVET. Paccione (2000) shows that experience with cultural diversity is important for teachers' intercultural sensitivity, they have more experience with intercultural dilemmas (Leeman, 2006). By making this selection, we wanted to identify a spectrum of value-based tensions experienced by SSVET teachers and their potential shortcomings in teaching culturally diverse classes. As a result of the focus on tensions, other (potentially more positive) experiences of teachers will not be reflected on.

2.3.3 Participants

The number of teachers per school ranged from one to eight. A majority of the teachers were female (56%). The teachers had a mean age of 49.5 years ($SD = 8.8$) and an average work experience of 18.8 years ($SD = 11.8$). In terms of cultural background, three of the 16 teachers identified themselves as a teacher with an immigrant background (two with a Moroccan background and one with a Turkish background). All other teachers in our research were of native Dutch origin.

2.3.4 Instruments

Semi-structured interviews were conducted on value-based tensions teachers encounter in SSVET classes. All interviews began with the interviewer explaining the reason for the interview. Subsequently, the interviewer described the research objectives, the structure of the interview, and the expected duration of the interview. All respondents were asked for consent regarding audio recording the interview, and their anonymity was emphasized. Finally, the interviewer thanked respondents for their willingness to cooperate and gave them the opportunity to ask questions.

The semi-structured interview consisted of two parts. The first part featured questions regarding the teachers' background, age, and work. In the second part, teachers were asked about tensions they encountered in teaching culturally diverse SSVET classes. The teachers were urged to think of a specific culturally diverse class that they were teaching at that time. In this second part of the interview, the first question asked in all interviews was: "What do you find challenging while teaching in a culturally diverse class?" Clarifying questions then included, for example, "Which tensions play a role in your culturally diverse classes?" or "To what extent did the cultural background of the students play a role in the tensions you mentioned?" or "How did you experience these tensions and how did you tackle them?"

2.4 Analyses

The interviews were transcribed *ad verbum* from the voice recordings, to prevent interpretation bias. The interviews were analyzed both deductively and inductively. Deductively, the data were

analyzed in an iterative process of moving back and forth between the sensitizing concepts *diversity & communality, respect, justice, and personal autonomy* (Leeman, 2006). Additionally, teachers' "knowledge," "skills," and "attitude" were used as sub-categories for each of the main concepts. So, for each of Leeman's tensions, we coded whether the teacher reported inadequate skills or knowledge, or hindering attitudes, while experiencing the reported tense situation. More specifically, "inadequate skills" was used to refer to when the teacher mentioned not being able *to handle* a given tense situation. "Inadequate knowledge" refers to when the teacher mentioned not *knowing* how to deal with the tense situation. "Hindering attitudes" refer to those *beliefs or convictions* that hindered the teacher from understanding the given tense situation or acting upon it.

Concepts that were not covered by any of the concepts mentioned were investigated inductively with a dedicated focus on new value-based tensions that emerged from the data for the specific context of teaching culturally diverse SSVET. Appendix A reflects the description of tense situations studied in our analysis. This coding framework is based on the aforementioned Leeman (2006) concepts and is elaborated on the basis of interview statements, which were classified in themes and codified.

The transcripts were coded using Atlas Ti (version 8.3.0). The first step of the qualitative data analysis included segmentation of the data files. Utterances were marked as separate segments using the principle of *turn topic or occurrence*. A segment was defined as one or a sequence of sentences relating to one specific occurrence or topic. Subsequently, the first and second researcher independently coded two interviews using the coding framework and the subcategories "knowledge," "skills," and "attitude" as defined above. Afterwards, the two researchers discussed differences and reached agreement about the classifications of statements, and the coding was adjusted to match the outcome of this discussion. In order to check the inter-rater reliability of the coding used, we established Cohen's kappa (Cohen, 1960) for 23% of the coded statements. Cohen's kappa was 0.76, which means sufficient agreement (Landis & Koch, 1977). Because we were also interested in how frequently the teachers reported the various value-based tensions, the statements were not only interpreted qualitatively, but their frequency was also determined.

2.5 Results

In the first part of the results section, we describe the value-based tensions encountered by teachers and categorized as the four intercultural tensions raised by Leeman (2006), i.e., *diversity & communality, respect, justice, and personal autonomy*, and how teachers experienced the reported tense situation in terms of inadequate skills or knowledge or hindering attitudes. Additionally, in the second part of the results section, we examine whether teachers mentioned other tensions that could not be categorized as one of Leeman's tensions.

2.5.1 Section 1: Leeman's tensions

Table 2.1 displays the number of tensions corresponding to Leeman's tensions and the number of teachers that reported on these tensions.

As shown in Table 2.1, we were able to categorize 129 of the 178 *value-based tensions* mentioned according to Leeman's tensions (2006). The 49 *other tensions* mentioned could not be covered by Leeman's tensions and will be presented in the second part of the results section. Of Leeman's (2006) four tensions, teachers mentioned the most value-based tensions in accordance with *diversity & communality* 93 times, followed respectively by *respect* 23 times, *justice* 9 times and *personal autonomy* 4 times.

Table 2.1

Number of reported Leeman's tensions and number of teachers per tension

Leeman's tensions	Number of Tensions	Number of Teachers
Diversity & Communality	93	13
Diversity & Communality-skills	53	13
Diversity & Communality-knowledge	26	12
Diversity & Communality-attitude	14	6
Respect	23	8
Respect-skills	18	8
Respect-knowledge	4	2
Respect-attitude	1	1
Justice	9	6
Justice-skills	8	6
Justice-knowledge	0	0
Justice-attitude	1	1
Personal Autonomy	4	3
Personal Autonomy-skills	3	3
Personal Autonomy-knowledge	0	0
Personal Autonomy-attitude	1	1

Although not all schools were represented by the same number of teachers, the teachers of all schools reported about the largest categories of *diversity & commonality* and *respect* to approximately the same extent. For the least reported value-based tensions, *justice* and *personal autonomy*, the schools with the most participants reported these more often. In general, most of the value-based tensions teachers encountered can be sub-categorized as situations in which the teacher experienced inadequate skills to handle the specific tension. Inadequate knowledge and hindering attitudes were less often mentioned by teachers when faced with tensions in their culturally diverse SSVET classes. Of the 16 teachers that were interviewed, thirteen teachers in general reported tensions with students in teaching culturally diverse classes. Three teachers, all with immigrant backgrounds, did not report tensions within their culturally diverse classes. We will show the most prominent tensions that were identified below, illustrated with some examples.

Diversity & commonality

The value-based tensions in this field were manifested by teachers especially as a concern of how to cope with group differences in terms of ethno-cultural background. The teachers focused mainly on the differences between students and not on the similarities. The reported tense situations could especially be sub-categorized as inadequate skills because the teachers were not able to handle the concerning tense situations in a satisfactory way. For example, a teacher described how difficult it was for her to discuss some topics like homosexuality because of the cultural diversity of her class. She reported that especially the students with a Muslim background react differently on these topics than ethnic Dutch students. She wanted to be able to address these tense situations in a better way. In the meantime, she preferred to avoid this type of discussions because of the very strong reactions and violent behaviour of some students. She felt uncomfortable with, according to her, the irrational and narrow-minded opinions of her students and the unwillingness to listen to arguments of the others. Eight teachers indicated that giving feedback to immigrant students sometimes created a tense atmosphere, as students sometimes did not accept well-intended feedback and often feel more offended than ethnic Dutch students. Violation of honor was reported by some teachers as a possible explanation for how these students sometimes react to feedback. The struggle with giving feedback teachers reported were both in the field of coaching and mentoring as task-related feedback. These examples of coaching on attitude show that teachers came very close to students' personalities leading to value-based tensions.

Some reported tense situations concerning *diversity & commonality* could also be sub-categorized as inadequate knowledge or hindering attitudes. A teacher reported that a lack of knowledge about the different cultural backgrounds of her students sometimes caused tense situations for her with which she cannot cope. She illustrated this related to an internship for hospitality industry where a female student claims not being allowed to do internships in the evening by religion. A few teachers also mentioned to struggle with their own ideology, values and norms, against the perspective on values of some of their students. They wondered to what

extent they should adapt their attitude towards a culturally diverse class with sometimes other values, standards and principles.

Respect

Far less than diversity & communality, but still more than half of the teachers mentioned value-based tensions that could be coded as Leeman's tension *respect*. Reported tense situations about respect mostly involved disrespect towards female teachers and school rules, although to a lesser extent disrespectful interaction between students and authority problems in the class were also mentioned. All female teachers reported tense situations with regards to *respect* that could be sub-categorized as inadequate skills expressing their inability to address this. Especially teachers of the older generation mentioned some troubles regarding the rude behavior of immigrant students, often referring to Moroccan-Dutch students. For example, a female teacher, 59 years old, indicated that she did not have sufficient skills to deal with situations in which she felt treated disrespectfully or in which she was specifically viewed as a female teacher. She not only wanted tools to deal with such behaviour of students, but also for her own fierce reaction to those situations. Three out of the 13 teachers reported tense situations related to disrespectful interaction between students. According to the teachers some students sometimes express themselves contemptuously towards native Dutch female students in the class and let them do all the work, for instance, during collaborative learning activities. With regard to disrespectful behavior towards school rules by the students, four teachers indicated tense situations regarding truancy, arriving on time, school stance, and language used at school. A teacher reported a lack of knowledge about the meaning of respect in other cultures and how she struggled with her own values and norms by describing a situation where a student never looked at her during coach conversations when she wanted to. She doubted whether to accept that or to adhere to her own principles of looking at each other in a conversation.

Justice

When asked about tense situations in teaching culturally diverse SSVET classes, about half of the teachers mentioned tense situations between teachers and students in the category of Leeman's tension *justice*. Tense situations were about whether or not the teacher acts fairly, according to the students, when assessing students' work or evaluating students' behaviour. The teachers mostly mentioned tense situations that can be sub-categorized as inadequate skills when confronted with the disruptive behaviour of some students and the discussion that followed. Generally, teachers reported their struggle with students trying to negotiate their bad grades with them, sometimes arguing that the teacher may have made a mistake. According to the teachers, some of these students were actually more concerned with the results than with correcting their mistakes and honor would play a major role in this. One teacher commented on the fact that some immigrant students feel discriminated during their internship and her struggle with her own ideology in this. She felt dissatisfied with their inability to deal with this and even became emotional in reporting this because it goes completely against her principles. The teachers in this study did not mention tensions according to *justice* that can be categorized as inadequate knowledge.

Personal autonomy

Results have shown that three of the 13 teachers mentioned tense situations that can be categorized as examples of Leeman's tension *personal autonomy*. There were not many stories from teachers about individual students who, in the teachers' opinion, chose loyalty to the group rather than acting more autonomously in their decisions that causes tensions for teachers. Three tense situations that the teachers reported related to *personal autonomy* could be sub-categorized as in-adequate skills. One teacher described a situation involving not succeeding in steering a student towards a different internship than his group of peers. This student had a lot of capacities but chose to do an internship with his peer group at a call center-like company. Despite the fact that, according to her, such a step could determine the students' future career, she did not dare speak to him individually because she felt she had to justify herself towards the whole peer group.

2.5.2 Section 2: Other tensions

One of the main interests in this study was whether additional tensions exist because of the specific vocational context of SSVET with regards to the framework of Leeman's tensions. Concepts that did not fit Leeman's categories were therefore inductively explored with a special focus on themes that emerge from the data. We identified tense situations that involved discussions between teachers and students regarding work ethics or stance during school and internships. Those value-based tensions were categorized as *professional ethics and stance*.

Professional ethics and stance

Table 2.2 displays the number of these tense situations that emerged from the data and the number of teachers that reported on these value-based tensions.

As shown in Table 2.2, we were able to categorize 36 of the 178 mentioned tense situations as *professional ethics and stance*. Five teachers reported tense situations that were categorized as *professional ethics and stance*. All teachers mentioned tense situations that can be sub-categorized as inadequate skills and one of these teachers reported also inadequate knowledge when faced with tense situations regarding *professional ethics and stance*. Hindering attitudes were not mentioned by the teachers. Three teachers reported tense situations with students with regard to discussing topics, punctuality and showing initiative or asserting themselves. The way students dealt with authority and professional standards also caused tension among teachers.

Table 2.2

Number of reported tense situations on professional ethics and stance and number of teachers, who mentioned the tension

Other tensions	Number of Tensions	Number of Teachers
Professional ethics and stance	36	5
Professional ethics and stance-skills	35	5
Professional ethics and stance-knowledge	1	1
Professional ethics and stance-attitude	0	0

One teacher of SSVET social studies expressed that she felt she had inadequate skills in teaching immigrant students to be more open about their feelings, a very important skill for their future career as social workers. According to her, there was a big difference in openness between Dutch students and immigrant students. The latter often struggled with their feelings and found it difficult to express themselves. She was concerned that these students, who in her opinion often refused to adapt and open up more, would be confronted in professional practice with complex situations and feelings that they would not understand. She struggled with teaching them to be more open. Another teacher complained about the students' work stance and how hard it was to work on that and prepare them for the labour market. He illustrated this by portraying an immigrant student who always behaved informally and arrived without any hurry. He said that if this student worked at a bank while fifteen people were waiting at the counter, he never would make it there. He wondered to what extent these students could adjust their pace and their way of thinking. In his opinion, certain mentalities would not work in a 'typical' Dutch company. He often discussed with the students that such ways of conduct would be problematic in their future profession but found that his effort did not work. One teacher mentioned a tense situation that could be sub-categorized as a lack of knowledge, e.g., about how to deal with non-assertive work attitudes of students during internships. He gave an example of students who during their internship in a supermarket told that they had nothing else to do but fill courses. They never told the internship supervisor that they could do more, like unload cargo, maybe even clear some cabinets. The teacher could not understand the work stance of students and wanted to know how to encourage them to come up with their own proposals and show more initiative. Hence, he felt a need to know much more about the link between culture and work attitude.

Professional ethics and stance was after *diversity & communality* and *respect* the most reported tension.

2.6 Discussion

This research aimed to contribute to existing knowledge regarding teaching in culturally diverse schools, with a specific focus on SSVET, as Dutch SSVET is a major provider of education and hosts the largest set of cultures. By means of exploratory interview data from 16 teachers in culturally diverse SSVET, we answered the research question: What tensions do teachers report to experience in culturally diverse SSVET classes, and how can these tensions be formulated in terms of (inadequate) knowledge, skills and (hindering) attitudes?

In the current study, tensions between teachers and students on *diversity and communality*, *respect*, *justice*, and *personal autonomy* as identified by Leeman (2006) could be confirmed. The teachers in this study reported more and additional tensions. We identified '*professional ethics and stance*' as a new theme specific to the SSVET context. Furthermore, the thirteen teachers in this study reported a higher number of tensions (i.e., 129) than the eleven teachers in Leeman's study (i.e., 41). With regard to the distribution of the tensions, teachers in this study mentioned by far the most tensions related to *diversity & communality*, followed by somewhat lower numbers related to *respect*. Tensions related to *justice* and *personal autonomy* were also mentioned, but only occasionally. In Leeman's study *diversity & communality* and *respect* were also mentioned most, but overall differences in the number of tensions between the four categories were much smaller.

The value-based tensions reported by teachers in this study when coaching students on their professional attitudes showed that what teachers and the future profession expect in terms of values and norms may conflict with underlying personal values and norms of students.

The ability of students to deal with criticism and receive feedback is a cause for concern. Just like in Van Middelkoop et al. (2017), teachers in this research experienced great tension about how to deal with giving feedback, especially to immigrant students. This may have to do with finding a balance between the Dutch, individualistic culture, and the collectivistic cultures of most immigrant students. Such cultures are more sensitive to loss of face, honor, group interest and relationships (Hofstede, 2011) and are less focused on individual interests, personal growth, independence, and competence. For the effectiveness of feedback, the pedagogical climate in a classroom and a good relationship of trust between teacher and students are also very important (Hattie & Timperley, 2007; Wubbels et al., 2006). Teachers in this research are concerned about making contact with their students, one of the competences with which teachers in culturally diverse classes often struggle (Derriks et al., 2001; Leeman, 2006). This finding leads us to conclude that if teachers invested more in creating a relationship of trust with their students, their feedback could have a more positive effect. Striving for a relationship of trust with the students and a pleasant social climate in the culturally diverse classroom results in less tension for the teachers (Radstake, 2009).

Remarkably, in contrast to the study by Leeman (2006), in which teachers put more emphasis on the similarities between students rather than on cultural differences, teachers in this study did not report on *communality*. Similarities between students were not mentioned. Value-based

tensions in the field of *diversity & communality* were manifested by the SSVET teachers especially as a struggle with certain group differences in their culturally diverse classes. This finding raises the question of why teachers in this study appear to be more focused on the differences than similarities between students. There may be various reasons for this, SSVET is much more diverse in nature and student population than secondary general education (Hofland & Westerhuis, 2017) which may make SSVET teachers more aware of and sensitive to these differences. Furthermore, many teachers struggle with differentiation and therefore also with doing so on the basis of cultural background of students (Maulana et al., 2020). Finally, many teachers are not or hardly prepared during their teacher training or professional development for dealing with culturally diverse classes (Leeman, 2006).

Most experienced tensions by teachers in this study were caused by a self-perceived lack of skills. Less often, teachers experienced a shortage of knowledge or hindering attitudes when faced with tensions in culturally diverse SSVET classes. The tensions for which teachers expressed lack of skills to teach immigrant students, such as punctuality, integrity, dealing with authority and professional standards, are important aspects of *professional ethics and stance* according to the professionals. Seen from a different perspective, these students also do internships in some Dutch companies that have diversity high on their agenda. The question then is to what extent these students should completely adapt to Dutch *professional ethics and stance* and whether these professional codes are also subject to change because it is also appreciated (or should be appreciated) if the students remain partly themselves.

Although this was not the focus of our article, there is also something to be said about the nature of the statements made by the teachers in our study. One might wonder if certain statements of the teachers that they ascribe to cultural differences are not of a more general nature and sometimes projected by teachers, whereby they perhaps racialize the normal behaviour of the students (Avis et al., 2017; Chadderton & Wischmann, 2014). For example, teachers indicated that feeling insulted when receiving well-intentioned feedback and being more concerned with results than with correcting examination mistakes that honour was a possible explanation for the behaviour of immigrant students. In a follow-up study, teachers may be presented with this type of interpretations to unravel the probably thin line between racialization and normal behaviour.

With this study we were able to illustrate some value-based tensions teachers of culturally diverse classes encounter and we formulated these tensions in terms of (lack of) knowledge, skills, and attitudes. The study yielded some tensions specifically for the vocational context of SSVET.

2.6.1 Implications for research and practice

Obviously, the findings in the present study were based on a small, purposely sampled group of teachers, which as such was not per se representative of the larger population of SSVET teachers. However, with the tensions identified in this study, we can draw up a questionnaire to obtain a broader picture of the tense situations experienced by SSVET teachers throughout the country, as well as how they assess their knowledge, skills and attitudes in this area and their deficiencies in terms of multicultural competences. A questionnaire also offers the opportunity to further

explore our new finding in the field of *professional ethics and stance*. The information obtained can be useful for strengthening the multicultural competence of SSVET teachers and may uncover more SSVET-specific tensions per training area. Furthermore, taking the ethnic background of teachers as a personal characteristic in this questionnaire will also provide more insight into the tensions experienced by immigrant teachers, as in this study three teachers with immigrant backgrounds reported not to experience tensions in their culturally diverse classes. In a follow-up study, it would be also valuable to further investigate the origins and consequences of the teachers' tensions.

While in the Netherlands we are still struggling a bit with cultural diversity in schools, highly culturally diverse London is called an "Education Powerhouse". The success is in part due to the immigrant students themselves who are generally very ambitious and positive and find education very important to get ahead in life rather than a specific policy (Franceschelli & Keating, 2018). So, another suggestion for further research is to investigate what solutions teachers do have for the tensions they experience and to investigate whether and to what extent communality plays a role in their solutions or whether only diversity in this value is at stake. This suggestion will also contribute to the knowledge base of a non-deficit approach to culturally diverse teaching (Dolby, 2012) exploring good practices of all SSVET teachers. Another opportunity is to approach value-based tensions not only from the negative connotation they have, but also to view them as positive learning moments for teachers. Further research with this specific focus may be valuable and, in addition, asking teachers more neutrally about their experiences when it comes to their perceptions and not just about tensions, might uncover a different set of competences. Future studies could also include questions and information about the composition of the class, to find out which students the teachers are talking about specifically in relation to tensions they experience, thereby taking more consideration for the cultural diversity in the class.

In this study, some issues in the field of intercultural communication were also manifested in teachers' stories about experiencing, understanding, and interpreting differences in communication with students. As this falls outside the scope of this study, we have not analyzed these results further. This finding also provides opportunities for further research.

The results of this study enable schools to take into account value-based tensions experienced by SSVET teachers. Teachers can conduct class discussions with students on the subject about incompatibility of norms and values with the aim of breaking through cultural boundaries (Gay, 2010), which benefits social cohesion, and also prepares students for their functioning in the culturally diverse society creating mutual understanding (Banks, 2001; Radstake & Leeman, 2010; Schuitema et al., 2017).

For teacher education, the outcome of this study can be useful in further developing competence frameworks for dealing with diversity in classes in general (Siarova & Tadjman, 2018), including awareness of diversity issues as one of the areas of competence for teachers of culturally diverse classes (Caena, 2014; OECD, 2017). Teacher educators and mentors in schools can use these value-based tensions as 'study material' to help (student) teachers become aware of value-based tensions and to help them reflect on their own values, norms and beliefs and the differences with

their students. During professional development programs teachers can be assisted by teacher educators to transfer lived experiences with value-based tensions into meaningful learning moments (Pillen et al., 2013).



CHAPTER 3

Teachers self-perceived multicultural competence and their experience of culturally loaden value-based tensions in Senior Secondary Vocational Education and Training

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Abstract

During the last decades there has been an enormous increase in the number of students with different cultural backgrounds in schools in the Netherlands, as in many Western countries. School teachers are required to have the competences to handle such cultural differences. The present study collected data on these variables via a self-report questionnaire administered to teachers of culturally diverse Senior Secondary Vocational Education and Training (SSVET) schools. In total, 898 teachers from 20 SSVET schools completed the survey. Teachers experienced tensions from relatively limited to fairly frequent. Regarding their competences, teachers attributed themselves a positive attitude towards multicultural education, perceived to have some degree of multicultural teaching skills and perceived their degree of multicultural education knowledge neutral. Teachers' self-perceived multicultural knowledge, attitudes and skills had varied associations with the different experienced value-based tensions. Whereas the degree of self-perceived skill showed a positive relationship with most experienced tensions, attitudes and knowledge showed a negative relationship. These results suggest that perceiving to have more skills leads to experiencing more tensions. Teachers in the levels 1, 2 and 3 of SSVET, younger teachers, teachers in schools with a larger population of teachers with migrant backgrounds, teachers with more training and teachers in need of training experienced more tensions. Implications and suggestions for future research are discussed.

3.1 Introduction

Globalization has broadened the cultural spectrum in Western countries where many people live in culturally diverse communities. In addition to the opportunities that cultural diversity offers, each country also struggles in its own way to accommodate cultural diversity, which is sometimes fertile ground for tensions. Schools face challenges in preparing their students for these communities (Eurydice, 2012; ten Dam & Volman, 2007) and in dealing with differences in socio-cultural backgrounds teachers experience tensions (Ben-Peretz & Assunção Flores, 2018; Coronel & Gómez-Hurtado, 2015; Tielman et al., 2012).

Dutch Senior Secondary Vocational Education and Training (SSVET) is highly culturally diverse. In some large and medium-sized cities in the Netherlands, it is common that a majority of sometimes more than 80% of students in SSVET schools are from immigrant backgrounds (CBS StatLine, 2018). Teachers of culturally diverse classrooms often feel overwhelmed by the growing cultural, socio-economic, and other diversity of their students (Crul et al., 2016) and indicate that they feel unprepared for teaching students with culturally diverse backgrounds (Banks & Mc Gee Banks, 2004; den Brok & Levy, 2005; Spanierman et al., 2011). They have concerns about the incompatibility of norms and values between themselves as teachers and their students and amongst students, so-called value-based tensions (Radstake, 2009). We consider value-based tensions in SSVET as teachers' internal struggles between, on the one hand, their own beliefs, norms and values and, on the other hand, the professional requirements of the profession versus the students' different beliefs and perspectives on norms and values (Tielman et al., 2021).

Special attention has been called for cultural diversity in SSVET schools, with specific emphasis on dealing with tensions based on values and norms (Ministry of Education, Culture and Science, 2019; Radstake, 2009). Therefore, it is important for SSVET teachers to have or acquire multicultural teaching competences with special attention to dealing with value-based tensions in the classroom (Tielman et al., 2021).

'Multicultural teaching competence means that teachers continually (a) explore their own attitudes and beliefs about multicultural issues, (b) increase their understanding of specific population groups, and (c) investigate the impact of this awareness and knowledge on what and how they teach and how they interact with students and their families' (Spanierman et al., 2011 p. 444).

Very limited research has been done into the association between multicultural teaching competence and teachers' value-based tensions in culturally diverse classrooms, and if such research was done at all, it was carried out mainly in primary and general secondary education (e.g., Leeman, 2006; Versteeg, 2010; Radstake, 2009), rather than SSVET. Three reasons magnify the importance of this research in SSVET. First, students with an immigrant background comprise a significant proportion of the student population of SSVET in the Netherlands, even more so than in general education (CBS StatLine, 2018). These students and teachers bring different perspectives and values to the classroom, which interact with each other in every lesson and often create value-based tensions (Bruner, 1996; Leeman, 2006; Veugelers & Kat, 2001). Second,

value-based tensions SSVET-teachers experience in the vocational education context are different from those of teachers of primary- and general secondary school (Tielman et al., 2021). Students in SSVET are trained for and in close association with a profession with also its own specific professional ethics (de Bruijn et al., 2017). These values are further shaped within a vocational context and may conflict with underlying personal values and norms of students and therefore create additional value-based tensions for teachers (Veugelers & Vedder, 2003; Veugelers, 1995). Third, in addition to the cultural diversity in the student population, Dutch SSVET is characterized by a diversity in tracks, such as nursing or plant design. Teaching in the different tracks and at the four different levels in SSVET⁶ requires a specific approach from teachers, who may experience value-based tensions differently (Groenveld & Steensel, 2009). Overall, these unique SSVET characteristics make it challenging to address cultural diversity and increase the importance of understanding and dealing with value-based tensions (cf. Cochran-Smith, 1995; Leeman, 2003; 2006; Radstake, 2009). It is largely unknown, though, how value-based tensions influence teacher performance in culturally diverse SSVET. This is the central problem statement studied in the present study.

Starting point for this study are four value-based tensions, namely those related to *diversity and communality*, *respect*, *justice* and *personal autonomy* identified by Radstake (2009) and Leeman (2006). These tensions were established originally in qualitative studies among general education teachers in which the vocational component was not included. These four tensions were complemented with a fifth tension related to *professional ethics and stance* specifically for the SSVET context based on a prior study conducted by Tielman et al. (2021). These five value-based tensions are described in Table 3.1.

The exploratory study by Tielman et al. (2021) gave insight into the range of value-based tensions teachers encountered teaching culturally diverse SSVET classes. The results showed that most of the value-based tensions that the SSVET teachers encountered were related to the intercultural loaden values *diversity* and *respect*. Teachers additionally reported tensions with regards to *professional ethics and stance* of students, which seems unique to SSVET.

⁶ The Dutch education system is a track system with three types of secondary schools: (1) preparatory secondary vocational education, (2) intermediate general secondary education, and (3) preparatory scientific education. For SSVET, there are separate schools based on a four-year school-based program at level 4 of the European Qualifications Framework (European Commission, 2008), where students are prepared for work or further education and social participation. The SSVET is divided into four levels of training, ranging from qualification level 1, the assistant training (duration of 1 year), to qualification level 4, the management training or specialist training (duration of 3 to 4 years). The SSVET distinguishes two types of learning paths, the school-based and the work-based learning pathway with a total of 735 educational qualifications (MBO Raad, 2022; Nuffic, 2011).

Table 3.1
Value-based tensions

Value-based tensions	Description of the tension
Diversity and Communitality	How to cope with group differences in terms of ethno-cultural background. The tension is that teachers mainly focus on the differences between students and not on the similarities.
Respect	Involves disrespect of students towards female teachers and school rules, disrespectful interaction between students and authority problems in the class.
Professional ethics and stance	Tensions or different values of teachers compared to students in coaching students on their professional attitudes and work ethics with regard to punctuality, integrity, dealing with authority and professional standards.
Justice	Tensions related to whether or not teachers acts fairly, according to the students, when assessing students' work or evaluating students' behaviour.
Personal Autonomy	Tensions often occur with individual students who, in the teachers' opinion, choose loyalty to the group rather than acting more autonomously in their decisions.

Compared to Leeman's (2006) study in general education, teachers in the exploratory study in SSVET experienced about three times more tension. Interviews showed that most experienced tensions by teachers in our own *exploratory* study (Tielman et al., 2021) were caused by a self-perceived lack of skills. Less often, teachers experienced a shortage of knowledge or hindering attitudes when faced with tensions in culturally diverse SSVET classes.

The findings in the exploratory study were based on a small, purposely sampled group of teachers, which as such was not per se representative of the larger population of SSVET teachers. Further confirmation is needed with a larger population of teachers. Therefore, we conducted a larger, quantitative study, which is reported in this article. Furthermore, we wanted to explore the magnitude of occurrence of the tension with regards to *professional ethics and stance*, which is specific to SSVET and takes shape during professional activities at school and internships in companies (Veugelers, 1995; Veugelers & Vedder, 2003). Previous research in general education indicated that experiencing tensions may have to do with teacher competences or components of these competences (e.g., Carter & Darling-Hammond, 2016; Gay & Howard, 2000; Leeman, 2006) or the lack of these competences. Therefore, in the present study we want to examine how SSVET teachers assess their knowledge, skills and attitudes regarding the value-based tensions they experience in order to determine their shortcomings in multicultural teaching competences and see whether there is a relationship between these shortcomings and tensions signaled. The information obtained can be useful for strengthening the multicultural teaching competence of SSVET teachers with respect to awareness of diversity issues and may uncover more SSVET-specific tensions. Teachers in SSVET are very diverse in background, prior education, and position, even more so than teachers in general education (Orr, 2019). Possibly, their experiences

with value-based tensions are different and distinct from those in general secondary education (e.g., Leeman, 2006; Radstake, 2009).

The aim of our research is to validate prior established value-based tensions experienced by teachers teaching in culturally diverse SSVET classes and the extent to which their background characteristics (age, teaching experience, ethnic background, gender, teaching diploma, training received, training need, qualification level and diversity in teacher population) and knowledge, skills and attitudes reported by them are related to the degree to which they experience these tensions. With these insights we will add to the knowledge base on the experiences of teachers with tense situations in culturally diverse classes in general and specifically for the vocational context of SSVET education and help them to appreciate the differences more instead of experiencing tensions.

This article first presents the theoretical background of this study, followed by a description of the study methodology and finally the results, the discussion and conclusion.

3.2 Theoretical background

SSVET teachers train students to become competent professionals who must be able to link their knowledge, skills, attitudes and to use them in an integrated way in order to be able to act appropriately in a professional situation (Baartman & de Bruijn, 2011; Krüger, 2004; Wesselink et al., 2010). Reflection and dialogue in the confrontation between external demands and images of the professional practice on the one hand, and personal ideas and perspectives of the students on the other hand, form the core of learning in vocational education (Glaudé et al., 2011).

3.2.1 Teachers' multicultural knowledge, skills, and attitude

Teachers' experiences of tensions in culturally diverse classes may be related to their multicultural teaching competence, which – in this case – might be reflected in a lack of knowledge, skills and/or hindering attitude. When it comes to tensions in culturally diverse classes, teachers should be able to communicate effectively and behave appropriately based on their multicultural knowledge, skills and attitudes (Banks, 2004; Deardorff, 2006; Gay, 2002; Ladson-Billings, 1995). Effectiveness refers here to 'the achievement of valued objectives', being able to coordinate behaviour (verbal and nonverbal) and adapt to the expectations of a given situation (Deardorff, 2006; Hammer et al., 2003). Appropriateness reflects civility and is defined as "the avoidance of violating social or interpersonal norms, rules, or expectations" (Spitzberg & Cupach, 1984 p.7) considering what is acceptable and unacceptable behaviour in a certain context (Deardorff, 2006).

Multicultural knowledge and understanding related to cultural differences are essentials of multicultural teaching competence (Washington, 2003), as is knowledge of the influence of cultural factors on behaviour and forms of communication in culturally diverse classes. Gay (2010) stated that teachers should take into account the differences in cultural knowledge, experiences and frames of reference of their students and also have knowledge of the norms and

values of other cultures (Gay, 2002). Teachers often lack these knowledge (Taylor & Sobel, 2001; Capella-Santana, 2003) and fail to see that cultural differences are present or important (Sleeter, 2008; Vervaet, 2018).

Various levels of multicultural teaching skills (i.e., personal, classroom, and school) are needed for comprehensive culturally diverse education (Deardorff, 2009; Derriks et al., 2001; Taylor & Quintana, 2003). Wubbels et al. (2006) revealed that teachers in culturally diverse classes need to have excellent interpersonal skills and their teaching should focus on attention, commitment and be good at monitoring and managing behaviour and creating a positive teacher-student relationship. Teachers who have social and communicative skills are aware of their own feelings and are able to deal with them when assessing tense situations in culturally diverse classes (Deardorff, 2009). In addition to the didactic and pedagogical skills (Gay, 2002), teachers also need to be more aware of and sensitive to cultural differences and how these issues affect how they are addressed and how they are received (Bakari, 2003).

Multicultural attitudes reflect teachers' awareness of, comfort with, and sensitivity to issues of cultural diversity (Ponterotto et al., 1998). Brown (2004) identified teacher multicultural attitudes regarding being aware of diversity within ethnic groups, values and norms, student background, authority issues, and the multitude of factors involved in culturally diverse classes. A favorable attitude involves being open to other perspectives, seeking learning opportunities about other cultures, but at the same time being aware of one's own perspectives and sensitive to others' points of view (Gay, 2002; Pastori et al., 2018; Santamaria, 2009).

With the growth of cultural diversity in classrooms, there is a need to restructure teachers' attitudes, perceptions, and beliefs about cultural diversity (Gay, 2013), but very little is known about this (Vedder & Horenczyk, 2006), and even less in the specific context of SSVET. Previous studies on components of competence have been conducted mainly in primary and secondary education. In a small-scale exploratory study in Dutch SSVET, Tielman et al. (2021) reported that most experienced value-based tensions by teachers were caused by lack of skills to address the tensions. Less often, teachers experienced a shortage of knowledge or hindering attitudes when faced with value-based tensions. To strengthen teachers' multicultural competence, it is important to know how teachers' multicultural knowledge, skills and attitudes are related to their perceived values-based tensions.

3.2.2 Teachers' personal and context characteristics in relation to tensions

Some studies in homogeneous classes with regard to background characteristics of teachers point to a positive relationship between teaching experience and being able to meet tensions (Tschannen-Moran & Woolfolk Hoy, 2006; Wolters & Daugherty, 2007), conversely, other studies (Anderson, 2010; Strickland, 2018), show that teaching experience could not be used to determine teachers' ability to address tensions in culturally diverse classes. On the other hand, Paccione (2000) showed that specific experience with culturally diverse classes is important for teachers' cultural sensitivity. These experienced teachers are likely to have more experience in dealing with culturally tense situations (Leeman, 2006). Since in Dutch SSVET age and teaching experience are

not always inherent to each other, as many teachers become teacher later in their career, both aspects should be considered. In the Netherlands, Radstake (2009) examined whether value-based tensions experienced by teachers in culturally diverse general secondary education were related to their personal and contextual characteristics. She reported no differences between teachers based on age, gender, or teaching experience. Tielman et al. (2021) reported that especially older SSVET teachers mentioned tensions regarding the rude behaviour of students with an immigrant background. In the same study, they noted that female teachers in particular reported tense situations related to disrespect. They also indicated that teachers with migration backgrounds did not report any tension within their culturally diverse SSVET classes. This is remarkable and not much is known about performance of teachers with a migration background in the Dutch context. Confirming research can be found internationally in other types of education (e.g., Dewilde, 2013; Economou, 2021; Schmidt & Schneider, 2016), but the positive effects of teachers with migration backgrounds on immigrant students has also been contradicted in some studies (e.g., Hachfeld et al., 2011; Rotter & Timpe, 2016). Kern et al. (2012) emphasized that teachers with a migration background, like teachers without such a background, also need to learn to provide students with immigrant backgrounds with the most appropriate educational environment. Moreover, Mantel (2020) reported differences in the sensitivity of teachers with a migration background in dealing with cultural diversity in schools in urban areas compared to rural areas. Given that hardly any research has been done on teachers with a migration background in the Dutch SSVET context and that clear and unequivocal findings on the effects of background characteristics such as age, prior education and teaching experience are still lacking, the question is whether these characteristics influence the experience of tensions. In the qualification levels 1 and 2 of the Dutch SSVET, the student population is more diverse than in the higher levels, with very different initial education levels and background characteristics (Lesterhuis, 2010). Because the different levels within the Dutch SSVET differ in their population diversity and require teachers with different training and qualities (Groenvelde & Van Steensel, 2009; Lesterhuis, 2010), this study also takes into account the different qualification levels in education, training followed and training needs of teachers and examines how these influence the experience of tensions.

Research questions

Our research questions are:

- *To what extent do SSVET teachers experience the five culturally loaden value-based tensions (e.g., tensions related to diversity and communality, respect, justice, personal autonomy and professional ethics and stance) that were found in prior studies?*
- *To what extent are teachers' self-perceived multicultural knowledge, skills and attitudes related to the value-based tensions they experience?*
- *To what extent are teacher demographics and context characteristics (age, teaching experience, ethnic background (native), gender, teaching diploma, training received, training need, qualification level and diversity in teacher population) related to the value-based tensions they experience?*

3.3 Methods

3.3.1 Participants

Data for this study were collected using a self-report questionnaire distributed to teachers of SSVET schools in the Netherlands. Participants for the study were acquired by approaching schools within the research team's professional networks, organizations representing the interests of teachers in SSVET, and professional journals to gain support for the study. They were informed of their voluntary participation and the confidentiality of treating their data. The survey was administered via Qualtrics. Three teachers completed a draft questionnaire to ascertain whether they could sufficiently recognize the tensions. This was the case and no changes were deemed necessary. Of the 898 teachers from 20 different SSVET schools who participated in the survey, a varying number were used in the various analyses, since not everyone answered all questions. The missing responses were mainly at the end of the questionnaire. Table 3.2 describes the distribution of all background and context characteristics.

Table 3.2

Background and context characteristics

		%	Years	SD
<i>Gender</i>	Female	58		
	Male	41		
	Unknown	1		
<i>Ethnic background</i>				
	Native	51		
	Immigrant ⁷	49		
<i>Age</i>			44.3	12.5
<i>Teaching experience</i>			11.3	9.95
<i>Teachers' employment by city size (inhabitants)</i>				
	> 300.000	27		
	>100.000 and < 300.000	63		
	< 100.000	10		
<i>Teaching certification</i>				
	Teacher training program	44		
	Different or no certification	56		
<i>Training multicultural education</i>				
	Training received	62		
	Need for (more) training	51		

⁷ In this study we refer to this group as immigrant teachers, referring to teachers who have at least one parent or grandparent who was not born in the Netherlands.

3.3.2 Measurements

Dependent variables: value-based tensions

We used a scale developed by Radstake (2009) consisting of 20 situations based on value-based tensions with respect to *respect*, *justice*, *personal autonomy* and *diversity and communality*, which was originally developed for teachers teaching culturally diverse classes in general education (Leeman, 2006). There was no reliability reported for this scale in her study (Radstake, 2009). From this scale, we selected thirteen situations between teachers and students or between students themselves. The situations were about equally distributed over the types of tensions. Respondents used a five-point Likert scale ranging from 1 being “almost never occurs” to 5 being “almost always occurs” to rate how often they had experienced the respective value-based tensions. Each of the four constructs was subjected to a reliability analysis. For *respect* (Cronbach's $\alpha = .65$, N of items = 3), an example item was ‘one or more students do not respect my opinion as a teacher’. For the *justice* scale (Cronbach's $\alpha = .65$, N of items = 3), a sample item was: ‘one or more students accuse me of discrimination’. Concerning *personal autonomy* (Cronbach's $\alpha = .66$, N of items = 3), an example item was ‘one or more students refuse to tell me the truth because they do not want to betray the person who did something’. With regard to the value-based tension *diversity and communality* (Cronbach's $\alpha = .72$, N of items = 4) a sample item was: ‘one or more students do not want me to interfere with the content of a dispute in class’.

Our previous study in SSVET (Tielman et al., 2021) identified *professional ethics and stance* as an additional fifth value-based tension that teachers can encounter teaching culturally diverse SSVET classrooms. In order to construct items that were indicative for value-based tensions that SSVET teachers could experience with respect to *professional ethics and stance*, we additionally conducted two focus groups in two different departments of a culturally diverse SSVET school in the Southern part of the Netherlands. The teachers were selected by the team coordinators because of their experience and particular interest in the topic of *professional ethics and stance* of SSVET-students. In the focus groups, we collected experiences of teachers with tensions in the field of *professional ethics and stance* from which potentially important elements for the research could be derived. Statements about *professional ethics and stance* were classified in themes that seemed to be recurrent and emerged from the data. These themes were formulated as items for a *professional ethics and stance* scale and discussed with two senior researchers. One example of the ten items was “one or more students have difficulty carrying out certain professional tasks towards a specific target group because of their cultural background/beliefs”. Another example is “one or more students have difficulty showing professional behaviour in the professional context (such as taking the initiative, daring to ask questions, arriving on time, use of language, appropriate distance/nearness to third parties)” (see Appendix B). The items form a reliable scale according to a Principal Components Analysis and Cronbach's $\alpha = .85$ (N of items = 10).

Independent variables: knowledge, skills, and attitudes

In this survey study we wanted to assess teachers' knowledge, skills and attitudes as well. We used a questionnaire that consisted of a scale with ten items on multicultural educational skills (Cronbach's $\alpha = 0.80$; Spanierman et al., 2011), six items of multicultural knowledge about education (Cronbach's $\alpha = 0.78$; Spanierman et al., 2011) and 20 items about attitudes towards cultural diversity (Cronbach's $\alpha = 0.86$; Ponterotto et al., 1998). We adapted the questionnaire to the Dutch SSVET context by translating all questions to Dutch and including only items that apply to this context. The items were formulated on a five-point Likert scale with a response format ranging from 1 being "totally disagree" to 5 meaning "totally agree". The first scale, *multicultural skills*, comprised nine items (Cronbach's $\alpha = .89$, N of items = 9). One example of an item for multicultural skills was "I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons". The second scale, *multicultural knowledge*, comprised six items (Cronbach's $\alpha = .83$, N of items = 6). A sample item is "I am knowledgeable of how experiences of various ethnic minority groups may affect students' learning". The third scale, *multicultural attitude*, comprised eight items (Cronbach's $\alpha = .87$, N of items = 8). One example of the items for multicultural attitude is "To be an effective teacher, one needs to be aware of cultural differences present in the classroom". All three scales, *multicultural skills*, *knowledge*, and *attitude* had very good internal consistency (cf. Sekaran & Bougie, 2010).

Teacher and context background variables

These variables were included in the analysis as follows. Age was measured as the teachers' ages in years when they completed the questionnaire. Teachers' gender was coded as 0 = female and 1 = male. For the migration background of teachers, a dichotomous variable (0 = migration background and 1 = native) was constructed. Teaching experience was measured by the number of years respondents had been working as a teacher, including the year in which the questionnaire was answered. For the variables teacher diploma and SSVET qualification level, dichotomous variables were constructed, respectively (0 = pedagogical didactic certificate or other and 1 = teacher training diploma full-time/part-time and 0 = qualification levels 1, 2, 3 and 1 = qualification level 4). Training received was coded as 1 = yes and 0 = no. Based on Amitai (2021) and Sincer (2020) who used the Herfindahl Index (Putnam, 2007) to determine ethnic diversity in schools, we adopted this index to determine the ethnic diversity in the teacher population per school. The formula to calculate this homogeneity index, which considers the number and size of the different ethnic groups, is as follows:

$$(\text{proportion of ethnic background } 1)^2 + (\text{proportion of ethnic background } 2)^2 + \dots + (\text{proportion of ethnic background } n)^2 \text{ (Putnam, 2007).}$$

Following Sincer (2021), we subtracted this index from 1 to determine the degree of heterogeneity. An index of zero indicates an entirely homogenous teacher population and an index of 1 corresponds to a fully diverse teacher population. In line with Amitai et al. (2020), the ethnicity of the whole team of schoolteachers was assessed by the place of birth of their maternal grandmother (Timmerman et al., 2003). If the teachers' maternal grandmothers were born in

Western Europe, they were considered to be native teachers and others as teachers with a migration background (Timmerman et al., 2002). The following eight groups were constructed: Western European, Turkish, Moroccan, Former Dutch Colonies, Mid- and South East European, Middle Eastern, Asian and others. On average, schools had a teacher diversity population score of .239 (SD=.184). The school with the lowest diversity in teacher population scored zero on the index and the school which had the most diverse teacher population scored 0.68. For the analysis a dichotomous variable were constructed: 0 = schools with less diverse teacher population ($M < .239$) and 1 = school with more diverse teacher population ($M > .239$).

3.4 Analyses

To answer the first research question, descriptive statistics of all above variables were determined. The mean and standard deviation were used to report experienced value-based tensions by teachers. In addition, we determined the extent to which the variance on teachers' experience of tensions could be explained by differences in schools using a variance analysis with school number as explanatory variable.

In order to answer research questions two and three, we first analyzed the bivariate correlations between the dependent variables (*diversity and communality, respect, justice, personal autonomy and professional ethics and stance*) and the independent competence variables (skills, attitude and knowledge) and teacher and context background variables (age, teaching experience, ethnic background(native), gender, teaching diploma, training received, training need, qualification level and diversity in teacher population).

Subsequently, we also conducted multiple regressions for all dependent variables entering the independent competence variables and teacher and context background variables into the regression models jointly. With these stepwise regression analyses, we examine which variables from the combination of competence aspects and teacher and context background variables matter per dependent variable (i.e., tensions).

3.5 Results

3.5.1 Extent of experienced value-based tensions by teachers

Table 3.3 presents the descriptive statistics of the variables involved in the study.

Table 3.3

Descriptives of the dependent and independent variables

Variables	N	Means (Scale 1-5) *	SD
<i>Dependent variables - tensions</i>			
Professional Ethics and Stance	623	2.56	0.63
Respect	701	2.23	0.74
Diversity and Communality	701	2.14	0.67
Personal Autonomy	701	1.76	0.70
Justice	701	1.72	0.63
<i>Independent variables - competence elements</i>			
Knowledge	561	3.02	0.95
Skills	592	3.45	0.84
Attitude	547	4.07	0.74

*(scale ranging from 1 being "very few" to 5 being "very much")

The means and standard deviation of the experienced value-based tensions by teachers indicated that tensions with respect to *professional ethics and stance* were experienced the most ($M = 2.56$; $SD = 0.63$) followed by *respect* ($M = 2.23$; $SD = 0.74$), *diversity and communality* ($M = 2.14$; $SD = 0.67$), *personal autonomy* ($M = 1.76$; $SD = 0.70$) and *justice* ($M = 1.72$; $SD = 0.63$). Based on a Likert scale of 1 to 5, these results indicate that tensions in the areas of *professional ethics and stance*, *respect*, and *diversity and communality* are relatively common, and *personal autonomy* and *justice* are relatively rare.

The extent to which the different schools affect the variance in teachers' perceived value-based tensions (the extent of school-related differences in tensions) lies between 6 and 11 percent, which can be indicated as average (Cohen, 1988). *Personal autonomy* ($\eta^2 = .109$) shows the largest differences between schools followed by *justice* ($\eta^2 = .092$), *diversity and communality* ($\eta^2 = .080$), *respect* ($\eta^2 = .068$), and *professional ethics and stance* ($\eta^2 = .065$) respectively, all categorized as average (Cohen, 1988). Thereby, *professional ethics and stance* is the least affected by school differences (6.5%), suggesting that differences in experience of tensions are mainly due to teacher differences.

3.5.2 Extent of self-perceived multicultural knowledge, skills and attitudes related to the value-based tensions

Table 3.4 mentions the bivariate correlations between all variables. Multicultural *skills* had a significant correlation with the value-based tensions *professional ethics and stance* ($r = .198$, sig

$p < .01$), *personal autonomy* ($r = .130$, sig $p < .01$), and *diversity and communality* ($r = .111$, sig $p < .01$). The more multicultural skills teachers reported to have, the more value-based tensions teachers experienced with respect to *professional ethics and stance*, *personal autonomy* and *diversity and communality*. Between multicultural *attitude* and *professional ethics and stance* the correlation was $r = .152$ (sig $p < .001$), meaning that the more multicultural *attitude* teachers reported to have, the more value-based tensions teachers experienced with respect to *professional ethics and stance*. All correlations were small.

Table 3.4
Bivariate correlations between all involved variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Diversity and Communitary	--																
1 Respect	.866**	--															
2 Justice	.803**	.626**	--														
3 Personal Autonomy	.830**	.625**	.874**	--													
4 Professional Ethics and Stance	.624**	.637**	.534**	.549**	--												
5 Skills	.111**	.003	.046	.130**	.198**	--											
6 Attitude	.080	.039	.023	.079	.152**	.845**	--										
7 Knowledge	-.033	-.047	-.049	.032	.026	.553**	.401**	--									
8 Gender	.113**	.048	.018	.049	.067	.184**	.229**	.099*	--								
9 Native teaching experience	.004	-.005	.003	.009	-.002	-.142**	-.089*	-.183**	.063	--							
10 Age	.033	-.041	.022	.060	-.040	.043	.075	.106*	-.018	.121**	--						
11 "teaching diploma"	-.013	.009	.005	-.016	-.079*	.039	.007	.048*	-.073*	.103**	.673**	--					
12 Qualification level	-.001	.001	.024	.023	-.008	.066	.067	.092	.007	.158**	.138**	0.19	--				
Diversity teacher population	-.044	-.048	-.114**	-.091*	-.169**	-.156**	-.130**	-.120**	-.102**	.248**	.037	.012	.62**	--			
15 Training received	.054	.045	.076*	.049	.057	.051	.138**	.052	.113**	.080*	.082*	-.060	.087*	.116**	--		
16 Training need	.109**	.088*	.078*	.104**	.179**	.241**	.215**	.343**	.108**	.023	.182**	.154**	.12**	-.088*	.117**	--	
17	.151**	.135**	.169**	.111**	.168**	.191**	.262**	.193*	.169**	.296**	.125**	-.160**	.104**	.149**	.107**	.149**	--

* = $p < 0.05$

** = $p < 0.01$

Next, we determined the partial correlations of the perceived value-based tensions by stepwise linear regression with all independent competence variables and the teacher and context background variables combined.

Compared to the bivariate correlations the positive relationship between multicultural *skills* and *professional ethics and stance* increased and decreased for *diversity and communality*. Multicultural *skills* became positively correlated with *respect*. The more multicultural skills teachers reported to have, the more value-based tensions teachers experienced with regard to *professional ethics and stance* (standardized coefficient $\beta = .183$, $SE = .038$ $p < .001$), *diversity and communality* (standardized coefficient $\beta = .121$, $SE = .041$ $p < .05$), and *respect* (standardized coefficient $\beta = .116$, $SE = .046$, $p < .05$) (see Table 3.5).

Table 3.5

Overview of the extent of relation between experienced value-based tensions and involved variables

Variables		1.	2.	3.	4.	5.
<i>Independent variables</i>	Skills	.121* (.041)	.116* (.046)			.183*** (.038)
	Attitude	-.171** (.037)				
	Knowledge	-.104* (0.56)	-.175** (.041)	-.116* (.030)		-.162** (.034)
<i>Teacher and context background</i>	Gender					
	Native					
	Teaching experience					
	Age					-.095* (.002)
	Teaching diploma					
	Qualification level			-.089* (.057)	-.109* (.064)	-.153*** (.054)
	Diversity teacher population	.091* (.058)		.092* (.056)		
	Training received	.123** (.041)	.148** (.069)	.120** (.060)	.126** (.064)	.195*** (.057)
	Training need	.092* (.060)		.153*** (.056)		.088* (.055)

Variables:

1. Diversity and Communality
2. Respect
3. Justice
4. Personal Autonomy
5. Professional Ethics and Stance

* = $p < 0.05$

** = $p < 0.01$

*** = $p < 0.001$

(Coefficients Std. Error)

In comparison with the bivariate correlation multicultural *knowledge* became negatively related with *respect*, *professional ethics and stance*, *justice* and *diversity and communality*. The less multicultural *knowledge* teachers reported to have, the more value-based tensions teachers experienced with regard to *respect* (standardized coefficient $\beta = -.175$, $SE = .041$ $p < .01$), *professional ethics and stance* (standardized coefficient $\beta = -.162$, $SE = .034$ $p < .01$), *justice* (standardized coefficient $\beta = -.116$, $SE = .030$ $p < .01$), and *diversity and communality* (standardized coefficient $\beta = -.104$, $SE = .056$ $p < .01$).

Multicultural attitude showed no longer a significant correlation with *professional ethics and stance* but became negatively significant to *diversity and communality*. The less positive the attitude, the more value-based tensions they experienced with regard to *diversity and communality* (standardized coefficient $\beta = -.171$, $SE = .037$ $p < .01$).

3.5.3 Extent to which teacher demographics and context characteristics relate to the value-based tensions teachers experienced

First, we determined the raw bivariate correlations (see Table 3.4). *Gender* had a positive correlation with the value-based tensions *diversity and communality* ($r = .113$, sig $p < .01$). Male teachers experienced more value-based tensions on *diversity and communality*. *Age* had a negative correlation with *professional ethics and stance* ($r = -.079$, sig $p < .05$), meaning that younger teachers experienced more value-based tensions in this field. *Qualification level* was negatively related to *professional ethics and stance* ($r = -.169$, sig $p < .01$), *justice* ($r = -.114$, sig $p < .01$), and *personal autonomy* ($r = -.091$, sig $p < .05$). Teachers experienced more value-based tensions in these areas in the levels 1, 2 and 3 of SSVET. *Diversity in teacher population* had a positive correlation with the value-based tensions *justice* ($r = .076$, sig $p < .05$), meaning that teachers in schools with more diverse teacher population experienced more tensions in this field. *Training received* had a positive correlation with all value-based tensions, *professional ethics and stance* ($r = .179$, sig $p < .01$), *diversity and communality* ($r = .109$, sig $p < .01$), *respect* ($r = .088$, sig $p < .05$), *justice* ($r = .078$, sig $p < .05$), and *personal autonomy* ($r = .104$, sig $p < .01$). Teachers who received training experienced value-based tensions in all fields more than teachers without training. *Training need* had also a positive correlation with all value-based tensions *justice* ($r = .169$, sig $p < .01$), *professional ethics and stance* ($r = .168$, sig $p < .01$), *diversity and communality* ($r = .151$, sig $p < .01$), *personal autonomy* ($r = .117$, sig $p < .01$) and *respect* ($r = .135$, sig $p < .05$). Teachers who indicated a need for training experienced more value-based tensions in all fields than teachers without a need for training.

Next, we determined the partial correlations of the perceived value-based tensions by stepwise linear regression with all independent competence variables and the teacher and context background variables combined. *Age* remained negatively related to *professional ethics and stance* (standardized coefficient $\beta = -.175$, $SE = .041$ $p < .01$) (see Table 3.5). Compared to the bivariate correlations the significant negative relationship between *qualification level* and *professional ethics and stance* (standardized coefficient $\beta = -.153$, $SE = .054$ $p < .001$) increased and decreased for *justice* (standardized coefficient $\beta = -.089$, $SE = .057$ $p < .05$). The significant correlation with *personal autonomy* (standardized coefficient $\beta = .153$, $SE = .064$ $p < .05$) remained

negative. In comparison with the bivariate correlation *diversity in teacher population* remained positive related with *justice* (standardized coefficient $\beta = .091$, $SE = .058$ $p < .05$) and became positive related to *diversity and communality* (standardized coefficient $\beta = .092$, $SE = .056$ $p < .05$). *Training received* remained positively related to all value-based tensions, *professional ethics and stance* (standardized coefficient $\beta = .195$, $SE = .057$ $p < .001$), *respect* (standardized coefficient $\beta = .148$, $SE = .069$ $p < .01$), *personal autonomy* (standardized coefficient $\beta = .126$, $SE = .064$ $p < .01$), *diversity and communality* (standardized coefficient $\beta = .123$, $SE = .041$ $p < .01$), and *justice* (standardized coefficient $\beta = .120$, $SE = .060$ $p < .01$). The positive correlation increased for *professional ethics and stance*, *respect*, and *justice*. The positive correlation between *training need* and *justice* (standardized coefficient $\beta = .153$, $SE = .056$ $p < .001$) increased and decreased for *diversity and communality* (standardized coefficient $\beta = .092$, $SE = .060$ $p < .05$) and *professional ethics and stance* (standardized coefficient $\beta = .088$, $SE = .055$ $p < .05$).

Competence elements and teacher and context background variables are interrelated when it comes to experience of value-based tensions. All correlations were small.

3.6 Discussion and conclusion

This survey study aimed to establish which value-based tensions were experienced by teachers teaching culturally diverse SSVET classrooms and to identify competence elements and teacher background characteristics which might influence these value-based tensions. We showed that value-based tensions were most often experienced in the areas of *professional ethics and stance*, followed by *respect*, *diversity and communality*, *personal autonomy*, and *justice*, respectively. On average, tensions related to *professional ethics and stance*, *respect*, and *diversity and communality* were experienced relatively common, and *personal autonomy* and *justice* were experienced relatively rare. Research based on intercultural relations in culturally diverse primary and secondary schools reported that tensions or escalation did not occur structurally (Radstake, 2009; Roede et al., 2008; Stichting Voorbeeld, 2005). These studies did not focus specifically on SSVET, nor did they examine tensions relating to *professional ethics and stance*, but the overall picture is that tensions did not dominate or even hinder performance.

Professional ethics and stance as a specific value-based tension for SSVET, as prior established by Tielman et al. (2021) occurred most frequently with the smallest explanatory variance on difference by schools. It also appeared to be the only value-based tension statistically significantly associated with all three competence elements knowledge, skills, and attitude of teachers in SSVET. We argue that teachers face these value-based tensions as a conflict over norms, values, beliefs and standards between teacher, students on the one hand and the labour market with its own specific requirements for professional ethics and attitudes as a third party on the other. With the increasingly culturally diverse society, the whole value system between all involved is under pressure. Teachers in SSVET, in their culturally diverse classes, are confronted with a wide variety of beliefs and value orientations with which they must be able to deal (Banks, 2004; Leeman, 2006; Veugelaers & Kat, 2001), the students must accept each other despite all the differences and be able to cooperate with each other, and the labour market which is eager to

stick to their professional standards while bringing in different kinds of workers. These findings confirm the importance of all three elements of multicultural teaching competence in regard to *professional ethics and stance* of teachers who teach culturally diverse SSVET.

In this study multicultural knowledge was found to be negatively related to the value-based tensions *diversity and communality*, *respect*, *justice*, and *professional ethics and stance*. The more multicultural knowledge teachers reported to have, the less tensions they experienced. A lack of multicultural knowledge in culturally diverse classes (Capella-Santana, 2003; Chouari, 2016; Taylor & Sobel, 2001) implies that teachers also have less knowledge of values and norms of other cultural backgrounds (Gay, 2002) and explains why these teachers experienced more value-based tensions. On the other hand, teachers with more multicultural knowledge thus experienced fewer value-based tensions because of their understanding but also perhaps because they know that certain tensions are logical (Henze et al., 2000; Washington, 2003). It is worth noting, that interacting with students in culturally diverse classes is important for the amount of multicultural knowledge teachers have (Spanierman et al., 2011; Taylor & Sobel, 2001) and to be able to see that cultural differences are present or important (Sleeter, 2008; Vervaeke, 2018).

In our exploratory study (Tielman et al., 2021), SSVET teachers reported that most experienced value-based tensions were caused by a lack of skills, and less frequently they experienced a deficiency when confronted with these tensions due to a lack of knowledge. Conversely, multicultural skills in this study turned out to be positively related to the value-based tensions *professional ethics and stance*, *diversity and communality* and *respect*, respectively. The more multicultural skills, the more tensions teachers experienced in these fields. This is remarkable and inconsistent with our previous exploratory study and the literature that states that teachers who have multicultural skills tend to do better in culturally diverse classrooms (Deardorff, 2009; Taylor & Quintana, 2003; Paccione, 2000). One possible explanation is that teachers with more multicultural skills may be more aware of and sensitive to tensions and more likely to recognize them. On the other hand, these teachers may be more daring to experiment in their classes and may experience tensions in the process. Further research is needed to verify to what degree these speculations hold up. Multicultural attitude was scored highest by the teachers in this study. This competence element had a positive raw correlation with *professional ethics and stance* and a significant negative correlation with *diversity and communality*. It is possible that teachers with a positive attitude who are more culturally sensitive experience tensions differently than less sensitive teachers (Cochran-Smith, 1995; Villegas & Lucas, 2002). Perhaps they see cultural diversity in their classes as an educational resource and regard these tensions as normal in their teaching context. Therefore, they may not associate these situations with tensions or consider them problematic (e.g., Henze et al., 2000), but they are sensitive to them and can name these tensions. On the other hand, the extent to which teachers value students from culturally diverse backgrounds by being culturally sensitive appears to be relevant to experiencing fewer tensions related to diversity (Radstake, 2009). The significant correlation between multicultural attitude and *professional ethics and stance* disappeared when taking all competence elements and

background and context variables into account. Perhaps multicultural knowledge and skills are more important and presumably go hand in hand with certain attitudes.

This study also showed that some background and context characteristics correlated with teachers' experience of value-based tensions. Despite their level of competence, younger teachers in this study experienced more tension on *professional ethics and stance*, while in the exploratory study (Tielman et al., 2021) older teachers reported more tensions on diversity. Beginning teachers experience more tensions anyway (Meijer, 2011; Pillen, 2013), maybe because of limited preparation for multicultural classes in teacher education programs (Hollins & Guzman, 2005).

In the SSVET qualification levels 1, 2 and 3 teachers experienced more value-based tensions in the field of *professional ethics and stance*, *personal autonomy*, and *justice*. This difference may be due to the fact that the different qualification levels of SSVET require a wider scope of actions from teachers (Groenveld & Van Steensel, 2009; Lesterhuis, 2010). Moreover, the student population in these levels of Dutch SSVET is even more diverse than in level 4 with very different starting educational levels and background characteristics (Lesterhuis, 2010). As a result, teachers at levels 1, 2 and 3 face more tensions to cope with. Furthermore, in this study, we found no statistically significant differences between teachers with a migration background and teachers without such background in their experiencing of value-based tensions. However, in schools with more diversity in teacher population, mostly located in urban areas, teachers experienced more value-based tensions with respect to *justice*, *personal autonomy* and *diversity and communality*. In those schools, teaching diversity appears to involve teaching students social skills to deal with the 'other', rather than just meeting the 'other', where the diversity of students' backgrounds is sometimes used as a resource to facilitate discussions on diversity-related issues (Sincer, 2021). The tensions that arise in this way might impact the experience of tensions by teachers, who may also recognize these tensions more easily. Remarkably, teachers that received training experienced all value-based tensions more than teachers who did not. Perhaps these teachers are more aware of tensions because they have had earlier training, making them more sensitive (Leeman, 2006). At the same time, the present study also showed that teachers indicating more need for training experienced more tensions on *justice*, *diversity and communality* and *professional ethics and stance*. The need for training can be seen as the reciprocity of competence, which has to do with self-efficacy, finding oneself unable to cope with these tensions. It is remarkable that teachers in this study with more multicultural skills experienced more tension and that at the same time the training courses also evoked more tension. This may indicate that the training focused more on skills and less on knowledge of, for example, the different cultural backgrounds. After all, the teachers in this study with less knowledge also experience more tension.

3.6.1 Implications for research and practice

With the insights of this study, we added to the knowledge base on the experiences of teachers with tense situations in culturally diverse classes in general and specifically for the vocational

context of education. Additionally, the data show that the various factors interact, which adds to existing research, as most prior studies in this field examined separate tensions or personal and context characteristics. However, we relied solely on self-report data; it remains unclear to what extent reported multicultural knowledge, skills and attitudes actually translate into teacher performance. Classroom observations are needed for this purpose and also intercept possible socially desirable responses to the survey. In doing so, it is important to take into account not only the teacher's behaviour, but also the teacher's intentions or considerations (Theeuwes et al., 2019). The results of this study show that the competence elements and personal and background variables are interrelated, so that there is not always a clear and distinctive picture on which teachers can be supported when it comes to value-based tensions. For future research, it might be very helpful describing and interpreting profiles of SSVET teachers with regards to value-based tensions they experience (cf. Pillen et al., 2013). Teacher educators may benefit from the identified difference between young and older SSVET teachers in experiencing tensions and would gain from future research focusing on novice teachers in terms of value-based tensions in culturally diverse classrooms as part of their professional identity development (Meijer, 2011; Pillen, 2013; Theelen, 2021). Moreover, profiles can be very useful tools to stimulate reflection, especially when they are accompanied by powerful labels that can help to make novice teachers' associations with experienced tensions explicit (cf. Rickards et al., 2005; Pillen, 2013).

This study has shown that competence matters when it comes to experiencing tension; knowledge helps, skills hinder. It is possible that skills make certain tensions explicit. The reported tensions occur in SSVET and have a specific character; *professional ethics and stance* is the most experienced tension. For teacher education the information obtained can be useful for strengthening the multicultural teaching competence of teachers in general and SSVET teachers in particular. The findings of this study may be useful in further developing competence frameworks for dealing with diversity in classrooms (Siarova & Tudjman, 2018). Such competence frameworks can inform teacher education programmes and consequently may help remedy the lack of preparation (novice) teachers experience (Gay & Howard, 2000). Moreover, it can contribute to building awareness of diversity issues recognizing which student behaviour is linked to cultural values and norms and realizing that adaptations at this level are not evident, and sometimes even inappropriate (Arnesen et al., 2010). The developed questionnaire can be completed by (student) teachers in order to get insight into their own tensions and competences. During professional development programs teachers can be assisted by teacher educators to transfer the lived experiences with value-based tensions into meaningful learning moments. These skills are taught more thoroughly when they are practice-related (Gay, 2000) and help teachers to grow (Meijer, 2011).



CHAPTER 4

Profiles in teachers' value-based tensions in Senior Secondary Vocational Education and Training

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Abstract

With an increase in cultural diversity in many countries, schools and teacher educators are grappling with the question of what this diversity might bring in vocational education, and how teachers can be prepared to work with this diversity. In order to train and empower teachers who experience tensions because of culturally diverse student populations, it is useful to know whether teachers do have different needs to work with this diversity. This study reports on profiles in teachers' experience of value-based tensions (*professional ethics and stance, diversity and communality, respect, personal autonomy, and justice*) teaching in culturally diverse classes of Senior Secondary Vocational Education and Training (SSVET). This study relied on data from a questionnaire completed by 891 teachers from 20 culturally diverse SSVET schools in the Netherlands. A Hierarchical Cluster Analysis was performed to identify subgroups of teachers that have a similar pattern of responses (profiles) with regard to the different value-based tensions they experienced. Subsequently, the association of the distinguished profiles with the competence elements (knowledge, skills, and attitudes) was examined with ANOVA. Lastly, the P-value of the Pearson Chi-Square was examined through cross-tabulation analysis to determine whether the associations between the distinguished profiles and personal and contextual characteristics were statistically significant.

Hierarchical cluster analysis identified three profiles suggesting that teachers experienced all tensions more or less to a certain degree: relaxed, rarely tense, or reasonably tense. "*Professional ethics and stance*" tension was the most frequently experienced value-based tension in all three profiles. The profiles were related to the teachers' background characteristics. The teachers with a reasonably tense profile work mainly in the levels 1, 2 and 3 of the SSVET. These teachers reported to have had more training on the topic of multicultural education. Teachers with a relaxed profile reported having fewer skills than teachers with medium and reasonably tense profiles. The current study suggests that the culturally diverse student population creates tensions for teachers in SSVET and - depending on the type of profile - for some teachers more than others. The most frequently experienced tension on *professional ethics and stance* in all profiles confirms that all teachers experience conflicts with regard to their own norms, values and convictions and those of their students on the one hand, and the standards of the labour market with its own specific requirements for *professional ethics and stance* as a third party on the other. For teacher educators, the profiles can be useful as a reflection tool during study and professional development, as different groups of teachers have been distinguished and some groups need extra training in all the tensions. In SSVET, teachers with different profiles could support each other in the process of coping with the value-based tensions.

4.1 Introduction

Teaching in culturally diverse classes is demanding for teachers and they are often confronted with tensions for which they feel not competent to cope with (Banks & Mc Gee Banks, 2004; den Brok & Levy, 2005; Ladson-Billings, 2004; Tielman et al., 2012). Teachers bring their own personal characteristics, norms and values which interfere with the wide variety of value orientations of their students with culturally diverse backgrounds in every lesson. These value-driven interactions can create tensions for teachers (Leeman, 2006; Radstake, 2009; Tielman et al., 2021). Teachers of culturally diverse classes rate value-based tensions as the most difficult tensions to deal with (Radstake & Leeman, 2007). These tensions manifest themselves in many ways and vary in intensity depending on the personal perception of the teacher (Henze et al., 2000; Radstake et al., 2007). Such tensions may challenge personal feelings, values, beliefs, or perceptions and are therefore often not easy to resolve (Pillen, 2013). In the Netherlands, students from culturally diverse backgrounds increasingly are entering schools for Senior Secondary Vocational Education and Training (SSVET) and in some large cities they make up as much as 80% of the student population (CBS StatLine, 2018). Before proceeding, some remarks on the Dutch SSVET.

The Dutch education system encompasses separate schools for SSVET. SSVET prepares students for work or subsequent study programs and social participation. SSVET is divided into four training levels, varying from qualification level 1, i.e., assistant training (duration of 1 year), to qualification level 4, i.e., management training or specialist training (duration from 3 to 4 years). In SSVET schools a distinction is made between two types of learning tracks, the school-based, and the work-based track providing a total of 735 training qualifications (<http://www.mboraad.nl/>⁸). Together with the differentiated nature of SSVET and the multitude of different subject areas to be trained and customized, there are also large differences between teachers in terms of personal characteristics and educational backgrounds (de Bruijn, 2013; Duch & Andreassen, 2015). In addition, SSVET teachers have different roles, such as teachers of general subjects, vocational subjects, practical subjects, and practical supervisors. Aside from the cultural diversity, the teaching staff is diverse in itself.

Dutch SSVET has a culturally diverse student population that causes, just like in any other type of education, value-based tensions for the teachers (Tielman et al., 2021). Within SSVET the causes of value-based tensions do not only lie in the interaction between teachers and students due to discrepancies in common norms and values, but also in the field of *professional ethics and stance* (Tielman et al., 2021), which means that the interaction of both students and teacher with the labour market does play a significant role in creating additional tensions. In the present study, value-based tensions in SSVET are defined as the teacher's internal struggle between, on the one hand, his/her own beliefs, norms and values and, on the other hand, the requirements of the profession versus the student's culturally formed beliefs and perspectives on norms and values. In order to cope with these value-based tensions teachers should develop multicultural competence, which is seen as "*an ability to continuously (a) explore their attitudes and beliefs*

⁸ The MBO Raad is the branch organization of schools in SSVET and adult education in the Netherlands.

about multicultural issues, (b) increase their understanding of specific populations, and (c) examine the impact this awareness and knowledge has on what and how they teach as well as how they interact with students and their families" (Spanierman et al., 2011, p. 444).

In previous research conducted by the authors, value-based tensions (*professional ethics and stance, diversity and communality, respect, personal autonomy, and justice*) were found (Tielman et al., 2021) and teachers' multicultural competence appeared to be associated with the experience of value-based tensions (Tielman et al., 2022). Table 4.1 gives a description of the value-based tensions.

Table 4.1
Value-Based tensions

Value-based tensions	Description of the tensions
Diversity and communality	How to cope with group differences in terms of ethno-cultural background. The tension is that teachers mainly focus on the differences between students and not on the similarities.
Respect	Involves disrespect of students towards female teachers and school rules, disrespectful interaction between students and authority problems in the class.
Professional ethics and stance	Tensions or different values of teacher compared to students in coaching students on their professional attitudes and work ethics with regard to punctuality, integrity, dealing with authority and professional standards.
Justice	Tensions related to whether or not the teacher acts fairly, according to the students, when assessing students' work or evaluating students' behaviour.
Personal autonomy	Tensions often occur with individual students who, in the teachers' opinion, choose loyalty to the group rather than acting more autonomously in their decisions.

Examples of values-based tensions in the classroom for diversity and communality are situations where difficult topics need to be discussed, related to sexuality or religion. For *respect*, an example is when a teacher may feel that their rules or procedures are not respected. Professional ethics and attitudes may be at stake when, because of their cultural background/beliefs, students have difficulty performing certain professional tasks or have difficulty exhibiting professional behaviour in the professional context. For *justice*, the teacher may feel confronted with unjustified accusations of discrimination by students. Finally, for *personal autonomy*, an example is when students refuse to tell the truth because they do not want to betray someone else in the group. Research also shows (Tielman et al., 2021) that when tensions are examined, they can also end up being positive. For example, in that study one teacher reported that his sensitivity to culturally diverse student populations increased after he interviewed students about the tensions he was experiencing; as a result, he invested more in creating a trusting relationship with his students.

In the context of SSVET, on average, value-based tensions related to *professional ethics and stance*, *respect*, and *diversity and communality* were experienced relatively frequent, and tensions related to *personal autonomy* and *justice* were experienced less often in comparison with other tensions (Tielman et al., 2021). However, there are considerable differences between SSVET teachers in experiencing these tensions, similar to the significant differences in value-related tensions experienced by teachers in culturally diverse general secondary education (Radstake, 2009). SSVET teachers are very diverse in background, prior education, and position, even more so than teachers in general education (Orr, 2019), and it is possible that their experiences of value-based tensions are different and distinct from those in secondary education (e.g., Leeman, 2006; Radstake, 2009). SSVET teachers could perhaps be grouped according to the extent to which they experience different tensions, in order to learn more about the level and nature of the tensions experienced, the tensions as such and the SSVET context in which these tensions occur. Furthermore, the ways in which teachers experience value-based tensions (Leeman, 2006; Radstake, 2009; Tielman et al., 2021) may differ according to their multicultural knowledge, skills and attitudes and their personal and context characteristics (Tielman et al., 2022). In general, multiculturally competent teachers experience less tensions (Henze et al., 2000; Radstake, 2009) than less competent teachers. However, in our previous research (Tielman et al., 2022) the outcomes were less clear cut, and we could not properly explain all findings regarding the relationship between competences and background characteristics of teachers in SSVET and the experience of value-based tension. Teachers' self-perceived multicultural knowledge, attitudes and skills showed different associations with each of the perceived value-based tension. The more multicultural knowledge teachers perceived to have, the less tension the teachers experienced, while the more multicultural skills they perceived to have the more tensions they reported to experience. We could not bring forward an explanation why skills related in a different way to value-based tensions than knowledge and attitudes did. No other explanation could be found either; internationally there has been little research on teachers in SSVET (Cedefop, 2009; OECD, 2010). In our above mentioned study on the relationship between teachers' characteristics and competencies and their experience of tension (Tielman et al., 2022), several personal and contextual characteristics, such as qualification levels, age, training need and training received, correlated with teachers' experience of value-based tensions. The question is whether looking at separate or combined factors across all teachers will provide an ultimate answer to our questions. Additional and different analyses may be helpful in this respect. The variables of interest (tensions experienced) may be present in different teachers to different degrees; therefore, a variable-based approach may not provide a uniform picture in terms of differences between teachers. In order to understand differences between teachers more in-depth, a person-centred approach may be helpful and is followed in the present study.

We were inspired by other research, not specific to SSVET, which has used a person-centred approach and found that teachers can experience very different levels of tensions. Pillen et al. (2013) classified beginning teachers into different profiles based on their experience of professional identity tensions. These profiles related both to specific types of tensions (e.g., dealing with significant others, care-related tensions, responsibility-related tensions) as well as

the amount of tension perceived overall (e.g., moderately tense teachers, tension-free teachers, and troubled teachers). They also found that these profiles were subject to change which implies that they can be reduced if teacher educators or mentors in schools provide support. Hence, for the present study it may be worthwhile to search for profiles in order to be able to interpret the considerable differences found between SSVET teachers with regard to experiencing value-based tensions and to be able to provide appropriate support. To the best of our knowledge, no specific research has been done on the profiles of teachers in SSVET with regard to value-based tensions, nor on the aspects that influence the experience of those tensions. For school practice, having these profiles might enlighten us that there are differences within (i.e., between teachers) and between schools when it comes to teachers experiencing tensions and that a general situation cannot be assumed. Targeted training can then be set up for teachers with different tension profiles. The present study aims to profile teachers according to their value-based tensions, summarizing the different tensions experienced alongside each other into smaller pieces that are more accessible and easier to understand (Rickards et al., 2005), which may enhance reflection, consciousness, and design of professional development approaches.

Person-centred analyses seek to identify unobserved subgroups of individuals who are comparable with respect to certain indicator variables (Muthén & Muthén, 2000). A person-centred approach will distinguish profiles of teachers with regard to their experience of value-based tensions. According to Rickards et al. (2005) reflection on teachers' competence may be enhanced if information regarding that behaviour is presented in profiles.

"Profiles are powerful tools for reflection because they can be used to conceptualize complex and interrelated information (as is the case with competence elements and background characteristics with regards to the experience of value-based tensions), because they can summarize information into chunks that are easier to comprehend, and because they can stimulate associations with the teachers' own knowledge if they are accompanied with powerful labels" (p. 268).

Such a reflection can be useful when creating an approach for teachers with those profiles, or for making others aware of differences.

In the present study, we adopt a profile approach to investigate how certain combinations of value-based tensions teachers experience and to see which combinations are more and less prominent. In addition, we examine whether the distinguished profiles differ with regard to their competences and background variables. This might help teachers to become more aware of their value-based tensions and make these explicit and also make it easier for teacher educators to recognize such tensions and prepare student teachers in dealing with them. For research it might reveal the specific role of skills.

To date, no specific research has been found on the profiles of teachers in SSVET with regard to value-based tensions, nor on the aspects that influence the experience of those tensions. Based on the survey data, this study aims to investigate, using a person-centred (i.e., profiling) approach, whether there are groups of teachers in which tensions occur together in certain

combinations or not or whether teachers perceive tensions to a certain extent (cf. Pillen et al., 2013). In addition, we will examine whether the subgroups with distinctive teacher profiles differ in terms of their self-perceived competences and background variables.

The following research questions will be answered:

- *What different profiles in teachers' value-based tensions can be distinguished among teachers teaching culturally diverse SSVET?*
- *How do these distinguished profiles in teachers' value-based tensions relate to teachers' self-perceived competences?*
- *How do these distinguished profiles in teachers' value-based tensions relate to teachers' background characteristics?*

4.2 Methods

To answer the research questions, this study relied on data from a questionnaire distributed to teachers of SSVET schools in the Netherlands. The questionnaire was based on an earlier study by the authors that investigated what value-based tensions were experienced by these teachers and what competence elements and background characteristics of these teachers influenced these value-based tensions (Tielman et al., 2022). Participants for the questionnaire study were acquired by approaching schools within the research team's professional networks, organizations representing the interests of teachers in SSVET, and professional journals to gain support for the study. They were informed of their voluntary participation and the confidentiality of treating their data. The survey was administered via Qualtrics. Three teachers completed a draft questionnaire to ascertain whether they could sufficiently recognize the tensions. This was the case, and no changes were deemed necessary. From 20 different culturally diverse SSVET schools, 898 teachers participated in the survey. The teachers had a mean age of 44.3 years ($SD = 12.5$), and 58% were women. This is representative for Dutch SSVET, as the average age of the Dutch SSVET teacher in 2020 was 46.4 years and 57% were female (Ministry of Education, Culture and Science, 2021). All background and context characteristics are presented in Table 4.2.

Table 4.2*Background and context characteristics*

Background & context characteristics	Subcategories	%	Years	SD
<i>Gender</i>	Female	58		
	Male	41		
	Unknown	1		
<i>Ethnic background</i>				
	Native	51		
	Immigrant ⁹	49		
<i>Age</i>			44.3	12.5
<i>Teaching experience</i>			11.3	9.95
<i>Teachers' employment by city size (inhabitants)</i>				
	> 300.000	27		
	>100.000 and < 300.000	63		
	> 100.000	10		
<i>Teaching certification</i>				
	Teacher training program	44		
	Different or no certification	56		
<i>Training multicultural education</i>				
	Training received	62		
	Need for (more) training	51		

4.2.1 Measurements

The questionnaire used for this study was originally developed to measure the relationship between value-based tensions (based on Radstake, 2009) and competence elements (based on Spanierman et al., 2011; Ponterotto et al., 1998) and personal and context characteristics of teachers (Tielman et al., 2022).

With regards to the experience of value-based tensions (*diversity and communality, respect, justice, personal autonomy and professional ethics and stance*) respondents used a five-point Likert scale ranging from 1 being "almost never occurs" to 5 being "almost always occurs" to rate how often they had experienced tensions. A previous study (Tielman et al., 2021) identified these

⁹ In this study we refer to this group as immigrant teachers, referring to teachers who have at least one parent or grandparent who was not born in the Netherlands.

value-based tensions as separate factors through factor analysis. For *diversity and communality* (Cronbach's $\alpha = .72$, N of items = 4) a sample item was: "One or more students do not want me to interfere with the content of a row in class". With regard to *respect* (Cronbach's $\alpha = .65$, N of items = 3), an example item was "One or more students do not respect my opinion as a teacher". For the *justicescale* (Cronbach's $\alpha = .65$, N of items = 3), a sample item was: "One or more students accuse me of discrimination". Concerning *personal autonomy* (Cronbach's $\alpha = .66$, N of items = 3), an example item was "One or more students refuse to tell me the truth because they do not want to betray the person who did something". With regard to *professional ethics and stance* (Cronbach's $\alpha = .85$, N of items = 10) an example item was "One or more students have difficulty carrying out certain professional tasks towards a specific target group because of their cultural background/beliefs". The Pearson correlations among the value-based tensions are presented in Table 4.3.

Table 4.3

Bivariate correlations between value-based tensions and competence elements

	1	2	3	4	5	6	7	8
1 Diversity and communality	--							
2 Respect	.696**	--						
3 Justice	.603**	.629**	--					
4 Personal autonomy	.630**	.625**	.674**	--				
5 Professional ethics, and stance	.624**	.637**	.534**	.549**	--			
6 Skills	.111**	.063	.048	.130**	.198**	--		
7 Attitude	.080	.039	.023	.079	.152**	.645**	--	
8 Knowledge	-.033	-.047	-.049	.032	.026	.553**	.401**	--

*= $p < 0.05$

**= $p < 0.01$

As Table 4.3 shows, the value-based tensions are positively correlated. These correlations indicate some overlap or high associations between the different tensions, but at the same time they also show sufficient distinctiveness of the different value-based tensions (Jong & Westerhof, 2001). Based on this reason, on the fact that the tensions are conceptually different and distinct, and because a Principal Components Analysis in our prior study suggested different factors (Tielman et al., 2022), the different tensions will be treated as separate constructs.

To assess the elements of competence (*knowledge, skills, and attitudes*) of the teachers, items were formulated on a five-point Likert scale with an answer format ranging from 1 "totally disagree" to 5 "totally agree". One example of an item for *multicultural knowledge* (Cronbach's $\alpha = .83$, N of items = 6) was "I am knowledgeable of how experiences of various ethnic minority groups may affect students' learning". A sample item for *multicultural skills* (Cronbach's $\alpha = .89$, N of items = 9) was "I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons". One example of the items for *multicultural attitude*

(Cronbach's $\alpha = .87$, N of items = 8) is "To be an effective teacher, one needs to be aware of cultural differences present in the classroom".

Table 4.3 also shows the bivariate correlations between the value-based tensions and the competence elements. Multicultural *skills* had a significant correlation with the value-based tensions *professional ethics and stance* ($r = .198$, sig $p < .01$), *personal autonomy* ($r = .130$, sig $p < .01$), and *diversity and communality* ($r = .111$, sig $p < .01$). Between multicultural *attitude* and *professional ethics and stance* the correlation was $r = .152$ (sig $p < .001$). All correlations were small. Next, we determined the partial correlations of the perceived value-based tensions by stepwise linear regression with all independent competence variables and the teacher and context background variables combined.

Compared to the bivariate correlations the positive relationship between multicultural *skills* and *professional ethics and stance* increased and decreased for *diversity and communality*. Multicultural *skills* became positively correlated with *respect*. The more multicultural skills teachers reported to have, the more value-based tensions teachers experienced with regard to *professional ethics and stance* (standardized coefficient $\beta = .183$, SE = .038 $p < .001$), *diversity and communality* (standardized coefficient $\beta = .121$, SE = .041 $p < .05$), and *respect* (standardized coefficient $\beta = .116$, SE = .046, $p < .05$) (see Table 4.4).

Table 4.4

Overview of the extent of relation between experienced value-based tensions and involved variables.

Variables		1.	2.	3.	4.	5.
<i>Independent variables</i>	Skills	.121* (.041)	.116* (.046)			.183*** (.038)
	Attitude	-.171** (.037)				
	Knowledge	-.104* (0.56)	-.175** (.041)	-.116* (.030)		-.162** (.034)

Variables:

1. Diversity and Communality
2. Respect
3. Justice
4. Personal Autonomy
5. Professional ethics and stance

* = $p < 0.05$

** = $p < 0.01$

*** = $p < 0.001$

(Coefficients Std. Error)

In comparison with the bivariate correlation multicultural *knowledge* became negatively related with *respect*, *professional ethics and stance*, *justice* and *diversity and communality*. The less multicultural *knowledge* teachers reported to have, the more value-based tensions teachers

experienced with regard to *respect* (standardized coefficient $\beta = -.175$, $SE = .041$ $p < .01$), *professional ethics and stance* (standardized coefficient $\beta = -.162$, $SE = .034$ $p < .01$), *justice* (standardized coefficient $\beta = -.116$, $SE = .030$ $p < .01$), and *diversity and communality* (standardized coefficient $\beta = -.104$, $SE = .056$ $p < .01$).

Multicultural attitude showed no longer a significant correlation with *professional ethics and stance* but became negatively significant to *diversity and communality*. The less positive the attitude, the more value-based tensions they experienced with regard to *diversity and communality* (standardized coefficient $\beta = -.171$, $SE = .037$ $p < .01$).

Personal and context characteristics of teachers were included in the analysis as follows. Age was measured as the teachers' ages in years when they completed the questionnaire. Teachers' gender was coded as 0 = female and 1 = male. For the migration background of teachers, a dichotomous variable (0 = migration background and 1 = native) was constructed. Teaching experience was measured by the number of years respondents had been working as a teacher, including the year in which the questionnaire was answered. For the variables teacher diploma and SSVET qualification level, dichotomous variables were constructed, respectively (0 = pedagogical didactic certificate¹⁰ or other and 1 = teacher training diploma full-time/part-time) and (0 = qualification levels 1, 2, 3 and 1 = qualification level 4)¹¹. Training received was coded as 1 = yes and 0 = no. For the variable diversity in teacher population for each participating school the Herfindahl Index (Putnam, 2007) was calculated, considering the number and size of different ethnic groups. On average, schools had a teacher diversity population score of .239 ($SD = .184$). For the analysis a dichotomous variable was constructed; 0 = schools with less diverse teacher population ($M < .239$) and 1 = school with more diverse teacher population ($M > .239$).

4.2.2 Analysis

A Hierarchical Cluster Analysis (HCA) was performed on the questionnaire data using SPSS version 27. We used HCA as a person-centered cluster analysis to identify subgroups of teachers that have a similar pattern of responses (profiles) with regard to the different value-based tensions (*diversity and communality*, *respect*, *justice*, *personal autonomy* and *professional ethics and stance*) that teachers experienced. HCA with squared Euclidean distances and Ward's method were chosen to ensure that teachers within a profile were optimally comparable and that different groups or profiles were optimally different. Solutions with two to seven clusters were tested in the search for the optimal number of profiles. For each cluster solution, an analysis of variance (ANOVA) was performed with the distinguished clusters as the independent variable and each of the five value-based tensions as dependent variables. This way the variance explained by

¹⁰ These are post-secondary education graduates with non-tertiary vocational training or graduates with tertiary vocational training but no teacher training who participate in a work-focused internship program leading to a teaching certificate with authority to teach exclusively in SSVET (Smulders et al., 2016). This internship program lasts 18 months and includes both pedagogical and educational topics.

¹¹ This classification is based on the fact that in the Netherlands students with a migration background are more represented in levels 1 to 3 than in level 4 and that generally 50% of Dutch SSVET students follow level 4 (CBS StatLine, 2018).

the solutions was established, based on which the optimal solution could be identified to answer the first research question.

Subsequently, we examined whether the distinguished profiles in the optimal solution as independent variables were related to the dependent competence elements (*knowledge, skills, and attitudes*) by means of variance analyses to answer the second research question.

Furthermore, to answer the third research question, we examined the P-value of the Pearson Chi-Square by means of cross tabular analysis to determine whether the associations between the distinguished profiles and the personal and contextual characteristics (*ethnic/native background, gender, teaching diploma, training received, training need, qualification level and diversity in teacher population*) were statistically significant. We conducted an analysis of variance to assess the associations with the ratio variables age and teaching experience.

4.3 Results

In the first part of the results section, we describe the different profiles in teachers' value-based tensions. Moreover, we examine in the second part the extent to which the distinguished profiles in teachers' value-based tensions are related to teachers' competences. Finally, in the third part, we describe the extent to which the distinguished profiles in teachers' value-based tensions are related to teachers' background characteristics.

4.3.1 Different profiles in teachers' value-based tensions

The results of the analysis suggested that a three-cluster solution was the best fit of the data based on the explained variance and interpretability of the solution. Overall, as indicated by eta-squared for all cluster solutions in Table 4.5, solutions with more than three profiles explained little extra variance in teachers' tension ratings, whereas solutions with fewer than three profiles explained considerably lower amounts of variance. Moreover, in the three cluster solution, each of the profiles appeared to be interpretable.

Table 4.5
Eta Squared for the Different Cluster Solutions

	Clusters					
	2 clusters	3 clusters	4 clusters	5 clusters	6 clusters	7 clusters
Eta Squared						
Professional ethics and stance	.361	.477	.478	.601	.614	.648
Diversity and communality	.429	.602	.637	.660	.668	.695
Respect	.458	.637	.686	.709	.714	.722
Personal autonomy	.338	.554	.654	.658	.710	.720
Justice	.421	.598	.625	.625	.660	.678

The identified three cluster solution were labelled according to the experience of value-based tensions by teachers. The results show that no particular tension stood out, but that all tensions in the groups increased per profile. The groups could thus not be labelled by referring to specific tensions. Cluster 1 corresponds to *relaxed* teachers, cluster 2 *rarely tense* and cluster 3 *reasonably tense* teachers. The characteristics of these three clusters are shown in Table 4.6 and graphically displayed in Figure 4.1.

Table 4.6
Cluster sizes, means (on scale 1 to 5), standard deviations (between parentheses) and eta squared coefficients for the value-based tensions

	Clusters				Total sample
	Eta Squared	Relaxed	Rarely tense	Reasonably tense	
Cluster size		37%	50%	13%	100%
Professional ethics and stance	.477	2.06 (.50)	2.71 (.43)	3.39 (.41)	2.56 (.63)
Diversity and communality	.602	1.59 (.39)	2.31 (.44)	3.18 (.41)	2.16 (.66)
Respect	.637	1.58 (.43)	2.43 (.46)	3.41 (.47)	2.24 (.74)
Personal autonomy	.554	1.22 (.29)	1.87 (.54)	2.91 (.62)	1.76 (.71)
Justice	.598	1.19 (.27)	1.88 (.43)	2.73 (.61)	1.73 (.64)

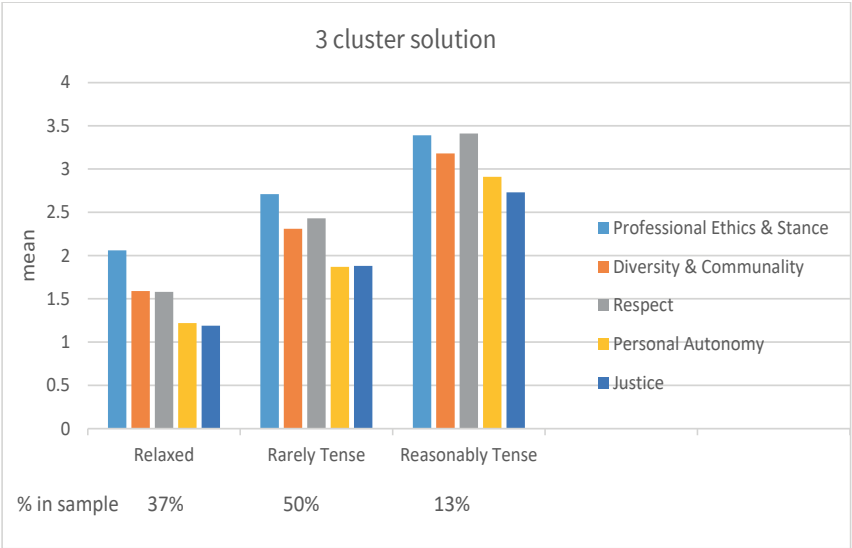


Figure 4.1: Graphical display showing means for each of the three profiles

The Eta Squared values for the three-cluster solution were quite high. *Professional ethics and stance* had a score of .477, diversity and communality .602, respect .637, *personal autonomy* .544, and for *justice* the score was .598. This means that between 47 and 63 percent of all differences between teachers on the variables could be explained by this clustering solution.

As indicated by Table 4.6, the first profile cluster (37% of the sample), labelled as *relaxed*, was composed of teachers who experienced all value-based tensions below the average of the total sample. The second profile cluster (50% of the sample), labelled as *rarely tense*, consisted of teachers who experienced tensions that were slightly above the averages of the total sample. For the tensions of *professional ethics and stance* and *respect*, values were highest. The third profile cluster (13% of the sample), labelled *reasonably tense*, was composed of teachers who experienced all tensions far above the sample average. *Professional ethics and stance* had by far the highest average in the *relaxed* and *rarely tense* cluster. In the *reasonably tense* cluster, *professional ethics and stance* had the highest average, after *respect*.

4.3.2 Extent to which the distinguished profiles in teachers' value-based tensions relate to teachers' competences

Next, we examined the relationship between the three-cluster solution (*relaxed*, *rarely tense* and *reasonably tense*) and the multicultural competence elements (*knowledge*, *skills* and *attitude*). In contrast to skills, no statistically significant differences were found between the profiles with regard to the competence perceptions in the area of knowledge and attitude. The means of the competence elements in the three profile clusters are presented in Table 4.7.

Table 4.7

Description of means (on scale 1 to 5), standard deviations (between parentheses) the profile clusters in terms of the competence elements (own compilation)

	Skills	Knowledge	Attitude
Relaxed	3.30 (.91)	3.00 (1.00)	4.00 (.72)
Rarely tense	3.52 (.77)	3.05 (.95)	4.10 (.70)
Reasonably tense	3.59 (.81)	2.97 (.85)	4.18 (.90)
F _{asympt} (df1/df2)	5.394 (2/307.401) *	.218 (2/339.697)	1.620 (2/197.804)

* = $p < .01$

At first glance, all three profiles seemed to report similar levels of *skills* and teachers with reasonably and rarely tense profiles, respectively, perceived to have more *skills* than teachers with the relaxed profile. However, the post hoc test indicated that the mean differences were

significant between the relaxed and rarely tense profile and the relaxed and reasonably tense profile, but not between rarely tense and reasonably tense.

4.3.3 Extent to which the distinguished profiles in teachers' value-based tensions relate to teachers' background characteristics

We compared the distinguished profile clusters for background characteristics by means of cross tabular analysis. These results are presented in Table 4.8. As regards the significant associations, qualification level ($\chi^2 (2, N = 623) = .003, p < .01$), training needed ($\chi^2 (2, N = 623) = .000, p < .001$) and training received ($\chi^2 (2, N = 623) = .000, p < .001$) will be described for each cluster.

Table 4.8

Description of percentage of the background characteristics of the total sample per profile

	Relaxed	Rarely tense	Reasonably tense
% Female teachers	34.5%	50.7%	14.8%
% Native	37.7%	49.4%	12.9%
% Qualification level 4*	38.6%	52.2%	9.2%
% Teaching diploma Teacher Institute	36.7%	52.5%	10.8%
% Training needed*	30.2%	54.7%	15.1%
% Training received*	28.7%	53.7%	17.6%
% Diversity in teacher population	34.8%	51.8%	13.4%

* significant association

Most of the teachers who taught qualification level 4 were in the rarely tense cluster (52.2%) and the smallest group of teachers was in the reasonably tense cluster (9.2%). Of the group of teachers who indicated that they needed training, the largest group was in the rarely tense cluster (54.7%) and the smallest group in the reasonably tense cluster (15.1%). Most of the teachers that indicated that they received training (53.7%) were in the rarely tense cluster and the smallest group of these teachers were in the reasonably tense cluster (17.6%). Teachers with more tensions also had more need for training and received more training and were less likely to teach SSVET qualification level 4.

The control variables teacher gender ($\chi^2 (2, N = 623) = .329$), being native or not ($\chi^2 (2, N = 623) = .825$), having a teaching diploma teacher institute or not ($\chi^2 (2, N = 623) = .799$) and diversity in teacher population ($\chi^2 (2, N = 623) = .438$) were not statistically significant associated with the three profiles.

With respect to the ratio background variables *age* ($p = .795$) and *teaching experience* ($p = .146$), no statistically significant differences were found with the three profiles by means of an ANOVA.

To summarize, three profile clusters of value-based tensions were found in this study.

The relaxed profile consisted of 37% of the teachers in the sample who experienced all value-based tension (*professional ethics and stance*, *diversity and communality*, *respect*, *personal autonomy*, and *justice*) below average. They experienced the most tension in the fields of *professional ethics and stance* and the least in the area of *personal autonomy*. In terms of multicultural skills, these teachers scored below average, which means that the teachers in this group perceived to have fewer skills than the average teachers in this study. Most teachers (65%) in this group taught at qualification level 4 of SSVET. Half of the teachers (50%) indicated that they needed training in multicultural education, while 30% reported that they had already received training.

The rarely tense profile consisted of half of the teachers from the sample (50%). Teachers with this profile experienced the tensions slightly above the average. *Professional ethics and stance* was the most experienced tension followed by *respect*. These medium profile teachers scored slightly above average on multicultural skills. Almost two-thirds of the teachers (65%) with this profile taught at SSVET qualification level 4. Of the teachers in this group, 67% indicated a need for training and 42% received training.

The reasonably tense profile was composed of 13% of the teachers in the sample. They experienced all tensions far above the average with the highest score for *professional ethics and stance* after *respect*. In terms of self-perceived skills, these teachers scored highest of all the distinguished profiles. Just over half of the teachers (55%) with this profile taught the levels 1, 2 and 3 of SSVET and received training (54%). Of the teachers with this profile, 73% indicated a need for training.

4.4 Discussion and conclusion

This study aimed to profile teachers according to their value-based tensions and to determine whether the distinguished profiles were related to teachers' self-perceived competences and their background characteristics.

Based on a cluster analysis of the questionnaire data from 891 teachers of 20 culturally diverse SSVET schools it appeared that these teachers could be classified into three different profiles, namely: *relaxed*, *rarely tense*, and *reasonably tense*. We found that all five tensions were strongest in the reasonably tense cluster, moderate in the rarely tense cluster, and lowest in the relaxed cluster. This pattern does not challenge our previous explanation of why we deem it useful to distinguish between the different tensions. It rather indicates that in the optimal cluster arrangement (with three clusters), all types of tensions correspond in intensity in the different clusters. Apparently, people generally experience the different tensions more or less to a similar degree.

We found no clear profiles based on the type of tension or particular clusters of tensions. This is partly in line with another study on profiles (Pillen et al., 2013) where the tensions in some profiles also increased simultaneously and no specific tension prevailed – although their study also found other profiles that could be interpreted thematically. One explanation may be that SSVET schools as a whole are changing and that there is little training on the topic of multicultural teaching. The current study suggests that the culturally diverse student population creates tensions for teachers in SSVET and - depending on the type of profile - for some teachers more than others. Comparing the three profiles on multicultural skills it is notable that teachers with the relaxed profile report having fewer skills than teachers with medium and reasonably tense profiles, while the latter experience more tensions. In that sense, the current findings confirm, replicate, and extend our previous study that was variable based (Tielman et al., 2022). This current study indicates much more precisely that those who do not (yet) experience so many tensions across the board (37% of the total sample) also do not (yet) possess many skills. In contrary, the result that perceptions of more multicultural skills go together with higher tensions experienced is noteworthy and inconsistent with the literature, which states that teachers who possess multicultural skills tend to do better in culturally diverse classrooms (e.g., Deardorff, 2009; Paccione, 2000; Taylor & Quintana, 2003). A potential explanation for these results of the present study is that teachers with more multicultural skills may be more aware of and sensitive to tensions and more likely to recognize them (Leeman, 2006). On the other hand, teachers with more skills may be more daring to experiment in their lessons and may experience more tensions in the process.

Along the same lines, teachers in the reasonably tense profiles reported to have had more training on the topic of multicultural education. These teachers also have the highest scores on self-perception of skills. The fact that they have the most training could explain why they must have acquired skills in their own opinion. Perhaps more training has made teachers more aware of and receptive to tensions.

Remarkably, the same teachers who received (more) training and experienced more tensions also indicated that they needed training the most. Perhaps in this case they would like to have additional training because of greater awareness of tensions they experience or perceived gaps in their expertise. The teachers with a reasonably tense profile work mainly in the levels 1, 2 and 3 of SSVET. The student population in these levels of the Dutch SSVET is even more diverse than in the level 4. These students have very different starting education levels and background characteristics compared to the students in the higher levels and very specific needs that require a different approach from teachers (Groenveld & Van Steensel, 2009; Lesterhuis, 2010). Relationship of trust, clear structure and direction are very important for students at these levels (Lesterhuis, 2010). Teachers at levels 1, 2 and 3 have to provide more guidance and direction to their students and are therefore closer to their students, making them more likely to notice and experience the cultural differences.

Professional ethics and stance, previously found to be most common in culturally diverse SSVET (Tielman et al., 2022), is one of the most frequently experienced value-based tensions in all three

profiles. This finding confirms that all these teachers, who are confronted with a wide variety of beliefs and value orientations, experience conflicts with regard to their own norms, values and convictions and those of their students on the one hand (Banks, 2004; Leeman, 2006; Veugelers & Kat, 2003), and the standards of the labour market with its own specific requirements for *professional ethics and stance* as a third party on the other (Tielman et al., 2022). Earlier, Wesselink et al. (2010) noted that these three stakeholder groups (student, teacher, and labour market) are important for the integration of occupation and education but hold different visions of *professional ethics and stance*. Value-based tensions on *professional ethics and stance*, as identified by Tielman et al. (2021), could have an additional impact on this process in culturally diverse SSVET. Especially since the labour market with its own professional perspectives is added as a significant other (Pillen et al., 2013). Teachers in SSVET schools have been found to struggle to get students to develop professional ethics and attitudes as part of professional identity, in addition to developing subject knowledge and professional skills (de Bruijn et al., 2006; Glaudé et al., 2011). Consideration of the established struggle of SSVET teachers with *professional ethics and stance* may help to improve the connectivity between the three above mentioned stakeholders even more in the future. As shown above, the value-based tensions evoked in SSVET are very different from those in general education where the vocational component is not included (e.g., Leeman, 2006; Radstake, 2009; Tielman et al., 2021; Versteegt, 2010).

In contrast to other studies, the present study found that some background and context characteristics did not correlate significantly with the distinguished profiles. Gender and age of teachers were equally divided among the profiles, whereas in previous research the correlation with experience and value-based tensions by SSVET teachers was found to be significant (Tielman et al., 2022). This is also true for teaching experience. In contrast to the outcome of previous research regarding the experience of tensions by novice teachers (e.g., Meijer, 2011; Pillen, 2013), teachers with certain (lack of) experience in the current study were not identified in a particular profile. Similarly, schools with a more diversified teacher population, which in a previous study correlated with experiencing value-based tensions (Tielman et al., 2022), were not related to any of the profiles in particular in the current study.

4.4.1 Implications for research and practice

First, some limitations are discussed and then the implications of this study. From the data of this questionnaire alone it is not possible to determine whether teachers in the same profile experience the same situations as potentially tense and/or with what intensity they experience the tensions. For further research, a mixed methods approach is recommended with, in addition to the questionnaire, an in-depth interview for more information to further describe and interpret the profiles as well as to determine the possible changes that may take place. Studying the extent to which profiles change over time could provide insight into the development of the value-based tension profiles and their characteristics (cf. Pillen et al., 2013). Furthermore, in-depth interviews may also uncover the extent to which *professional ethics and stance* tensions, which are most common in almost all profiles, determine teacher behaviour or other aspects of their teaching. For further research, it would be interesting to investigate how internally experienced tensions

are expressed/revealed in the interaction between teachers and their students and the students' subsequent response and reflection to enhance their development of *professional ethics and stance* (den Boer, 2009; Meijers et al., 2006). Experiencing tensions can lead to the development of burnout (Dubbeld et al., 2019). Whether or not the relationship between experiencing these specific values-based tensions and dropping out of teaching or experiencing burnout is apparent, would be very valuable research for teaching culturally diverse SSVET classes in the light of high drop-outs numbers and personnel shortages.

We also suggest that follow-up research should take into account school demographics in a balanced sample. In the current study, we observed some differences between schools that could not be interpreted as a result of a very unbalanced sample, caused by large differences in participation of schools in different parts of the country.

The results of the present study provide empirical support for profiles of teachers with respect to their value-based tensions and determined whether the distinguished profiles are related to their self-perceived competences and their background characteristics. The remarkable findings that teachers in this study with more multicultural skills experienced more tension and that, at the same time, more training also evoked more tension are subjects of further research. This result shows possible underlying mechanisms and needs further explanation. An interesting question would be to see if the training focused more on skills and less on knowledge of, for example, the different cultural backgrounds.

The distinguished value profiles in this study are summarized with labels and interpretations, making them hopefully easy to understand (Rickards et al., 2005). The fact that all tensions appear in the profiles and that none of them stand out in a particular profile shows that all tensions should be included in the training. Because *professional ethics and stance* is more common, and *respect* in some cases too, these are the two tensions that need some extra attention in the training. Furthermore, the results show that teachers in the levels 1, 2 and 3 experience more tensions, so there should be more intensive training at these levels. Although the profiles have clear benefits for the development of a personalised approach to teacher education and for the professional development of teachers in SSVET, the profiles found in samples may be context dependent, so the profiles and findings of this analysis should be generalised to other populations with some caution. To use the results of profile analyses for designing specific practical interventions, it is more appropriate to examine the profile structure in the local target population (Kusurkar et al., 2021).

For teacher educators, the profiles can be useful as a reflection tool during study and professional development, as different groups of teachers have been distinguished and some groups need extra training in all the tensions. Training should focus on the separate components of competence. Perhaps training could focus first on awareness and next on knowledge and attitude as a basis for further skills development. Awareness should then relate to teachers' own level and experience, as well as the context in which one operates (e.g., vocational context). Teachers should be aware of the differences in values and norms with their students, be aware of their own value, norms and abilities and of values and norms of the labour market. Since the SSVET levels

1 and 2 involve more stress, perhaps that would be a good context to start with such a training. The profiles and value-based tensions provide a language for such reflection (Pillen et al., 2013) and continuing to discuss them will help raise awareness. Moreover, with the same purpose, these profiles can be used well in SSVET schools where current teachers are often lumped together with respect to experiencing tensions while three different profiles can be distinguished with specific attention to the *professional ethics and stance*. The teachers with the different profiles could support each other in the process of coping with the value-based tensions. Vocational education varies internationally from being very much embedded in the vocational context to being more school-based (Rözer & van de Werfhorst, 2020). Depending on the degree of practicality, professional ethics and attitudes will emerge differently. The results of this study may be of general interest to SSVET taking the level of integration with vocational practice into account.



CHAPTER 5

Developing teachers' multicultural teaching competence via inquiry: an exploration

Tielman K., Wesselink, R., den Brok, P., & Kools, Q. (submitted). Full cycle of inquiry necessary to go beyond cultural knowledge development - Case studies in context of Dutch Senior Secondary Vocational Education and Training.

Abstract

Diversity in classrooms requires teachers to be multicultural competent and learn to adopt different perspectives. Teacher inquiry is a potentially effective strategy for encouraging professional development with respect to multicultural teaching competence. This chapter presents a study in which seven teachers from a large culturally diverse school for Senior Secondary Vocational Education and Training in the Netherlands participated voluntarily in an intervention in which they conducted inquiry to explore their current practices in the classrooms. Semi-structured interviews were conducted with the teachers, and the Interconnected Model of Teacher Professional Growth was used as an analytical tool to determine changes reported by the teachers.

The results suggest that a small number of inquiry activities have significantly accelerated teachers' multicultural knowledge development. Teachers performing all inquiry activities strengthen their multicultural teaching competence not only on the knowledge side, but also on the skills and attitudinal side.

5.1 Introduction

In many countries around the world, teaching in culturally diverse contexts puts higher demands on teachers than teaching in mainstream classes (den Brok et al., 2003; Ladson-Billings, 2009). Teachers are often white and middle-class, while their students have different cultural and socio-economic backgrounds (Vedder & Horenczyk, 2006). This difference is one of the aspects that causes tensions for teachers (Renzulli et al., 2011). Cultural differences lead to differences in perspectives (den Brok et al., 2003; Tielman et al., 2012) in ways that are additional to the prevailing differences in perceptions between teachers and students (den Brok et al., 2005; Fisher & Fraser, 2006). Another demand concerns the incompatibility of norms and values between students and teachers in culturally diverse classes (Radstake, 2009). What is even more problematic is that many teachers teaching culturally diverse classes are not even aware of those differences, nor of their own perspectives (den Brok et al., 2005; Croulx, 2001).

The wide variety of perspectives and value orientations students and teachers bring to the classroom create tensions for teachers to deal with (Leeman, 2006; Radstake, 2009; Tielman et al., 2021). Teachers in Dutch Senior Secondary Vocational Education and Training (SSVET) find it difficult to accommodate to the cultural diversity of their classes (Tielman et al., 2012), which also affects interactions with others involved in professional practice (Tielman et al., 2021). As described in the earlier chapters, there is a relationship between experiencing tensions and multicultural competences of teachers (Tielman et al., 2021; 2022)

Based on Forsman (2012), we argue that teachers can strengthen their multicultural teaching competence through inquiry. Conducting teacher inquiry can provide opportunities for teachers to discover more about other cultures, challenge their multicultural teaching competence (Forsman, 2012). However, there is barely literature on teachers' own inquiry in culturally diverse classes, let alone in the specific context of the highly culturally diverse SSVET (Tielman et al., 2021; 2022). In the context of SSVET students are trained for and in close cooperation with a profession with specific professional ethics that create additional tensions for teachers (Tielman et al., 2021). Many SSVET teachers have had no training or only little experience in doing research, which may make it an extra challenge for them. We therefore also want to know what activities teachers undertake around research and whether conducting research is feasible and to what extent.

The main purpose of this study is to investigate to what extent conducting teacher inquiry can help teachers in SSVET strengthen their multicultural teaching competence to cope with tensions in culturally diverse SSVET classes. The results will further increase the knowledge base in the field of teacher research, in this case applied to multicultural teaching competence in the classroom. Furthermore, by using the theory of Clarke and Hollingsworth (2002) to analyse our data we hope to identify in which learning domains teachers are developing multicultural teaching competence. Finally, this study provides insight into which inquiry activities contribute to the development of multicultural teaching competence. Based on the outcomes teacher training programmes might consider applying inquiry for student teachers to make them aware of the cultural diversity and how to deal with it in the future.

5.2 Conceptual framework

Below, we discuss firstly, the theory of multicultural teaching competence and teacher inquiry and secondly, we describe how teachers' learning outcomes can be assessed after conducting teacher inquiry.

5.2.1 Multicultural teaching competence

Teachers' experiences of tensions in culturally diverse classes may be related to their multicultural teaching competence, which – in this case – might be reflected in a lack of knowledge, skills and/or hindering attitude (Tielman et al., 2021). When it comes to tensions in culturally diverse classes, teachers should be able to communicate effectively and behave appropriately based on their multicultural knowledge, skills and attitudes (Banks, 2004; Deardorff, 2006; Gay, 2002; Ladson-Billings, 1995).

“Multicultural teaching competence is seen as an ability of teachers to continuously (a) explore their attitudes and beliefs about multicultural issues, (b) increase their understanding of specific populations, and (c) examine the impact this awareness and knowledge has on what and how they teach as well as how they interact with students and their families” (Spanierman et al., 2011, p. 444).

Knowledge about different cultural backgrounds is needed, such as knowledge about norms and values of other cultures (Gay, 2002), but also the willingness to increase this understanding and to explore the impact of this knowledge on what and how they teach and interact with students from culturally diverse backgrounds (Spanierman et al., 2011). It is all about self-knowledge and the knowledge of the other and the difference between yourself and the other. Knowing the perspective of others implies knowing yourself as well.

Multicultural competent teachers show an empathic attitude with interest in their students with diverse cultural backgrounds and are willing to understand their points of view in a non-judgmental way (Dabbah, 2014; Santamaria, 2009). Teachers with a positive attitude towards cultural diversity are able to adopt several cultural perspectives whenever a tense situation arises or to prevent tense situations to arise; they should be able to recognize and address issues that are culturally sensitive from different perspectives (Ladson-Billings, 2009; Banks & Banks, 2010).

In tense situations in culturally diverse classes, multicultural competent teachers are skilled enough to use their attitude and knowledge to consider the various factors that may influence students' behaviours, attitudes and beliefs when handling these situations (Bhawuk & Brislin, 1992). Multicultural teaching competence consists of a knowledge part on the one hand, and a skills and attitudinal part on the other hand (Tielman et al., 2021; 2022).

While the importance of multicultural teaching competence in culturally diverse classes is widely recognized, there is not a great deal of research that examines the development and progression of multicultural teaching competence of teachers. We argue that many tensions that teachers experience in culturally diverse SSVET classes may have to do with not being able to take on

different perspectives and they may be culturally insensitive (Tielman et al., 2012). In this study we want to identify a strategy to help teachers strengthening their multicultural teaching competence to cope with tensions in culturally diverse classes.

Van Tartwijk et al. (2009) revealed that teachers in culturally diverse classrooms have much practical knowledge and beliefs about their own teaching practice, but that the knowledge is fragmented, and not always evidence-based. Often it is even based on prejudiced beliefs (Forsman 2012). In order to deal with tensions in culturally diverse classrooms teachers need theory-based practical knowledge in which their knowledge is systematized so they can analyse their tensions and approach them from different angles or perspectives (Banks 2007; Ladson-Billings, 2009; van Tartwijk et al., 2009). Forsman (2012) shows benefits of teacher inquiry to explore cultural dimensions within language education in a culturally diverse classroom. She demonstrates that teacher inquiry serves as a reflective approach to challenging stereotyped and prejudiced beliefs, concerning generic and value-based aspects, in a socio-culturally diverse context and that it promotes awareness of diversity and respect for differences. As multicultural competence is a developmental process and conducting teacher inquiry provides opportunities for teachers to discover more about other cultures while challenging their competences, we suggest that teacher inquiry can be a promising strategy in strengthening teachers multicultural teaching competence.

5.2.2 Teacher inquiry

Teacher inquiry is an effective strategy for encouraging professional development that can provide insights in the educational practice (Cochran-Smith & Lytle, 2009). There are multiple models for teacher inquiry and their common factor is that teacher inquiry empowers teachers, allowing them to construct new knowledge in a systematically way and gain different insights into the causes and consequences of their own actions, explore, and find answers to practical problems by gathering evidence in their own classes (Cochran-Smith & Lytle, 2009; Dana & Yendol-Hoppey, 2009; Ponte, 2005). Following Cochran-Smith and Lytle (2009), we define teacher inquiry as a systematic, intentional study of teachers' own educational practice. Teacher inquiry can be well typified with the inquiry cycle (Dana et al., 2011). Dana and Yendol-Hoppey (2009) broke down teacher inquiry into parts, together making up the inquiry cycle: 1) asking questions or "wonderings", 2) collecting data to gain insight into their injuries, 3) analysing the data together with reading relevant literature, 4) taking action to make changes in practice based on new insights developed during the research, and 5) sharing their findings with others (see figure 5.1 Inquiry Cycle). In the present study, we operationalize teacher inquiry by means of the above-mentioned steps.

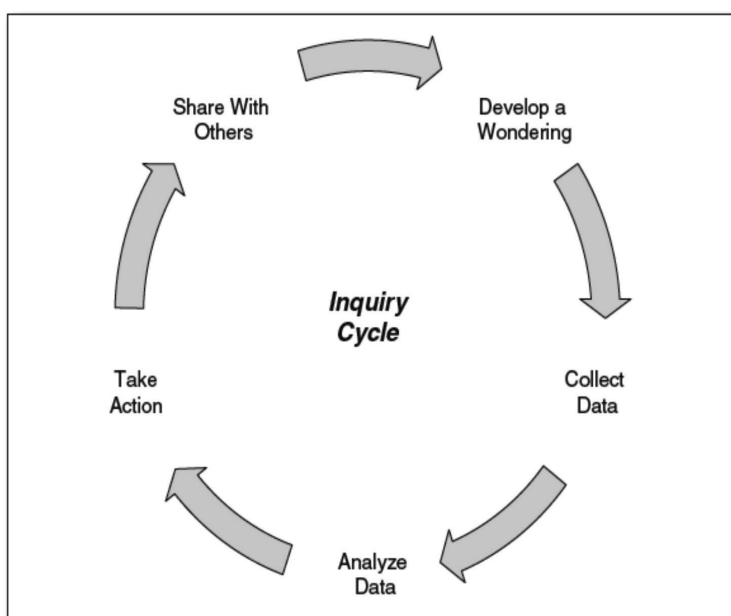


Figure 5.1: Inquiry cycle

Source: Dana et al. (2011). *Inquiry: a districtwide approach to staff and student learning*

It should be taken into account that teachers, within SSVET and beyond, are not always trained to do inquiry and are sometimes unfamiliar with certain basic techniques such as selecting an inquiry method and reflecting on their data (Vrijnsen-de Corte, 2012). The question is what inquiry activities teachers undertake, whether it takes them much effort, and what they learn from it.

5.2.3 Learning outcomes

In the present study the inquiry cycle will be used to develop the inquiry activities that teachers undertake. In addition, the Interconnected Model of Teacher Professional Growth (IMTPG) from Clarke and Hollingsworth (2002) will be used to assess the outcomes of professional development. The IMTPG enables us to recognize the development of knowledge and the consequences of action by identifying the attitude, knowledge, and willingness of teachers after conducting a teacher inquiry. Several researchers (e.g., Vrijnsen-de Corte, 2012; Zwart, 2007) show the benefits of IMTPG (see figure 5.2) to determine the learning outcomes of a professional development intervention and these benefits can be summarized as follows: the model uncovers the complexity of professional growth by identifying multiple patterns of learning assuming a non-linear nature with multiple entry points and by defining professional growth as an ongoing process of learning.

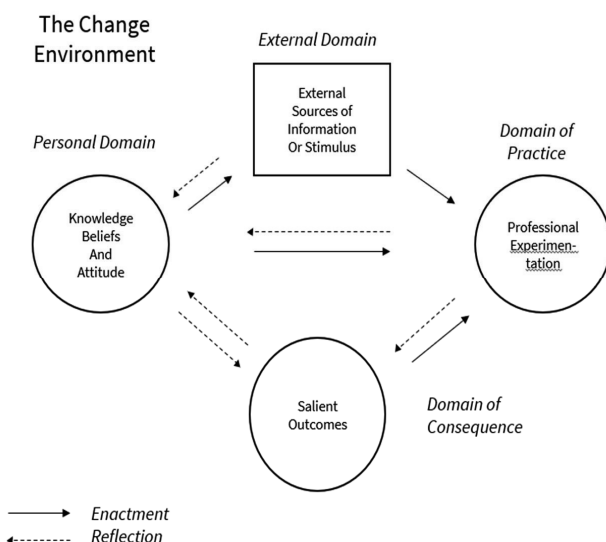


Figure 5.2: Interconnected model of teacher professional growth (Clarke & Hollingsworth, 2002)

The IMTPG suggests that change can occur in four distinct domains that, according to the authors, encompass the teacher's world. For the development of multicultural teaching competence all four domains are included. The four domains are: the personal domain (PD, teacher knowledge, beliefs, and attitudes), the domain of practice (DP, professional experimentation), the domain of consequence (DC, inferred salient student learning outcomes, teacher control, student motivation, and student development), and the external domain (ED, sources of information, stimulus, or support, such as in-service sessions, professional publications, and conversations with colleagues). The external domain differs from the other three domains in that it is located outside the teachers' personal world. The other three domains taken together constitute the teacher's professional world and encompass their professional actions, the inferred consequences of those actions and the knowledge and beliefs which prompted those actions and arose from the actions (Clarke & Hollingsworth, 2002). These four domains can influence one another through mediation processes of reflection and enactment.

To sum up, we can say that an increase in multicultural teaching competence can reduce the tensions teachers experience in their culturally diverse SSVET classes. Teacher inquiry has the potential to be a strategy for strengthening multicultural teaching competence, which goes beyond personal knowledge, skills and attitude and should be measured within different domains, such as the domain of practice. Our research question is:

- *To what extent does teacher inquiry lead to a change in teachers' multicultural knowledge, skills, and attitudes?*

Specification of this research question using our conceptual framework leads to the following sub research questions:

- *What activities performed during their teacher inquiry do teachers report?*
- *What do teachers report to have learned in terms of multicultural knowledge, skills and attitudes after having conducted inquiry activities?*
- *What is the relationship between teachers' reported activities during their teacher inquiry and their reported learning outcomes?*

5.3 Methods

5.3.1 Context

This study was part of an intervention trajectory that was conducted with teachers of a large Dutch culturally diverse SSVET school. Seven teachers, all teaching culturally diverse classes in different departments at the same SSVET school in the area of commercial services in the southern part of the Netherlands, participated in the intervention. The teachers wanted to expand their skills to face tensions that emerge in their culturally diverse classrooms and to improve their classroom management. The school's principal assisted in contacting the teachers and gave consent to work with the teachers, who participated voluntarily.

The Dutch education system encompasses separate schools for SSVET, a four-year school-based programme at level 4 of the European Qualification Framework (European Commission, 2008). In the Netherlands, SSVET has a very culturally diverse student population (age 16-20) that causes tensions for the teachers (Tielman et al., 2012; 2021; 2022). Table 5.1 presents an overview of the participants.

Table 5.1

Overview of participants' details including their subject and the number of years of experience in education and this particular school

Participant	Gender	Age	Years of experience in education	Years working at this school	Subject taught
Lynn	Female	35	1	1	Dutch language
Peter	Male	61	30	8	ICT / Retail trade / Banking & insurance
Mary	Female	40	1	1	Social skills
Kevin	Male	55	2	2	Logistics
Jane	Female	56	27	15	Dutch language
Jolie	Female	50	27	27	Dutch language
John	Male	56	32	32	German language

5.3.2 Intervention

The intervention that we designed centred on the use of teacher inquiry to unravel the tensions they encounter in their culturally diverse classes with the aim of strengthening their multicultural competence. The intervention, based on the inquiry circle of Dana et al. (2011), consisted of five sessions of three hours each, almost equally spread over a period of five months, in which participating teachers explored a chosen tension they encountered in their culturally diverse classes and reflected systematically on it. During the intervention, participants worked in small groups of two or three teachers that they themselves formed. Groups were based on their common interest in the tensions experienced. Based on the inquiry cycle, the intervention meetings were organized as follows. In the first meeting, participants received information about the intervention. They were informed about different aspects of inquiry, like formulating a research question, conducting interviews, and analysing data. With regard to the research phase of data collection, special attention was paid to interviewing. Interviewing students about their perspectives on tensions might help teachers to bridge the different perspectives on student behaviour inherent in culturally diverse classrooms. At the end of the first meeting, teachers were tasked with making a plan for exploring their practice by talking with their students and colleagues about the tensions they wanted to investigate and to formulate their research question. Furthermore, they had to think about issues concerning intercultural communication they wanted to discuss with an invited expert on intercultural communication for the second meeting. In the second meeting, the participants received information on intercultural communication from an expert in the field regarding their stories of experiencing, and interpreting differences in communication with students from culturally diverse backgrounds. Moreover, they discussed their specific experienced tensions with the expert and the other participants in order to strengthen the formulation of their research question. In this meeting, the teachers also discussed their plans for exploring the tense situations they wanted to improve with the researchers and an inquiry plan of approach was established. After this meeting, the participants gathered information by conducting interviews with their colleagues and students in their schools.

In the third meeting, participants discussed the interpretation of their findings and evaluated the exploration that they conducted, using the other groups as “critical friends” (Ponte, 2005). Furthermore, they formulated actions for improvement to take before the next meeting. During the fourth meeting, participants shared experiences concerning the actions for improvement that they conducted and discussed their findings with an expert in multicultural education. At the end of this meeting, the teachers were tasked with making a presentation of their teacher inquiry to share with their colleagues in the last meeting. In the fifth and last meeting the participants shared their findings and their experiences with all their colleagues at school and the staff of the school. The intervention was accompanied by the first author and partially by an assistant. The first author led all the sessions, and an assistant made field notes of the first three meetings of the intervention.

5.3.3 Data collection

The empirical part of the research was structured as follows. First, semi-structured, in-depth interviews were conducted with all the teachers before the start of the intervention. In these interviews, questions probed for tensions they experienced during their lessons in their culturally diverse SSVET classrooms and their expectations of the intervention. Second, directly after the last meeting of the intervention, semi-structured, in-depth interviews were conducted with the seven teachers. A variety of interview questions were asked in accordance with the inquiry cycle and Clarke and Hollingsworth's IMTPG model, to map the development of multicultural teaching competence. For example, teachers were asked about changes in their viewpoints after conducting their teacher inquiry and how the results influenced their perceptions and functioning in their educational practice. Sample questions regarding the teacher inquiry were: "Which activities of the teacher inquiry did you carried out?" and "What did you learn (improved knowledge and skills, changed attitudes) with respect to your own culturally diverse teaching practice as a result of carrying out your teacher inquiry?" A sample question concerning their practice was: "Which learning outcomes of this intervention will you use as a teacher in your own practice?" With regard to different perspectives in their culturally diverse classrooms, finally, teachers were asked about the influences of information, stimulation, and support during the intervention by experts and researchers with regards to their changed perspectives: "What did you learn from the meetings with the experts of intercultural communication, and to what extent was the supplied information useful for your daily culturally diverse practice?"

An assistant made field notes about the process taking place during the meetings and the activities displayed by the participants during the intervention. Furthermore, all groups of two to three participants completed a form based on the inquiry cycle in which they summarized their actions, namely the research question, data gathering, first conclusions, improvement of their practice, and evaluation. The participants submitted this "proof of action" to the researchers.

All the interviews were conducted by the first author at the teachers' school and audio-recorded with the teachers' consent. The interviews were transcribed verbatim. Pseudonyms were assigned to the teachers and the school to ensure confidentiality.

5.3.4 Data analysis

In order to answer the first sub-question about the activities carried out by teachers during the teacher inquiry, the inquiry activities as defined by Dana and Yendol-Hoppey (2009) were used. The form with activities the teachers filled out was used in two ways, first to determine which activity from the cycle each teacher performed – namely, formulating research questions/wonderings, collecting data, analysing data, taking action, and sharing findings. Second, we took a closer look at the data collection to establish the intensity with which this activity was performed. This was determined by whether the participants formulated their own research questions/wonderings, and whether they interviewed both student(s) (male and/or female) and teacher(s) (see Table 5.2).

Table 5.2*Overview of activities performed by teachers*

Activities	Descriptions
Question/wondering	Whether teachers formulated their own research question/wondering
Data collection	How teachers collected data, how many interviews they did and with whom and with what variety in the interviews (male/female, student/teacher)
Data analysis	Whether and how teachers analyzed the data
Taking action	Whether teachers took further action, extended exploration of the practice/action to improve the practice
Sharing findings	Whether the teachers prepared a presentation for their colleague teachers, did the presentation, and took part (actively) in the discussion after sharing the findings

To answer the second sub-question about what teachers reported to learn in terms of multicultural teaching competence after conducting inquiry activities, the transcripts of the semi-structured exit interviews conducted with teachers were coded using the software tool Atlas Ti (version 7.1.4). A coding scheme was developed to analyse the interview transcripts (Miles & Huberman, 1994). The four domains of change identified by Clarke and Hollingsworth (2002) – namely personal domain, domain of practice, domain of consequence, and external domain – were used as super categories at the starting point in coding the interview responses by the teachers. In line with Vrijnsen-de Corte (2012), several subcategories of each domain of change were identified during the coding (see Table 5.3) of the first interview in order to describe the professional growth of the teachers who conducted a teacher inquiry. Based on the characteristics of multicultural teaching competence, the personal domain concerns the development of knowledge about cultures, students' views, and teachers' self-knowledge, about their own ideas and beliefs. The various sub-codes were marked with an “X” when teachers mentioned different perspectives in their culturally diverse classrooms, their own perspectives and/or the differences with their students, and specific perspectives related to the cultural backgrounds of their students. No mark meant there was no teacher statement of that nature.

The learning outcomes within the domain of consequences were divided into different individuals within the school organization – students (e.g., improved learning results, increased motivation), colleagues (e.g., improved lesson materials, new teaching strategies), and the school organization (educational policy). Table 5.3 presents an overview of the codes for the learning outcomes.

Table 5.3*Overview of codes for expected and actual learning outcomes*

Code	Sub codes	Description:	Indicators /examples by teacher
Personal domain	Personal domain - teaching	Learning about perspectives in culturally diverse classes Learning about perspectives in teaching profession and professional identity Awareness of own perspectives in culturally diverse educational practice Learning about perspectives of students with culturally diverse backgrounds	Mentions different perspectives in his/her classes Mentions the general perspectives of teachers Mentions his/her own perspective and/or the difference with students Mentions specific perspectives related to cultural backgrounds
	Personal domain - teaching intention	Intention to use changed perspectives in culturally diverse classes Intention to act according to new perspectives on teaching profession and professional identity	Mentions intention to change view on perspectives in culturally diverse classes Mentions intention to act differently according to new perspectives about culturally diverse classes
Domain of practice		Consciously acting differently in educational practice Considering (own) educational practice Involvement with schools' educational policy (new tasks)	Mentions or gives example of acting differently Mentions or gives example of consideration of educational practice Mentions or gives example of involvement with schools' educational policy
Domain of consequence		Consequences for students, colleagues, school practice	Mentions or gives example of consequences of new awareness/action for students, colleagues, and school practice
External domain		Influence of other group members' inquiries	Mentions or gives example of the influence of other group members' inquiries
		Influence of workshops by the researchers	Mentions or gives example of the influence of workshops (output) by the researchers
		Influence of workshops by the experts in multicultural education	Mentions or gives example of the influence of workshops (output) by experts
		Influence of consulting literature	Mentions or gives example of the influence of consulting literature

To answer the third sub-question about the relationship between teachers' activities during their teacher inquiry and their reported learning outcomes, we linked outcomes as coded according to Tables 5.2 and 5.3 to see whether teachers' reported learning outcomes correlated with the growth of their multicultural teaching competence. Multicultural teaching competence was operationalized as consisting of a knowledge part in the personal domain corresponding with input through the external domain and a skills and attitude part mainly corresponding with taking action in the domain of practice.

The results of the preliminary analysis using this coding scheme were discussed with two senior researchers after coding the first interview to validate the decisions made and the procedures followed. During the coding process, the identified subcategories were discussed regularly with a senior researcher, and the coding scheme was agreed upon and adjusted. New subcategories were added until all seven interviews had been analysed. The field notes were used to validate our findings and conclusions.

5.4 Results

In the following section the results for each individual research question are reported for all seven teachers, with some quotes from the teachers to illustrate the extent to which the activities of the teacher-researchers have contributed to their multicultural teaching competence.

5.4.1 Inquiry activities reported

In order to answer the first research question, Table 5.4 reflects the activities that teachers reported to perform during their teacher inquiry.

Table 5.4*Activities ordered by inquiry cycle (based on Dana and Yendol-Hoppey, 2009)*

Participants' activities	Peter	Lynn	Jolie	Kevin	Mary	John	Jane*
Question/ wondering	One own question about how teachers cope with experienced tensions in their culturally diverse classes	Two own questions. One about female teachers in culturally diverse classes and another one about giving feedback to students with a diverse cultural background	No specific own question but adopted the question of a colleague about the best way to give feedback to students with diverse cultural backgrounds (sense of honour)	One own question about attitudes of students with a diverse cultural background	One own question about the approach of conflicts in culturally diverse classes	No specific own question but adopted the question of a colleague about the best way to give feedback to students with diverse cultural backgrounds (sense of honour)	One own question about giving feedback to students with culturally diverse backgrounds (sense of honour)
Data collection	Interviews with two students (boys) and two teachers (man and woman)	Interviews with three students (two girls, one boy) and two teachers (man and woman)	No data available from interview	Interviews with two students (boy and girl) and two teachers (man and woman)	Class interview with students	Interviews with two students (girls)	No data available from interview
Data analysis	Done	Done	Not done	Done	Not done	Not done	Not done
Action taken	Further exploration doing extra interview with a teacher (man)	Carried out a plan for improving her classroom practice	Not known	Carried out a plan for improving his classroom practice and evaluation by interview with two teachers (man and woman)	Not known	Not known	Not known
Findings shared	Presentation for all school colleagues and participated in discussion afterwards	Presentation for all school colleagues and participated in discussion afterwards	Participated in discussions after the presentations	Presentation for all school colleagues and participated in discussion afterwards	Did not share findings	Did not share findings	Presentation for all school colleagues and participated in discussion afterwards

*Jane gave a presentation at the end of the intervention based on input from experts and literature and not related to her inquiry.

Table 5.4 shows two kinds of differences in activities performed by the teachers: whether the activity was performed or not and the intensity (richness) with which the activity was performed. Some of the teachers conducted all inquiry activities, while others only carried out some activities. Furthermore, there was a difference in the richness with which the activities were performed. Five teachers (Peter, Lynn, Kevin, Mary, and Jane) formulated one or two research questions on their own, and two teachers had no specific research question beforehand. These two took over a group member's question to research. Most of the teachers indicated that they gathered data through individual interviews or a class interview, but two of the participants did not conduct interviews. Some teachers conducted more interviews than others with several stakeholders, such as students and/or with colleague teachers. Two teachers carried out a plan for improving their classroom practice. Peter conducted further exploration of his classroom practice by doing extra interviews. Four teachers did not report taking any action. There was also variety in the ways the teachers shared their findings. Some did a presentation and held discussions concerning their findings, while others only participated in the discussions, and two teachers did not share their findings at all.

A closer look at Table 5.4 shows that there seem to be two different groups, one group of teachers (Peter, Lynn, and Kevin) that performed all activities with a certain richness, such as conducting many different interviews and doing a presentation, and another group (Jolie, Mary, John, and Jane) who did not do all activities and less in-depth, such as conducting fewer interviews and not actively sharing their results.

5.4.2 Multicultural knowledge, skills, and attitudes

To answer the second research question, Table 5.5 shows what teachers reported they learned in terms of multicultural knowledge, skills and attitudes on either of the four domains after conducting their inquiry activities.

Table 5.5*Learning outcomes of teachers' inquiry*

Participants' domains		Peter	Lynn	Jolie	Kevin	Mary	John	Jane
Personal domain - teaching	Learning about perspectives in culturally diverse classroom	X						
	Self-knowledge in culturally diverse educational practice	X	X		X	X		X
	Learning about perspectives of students with culturally diverse backgrounds		X			X	X	X
Personal domain - teaching intention	Intention to use changed perspectives in culturally diverse classrooms	X					X	
	Intention to act according to new perspectives on teaching profession and professional identity	X	X	X		X		
Domain of practice	Consciously acting differently in educational practice	X	X		X			
	Reconsidering (own) educational practice		X		X			
External domain	Influence of workshops by the researchers		X	X				
	Influence of workshops by the experts in intercultural communication	X	X	X	X	X	X	
	Influence of consulting literature	X		X		X		X

Note: No mark means no teacher statement of that nature; X means teacher statement. The white columns correspond to the teachers who performed all inquiry activities, the grey columns represent teachers who did fewer activities.

Table 5.5 shows that the intervention gave a variety of learning outcomes. Personal domain (teaching) and external domain (sources of information) were more often reported by the teachers than the other domains. No statements were reported relating to the domain of consequence.

In the personal domain most of the teachers reported benefits such as self-knowledge of own perspectives and learning about perspectives of their students in their culturally diverse classes. Peter reported how valuable conducting research was for him to change his attitude and show more empathy for his students with different cultural backgrounds. As can be seen in the following quotation, interviewing students as a part of the teacher inquiry helped him to become more interested in the students and to interact with them differently. Peter: "...I have asked the students in recent weeks some things that have nothing to do with school. 'How is it at home? Do you have fun here? How are you doing this year?' etc. So really, just things not specifically to do with school results, but very occasionally you break through to someone and then comes all the information...". Mention was also made of the deepening and strengthening of the multicultural knowledge and insights of teachers through the possibility of exchanging information. To indicate what they learned, the teachers reported, for example, that they appreciated very much the information given by the experts in the field of multicultural education and the consulted literature (external domain) and what that contributed to their awareness. Teacher Jane made the following comment in response to the question about how the teachers experienced the information from the experts and other sources: "You see, my colleagues and I need this. That background information works very well. Then you just look at things much differently!".

A closer look at Table 5.5 also shows roughly two groups of teachers, those who experienced outcomes in almost all domains and another group with fewer outcomes. Teachers Peter and Lynn experienced outcomes in seven sub-domains within all four main domains. Mary reported on five sub-domains and the other teachers on four or less sub-domains. John and Jane have reported the least number of domains, three each. Almost all teachers reported on the awareness of their own perception in the personal domain and the influence of experts in multicultural education in the external domain.

5.4.3 Associations between teachers' activities and reported learning outcomes

To establish the relationship between the teachers' activities during their teacher inquiry and their reported learning outcomes we linked Tables 5.4 and 5.5. As can be seen as a result in Table 5.6, the group of teachers that reported to perform the most activities and a wide variety of inquiry activities, also reported to display learning outcomes on the most different domains (see Table 5.5) and showed multicultural teaching competence on the knowledge side as well as on the skills and attitudinal side.

Table 5.6
Development of multicultural teaching competence

Participants	Performed inquiry activities versus reported domains	Multicultural teaching competence		
Jolie	few activities, no data collection/ two domains	(Self-)knowledge		
Jane	few activities, no data collection/ two domains	(Self-)knowledge		
Mary	some activities, data collection/ two domains	(Self-)knowledge		
John	some activities, data collection/ two domains	(Self-)knowledge		
Peter	all activities/all domains	(Self-)knowledge	+	Skills/Attitudes
Lynn	all activities/all domains	(Self-)knowledge	+	Skills/Attitudes
Kevin	all activities/all domains	(Self-)knowledge	+	Skills/Attitudes

The group consisting of Peter, Lynn, and Kevin carried out all inquiry activities and also showed a strengthening of their multicultural teaching competence both on the (self-)knowledge side and on the skills/attitudinal side. Mary and John received input from experts and literature and collected data. They did not analyze the data and did not share the results. They only reported on the (self-)knowledge side of multicultural teaching competence. A striking result is that of Jane and Joly. Even with very few activities, they indicate that they have developed on the (self-) knowledge side of multicultural teaching competence.

5.5 Discussion and conclusion

Based on the results, we can draw the conclusion that teachers, by means of inquiry, develop multicultural teaching competence. Our results showed a variation in the way teachers carried out their teacher inquiry. Not everyone completed the inquiry cycle and certain basic techniques, such as formulating a research question and reflecting on their data, took them much effort (Vrijnsen-de Corte, 2012).

Most teachers reported gains in multicultural teaching competence in terms of (self-) knowledge and learning about their students' perspectives in their culturally diverse classes (Forsman, 2012). There seems to be a relationship between the richness of their data gathering and number of activities, on the one hand, and the degree of development of their multicultural teaching competence, on the other. More rich data gathering generated development on at least three or more domains of the used analytical model, the interconnected model of teacher professional

growth (Clark & Hollingsworth, 2002). Those who did not do any data collection, only reported development related to two domains, namely personal and external domain. A closer look at this relationship shows that the latter part of the teachers that have not completed the inquiry cycle steps reported more on knowledge aspects of multicultural teaching competence gained through experts and inferior on skills and attitudinal aspects. We argue that this group of teachers has become particularly aware of the similarities and differences within their culturally diverse classrooms gained by input from the external domain, while the others that reported on more domains have not only become aware of these nuances but are also able to accept non-judgmental cultural differences and respond to them when they experience tensions.

Our research shows that systematic reflection and joint discussion, are two steps in data collection cycles, which are important for the advanced development of multicultural teaching competence. Acquiring self-knowledge and taking into account different perspectives of students is already helpful in dealing with some tensions (Radstake, 2009; Tielman et al., 2012; 2021), however, we argue, based on our findings that the development of multicultural teaching competence could be strengthened even more by ensuring that every inquiry activity is carried out fully or at least data is gathered, analyzed, and reflected upon to also develop actual behaviour. To ensure more development on skills and attitudinal aspects of multicultural teaching competence, the research steps taking action and critical reflection are a requirement (Deardorff, 2011; Romijn et al., 2021; Root & Ngampornchai, 2013) to make changes in practice based on new insights. This may lead to a phase that goes beyond just understanding differences, both from self-knowledge and from the students' perspectives, in which the teacher exhibits adaptive behaviour in culturally diverse practice and does not experience or more easily overcomes tensions (Bennett, 1986; Radstake, 2009; Thomas & Inkson, 2009). Nevertheless, there are still some challenges to overcome in the quality of the inquiry activities conducted by the teachers. In line with Vrijnsen-de Corte (2012), teachers in this study also seem to find the last part of the inquiry cycle regarding implications for practice difficult to implement. The learning outcomes they reported appear to remain close to the teachers themselves, such as, for example, increased consciousness of their own actions and did not involve colleagues and students in the domain of consequence.

Another finding from this study is what one teacher reported that because of his sensitivity that increased from doing inquiry, he became more interested in creating a trusting relationship with his students. This emphatic attitude caused him to understand students' viewpoints in a non-judgmental way (Dabbah, 2014; Santamaria, 2009) which caused him to experience less tension (Radstake, 2009; Banks & Banks, 2010). This relationship of trust can be valuable for teacher-student interactions which also allow teacher feedback to have a more positive effect (Tielman et al., 2021); one of the things teachers of culturally diverse classes often struggle with (Derriks et al., 2001; Leeman, 2006).

Following Forsman (2012), this study also shows that teacher inquiry can serve as a reflective approach for challenging stereotyped and prejudiced beliefs of teachers regarding generic and value-based aspects in culturally diverse classes. It promotes awareness of diversity and respect

for differences, in an evidence-based way. By increasing multicultural teaching competence, this study contributed to the empowerment of multicultural education (Deardorff, 2011).

5.5.1 Implications for research and practice

The analysis presented herein provides interesting insight into the processes underlying the strengthening of multicultural teaching competence of teachers of culturally diverse classes using teacher inquiry. This study was conducted on a small-scale with a purposefully selected sample of seven teachers who were willing to cooperate and had no experience with conducting inquiry. Thus, the qualitative interpretation of the data provides no more than a first indication or trend, requiring confirmation in other, perhaps larger scale studies. Obviously, processes might be quite different with teachers who have more experience with conducting inquiry and when this research is carried out on a larger scale with a teacher sample that is more varied and may result in a more generalizable outcome.

By using the theory of Clarke and Hollingsworth (2002) on our data, we have gained better insight into the professional growth of teachers using teacher inquiry. We have focused in particular on whether or not the different domains of Clarke and Hollingsworth (2002) were mentioned. In future research on professional growth, the coding scheme developed in this study can be validated. Next the mediating processes of enactment and reflection can be studied more in-depth in order to uncover possible correlations and patterns between the different domains (Zwart, 2007) with regards to the development of multicultural teaching competence. Studying specific learning of teachers regarding multicultural teaching competence within the different domains is also an interesting perspective for further research.

In this study, we used semi-structured interviews to study the effects of teacher inquiry on professional development. A suggestion for future research might be to use other research methods, such as observations and tests of the improvement in educational practice, in addition to self-reported data by teachers. Moreover, how teachers assume they act and how they actually interact with students is not always aligned and thus changing teachers' belief systems does not automatically lead to changes in practices and behaviour (Romijn et al., 2021). To gain more insight in the domain of consequence, students or colleagues could be asked to reflect on the changing in multicultural teaching competence of participating teachers.

For this study we collected data shortly after the intervention so that the effect on teacher behaviour and students could not yet be determined. For future interventions, a longer time period is recommended eventually with a postponed or additional interview on the effects of the intervention. Furthermore, teachers in the present study were asked only to formulate a research question, without any guidance. It would be better to ask them to formulate a research question that directly relates to their personal performance in their own culturally diverse classes, in order to increase the ownership of their inquiry project (Cochran-Smith & Lytle, 2009). As trainers and researchers, it is important to keep monitoring the teachers throughout the entire intervention, so that they cannot withdraw from certain activities. Active guidance will also benefit teachers'

critical reflection process to help them change belief systems and reduce any discomfort with diversity and possible prejudice (Romijn et al., 2021).

Our research has shown that teachers can fully achieve multicultural teaching competence by carrying out all research cycle activities. For the educational practice, this study suggests that teachers can gain insights into tensions they experience by systematically collecting and analyzing data from their students and colleagues, discuss and reflect on their findings and take action to ensure development on skills and attitudinal aspects of multicultural teaching competence. In schools, joint discussions in the form of a professional learning community for teachers can be used to raise awareness to deal with the tensions in the culturally diverse classes. Based on this study, we would encourage that teacher education should pay attention to their research competence, in particular the collection and analysis of data from teaching practice and the reflection on it.

5.6 Conclusion

Despite the above mentioned, this research shows that when teachers perform all inquiry cycle activities, they will strengthen their multicultural teaching competence on the knowledge side as well as on the skills and attitudinal side. A shorter inquiry cycle merely leads to an increase in (self-)knowledge. Teacher inquiry encourages professional development by helping teachers to develop multicultural teaching competence and gain insights into tensions they experience in their culturally diverse classes. With the ever increasing (cultural) differences in schools, this remains a strategy to continue to develop.





CHAPTER 6

Discussion and reflection

CHAPTER 6

6.1 Introduction

This final chapter first presents conclusions with respect to the research questions examined in this dissertation and the main findings. It then discusses the main findings and presents limitations and suggestions for further research. This chapter ends with the practical implications that can be derived from our studies and a concluding statement.

The main research question of this dissertation was:

- *What value-based tensions do teachers who teach culturally diverse senior secondary vocational education and training classes report and to what extent are these tensions related to teachers' multicultural teaching competence (development) and background characteristics?*

To answer this main research question, the following sub-questions were investigated:

- *What value-based tensions do teachers teaching culturally diverse SSVET classes experience and to what extent are these related to their multicultural knowledge, skills and attitudes and background characteristics?*
- *What different SSVET teachers' tension profiles can be identified and how do these profiles relate to teachers' multicultural knowledge, skills and attitudes and background characteristics?*
- *To what extent does teacher inquiry lead to a change in teachers' multicultural knowledge, skills, and attitudes?*

These three sub-questions were answered in three studies, reported in four empirical chapters (Chapters 2 to 5), each addressing more specific sub-questions. In this chapter, the results of these studies are summarized and compiled into an overall conclusion, accompanied by a discussion of key findings, limitations, suggestions for further research, and implications for practice.

6.2 The main findings

The first sub-question focused on teachers' experiences of value-based tensions, in relation to how they perceived their multicultural knowledge, skills and attitudes. This question was approached in two ways, exploratory through a qualitative interview study and these outcomes were tested in a large-scale questionnaire.

The small-scale, exploratory study described in chapter 2, revealed that the value-based tensions between teachers and students as identified by Leeman (2006) in general education, e.g., tensions related to *diversity and communality, respect, justice, and personal autonomy*, could be confirmed for SSVET. However, the teachers in our present study reported an additional tension. *Professional ethics and stance* was identified as a new theme specific to the SSVET context. Tensions on *professional ethics and stance* were based on conflicts experienced by teachers regarding their own norms, values, and beliefs and those of their students on the one hand, and

the norms of the labour market with its own specific requirements for *professional ethics and stance* as a third party on the other. In addition to this new tension, this study revealed that most of the five types of experienced tensions were perceived as being caused by self-reported lack of skills. Less often, teachers experienced a shortage of knowledge or hindering attitudes when faced with value-based tensions.

The large quantitative study involving 898 teachers of 20 different culturally diverse SSVET schools, described in chapter 3, confirmed the value-based tensions identified in the exploratory study. Results of this study showed that value-based tensions were most often experienced related to *professional ethics and stance*, followed by *respect, diversity and communality, personal autonomy*, and *justice*, respectively. On average, tensions related to *professional ethics and stance, respect, and diversity and communality* were experienced relatively at the same level, and tensions related to *personal autonomy* and *justice* were experienced relatively rare. *Professional ethics and stance* tension occurred most frequently with the smallest differences between teachers and schools, which means that teachers, no matter their school or the location of their school experienced *professional ethics and stance* to the same, relatively high level.

This study also examined the extent to which teachers' self-perceived multicultural knowledge, skills and attitudes and background characteristics were related to the degree to which they experienced these value-based tensions. As one might expect, multicultural knowledge was found to be negatively related to the value-based tensions *diversity and communality, respect, justice*, and *professional ethics and stance*. The more multicultural knowledge teachers reported to have, the less tensions they experienced. However, multicultural skills in this study turned out to be positively related to the value-based tensions *professional ethics and stance, diversity and communality* and *respect*, respectively. The more multicultural skills teachers reported to have, the more tensions teachers experienced in these fields. Multicultural attitude was scored highest by the teachers in this study. This element was less clear in its relationships. This element had a positive correlation with *professional ethics and stance* and a significant negative correlation with *diversity and communality*. *Professional ethics and stance* played a prominent role in comparison with the other tensions. This tension appeared to be the only value-based tension statistically significantly associated with all three competence elements, either positively or negatively.

Our study also showed that some background and context characteristics correlated with teachers' experience of value-based tensions. Whereas younger teachers experienced more tension on *professional ethics and stance*, teachers teaching in the SSVET qualification levels 1,2 and 3 experienced more value-based tensions in the fields of *professional ethics and stance, personal autonomy*, and *justice*. Furthermore, teachers teaching in schools with more diversity in teacher population, mostly located in urban areas, experienced more value-based tensions with respect to *justice, personal autonomy* and *diversity and communality*. Next it was surprising to notice that teachers who received training on multicultural education experienced all value-based tensions more than teachers who did not. At the same time, our study also showed that

teachers who indicated a higher need for training, experienced more tensions related to *justice, diversity and communality* and *professional ethics and stance*.

We did not get a very satisfactory answer in our previous study. Multicultural knowledge, skills and attitudes and personal and background variables were found to be variously related to value-based tensions. No clear and distinctive picture emerged of how teachers can be supported when it comes to value-based tensions. Instead of a variable-based approach, we then adopted a person-centred approach that might bring us more information.

So, the second sub-question was about how teachers could be grouped into profiles based on perceived tensions and the relationship between these tension profiles and teachers' multicultural knowledge, skills and attitudes and background characteristics.

Based on a cluster analysis of the same questionnaire data from the study described in chapter 3, it appeared that teachers could be classified into three different profiles, namely: relaxed, rarely tense, and reasonably tense. The relaxed profile was composed of teachers who experienced all value-based tensions below the average of the total sample. The rarely tense profile consisted of teachers who experienced tensions that were slightly above the averages of the total sample. The reasonably tense profile was composed of teachers who experienced all tensions far above the sample average. The tensions were more or less all at the same level within the profiles. No clear profiles were found based on the type of tension or particular clusters of tensions, however, our study suggested that the culturally diverse student population creates tensions for teachers in SSVET and – depending on the type of profile – for some teachers more than others. Comparing the three profiles on multicultural skills it was notable that teachers with the relaxed profile reported having fewer skills than teachers with rarely tense and reasonably tense profiles, while the latter – experienced more tensions. This study indicated much more precisely that those who did not (yet) experience so many tensions across the board also did not (yet) possess many skills. Teachers in the reasonably tense profiles reported to have had more training on the topic of multicultural education. The same teachers who received (more) training and experienced more tensions also indicated that they needed training the most. The teachers with a reasonably tense profile worked mainly in the levels 1 and 2 of SSVET. *Professional ethics and stance*, previously found to be most common in culturally diverse SSVET, as described in Chapter 2 and 3, was one of the most frequently experienced value-based tensions in all three profiles.

The third sub-question focused on strengthening teachers' multicultural knowledge, skills and attitudes using teacher inquiry. The intervention study, as described in chapter 5, in which seven teachers investigated their own teaching practices in culturally diverse SSVET, showed a variation in the way teachers carried out their teacher inquiry. Not everyone completed the inquiry cycle and certain basic techniques, such as formulating a research question and reflecting on their data, took them much effort. Most teachers reported that they gained self-knowledge and knowledge about perspectives of their students. There seemed to be a relationship between the richness of the teachers' data gathering and their number of inquiry activities on the one hand and the degree of development of their multicultural teaching competence, on the other. More rich data gathering generated development in more domains of the used analytical model, the

interconnected model of teacher professional growth (Clark & Hollingsworth, 2002). The teachers who did not collect data reported learning mostly from experts who shared information, that made them develop mostly on multicultural knowledge aspects and less on skills and attitudinal aspects. Teachers performing all inquiry activities strengthened their multicultural teaching competence not only in terms of knowledge, but also in terms of skills and attitudes. These teachers were also able to accept and respond to cultural differences without judgment when they experienced tensions (Dabbah, 2014). Our research showed that systematic reflections and joint discussion are two steps in data collection cycles, which are important for the advanced development of multicultural teaching competence. Although certain basic techniques, such as formulating a research question and reflecting on their data, took some teachers much effort (Vrijnsen-de Corte, 2012).

6.3 Discussing the key findings

Special role of professional ethics and stance in SSVET

Two outcomes are worthwhile highlighting. First, value-based tensions as found in prior research in other types of education, namely *diversity and communality*, *respect*, *justice*, and *personal autonomy* (Leeman, 2006, Radstake, 2009) were confirmed for the vocational context of SSVET as well. Second, the vocational context makes that in our qualitative study, described in Chapter 2, we identified an additional tension, namely *professional ethics and stance*. As reported in chapter 2, teachers experienced this tension when coaching students on their professional attitudes. According to the teachers, it appeared that what they and the future profession expect in terms of values and norms could conflict with personal values of students. The large quantitative study, described in chapter 3, confirmed *professional ethics and stance* as a specific value-based tension for the SSVET context. This was even reported as the most felt tension. The various associations of *professional ethics and stance* with multicultural knowledge, skills and attitudes are discussed further in the next section.

Professional ethics and stance is a unique contribution of this dissertation to the knowledge base about tensions. All teachers, confronted with a wide variety of beliefs and value orientations in their culturally diverse SSVET classrooms, may experience conflicts regarding their own norms, values and beliefs and those of their students on the one hand (Banks, 2004; Leeman, 2006; Veugelers & Kat, 2001), and the norms of the labour market with its own specific requirements for professional ethics and attitudes on the other. These three stakeholder groups (student, teacher, and labour market) are important for the integration of occupation and education but may hold different visions of what is considered professional behaviour and conduct. Especially in competence-based SSVET, professionals from the vocational field play a crucial role in bridging the gap between profession and school (Biemans et al., 2004; Wesseling et al., 2007). So, in comparison to general education, the labour market with its own professional perspectives can be regarded as a significant other, which apparently brings in a potential extra tension. This is also evidenced by the fact that developing a vocational identity for students in SSVET is a struggle in itself (de Bruijn et al., 2006; Glaudé et al., 2011), as it involves not only knowledge, skills and

attitudes, but also typical occupational habits. This struggle endorses that the relationship with professional practice requires significant attention and may explain that when professional practice also is involved, it can create additional tensions. Moreover, many SSVET teachers who are broadly trained in their single subject or discipline in teacher education appear to find themselves between two fronts. They experience a possible duality in their identity as SSVET teachers with, on the one hand, their general teaching skills gained in teacher education and, on the other hand, the necessary knowledge of professional practice (Andersson, Hellgren & Köpsén, 2018; Fejes & Köpsén, 2014). In such a case, they have to acquire the necessary knowledge of professional practice themselves and keep it up to date (de Bruijn, 2013). Compared to secondary education, SSVET is not only about teacher-student interaction when it comes to experience value-based tensions but also about interaction with the professional practice. Based on the results of this dissertation, we redefine value-based tensions as experienced by teachers in culturally diverse SSVET as an internal struggle between one's own values and norms on the one hand, the demands of the professional context as a significant other in terms of professional ethics and stance on the other, and the wide and rich diversity of norms and values of the diverse student population.

The unique role of multicultural skills

In the first qualitative study (Chapter 2), teachers reported that the tensions they experienced were mainly caused by a lack of skills. In the subsequent quantitative study (Chapter 3), the reverse appeared to be true: the more skills teachers reported they had, the more tensions they experienced. The finding that teachers with more skills experienced more tensions is striking with the first study and also inconsistent with literature that states that teachers with multicultural skills tend to do better in culturally diverse classrooms (Deardorff, 2009; Taylor & Quintana, 2003; Paccione, 2000). The positive association between skills and the experience of tensions intrigued us, and literature cannot help providing a logical explanation. One possible explanation we hypothesized is that teachers with more multicultural skills may be more aware of and sensitive to tensions or more likely to recognize them. Also, these teachers may be more daring to experiment in their classes and may experience tensions in the process as a result. These teachers may be more likely to discuss sensitive topics, making tensions more likely to arise. Another explanation for the unexpected correlation with skills could be that teachers with more training, longer experience and more skills are more often "placed" by their schools in the difficult classes, thus experiencing more tensions.

The difference in results between the first two studies may also be methodological in nature. One study was qualitative in its approach and in the second quantitative questionnaire study, the phrasing of the skills items also may play a role of how skills are perceived. Furthermore, there is also a difference in participation of the number of teachers in the studies, which was greater in the second study.

In our final small intervention study (Chapter 5), we found that skills development played a role in dealing with perceived tensions. Given the different outcomes regarding the relationship between skills and experiencing tensions, the question is how we should focus on skills related to

their multicultural competence when professionalizing teachers. Knowledge, skills and attitude can be conceptually distinguished as elements of multicultural competence however the correlation between them in this dissertation also shows that they positively reinforce each other.

Multicultural knowledge shows a much more constant picture in this dissertation that more knowledge leads to less tension. Since that in skills there is an actionable knowledge concept (Caniglia et al., 2021; Smit et al., 2005) it would be good to work on multicultural knowledge first and only then on skills when strengthening multicultural competence. Action-oriented knowledge is based on the assumption that the relationship between knowledge and action, as the beginning of skills, begins with knowledge, that is, knowing something and acting on it. A lack of multicultural knowledge in culturally diverse classrooms (Capella-Santana, 2003; Chouari, 2016; Taylor & Sobel, 2001) implies that teachers have less knowledge of values and norms of other cultural backgrounds (Gay, 2002) and explains why these teachers may have experienced more value-based tensions. In contrast, teachers with more multicultural knowledge experienced fewer value-based tensions because of their understanding, but also perhaps because they knew that certain tensions were logical (Henze, Katz & Norte, 2000; Washington, 2003).

Context and background characteristics of teachers matter in experiencing tension

This dissertation also showed that some background and context characteristics matter with regard to teachers' experience of value-based tensions. As described in chapter 3, younger teachers experienced more tensions on *professional ethics and stance*, while teachers teaching in the SSVET qualification levels 1 and 2 experienced more value-based tensions in the field of *professional ethics and stance*, *personal autonomy*, and *justice*. Furthermore, teachers teaching in schools with more diversity in the teacher population, mostly located in urban areas, experienced more value-based tensions with respect to *justice*, *personal autonomy* and *diversity and communality* (Kern et al., 2012). Remarkably, teachers that received training on multicultural education experienced all value-based tensions more than teachers who did not get any training in this field. And these same teachers also had the highest scores on self-perceived skills. The fact that they had the most training might explain why, in their own opinion, they thought they may have acquired skills, but in practice it did not prevent them from experiencing more tensions. Perhaps more training has made teachers more aware of and receptive to tensions. Also, it could be that the skills training was primarily based on learning how to deal in standard situation, and those skills did not work for students with different cultural backgrounds, let alone in a mix such as in culturally diverse SSVET classes. Moreover, those general trainings may have focused primarily on teacher-student interactions, and the question is of whether the role of professional practice is included. The SSVET teachers probably have to make this part their own which may lead to additional tension in the area of *professional ethics and stance*. Remarkably, the same teachers who received (more) training and experienced more tensions also indicated that they needed training the most. Perhaps in this case they would like to have additional training because of greater awareness of tensions they experienced or perceived gaps in their expertise.

Teachers with a reasonably tense profile worked mainly in the levels 1 2 and 3 of SSVET. The student population in these levels of the Dutch SSVET is even more diverse than in level 4. The students in levels 1, 2 and 3, compared to students in the higher levels, have very different starting points and background characteristics and very specific needs that require a different approach from teachers (Groenveld & Van Steensel, 2009; Lesterhuis, 2010). Relationships of trust, clear structure and direction are very important for level 1 and 2 students (Lesterhuis, 2010). Teachers at these levels have to provide more guidance and direction to their students and are therefore closer to their students, making them more likely to notice and experience the cultural differences. The finding that younger teachers experienced more values-based tensions underscores the importance of attention in teacher education to aspects such as dealing with differences and awareness among student teachers that students from culturally diverse backgrounds may behave differently based on different value orientations. Moreover, when preparing teachers to teach culturally diverse SSVET, it is important to pay particular attention to *professional ethics and stance* as a specific tension for this context.

In the highly culturally diverse Dutch SSVET, there is a high demand from schools, especially in urban cities, for teachers with a migration background (i.e., teachers who were themselves born in a non-Western country or with at least one parent born in a non-Western country). The aspiration of these schools is mainly based on good representation of the culturally diverse society and at the same time that these teachers can act as role models for students with a migration background (Driessen, 2015). With only 6.3% of the teacher population, these teachers are severely underrepresented in the Netherlands (CBS Statistics, 2018). Not much is known about the specific performance of these teachers in Dutch educational context. In the exploratory study, described in chapter 2, teachers with a migration background reported no tensions, while the large-scale questionnaire study in chapter 3 found no significant correlation with these teachers' experience of values-based tensions. Kern, Roehrig and Wattam (2012) emphasized that teachers with a migration background, like teachers without such a background, must also learn to provide students with a migration background with the most appropriate educational environment and thus may also experience tension.

6.4 Broader context of main results

Globalization has broadened the cultural spectrum in Western countries where many people live in culturally diverse societies. In addition to the opportunities that cultural diversity offers, each country struggles in its own way to accommodate cultural diversity, which is sometimes fertile ground for tensions. Tensions are often causing friction because of differences in norms and values. Bridging differences requires empathizing with others and being willing to take those differences into account. Consistent with diverse societies, education is becoming more culturally diversified, and teachers are increasingly confronted with tensions in their daily practice that they are unsure of how to handle properly. Concerns about the incompatibility of norms and values have led to calls for special attention to cultural diversity in SSVET schools with specific emphasis on dealing with value-based tensions (Ministry of Education, Culture and Science, 2019; Radstake, 2009). To the best of our knowledge, no other specific research has been

done on teachers in SSVET with regard to value-based tensions, nor on the aspects that influence their experience of those tensions, as is the case in this dissertation.

In a recent study (Rozier et al., 2020) comparing VET education in Europe, SSVET in the Netherlands in the levels 1 and 2 was found to be best connected to the labour market. This dissertation shows that teachers, especially at these levels, experienced the most tensions. The question that then arises is whether and what the role of the labour market is in this with regard to *professional ethics and stance* and whether it should be included in training for multicultural education for teachers of culturally diverse SSVET or should we accept it the way it is? One of the benefits of the strong connections to the labour market would be to promote the employment of students once they graduate. And yet, students with a migrant background find it more difficult to find a job after graduation and to find internships during their study (ROA, 2018; Inspectie van het Onderwijs, 2021; Bisschop et al., 2020); there are some reports of internship discrimination (Andriessen et al., 2020; 2021). Internship discrimination reduces equal opportunities for students at culturally diverse SSVET and ultimately affects the labour market as students often continue to work at their internship address after graduation (Kuijpers et al., 2011; Schipper, 2015). Based on this dissertation, it is suggested at least working on *professional ethics and stance* is important, even if it is only part of the story, because the professional field must also be investigated on this tension. Perhaps it could also clarify the role of *professional ethics and stance* during the internship. Looking at it from another perspective, if *professional ethics and stance* of these students would be the problem at internship companies, the question is to what extent these students have to fully adapt to professional codes and whether these codes are also subject to change. It would also be appreciated (or should be appreciated) if the students stay true to themselves as diversity is more and more appreciated and expected within organizations. On the other hand, there is also bias from the labour market that can only further increase the tension on *professional ethics and stance* (Bonoli & Liechti, 2018). So, the question is to what extent a teacher should care about the developments in the labour market and take them into account in its teaching.

6.5 Limitations and suggestion for future research

This section discusses the limitations of this dissertation and suggestions for future research.

In this dissertation data were collected using different methods: semi-structured interviews, a focus group interview, questionnaires, and reports from teachers. However, we relied largely on self-report data, in part because experiencing tensions is something very personal. In addition, we did not conduct classroom observations or ask students for their input to validate responses of teachers to the questionnaire. It remained thus unclear to what extent reported multicultural knowledge, skills and attitudes actually translated into teacher performance, but also what students perceived in terms of their own tensions and competence (development). For future research it is important to take into account not only the teacher's behaviour, but also the teacher's intentions or considerations (Theeuwes et al., 2019) and student or class observations for a better interpretation of teacher performance.

There is some concern that the different pathways lead to differences in the quality of teachers in SSVET (Tomblin & Haring, 1999). We did not distinguish in our studies between teachers of professional subjects and teachers of more general subjects in terms of experiencing tension regarding professional ethics and attitudes. It would be interesting to investigate in follow-up research whether teachers of general subjects experience duality in their identity (Andersson et al., 2018; Fejes & Köpsén, 2014) as SSVET teachers in their own exploration of knowledge of professional practice and what role *professional ethics and stance* plays in this.

For follow-up research, it may also be interesting to explore the extent to which it may be useful to involve the professional field as a significant other in dealing with tensions on *professional ethics and stance*. Internship supervisors in the workplace in general might also benefit from strengthening their multicultural knowledge, skills and attitudes in order to adequately supervise culturally diverse SSVET students. In training teams that increasingly operate as so-called “extended teams” consisting of teachers and practice educators (Nieuwenhuis, 2013), it should be possible to support each other in the area of *professional ethics and stance*.

The intervention study provided interesting insights into the processes underlying the strengthening of multicultural competences by teachers using teacher inquiry. However, the study was conducted on a small scale with a purposefully selected sample of seven teachers who were willing to cooperate and had no experience with conducting inquiry. We did not know their competences and value-based tensions beforehand, nor can we say what they wanted to learn based on their (tension) profiles, since this study took place at an earlier stage than the survey study. Thus, the qualitative interpretation of the data provides no more than a first indication or trend, requiring confirmation in other, perhaps larger scale studies. Obviously, processes might be quite different with teachers who have more experience with conducting inquiry and when this research is carried out at a larger scale with a teacher sample that is more varied. By using the model of Clarke and Hollingsworth (2002), we gained better insight into the professional growth of teachers using teacher inquiry. We focused in particular on whether or not the different domains of Clarke and Hollingsworth (2002), such as personal domain, domain of consequence, domain of practice and external domain, were mentioned by teachers. In future research on professional growth, the coding scheme developed in this study, can be validated. Studying specific learning of teachers regarding multicultural teaching competence within the different domains is also an interesting perspective for further research.

Finally, another suggestion for further research is to explore what solutions teachers have for the tensions they experience. Exploring good practices could contribute to the knowledge base of a non-deficit approach to culturally diverse teaching (Dolby, 2012) in which value-based tensions are not only approached from the negative connotation they have but are also seen as positive learning opportunities for teachers.

6.6 Implications for practice

The international TALIS survey of teachers 2018 (OECD (2019) shows that only 16.9 percent of Dutch teachers feel adequately prepared to teach in culturally diverse schools. The value-based

tensions presented in this dissertation can be used to make current teachers teaching culturally diverse SSVET aware of this and help them reflect on their own values, norms, and the differences with their students. During professional development programs, teachers can be helped to turn lived experiences with value-based tensions into meaningful learning moments (Pillen et al., 2013). The developed questionnaire in this dissertation can be completed by teachers in order to get insight in their own tensions and multicultural knowledge, skills and attitudes. The three distinguished profiles can be useful in various ways for SSVET schools as they are also related to teachers' self-perceived multicultural knowledge, skills, and attitudes. First, the profiles can help to distinguish degrees of experienced tensions, in order to guide teachers differently. Second, they can help to focus on strengthening competence or self-confidence in order to reduce tensions, and third, certain tensions are more common and could therefore receive more attention in training and guidance. Consideration of the established struggle of SSVET teachers with *professional ethics and stance* by school and professional practice may help to improve the connectivity between the three above mentioned stakeholders, teachers, students, and professional practice, even more in the future. Doing so would involve adjustments for both students and educators (both in school and in the professional practice). For SSVET students, tasks and programs can be adapted in terms of *professional ethics and stance* and student teachers need to be made aware that these *professional ethics and stance* tensions may arise in order to anticipate to them.

Using value-based tensions and profiles in teacher education

The above-mentioned implications for culturally diverse SSVET schools could be useful for teacher education. Most teacher education programs teach concepts of education in a culturally neutral manner, with limited attention to culturally diverse school practices and without recognizing that this framing is guided by norms and expectations of mainstream, middle-class, European-American culture (Caldera et al., 2019). The demographics of (student) teachers, predominantly white middle class with often little exposure to cultural values and norms outside of their own (Batchelor et al., 2019), may cause them to experience value-based tensions in culturally diverse classrooms. The value-based tensions teachers experience in culturally diverse SSVET and profiles of teachers experiencing these tensions can be useful for teacher educators in further developing their competence frameworks for dealing with cultural diversity in classes (Caena, 2014; OECD, 2017; Siarova & Tadjman, 2018).

On the one hand, the value-based tensions can be used as 'study material' to help student teachers become aware of value-based tensions and to help them reflect on their own values, norms, and beliefs. Lack of knowledge of own implicit and cultural biases can negatively impact how (student) teachers judge student behaviour and influence their decisions to manage the behaviour (Batchelor et al., 2019, Whitford & Emerson, 2019). Recognizing their implicit biases and reflecting on how those biases influence their expectations for student behaviour and their interactions with students will help student teachers have respectful and culturally affirming interactions with students in culturally diverse classes (Brown, 2004; Caldera et al., 2019; Gay, 2000). Furthermore, by transferring lived experiences of student teachers with value-based

tensions during internships into meaningful learning moments will help student teachers to grow (Meijer, 2011).

The cases inquired by teachers during the intervention, described in chapter 5, can be used for case-based learning as it supports critical thinking and showed to increase pre-service teachers culturally responsive teaching (Harn & Meline, 2019). The use of these practice related cases can enable student teachers to find ways to label experiences with value-based tensions and become aware of their own culturally determined preferences (Gay, 2000).

Furthermore, in the same way as in SSVET schools, the three profiles can be useful as a reflection tool in the teacher education and for professional development, as different groups of teachers have been distinguished and some groups need additional training in all tensions. Specific to SSVET, *professional ethics and stance*, and to a lesser extent *respect*, are particularly important value-based tensions in all three distinct profiles and will need to receive additional attention in teacher education. Besides that, the profiles and value-based tensions provide a language for reflection continuing discussing them will help raise awareness.

The results show that young (beginning) teachers experience more tension in terms of *professional ethics and stance*. This result may perhaps have to do with the fact that in teacher education, attention is paid to different value orientations among students from culturally diverse backgrounds which allows them to see their own behaviour differently and deal with things differently in the classroom, but the question is whether sufficient attention is also paid to workplace learning, internship, and professional attitude. In the same vein it is also the question how teachers see themselves in their professional identity, and whether there is professional practice identity in there. There, too, teacher education could play a role specific for SSVET education by addressing knowledge of professional practice.

The level of multicultural knowledge, skills and attitude can be seen as an indicator for the experience of value-based tensions. The training that teachers have taken to increase their multicultural knowledge, skills and attitudes is likely to be general training and not specific to vocational education. The skills they learn to some extent may work well for dealing with student tensions, but perhaps not for dealing with those caused by professional practice, because professional practice is not involved in what they learn. In any case, this dissertation shows that special attention is needed when training teachers specifically for the SSVET schools. Regular training would fall short for these teachers if *professional ethics and stance* were not addressed. A training module including professional practice participation in the area of *professional ethics and stance* would serve (novice) teachers in culturally diverse SSVET well.

Training should target all three components, multicultural knowledge, skills, and attitudes. Perhaps training could focus first on awareness and next on multicultural knowledge and attitude as a basis for further skills development. This can be accomplished by having teachers conduct research on tensions they experience, as described in Study 3 in Chapter 5. Furthermore, teacher educators can increase the effectiveness of their approach to value-based tensions if they take into account the differences among student teachers and adjust the choice of their methods

accordingly. For identifying the differences among student teachers, the same questionnaire used in this dissertation can be useful to get insight in student teachers' own tensions and competences. By analysing their answers to the questionnaire, you could possibly also gain insight into the different tension profiles of student teachers.

Since the intervention study mainly showed how multicultural (self)knowledge of teachers can be strengthened, this dissertation concludes with some suggestions from the literature for teacher educators. The acquisition of multicultural knowledge, skills and attitudes does not happen without a multicultural context and thus should not take place only in culturally homogeneous classrooms using only theory. On the other hand, placing students only in context without the necessary multicultural theory is considered not done (Agirdag et al., 2016). Teacher educators have to offer students in teacher education the opportunity to do an internship in a culturally diverse SSVET classroom in order to experience what student behaviours may be related to cultural values and norms (Arnesen et al., 2010). It is helpful that they also visit, observe, and speak to culturally diverse classrooms themselves. Perhaps the best context is the levels 1, 2 and 3 of SSVET where teachers experience the most value-based tensions. Teacher educators might then be better able to guide these students to transform the lived experiences of value-based tensions into meaningful learning moments and help them grow (Gay, 2000; Meijer, 2011). Discussions can be held about incompatibility of norms and values with the aim of breaking through cultural boundaries to create understanding (Banks, 2001; Gay, 2010; Radstake & Leeman, 2010; Schuitema et al., 2017). Teacher educators should be facilitated to make the transition to inclusive education with equal opportunities for every student regardless of sex, age, gender, religion, ethnic background, socioeconomic status, sexual orientation, and disability. This can take the form of, for example, professional learning communities in which, in addition to developing inclusive education, tools are also developed to teach student teachers culturally responsive teaching. One setup for this might be to work across the years of teacher education to raise awareness, analyse curricula on cultural responsiveness, and develop additions in this area. Furthermore, the culture-sensitive attitude and skills of the student teachers are promoted. When it comes to value-based tensions all teachers in SSVET should be able to deal with them and know what is going on in their culturally diverse classes, while often citizenship teachers are asked questions by their colleagues when it comes to dealing with cultural diversity (Oberon, 2021). Helping reduce tensions is good for every teacher, given the pressures on the teacher labour market.

6.7 Back to my own case

Now at the end of this dissertation, I would like to look back at my own approach as a beginning teacher in a similar class in the example, as described in Chapter 1. In doing so, I removed a student who was causing tension from his group during collaborative learning and let him work alone. In retrospect, the cause had a lot to do with his attitude that bothered me and my colleagues, which I would now perhaps characterize as tension in terms of *professional ethics and stance*, because in the profession for which he was trained, collaborating around a case is very important. I also interpreted his actions as very disrespectful and I was not aware of different

value orientation of his and mine, although I gave him just a little more space to be himself than my colleagues who felt he had to fully accommodate himself. At that time, I really did not possess much multicultural knowledge; and I was perhaps aware of my own cultural background and a little bit of native background and that was where it stopped. In addition to my cultural background, my somewhat more open attitude may have caused colleagues to send such a student to me to resolve, but multiculturally competent I certainly was not. When I look back at the indicated profiles, I enjoyed teaching at levels 1, 2 and 3 of SSVET where my colleagues may have been reasonably tense sending those students to me and I was rather relaxed making the wrong decision. Now I know that value-based tensions can arise, but we can have the competences to deal with them. Being aware of our own attitude and views already helps. That influences our actions as a teacher!



ADDENDUM

References

Appendix A

Appendix B

Summary

Nederlandstalige samenvatting

Resumen na Papiamentu

Curriculum Vitae

List of publications

Dankwoord

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Appendix A

Value-based tensions

Value-based tensions	Description of the tension
Diversity and Community	How to cope with group differences in terms of ethno-cultural background. The tension is that teachers mainly focus on the differences between students and not on the similarities.
Respect	Involves disrespect of students towards female teachers and school rules, disrespectful interaction between students and authority problems in the class.
Professional ethics and stance	Tensions or different values of teachers compared to students in coaching students on their professional attitudes and work ethics with regard to punctuality, integrity, dealing with authority and professional standards.
Justice	Tensions related to whether or not teachers acts fairly, according to the students, when assessing students' work or evaluating students' behaviour.
Personal Autonomy	Tensions often occur with individual students who, in the teachers' opinion, choose loyalty to the group rather than acting more autonomously in their decisions.

Appendix B

Questionnaire

This questionnaire presents the English translation of the Dutch version of the statements and responses used in this dissertation.

General information

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Don't want to say

What is your age (in years)?

- ☐ Year...

What is your highest completed education?

- ☐ PhD
- ☐ University education
- ☐ Higher professional education
- ☐ Secondary vocational education
- ☐ Secondary education
- ☐ Primary education
- ☐ Other,...

How did you obtain your teaching certification?

Multiple answers are possible.

- ☐ Teacher education full-time
- ☐ Teacher education part-time
- ☐ Pedagogical didactic certificate
- ☐ Other, ...
- ☐ I do not (yet) have a teaching qualification
- ☐ I have other qualifications in addition to my teaching certification, namely....

Within which SSVET sector does the department in which you do most of your teaching fall?

Multiple answers are possible.

- ☐ Trade and Fashion, Interior, Textile and Carpet
- ☐ ICT and Creative Industry
- ☐ Mobility, Transport, Logistics and Maritime
- ☐ Specialist Craftsmanship
- ☐ Engineering and construction
- ☐ Food, Green and Hospitality
- ☐ Business Services and Security
- ☐ Healthcare, Welfare and Sport
- ☐ Entrance training
- ☐ Other,...

How many years have you been providing education at the SSVET?

- ☐ Years ...

A

At what qualification level do you provide most of your education?

- ☐ Level 1
- ☐ Level 2
- ☐ Level 3
- ☐ Level 4

Within which course type do you provide most of your education?

- ☐ BOL (School-based learning pathway)
- ☐ BBL (Work-based learning pathway)
- ☐ Other...

In which province is your secondary school located?

- ☐ Drenthe
- ☐ Flevoland
- ☐ Friesland
- ☐ Gelderland
- ☐ Groningen
- ☐ Limburg
- ☐ Noord-Brabant
- ☐ Noord-Holland
- ☐ Overijssel
- ☐ Utrecht
- ☐ Zeeland
- ☐ Zuid-Holland

Were you born in the Netherlands?

- ☐ Yes
- ☐ No, in...

Was your mother born in the Netherlands?

- ☐ Yes
- ☐ No, in...

Was your father born in the Netherlands?

- ☐ Yes
- ☐ No, in...

Were any of your grandparents born outside the Netherlands?

- ☐ No
- ☐ Yes, in...

Have you received training/course in the field of intercultural education in the past?

- ☐ Yes
- ☐ No

What is your need for professionalization in the field of intercultural education?

- ☐ No need
- ☐ Some need
- ☐ Neutral
- ☐ Some need
- ☐ Great need

Situations in culturally diverse senior vocational education and training (SSVET).

Literature: Radstake, H. (2009). Teaching in diversity: teachers and pupils about tense situations in ethnically heterogeneous classes. Antwerpen, Apeldoorn: Garant.

The following statements address situations in culturally diverse SSVET.

All statements used the following response alternatives to indicate to what extent teachers agree or disagree:

- The situation hardly ever occurs
- The situation rarely occurs
- The situation sometimes occurs/not occurs
- The situation occurs frequently
- The situation almost always occurs

- Q1. One or more students accuse me of discrimination.
- Q2. One or more students do not want me to intervene in the content of a quarrel in the class.
- Q3. One or more students do something that is not allowed by the school.
- Q4. One or more students do not do not respect my opinion as teacher.
- Q5. One or more students do not want to cooperate when a collective problem of the classroom has to be solved.
- Q6. One or more students refuse to tell the truth to me as the teacher (for example about a fight or when something had been stolen at school) because they do not want to betray the culprit.
- Q7. A boy refuses to do what I tell him to do, because it is a 'girls' job' in his opinion (for example, take notes on group work).
- Q8. One or more students make a contemptuous remark about someone's personal property because it is old fashioned.

The following statements address situations during class discussions in culturally diverse SSVET.

Literature: Radstake, H. (2009). Teaching in diversity: teachers and pupils about tense situations in ethnically heterogeneous classes. Antwerpen, Apeldoorn: Garant.

- Q9. One or more students do not want to listen to classmates during a class discussion.
- Q10. One or more students do not respect each other when talking about political or religious subjects.
- Q11. One or more students make discriminatory comments about someone's appearance or cultural background during a class discussion.
- Q12. During a class discussion one or more students do not dare to open their mouths.
- Q13. During a class discussion students quarrel about sexuality issues.

Professional Ethics and Stance Scale.

The following statements deal with situations related to the professional component (school and/or internship) in the training.

Literature: Tielman, K., Wesselink, R., den Brok, P. J., & Hirzalla, F. (2022). Teachers self-perceived multicultural competence and their experience of culturally loaded value-based tensions in Senior Secondary Vocational Education. *Pedagogische Studiën*, 99(2), 114–134.

- Q14. One or more students experience working with vocational authenticity learning tasks/simulations at school as cumbersome.
- Q15. One or more students have difficulty displaying professional behaviour in the professional context (such as taking initiative, daring to ask questions, arriving on time, use of language, appropriate distance/proximity to third parties).
- Q16. One or more students have difficulty performing certain professional tasks towards a specific target group because of their background/beliefs.
- Q17. One or more students have difficulty with certain regulations in professional situations (man versus woman, professional clothing, safety aspects).
- Q18. One or more students have difficulty dealing with authority in the workplace.
- Q19. One or more students find it difficult to show that they are unable to do or do not know something.
- Q20. One or more students find it difficult to discuss the professional code/standards.
- Q21. One or more students have difficulty receiving feedback from their supervisors on their professional attitude.
- Q22. One or more students have difficulty finding an internship.
- Q23. With one or more students, as a teacher, I have difficulty cooperating with the internship supervisor at the internship workplace.

The following statements address multicultural skills, knowledge and attitude of teachers in culturally diverse SSVET.

All statements used the following response alternatives to indicate to what extent teachers agree or disagree:

- Totally disagree
- Somewhat disagree
- Not disagree/disagree
- Somewhat agree
- Totally agree

Skills

Literature: Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., & Navarro, R. (2011). The Multicultural Teaching Competency Scale: Development and Initial Validation. *Urban Education*, 46(3), 440-464

- Q 24. I integrate the cultural norms, values and lifestyles of ethnic minority groups into my teaching
- Q 25. I plan many activities to celebrate diverse cultural practices in my classroom
- Q 26. I plan school events to increase students' knowledge about cultural experiences of various ethnic groups

- Q 27. My curricula integrate topics and events from ethnic minority populations
- Q 28. I make changes within the general school environment so that ethnic minority students will have an equal opportunity for success
- Q 29. I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction
- Q 30. I rarely examine the instructional materials I use in the classroom for ethnic biases (stereotypes)
- Q 31. I often include examples of the experiences and perspectives of ethnic groups during my classroom lessons

Knowledge

Literature: Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., & Navarro, R. (2011). The Multicultural Teaching Competency Scale: Development and Initial Validation. *Urban Education*, 46(3), 440-464

- Q 32. I am knowledgeable about particular teaching strategies that affirm the ethnic identities of all students
- Q 33. I have a clear understanding of culturally responsive pedagogy
- Q 34. I am knowledgeable about ethnic identity theories
- Q 35. I am knowledgeable of how historical experiences of various ethnic minority groups may affect students' learning
- Q 36. I understand the various communication styles among different ethnic minority students in my classroom
- Q 37. I am knowledgeable about the various community resources (community centers, sports facilities, mosques, churches, etc.) within the city that I teach

Attitude

Literature: Ponterotto, J.C., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural attitude survey. *Educational and Psychological Measurement*, 58, 1002-1016. Sage Publications, Inc.

- Q 39. I find teaching a culturally student group rewarding
- Q 40. Teaching methods need to be adapted to meet the needs of a culturally diverse student group
- Q 41. Teachers have the responsibility to be aware of their students' cultural backgrounds
- Q 42. As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging
- Q 43. I can learn a great deal from students with culturally different backgrounds
- Q 44. To be an effective teacher, one needs to be aware of cultural differences present in the classroom
- Q 45. Regardless of the makeup of my class, it is important for students to be aware of multicultural diversity
- Q 46. Being multiculturally aware is relevant for the subject I teach

Summary

Culturally diverse classes offer a unique opportunity for enriched learning. Diversity exposes a variety of different perspectives and approaches, which stimulates creativity-related cognitive processes. Interaction between students in these classes will enhance their motivation and make them better able to participate in a culturally diverse society. The teacher's role as a facilitator of a culturally diverse class is essential. When teachers of culturally diverse classes take into account the cultural and social background of the students and use their cultural characteristics in teaching, it is an enrichment for the whole class.

Regardless of the opportunities that cultural diversity offers, each teacher struggles in its own way to accommodate cultural diversity, which is sometimes fertile ground for tensions. Teachers often consider working with culturally diverse classes as a source of tension and feel overwhelmed by the growing cultural, socio-economic, and other diversity of their students in dealing with the differences in socio-economic and cultural backgrounds of their students. They feel ill-prepared and overwhelmed by the immense growth of cultural diversity in their classes. The enormous increase in the number of students with culturally diverse backgrounds in schools in the Netherlands in recent decades applies especially to Senior Secondary Vocational Education and Training (SSVET), where these students are more likely to enter and in some large cities constitute up to 80% of the student population. The Dutch education system encompasses separate schools for SSVET, a four-year school-based program at level 4 of the European Qualification Framework. SSVET prepares students for work or tertiary education at four different qualification levels by means of different courses.

One of the concerns teachers of culturally diverse classes is the incompatibility of norms and values between themselves as teachers and their students and amongst students, so-called value-based tensions. Teachers of culturally diverse classes consider values-related tensions to be the most difficult to deal with. As part of their moral and socializing task, teachers want to recognize students' values, but also take into account their own values, while ensuring that students with many different value orientations respect each other and teachers' different orientations. Values are judgements based on a notion of what is good and what is bad; they refer to concepts of a 'just life'. Leeman (2003; 2006) conducted an interview study on secondary-school teachers and their dilemmas in culturally diverse classes. She highlighted tense situations in which four values were threatened, namely: *diversity and communality*, *respect for school and teacher*, *justice*, and *personal autonomy*. In this dissertation, value-based tensions in SSVET are seen as the teacher's internal struggle between his/her own beliefs, norms and values versus the student's culturally formed beliefs and perspectives on norms and values. Based on our results, we add that the demands of the professional context as a significant other in terms of professional ethics and stance play an essential role in value-based tensions.

Teachers' experiences of tensions in culturally diverse classes are related to their multicultural teaching competence, which is reflected in knowledge, skills and attitudes. Multicultural competent teachers are assumed to be aware of multicultural issues, have an empathic attitude

to cultural diversity and behave sensitively when facing tensions. Spanierman et al. (2011) define multicultural teaching competence as *an iterative process in which teachers continuously (a) explore their attitudes and beliefs about multicultural issues, (b) increase their understanding of specific populations, and (c) examine the impact this awareness and knowledge has on what and how they teach as well as how they interact with students and their families* (p. 444). Multicultural teaching competence is seen as multicultural knowledge, skills, and attitudes, integrated with each other. For the reason of the measurability of multicultural teaching competence, the components of knowledge, skills and attitudes are sometimes, as in this dissertation, considered separately. Previous studies on components of competence have been conducted mainly in primary and secondary education. To strengthen teachers' multicultural competence, it is important to know what value-based tensions SSVET teachers experience, how they perceive their multicultural knowledge, skills, and attitudes, and how these are related to their perceived value-based tensions.

Many teachers perceive that they are insufficiently competent in taking into account cultural diversity in the classroom and report to lack multicultural knowledge, skills and attitude. Professional development is therefore crucial to increase ability in dealing with culturally diverse groups of students. In doing so, teachers gain deeper knowledge about cultural backgrounds, enhance teaching skills, and gain insight into their attitudes toward cultural diversity in their classrooms. Teacher inquiry is seen as an effective strategy for encouraging professional development improving multicultural knowledge, skills and attitudes.

In this dissertation the main research question was:

What value-based tensions do teachers who teach culturally diverse senior secondary vocational education and training classes report and to what extent are these tensions related to teachers' multicultural knowledge, skills and attitudes (development) and background characteristics?

Specification of this main research question using our conceptual framework leads to the following sub research questions.

The first sub-question focused on teachers' experiences with value-based tensions in relation to how they perceive their multicultural knowledge, skills, and attitudes. This question was approached in two ways, explorative through a qualitative interview study and quantitatively through a large-scale survey:

1. *What value-based tensions do teachers teaching culturally diverse SSVET classes experience and to what extent are these tensions related to their multicultural knowledge, skills and attitudes and background characteristics?*

The second sub-question was about how teachers can be grouped into profiles based on perceived tensions and the relationship between these tension profiles and teachers' multicultural knowledge, skills and attitudes and background characteristics. The question reads:

2. *What different SSVET teachers' tension profiles can be identified and how do these profiles relate to teachers' multicultural knowledge, skills and attitudes and background characteristics?*

The third sub-question focused on strengthening teachers' multicultural knowledge, skills and attitudes using inquiry:

3. *To what extent does teacher inquiry lead to a change in teachers' multicultural knowledge, skills, and attitudes?*

To answer the overarching research question and sub-questions, three studies were conducted, which are reported in four empirical chapters (Chapters 2 to 5).

Chapter 2

The first study of this dissertation was a small-scale exploratory study to investigate what value-based tensions teachers encountered when teaching in culturally diverse SSVET classes focussing on sub-question 1. This exploratory study also examined the reported tensions by teachers in terms of knowledge, skills and attitudes as a possible cause to deal effectively with the experienced tensions. The following research question was investigated:

What tensions do teachers report to experience in culturally diverse SSVET classes, and how do teachers perceive their multicultural knowledge, skills, and attitudes?

Participants in this study (n=16) were teachers from five different SSVET schools, each with more than 60% students from immigrant backgrounds. Semi-structured individual interviews were used to gain insight into value-based tensions experienced by teachers and their possible shortcomings in skills, attitudes or knowledge while teaching culturally diverse SSVET classes. The interviews were analysed both deductively, using value-based tensions (Leeman, 2006) as sensitizing concepts, and inductively with a dedicated focus on new value-based tensions that may emerge from the data. In addition, teachers' self-perceived lack in skills, knowledge, or hindering attitudes during the experience of the reported tensions were identified.

This chapter revealed that the value-based tensions between teachers and students as identified by Leeman (2006) in general education, e.g., tensions related to *diversity and communality*, *respect*, *justice*, and *personal autonomy*, could be confirmed for SSVET. However, the teachers in our present study reported an additional tension. *Professional ethics and stance* was identified as a new theme specific to the SSVET context. Tensions on *professional ethics and stance* were based on conflicts experienced by teachers regarding their own norms, values, and beliefs and those of their students on the one hand, and the norms of the labour market with its own specific requirements for *professional ethics and stance* as a third party on the other. In addition to this new tension, this study revealed that most of the five types of experienced tensions were perceived as being caused by self-reported lack of skills. Less often, teachers experienced a shortage of knowledge or hindering attitudes when faced with value-based tensions.

The second study was a large quantitative study to validate the tensions identified in Chapter 2. This study is described in two chapters. Chapter 3 takes a variable-oriented view and Chapter 4 a profile or person-oriented view.

Chapter 3

The variable-based study examined the extent to which teachers' background characteristics and self-perceived multicultural knowledge, skills and attitudes reported by them were related to the degree to which they experienced these tensions. This study addressed the earlier mentioned sub-questions 1 by responding to the following more specific research questions:

- *To what extent do SSVET teachers experience culturally loaden value-based tensions that were found in prior studies?*
- *To what extent are teachers' self-perceived multicultural knowledge, skills and attitudes related to the value-based tensions they experience?*
- *To what extent are teacher demographics and context characteristics (age, teaching experience, ethnic background (native), gender, teaching diploma, training received, training need, qualification level and diversity in teacher population) related to the value-based tensions they experience?*

Participants in this study (n=898) were teachers from 20 different SSVET schools. A self-report questionnaire was used to collect data on all variables in this study. Stepwise regression analyses were used to determine which variables from the combination of multicultural knowledge, skills and attitudes and teacher demographics and context characteristics variables were important as independent variables per dependent variable (i.e., value-based tensions).

This chapter confirmed the value-based tensions identified in the exploratory study. Results of this study showed that value-based tensions were most often experienced related to *professional ethics and stance*, followed by *respect, diversity and communality, personal autonomy, and justice*, respectively. On average, tensions related to *professional ethics and stance, respect, and diversity and communality* were experienced relatively at the same level, and tensions related to *personal autonomy* and *justice* were experienced relatively rare. *Professional ethics and stance* tension occurred most frequently with the smallest differences between teachers and schools, which means that teachers, no matter their school or the location of their school experienced *professional ethics and stance* to the same, relatively high level.

This study also examined the extent to which teachers' self-perceived multicultural knowledge, skills and attitudes and background characteristics were related to the degree to which they experienced these value-based tensions. As one might expect, multicultural knowledge was found to be negatively related to the value-based tensions *diversity and communality, respect, justice, and professional ethics and stance*. The more multicultural knowledge teachers reported to have, the less tensions they experienced. However, multicultural skills in this study turned out to be positively related to the value-based tensions *professional ethics and stance, diversity and*

communality and *respect*, respectively. The more multicultural skills teachers reported to have, the more tensions teachers experienced in these fields. Multicultural attitude was scored highest by the teachers in this study. This competence was less clear in its relationships. This element had a positive correlation with *professional ethics and stance* and a significant negative correlation with *diversity and communality*. *Professional ethics and stance* played a prominent role in comparison with the other tensions. This tension appeared to be the only value-based tension statistically significantly associated with all three competence elements, either positively or negatively.

Our study also showed that some background and context characteristics correlated with teachers' experience of value-based tensions. Whereas younger teachers experienced more tension on *professional ethics and stance*, teachers teaching in the SSVET qualification levels 1,2 and 3 experienced more value-based tensions in the fields of *professional ethics and stance*, *personal autonomy*, and *justice*. Furthermore, teachers teaching in schools with more diversity in teacher population, mostly located in urban areas, experienced more value-based tensions with respect to *justice*, *personal autonomy* and *diversity and communality*. Next it was surprising to notice that teachers who received training on multicultural education experienced all values-based tensions more than teachers who did not. At the same time, our study also showed that teachers who indicated a higher need for training, experienced more tensions related to *justice*, *diversity and communality* and *professional ethics and stance*.

Chapter 4

We did not get a very satisfactory answer in our study described in chapter 3. Multicultural knowledge, skills and attitudes and personal and background variables were found to be variously related to value-based tensions. No clear and distinctive picture emerged of how teachers can be supported when it comes to value-based tensions. Instead of a variable-based approach, we then adopted a person-centred approach that might bring us more information.

The person-based study aimed to profile teachers according to their value-based tensions, focusing on the earlier mentioned sub-question 2. This study relied on the same questionnaire data as used in Chapter 3. The following more specific main research questions will be answered:

- *What different profiles in teachers' value-based tensions can be distinguished among teachers teaching culturally diverse SSVET?*
- *How do these distinguished profiles in teachers' value-based tensions relate to teachers' self-perceived multicultural knowledge, skills, and attitude?*
- *How do these distinguished profiles in teachers' value-based tensions relate to teachers' background characteristics?*

By means of hierarchical cluster analysis profiles were identified. An analysis of variance (ANOVA) was performed with the variable of the distinguished profiles as independent and value-based tensions variables used to form the clusters as dependent variables, to establish the amount of

variance explained by the solutions. Furthermore, by means of analyses of variance, the independent variables of the different profiles were examined to determine whether they were related to the dependent multicultural knowledge, skills, and attitudes.

Based on a cluster analysis, it appeared that teachers could be classified into three different profiles, namely: relaxed, rarely tense, and reasonably tense. The relaxed profile was composed of teachers who experienced all value-based tensions below the average of the total sample. The rarely tense profile consisted of teachers who experienced tensions that were slightly above the averages of the total sample. The reasonably tense profile was composed of teachers who experienced all tensions far above the sample average. The tensions were more or less all at the same level within the profiles. No clear profiles were found based on the type of tension or particular clusters of tensions, however, our study suggested that the culturally diverse student population creates tensions for teachers in SSVET and – depending on the type of profile – for some teachers more than others. Comparing the three profiles on multicultural skills it was notable that teachers with the relaxed profile reported having fewer skills than teachers with rarely tense and reasonably tense profiles, while the latter–experienced more tensions. This study indicated much more precisely that those who did not (yet) experience so many tensions across the board also did not (yet) possess many skills. Teachers in the reasonably tense profiles reported to have had more training on the topic of multicultural education. The same teachers who received (more) training and experienced more tensions also indicated that they needed training the most. The teachers with a reasonably tense profile worked mainly in the levels 1 and 2 of the SSVET. *Professional ethics and stance*, previously found to be most common in culturally diverse SSVET, as described in Chapter 2 and 3, was one of the most frequently experienced value-based tensions in all three profiles.

Chapter 5

The third study was an intervention study in which teachers investigated their own current teaching practices in their culturally diverse SSVET classes, focused on sub-question 3. The following main research question was answered:

To what extent does inquiry lead to an increase of teachers' multicultural knowledge, skills, and attitudes?

Specification of this main question led to the following more specific questions:

- *What activities performed during their teacher inquiry do teachers report?*
- *What do teachers report to have learned in terms of multicultural knowledge, skills and attitudes after having conducted inquiry activities?*
- *What is the relationship between teachers' reported activities during their teacher inquiry and their reported learning outcomes?*

Seven teachers from different departments of one SSVET school participated in the intervention. The intervention centered on the use of teacher inquiry to unravel tensions teachers encountered

in their culturally diverse classes with the aim of strengthening their multicultural knowledge, skills, and attitudes. Semi-structured interviews were conducted with the teachers to determine learning outcomes reported by the teachers.

The intervention study showed a variation in the way teachers carried out their teacher inquiry. Not everyone completed the inquiry cycle and certain basic techniques, such as formulating a research question and reflecting on their data, took them much effort. Most teachers reported that they gained self-knowledge and knowledge about perspectives of their students. There seemed to be a relationship between the richness of the teachers' data gathering and their number of inquiry activities on the one hand and the degree of development of their multicultural teaching competence, on the other. More rich data gathering generated development in more domains of the used analytical model, the interconnected model of teacher professional growth (Clark & Hollingsworth, 2002). The teachers who did not collect data reported learning mostly from experts who shared information, that made them develop mostly on multicultural knowledge aspects and less on skills and attitudinal aspects. Teachers performing all inquiry activities strengthened their multicultural teaching competence not only in terms of knowledge, but also in terms of skills and attitudes. These teachers were also able to accept and respond to cultural differences without judgment when they experienced tensions (Dabbah, 2014). Our research showed that systematic reflections and joint discussion are two steps in data collection cycles, which are important for the advanced development of multicultural teaching competence.

In conclusion, all the studies in this dissertation produced promising results worth highlighting. Herewith three of them. First, value-based tensions as found in prior research in other types of education, namely *diversity and communality*, *respect*, *justice*, and *personal autonomy* (Leeman, 2006, Radstake, 2009) were confirmed for the vocational context of SSVET as well. *Professional ethics and stance* is identified as an additional tension for the vocational context and is a unique contribution of this dissertation. In fact, *professional ethics and attitudes* was reported as the most felt tension and had several associations with multicultural knowledge, skills and attitudes. Second, a positive association was found between skills and experiencing tensions indicating that teachers with more skills experience more tensions. This does not appear to be consistent with the literature that states that teachers with multicultural skills tend to do better in culturally diverse classrooms. We therefore had several possible explanations and hypothesized that teachers with more multicultural skills are more aware of and sensitive to tensions or recognize them earlier. Also, these teachers may dare to experiment more in their lessons and may experience tensions in the process. It is possible that these teachers are more likely to discuss sensitive topics, thus increasing the likelihood of tensions. Another explanation for the unexpected correlation with skills could be that teachers with more training, longer experience and more skills are more likely to be "placed" by their school in the difficult classes, thus experiencing more tensions. Third, this dissertation showed that teachers could be classified into three different profiles, namely: relaxed, rarely tense, and reasonably tense. The value-based tensions were more or less all at the same level within the profiles. No clear profiles were found based on the type of tension or particular clusters of tensions, however, our study suggested that

the culturally diverse student population creates tensions for teachers in SSVET and – depending on the type of profile – for some teachers more than others.

There were also some limitations. In this dissertation data were collected using different methods: semi-structured interviews, a focus group interview, questionnaires, and reports from teachers. However, we relied largely on self-report data, in part because experiencing tensions is something very personal. In addition, we did not conduct classroom observations or ask students for their input to validate responses of teachers to the questionnaire. It remained thus unclear to what extent reported multicultural knowledge, skills and attitudes actually translated into teacher performance, but also what students perceived in terms of their own tensions and competence (development). The intervention study provided interesting insights into the processes underlying the strengthening of multicultural knowledge and awareness by teachers using teacher inquiry. However, the study was conducted on a small scale with a purposefully selected sample of seven teachers who were willing to cooperate and had no experience with conducting inquiry.

For future research it is important to take into account not only the teacher's behaviour, but also the teacher's intentions or considerations and student or class observations for a better interpretation of teacher performance. It may also be interesting to explore the extent to which it may be useful to involve the professional field as a significant other in dealing with tensions on *professional ethics and stance*. Internship supervisors in the workplace in general might also benefit from strengthening their multicultural knowledge, skills and attitudes in order to adequately supervise culturally diverse SSVET students.

With regards to the implications for practice, the value-based tensions presented in this dissertation can be used to make student-teachers and current teachers teaching culturally diverse SSVET aware of this and help them reflect on their own values, norms, and the differences with their students. During professional development programs, teachers can be helped to turn lived experiences with value-based tensions into meaningful learning moments. The developed questionnaire in this dissertation can be completed by teachers in order to get insight in their own tensions and multicultural knowledge, skills, and attitudes. The three distinguished profiles can be useful in various ways for SSVET schools as they are also related to teachers' self-perceived multicultural knowledge, skills, and attitudes. First, the profiles can help to distinguish degrees of experienced tensions, in order to guide teachers differently. Second, they can help to focus on strengthening competence or self-confidence in order to reduce tensions, and third, certain tensions are more common and could therefore receive more attention in training and guidance. Consideration of the established struggle of SSVET teachers with *professional ethics and stance* by school and professional practice may help to improve the connectivity between the three above mentioned stakeholders, teachers, students, and professional practice, even more in the future. Doing so would involve adjustments for both students and educators (both in school and in the professional practice). For SSVET students, tasks and programs can be adapted in terms of *professional ethics and stance* and student teachers need to be made aware that these *professional ethics and stance* tensions may arise in order to anticipate to them.

Nederlandstalige samenvatting

Cultureel diverse klassen bieden een unieke kans op verrijkt leren. Diversiteit legt een verscheidenheid aan verschillende perspectieven en benaderingen bloot, hetgeen creativiteitgerelateerde cognitieve processen stimuleert. Interactie tussen studenten in deze klassen zal hun motivatie vergroten en hen beter in staat stellen deel te nemen aan een cultureel diverse samenleving. De rol van de leraar als facilitator van een cultureel diverse klas is essentieel. Wanneer docenten van cultureel diverse klassen rekening houden met de culturele en sociale achtergrond van de studenten en hun culturele kenmerken gebruiken in het onderwijs, is dat een verrijking voor de hele klas.

Ondanks de mogelijkheden die culturele diversiteit biedt, worstelt elke docent op zijn eigen manier met het omgaan met culturele diversiteit, hetgeen soms een vruchtbare bodem is voor spanningen. Docenten beschouwen het werken met cultureel diverse klassen vaak als een bron van spanning en voelen zich overweldigd door de groeiende culturele, sociaal-economische en andere diversiteit van hun studenten. Zij voelen zich veelal slecht voorbereid en overweldigd door de immense groei van de culturele diversiteit in hun klassen. De enorme toename van het aantal studenten met een cultureel diverse achtergrond op scholen in Nederland in de afgelopen decennia geldt vooral voor het middelbaar beroepsonderwijs (mbo), waar deze studenten vaker instromen en in sommige grote steden zelfs tot 80% van de studentenpopulatie uitmaken. Het Nederlandse onderwijsstelsel omvat aparte scholen voor het mbo, een vierjarig schoolprogramma op niveau 4 van het Europees kwalificatiekader. Het mbo bereidt studenten voor op werk of verdere studie op tertiair niveau door middel van verschillende opleidingen op vier verschillende kwalificatieniveaus.

Een van de zorgen van docenten van cultureel diverse klassen is de onverenigbaarheid van normen en waarden tussen henzelf als docenten en hun studenten en tussen studenten onderling, de zogenaamde waardengerelateerde spanningen. Docenten van cultureel diverse klassen vinden waardengerelateerde spanningen het moeilijkst om mee om te gaan. Als onderdeel van hun morele en socialiserende taak willen docenten de waarden van de studenten erkennen, maar ook rekening houden met hun eigen waarden, en er tegelijkertijd voor zorgen dat studenten met veel verschillende waardeoriëntaties elkaar en de verschillende oriëntaties van de docenten respecteren. Waarden zijn oordelen gebaseerd op een notie van wat goed en wat slecht is; ze verwijzen naar concepten van een 'rechtvaardig leven'. Leeman (2003; 2006) deed een interviewonderzoek naar docenten in het voortgezet onderwijs en hun dilemma's in cultureel diverse klassen. Zij bracht situaties aan het licht waarin vier waarden tot spanningen leiden, namelijk: 1) diversiteit en gemeenschappelijkheid, 2) respect voor school en docent, 3) rechtvaardigheid en 4) persoonlijke autonomie. In dit proefschrift worden waardengerelateerde spanningen in mbo gezien als de interne strijd van de docent tussen zijn/haar eigen overtuigingen, normen en waarden versus de cultureel gevormde overtuigingen en perspectieven op normen en waarden van de student. Op basis van onze resultaten voegen wij daaraan toe dat de eisen van de professionele context als significante ander in termen van beroepsethiek en houding een essentiële rol spelen bij op waarde gebaseerde spanningen.

Het ervaren van spanningen door docenten in cultuur diverse klassen houdt verband met hun multiculturele onderwijscompetentie. Multiculturele competente docenten worden geacht zich bewust te zijn van multiculturele kwesties, een empathische houding te hebben ten aanzien van culturele diversiteit en zich sensitief te gedragen wanneer zij met spanningen worden geconfronteerd. Spanierman et al. (2011) definiëren multiculturele onderwijscompetentie als “een iteratief proces waarin docenten voortdurend (a) hun attitudes en overtuigingen over multiculturele kwesties onderzoeken, (b) hun begrip van specifieke bevolkingsgroepen vergroten, en (c) onderzoeken hoe dit bewustzijn en deze kennis van invloed zijn op de inhoud en de vorm van het onderwijs en hoe zij omgaan met studenten en hun familie” (p. 444). Multiculturele onderwijscompetentie wordt gezien als multiculturele kennis, vaardigheden en attitudes, geïntegreerd met elkaar. Omwille van de meetbaarheid van multiculturele onderwijscompetentie worden de componenten kennis, vaardigheden en attitudes soms, zoals in dit proefschrift, apart beschouwd. Eerdere studies naar deze componenten van competentie zijn voornamelijk uitgevoerd in het basis- en voortgezet onderwijs. Om de multiculturele competentie van docenten in het mbo te versterken is het van belang te weten welke waarden-gerelateerde spanningen docenten in het mbo ervaren, hoe zij hun multiculturele kennis, vaardigheden en attitudes percipiëren, en hoe deze samenhangen met hun gepercipieerde waarden-gerelateerde spanningen.

Veel docenten vinden dat zij onvoldoende bekwaam zijn om rekening te houden met culturele diversiteit in de klas en melden een gebrek aan multiculturele kennis, vaardigheden en houding. Professionele ontwikkeling is daarom van cruciaal belang om de bekwaamheid in de omgang met cultureel diverse groepen studenten te vergroten. Op die manier verwerven docenten meer kennis over culturele achtergronden, verbeteren zij hun onderwijsvaardigheden en krijgen zij inzicht in hun houding tegenover culturele diversiteit in hun klas. Onderzoek onder docenten wordt gezien als een doeltreffende strategie voor het stimuleren van professionele ontwikkeling ter verbetering van multiculturele kennis, vaardigheden en attitudes.

In dit proefschrift luidde de hoofdonderzoeksvraag:

Welke waarden-gerelateerde spanningen rapporteren docenten die lesgeven in cultureel diverse mbo-klassen en in hoeverre hangen deze spanningen samen met de multiculturele kennis, vaardigheden en attitudes (ontwikkeling) en achtergrondkenmerken van deze docenten?

Specificatie van deze hoofdonderzoeksvraag aan de hand van ons conceptueel kader leidt tot de volgende deelonderzoeksvragen.

De eerste deelvraag richtte zich op de ervaringen van docenten met waarden-gerelateerde spanningen in relatie tot hoe zij hun multiculturele kennis, vaardigheden en attitudes ervaren. Deze vraag werd op twee manieren benaderd, exploratief via een kwalitatief interviewonderzoek en kwantitatief via een grootschalige enquête:

1. *Welke waardengerelateerde spanningen ervaren docenten die lesgeven in cultureel diverse mbo-klassen en in hoeverre hangen deze spanningen samen met hun multiculturele kennis, vaardigheden en attitudes en achtergrondkenmerken?*

De tweede deelvraag ging over hoe docenten gegroepeerd konden worden in profielen op basis van ervaren spanningen en de relatie tussen deze spanningsprofielen en de multiculturele kennis, vaardigheden en attitudes en achtergrondkenmerken van docenten. De vraag luidde als volgt:

2. *Welke verschillende spanningsprofielen van mbo-docenten kunnen worden geïdentificeerd en hoe hangen deze profielen samen met de multiculturele kennis, vaardigheden en attitudes en achtergrondkenmerken van docenten?*

De derde deelvraag was gericht op het versterken van de multiculturele kennis, vaardigheden en attitudes van docenten met behulp van onderzoek:

3. *In hoeverre leidt docentonderzoek tot een verandering in de multiculturele kennis, vaardigheden en attitudes van docenten?*

Om de overkoepelende onderzoeksvraag en deelvragen te beantwoorden werden drie studies uitgevoerd, waarvan in vier empirische hoofdstukken (hoofdstukken 2 tot en met 5) verslag wordt gedaan.

De eerste studie van dit proefschrift was een kleinschalige verkennende studie om te onderzoeken welke waardengerelateerde spanningen docenten ondervonden bij het lesgeven in cultureel diverse mbo-klassen. Deze studie is beschreven in hoofdstuk 2. Deze verkennende studie, om onderzoeksvraag 1 te beantwoorden, onderzocht ook de gerapporteerde spanningen door docenten in termen van kennis, vaardigheden en attitudes als mogelijke oorzaak om effectief met de ervaren spanningen om te gaan. De volgende onderzoeksvraag werd onderzocht:

Welke spanningen rapporteren docenten te ervaren in cultureel diverse mbo-klassen, en hoe percipiëren docenten hun multiculturele kennis, vaardigheden en attitudes?

Deelnemers aan deze studie (n=16) waren docenten van vijf verschillende mbo-scholen, elk met meer dan 60% studenten met een migratieachtergrond. Semigestructureerde individuele interviews werden gebruikt om inzicht te krijgen in waardengerelateerde spanningen die docenten ervaren en hun mogelijke tekortkomingen in vaardigheden, houdingen of kennis tijdens het lesgeven in cultureel diverse mbo-klassen. De interviews werden zowel deductief geanalyseerd, met waardengerelateerde spanningen (Leeman, 2006) als sensitieve concepten, als inductief met speciale aandacht voor nieuwe waardengerelateerde spanningen die uit de gegevens naar voren kunnen komen. Daarnaast werden de zelfgepercipiëerde tekorten aan vaardigheden of kennis of belemmerende houdingen van docenten tijdens het ervaren van de gerapporteerde spanningen in kaart gebracht.

Uit dit hoofdstuk bleek dat de waardengerelateerde spanningen tussen docenten en studenten zoals die door Leeman (2006) in het voortgezet onderwijs zijn vastgesteld, bv. spanningen in verband met diversiteit en gemeenschappelijkheid, respect, rechtvaardigheid en persoonlijke

autonomie, voor het mbo konden worden bevestigd. De docenten in onze huidige studie rapporteerden echter een bijkomende spanning. Beroepsethiek en -houding werd geïdentificeerd als een nieuw thema dat specifiek is voor de mbo-context. De spanningen over beroepsethiek en -houding waren gebaseerd op door docenten ervaren conflicten over hun eigen normen, waarden en overtuigingen en die van hun studenten enerzijds, en de normen van de arbeidsmarkt met zijn eigen specifieke eisen voor beroepsethiek en -houding als derde partij anderzijds. Naast deze nieuwe spanning bleek uit dit onderzoek dat de meeste van de vijf ervaren spanningen werden veroorzaakt door een gebrek aan vaardigheden, aldus de docenten zelf. Minder vaak ervoeren docenten een tekort aan kennis of een belemmerende houding wanneer zij werden geconfronteerd met waardengerelateerde spanningen.

De tweede studie was een grote kwantitatieve studie om de in hoofdstuk 2 vastgestelde spanningen te valideren. Deze studie is beschreven in twee hoofdstukken, waarbij in hoofdstuk 3 is uitgegaan van een variabele benadering en in hoofdstuk 4 van een profiel- of persoonsgerichte benadering.

In de op variabelen gebaseerde studie werd onderzocht in hoeverre de achtergrondkenmerken van docenten en de door henzelf gerapporteerde multiculturele kennis, vaardigheden en houdingen verband hielden met de mate waarin zij deze spanningen ervoeren. Deze studie ging in op de eerdergenoemde deelvraag 1 door antwoord te geven op de volgende meer specifieke onderzoeksvragen:

- *In hoeverre ervaren mbo-docenten cultureel geladen waardengerelateerde spanningen die in eerdere studies zijn gevonden?*
- *In hoeverre zijn de zelfgepercipieerde multiculturele kennis, vaardigheden en houding van docenten gerelateerd aan waardengerelateerde spanningen die zij ervaren?*
- *In welke mate zijn demografische en contextuele kenmerken van docenten (leeftijd, onderwijservaring, etnische achtergrond (autochtoon), geslacht, onderwijsdiploma, ontvangen opleiding, opleidingsbehoefte, kwalificatieniveau en diversiteit in de docentenpopulatie) gerelateerd aan de waardengerelateerde spanningen die zij ervaren?*

De deelnemers aan deze studie (n=898) waren docenten van 20 verschillende mbo-scholen. Een vragenlijst werd gebruikt om gegevens te verzamelen over alle variabelen in deze studie. Stapsgewijze regressieanalyses werden gebruikt om te bepalen welke variabelen uit de combinatie van multiculturele kennis, vaardigheden en houding en demografische en contextkenmerken van de docenten bepalend waren voor de afhankelijke variabele (d.w.z. waardengerelateerde spanningen).

Dit hoofdstuk bevestigde de waardengerelateerde spanningen die in de eerste verkennende studie (hoofdstuk 2) zijn vastgesteld. De resultaten van deze studie toonden aan dat waardengerelateerde spanningen het vaakst werden ervaren in verband met beroepsethiek en -houding, gevolgd door respectievelijk respect, diversiteit en gemeenschappelijkheid,

persoonlijke autonomie en rechtvaardigheid. Gemiddeld werden spanningen in verband met beroeps-ethiek en -houding, respect, en diversiteit en gemeenschappelijkheid relatief in dezelfde mate ervaren. Spanningen in verband met persoonlijke autonomie en rechtvaardigheid werden relatief zelden ervaren. Professionele ethiek en houding kwam het vaakst voor met de kleinste verschillen tussen docenten en scholen, wat betekent dat docenten, ongeacht hun school of de locatie van hun school, professionele ethiek en houding op hetzelfde, relatief hoge niveau ervoeren.

In deze studie werd ook onderzocht in hoeverre de door de docenten zelf ervaren multiculturele kennis, vaardigheden en attitudes en achtergrondkenmerken verband hielden met de mate waarin zij deze waardengerelateerde spanningen ervoeren. Zoals kon worden verwacht, bleek multiculturele kennis negatief samen te hangen met de waardengerelateerde spanningen diversiteit en gemeenschappelijkheid, respect, rechtvaardigheid, en beroepsethiek en -houding. Hoe meer multiculturele kennis docenten aangaven te hebben, hoe minder spanningen zij ervoeren. Multiculturele vaardigheden bleken in deze studie echter positief samen te hangen met respectievelijk de waardengerelateerde spanningen beroepsethiek en -houding, diversiteit en gemeenschappelijkheid en respect. Hoe meer multiculturele vaardigheden docenten rapporteerden te hebben, hoe meer spanningen docenten op deze gebieden ervoeren. Multiculturele houding werd door de docenten in deze studie het hoogst gescoord. Deze competentie was minder duidelijk in haar relaties. Dit element had een positieve correlatie met beroepsethiek en -houding en een significante negatieve correlatie met diversiteit en gemeenschappelijkheid. Beroepsethiek en -houding speelden een prominente rol in vergelijking met de andere spanningen. Deze spanning bleek als enige waardengerelateerde spanning statistisch significant samen te hangen met alle drie de competentie-elementen, hetzij positief, hetzij negatief.

Uit onze studie bleek ook dat sommige achtergrond- en contextkenmerken samenhangen met de ervaring van waardengerelateerde spanningen bij docenten. Terwijl jongere docenten meer spanningen ervoeren op het gebied van beroepsethiek en -houding, ervoeren docenten van de mbo-kwalificatieniveaus 1, 2 en 3 meer waardengerelateerde spanningen op het gebied van beroepsethiek en -houding, persoonlijke autonomie en rechtvaardigheid. Voorts ervoeren docenten die lesgeven op scholen met meer diversiteit in de docentenpopulatie, meestal gevestigd in stedelijke gebieden, meer waardengerelateerde spanningen met betrekking tot rechtvaardigheid, persoonlijke autonomie en diversiteit en gemeenschappelijkheid. Vervolgens was het verrassend om op te merken dat docenten die een training over multicultureel onderwijs hadden gevolgd alle waardengerelateerde spanningen meer ervoeren dan docenten die dat niet hebben gedaan. Tegelijkertijd bleek uit onze studie dat docenten die aangaven meer behoefte te hebben aan training, meer spanningen ervoeren met betrekking tot rechtvaardigheid, diversiteit en gemeenschappelijkheid en beroepsethiek en -houding.

In hoofdstuk 3 kregen wij geen erg bevredigend antwoord. Multiculturele kennis, vaardigheden en attitudes en persoonlijke en achtergrondvariabelen bleken verschillend samen te hangen met waardengerelateerde spanningen. Er kwam geen duidelijk en onderscheidend beeld naar voren

van hoe docenten ondersteund kunnen worden als het gaat om waardengerelateerde spanningen. In plaats van een benadering op basis van variabelen hebben we toen gekozen voor een persoonsgerichte benadering die ons meer informatie zou kunnen opleveren. De persoonsgerichte studie had tot doel docenten te groeperen op basis van hun waardengerelateerde spanningen, waarbij de eerdergenoemde deelvraag 2 centraal stond. Deze studie baseerde zich op dezelfde vragenlijstgegevens als gebruikt in hoofdstuk 3. De volgende meer specifieke hoofdonderzoeksvragen worden beantwoord:

- *Welke verschillende profielen op basis van de waardengerelateerde spanningen van docenten kunnen worden onderscheiden bij docenten die lesgeven in cultureel diverse mbo?*
- *Hoe hangen deze verschillende profielen van waardengerelateerde spanningen van docenten samen met hun zelfgepercipieerde multiculturele kennis, vaardigheden en attitude?*
- *Hoe hangen deze onderscheiden profielen van waardengerelateerde spanningen van docenten samen met hun achtergrondkenmerken?*

Door middel van hiërarchische clusteranalyse werden profielen onderscheiden van docenten die een vergelijkbaar patroon van antwoorden hadden met betrekking tot de verschillende op waarden gebaseerde spanningen. Oplossingen met twee tot zeven clusters werden getest in de zoektocht naar het optimale aantal profielen. Voor elk cluster oplossing is een variantieanalyse (ANOVA) uitgevoerd met de onderscheiden clusters als de onafhankelijke variabele en elk van de vijf op waarden gebaseerde spanningen als afhankelijke variabelen. Op deze manier werd de variantie die door de oplossingen werd verklaard vastgesteld, op basis waarvan de optimale oplossing kon worden bepaald. Voorts werden de onafhankelijke variabelen van de verschillende profielen door middel van variantieanalyses onderzocht om na te gaan of zij verband hielden met de afhankelijke multiculturele kennis, vaardigheden en attitudes.

Op basis van een clusteranalyse bleek dat docenten konden worden ingedeeld in drie verschillende profielen, namelijk: ontspannen, zelden gespannen, en redelijk gespannen. Het ontspannen profiel bestond uit docenten die alle waardengerelateerde spanningen onder het gemiddelde van de totale steekproef ervoeren. Het zelden gespannen profiel bestond uit docenten die spanningen ervoeren die iets boven het gemiddelde van de totale steekproef lagen. Dit onderzoek gaf veel preciezer aan dat degenen die (nog) niet zoveel spanningen over de hele linie ervoeren, ook (nog) niet over veel vaardigheden beschikten. Docenten in de redelijk gespannen profielen gaven aan meer training te hebben gehad op het gebied van multicultureel onderwijs. Dezelfde docenten die (meer) scholing kregen en meer spanningen ervoeren, gaven ook aan het meest behoefte te hebben aan scholing. De docenten met een redelijk gespannen profiel werkten vooral in de niveaus 1, 2 en 3 van het mbo. De spanning beroepsethiek en -houding, die eerder het meest voorkwam in cultureel divers mbo, zoals beschreven in hoofdstuk 2 en 3, was een van de meest ervaren waardengerelateerde spanning in alle drie de profielen.

De derde studie was een interventiestudie waarin docenten hun eigen huidige lespraktijk in hun cultureel diverse mbo-klassen onderzochten, gericht op deelvraag 3. De volgende onderzoeksvraag werd beantwoord:

In hoeverre leidt onderzoek doen tot een toename van multiculturele kennis, vaardigheden en attitudes van docenten?

Specificatie van deze hoofdvraag leidde tot de volgende meer specifieke vragen:

- *Welke activiteiten rapporteren docenten tijdens hun docentonderzoek?*
- *Wat zeggen docenten te hebben geleerd in termen van multiculturele kennis, vaardigheden en attitudes na het uitvoeren van onderzoekende activiteiten?*
- *Wat is de relatie tussen de door docenten gerapporteerde activiteiten tijdens hun onderzoek en hun gerapporteerde leerresultaten?*

Zeven docenten uit verschillende afdelingen van een mbo-school namen deel aan de interventie. De interventie richtte zich op het gebruik van onderzoek door docenten om spanningen te ontrafelen die docenten tegenkwamen in hun cultureel diverse klassen, met als doel hun multiculturele kennis, vaardigheden en attitudes te versterken. Met de docenten werden semigestructureerde interviews gehouden om de door hen gerapporteerde leerresultaten te bepalen.

De interventiestudie liet een variatie zien in de manier waarop docenten hun docentonderzoek uitvoerden. Niet iedereen voltooide de onderzoekscyclus en bepaalde basistechnieken, zoals het formuleren van een onderzoeksvraag en het reflecteren op hun gegevens, kostten hen veel moeite. De meeste docenten meldden dat zij zelfkennis en kennis over perspectieven van hun studenten hadden opgedaan. Er leek een verband te bestaan tussen de rijkdom van de gegevensverzameling van de docenten en het aantal uitgevoerde onderzoeksactiviteiten enerzijds en de mate van ontwikkeling van hun multiculturele onderwijscompetentie anderzijds. Meer rijke dataverzameling genereerde ontwikkeling in meer domeinen van het gebruikte analysemodel "professionele groei van docenten" (Clark & Hollingsworth, 2002). De docenten die geen gegevens verzamelden, rapporteerden dat zij vooral leerden van deskundigen die informatie deelden, waardoor zij zich vooral ontwikkelden op het gebied van multiculturele kennis en minder op het gebied van vaardigheden en houdingsaspecten. Docenten die alle onderzoeksactiviteiten uitvoerden, versterkten hun multiculturele onderwijscompetentie niet alleen in termen van kennis, maar ook in termen van vaardigheden en attitudes. Deze docenten waren ook in staat om culturele verschillen zonder oordeel te accepteren en adequaat te reageren wanneer zij spanningen ervoeren (Dabbah, 2014). Ons onderzoek toonde aan dat systematische reflecties en gezamenlijke discussie twee stappen zijn in dataverzamelingscycli, die belangrijk zijn voor de complete ontwikkeling van multiculturele onderwijscompetentie.

Kortom, alle studies in dit proefschrift hebben veelbelovende resultaten opgeleverd die het waard zijn om te worden belicht. Hier volgen de drie belangrijkste. Ten eerste werden waardengerelateerde spanningen, namelijk diversiteit en gemeenschappelijkheid, respect,

rechtvaardigheid en persoonlijke autonomie zoals gevonden in eerder onderzoek in het voortgezet onderwijs (Leeman, 2006, Radstake, 2009) ook bevestigd voor de beroepscontext van het mbo. Beroepsethiek en -houding werd geïdentificeerd als een extra spanning voor de beroepscontext en is een unieke bijdrage van dit proefschrift. Beroepsethiek en -attitude werd in feite gerapporteerd als de meest gevoelde spanning en hadden verschillende associaties met multiculturele kennis, vaardigheden en attitudes. Ten tweede werd een positieve associatie gevonden tussen vaardigheden en het ervaren van spanningen, wat erop wijst dat docenten met meer vaardigheden meer spanningen ervaren. Dit lijkt niet te kloppen met de literatuur die stelt dat docenten met multiculturele vaardigheden het doorgaans beter doen in cultureel diverse klassen. Wij hadden daarom verschillende mogelijke verklaringen en stelden als hypothese dat docenten met meer multiculturele vaardigheden zich meer bewust zijn van en gevoelig zijn voor spanningen of deze eerder herkennen. Ook durven deze docenten mogelijk meer te experimenteren in hun lessen en kunnen zij daarbij spanningen ervaren. Mogelijk bespreken deze docenten vaker gevoelige onderwerpen, waardoor de kans op spanningen toeneemt. Een andere verklaring voor de onverwachte correlatie met vaardigheden zou kunnen zijn dat docenten met meer training, meer ervaring en meer vaardigheden eerder door hun school worden "geplaatst" in de moeilijke klassen en dus meer spanningen ervaren. Ten derde bleek uit dit proefschrift dat docenten konden worden ingedeeld in drie verschillende profielen, namelijk: ontspannen, zelden gespannen, en redelijk gespannen. De waardengerelateerde spanningen lagen binnen de profielen min of meer allemaal op hetzelfde niveau. Er werden geen duidelijke profielen gevonden op basis van het type spanning of bepaalde clusters van spanningen, maar onze studie suggereerde dat de cultureel diverse studentenpopulatie spanningen oplevert voor docenten in mbo en - afhankelijk van het type profiel - voor sommige docenten meer dan voor andere. Er waren ook enkele beperkingen. In dit proefschrift werden gegevens verzameld met behulp van verschillende methoden: semi-gestructureerde interviews, een focusgroepinterview, vragenlijsten en verslagen van docenten. We vertrouwden echter uitsluitend op zelfrapportagegegevens, voornamelijk omdat het ervaren van spanningen iets heel persoonlijks is. Bovendien hebben we geen klasobservaties uitgevoerd of studenten om hun inbreng gevraagd om de antwoorden van docenten op de vragenlijst te valideren. Het bleef dus onduidelijk in welke mate gerapporteerde multiculturele kennis, vaardigheden en attitudes zich daadwerkelijk vertaalden in de prestaties van docenten, maar ook wat studenten waarnamen in termen van de spanningen en competentie(ontwikkeling) van docenten. De interventiestudie bood interessante inzichten in de processen die ten grondslag liggen aan het versterken van multiculturele kennis en bewustzijn door docenten met behulp van docentenonderzoek. De studie werd echter op kleine schaal uitgevoerd met een doelbewust geselecteerde steekproef van zeven docenten die bereid waren mee te werken en geen ervaring hadden met het uitvoeren van onderzoek. Voor toekomstig onderzoek is het belangrijk om niet alleen rekening te houden met het gedrag van de docent, maar ook met de intenties of overwegingen van de docent en de observaties van studenten of klassen voor een betere interpretatie van de prestaties van docenten. Het kan ook interessant zijn te onderzoeken in hoeverre het nuttig kan zijn het beroepenveld als significante ander te betrekken bij het omgaan met spanningen over beroepsethiek en houding. Stagebegeleiders op de werkplek in het algemeen zouden ook baat kunnen hebben bij het versterken van hun

multiculturele kennis, vaardigheden en attitudes om cultureel diverse mbo-studenten adequaat te kunnen begeleiden. Wat de implicaties voor de praktijk betreft, kunnen de in dit proefschrift gepresenteerde waardengerelateerde spanningen worden gebruikt om student-docenten en huidige docenten die lesgeven aan cultureel diverse mbo hiervan bewust te maken en hen te helpen nadenken over hun eigen waarden, normen en de verschillen met hun studenten en beroepspraktijk. Tijdens professionele ontwikkelingsprogramma's kunnen docenten worden geholpen om doorleefde ervaringen met waardengerelateerde spanningen om te zetten in betekenisvolle leermomenten. De ontwikkelde vragenlijst in dit proefschrift kan door docenten worden ingevuld om inzicht te krijgen in hun eigen spanningen en multiculturele kennis, vaardigheden en attitudes. De drie onderscheiden profielen kunnen op verschillende manieren nuttig zijn voor mbo-scholen, aangezien zij ook verband houden met de door de docenten zelf ervaren multiculturele kennis, vaardigheden en attitudes. Ten eerste kunnen de profielen helpen de mate van ervaren spanningen te onderscheiden, zodat docenten anders kunnen worden begeleid. Ten tweede kunnen ze helpen zich te richten op het versterken van competentie of zelfvertrouwen om de spanningen te verminderen, en ten derde komen bepaalde spanningen vaker voor en zouden ze daarom meer aandacht kunnen krijgen in opleiding en begeleiding. Aandacht voor de geconstateerde worsteling van mbo-docenten met beroepsethiek en -houding door school en beroepspraktijk kan ertoe bijdragen dat de verbinding tussen de drie bovengenoemde belanghebbenden, docenten, studenten en beroepspraktijk, in de toekomst nog beter wordt. Dit zou aanpassingen voor zowel studenten als docenten/begeleiders (zowel op school als in de beroepspraktijk) met zich meebrengen. Voor mbo-studenten kunnen taken en programma's worden aangepast in termen van beroepsethiek en -houding en docenten in opleiding moeten bewust worden gemaakt van de mogelijke spanningen op het gebied van beroepsethiek en -houding om daarop te anticiperen.

Resumen na Papiamentu

Klasnan kulturalmente diversiká ta ofrese un oportunidad uniko pa enrikesé ensejansa. Diversidad ta expone un variedad di perspektivanan y enfoka diferente, loke ta stimulá e proceso kognitivo relashoná ku kreatividad. E interakshon entre studiantenan den e tipo di klasnan aki ta aumentá nan motivashon y mehorá nan kapadidad pa participá den un sociedad kulturalmente diversiká. E tarea di e docente komo facilitador den un klas kulturalmente diversiká ta esenshal. Si e docentenan di e klasnan kulturalmente diversiká tene na kuenta e antecedentenan kultural y sosial di e studiantenan y utilisá nan karakteristikanan kultural den nan ensenjansa, henter e klas ta wordu beneficiá.

Apesar di e oportunidadnan ku diversidad kultural ta ofrese, kada docente ta lucha na su manera ku e diversidad den klas ku tin biaha ta forma tereno fertil pa tenshon. Docentenan ta sinti nan mes inkapaditá ku e diversidad kresiente, tantu riba tereno kultural komo socio-ekonomiko y pa loke ta trata e diferente tipo di studiantenan. Tin biaha e docentenan ta sintinan mes mal prepará y superá pa e inmenso aumento di e diversidad kultural den nan klasnan. E enorme aumento di e kantidad di studiantenan di orígen kulturalmente diversiká den skolnan na Hulanda den ultimo dékadan ta específicamente bisto den middelbaar beroepsonderwijs (mbo), kaminda ku e

studiantenan aki ta drenta ku mas frekuensha y den algun ciudad grandi hasta ta forma 80% di e total kantidad di studiantenan. E sistema edukativo Hulandes ta inklui skolnan apart pa mbo ku un programa di kuater anja di durashon na nivel 4 di e marko Europeo di kualifikashon. Mbo ta prepará studiantenan pa traha o sigi studia na nivel superior atraves di varios kursonan na kuater diferente nivel di kualifikashon.

Un di e preokupashonan di e docentenan di klas nan kulturalmente diversiká ta e incompatibilidad di norma y balornan entre nan y nan studiantenan y tambe entre e studiantenan mes, e asina jamá tenshonnan relashoná ku balornan. Pa e docentenan di klas nan kulturalmente diversiká, e tenshon relashoná ku balornan ta esnan di mas difícil pa manehá. Komo parti di nan tarea moral y edukativo, docentenan ke rekonocé e balornan di e studiantenan pero tambe tene na cuenta nan propio balornan y na mes momentu garantisá ku e estudiante nan ku diferente balornan ta respeta otro y tambe respeta docentenan ku balornan diferente. Balornan ta huicio basá riba un noshon di loke ta bon y loke ta malu; referiendo na conceptonan di un "bida hustu". Leeman (2003; 2006) a realisá un estudio mediante entrevista ku docentenan di skolnan sekundario y nan dilemanan den klasnan kulturalmente diversiká. Ela relevá situashonan den kual kuater balornan ta generá tenshon, referiendo na: 1) diversidad y loke ta komún, 2) respèt pa skol y docente, 3) husticia y 4) autonomía personal. Den e disertashon aki, tenshonnan relashoná ku balornan den mbo ta wordu konsiderá komo e lucha interno di e docente entre su mes kerensha, norma y balornan kontra kerensha y perspectivanan kulturalmente formá di e estudiante nan pa loke ta trata norma y balornan. A base di resultadonan di nos investigashon, nos ta agregá ku exigencianan di e kontekto profesional komo un otro aktor den término di ética profesional y actitud ta hunga un papel esensial pa loke ta trata tensionnan basá riba balor.

E experiencia di tension dor di e docentenan den klasnan kulturalmente diversiká ta relashoná ku competencia multikultural di e docenten. Ta wordu sperá di docentenan multikulturalmente competente ku nan ta konsiente di e kwestionnan multikultural, ku nan tin un aktitud empátika pa trata diversidad kultural y ku nan ta komportá sensible den kaso di tenshon. Spanierman et al. (2011) a definí competencia edukativo multikultural komo "un proceso iterativo den kual docente nan kontinuamente (a) ta examiná nan aktitud y kerensha pa loke ta trata temanan multikultural, (b) ta aumenta nan kompreshon di e poblashon específika, y (c) ta explorá kon nan konsenshi y konosemento significativo ta afekta e contenido y forma di enseñansa y kon nan ta interaktua ku e studiantenan y nan famia" (p. 444). E competencia edukativo multikultural ta wordu konsiderá di ta konsistí di konosementu, habilidat y aktitud multikultural, integrá tur huntu. Pa motibu di kuantifikashon di e competencia edukativo multikultural, e komponentenan konosementu, habilidat y aktitud ta wordu analisá apart, manera den e disertashon aki ta e kaso. E estudionan anterior ku ta trata e komponentenan aki di competencia a wordu hasí den enseñansa primario y sekundario. Pa por reforsá e competencia multikultural di e docentenan di mbo, ta importante pa sa kwa ta e tenshonnan relashoná ku balornan ku e docentenan di mbo ta experenshá, kon nan ta percibí nan konosementu, habilidat y aktitud multikultural, y kon esakinan ta relashoná ku e tenshonnan riba tereno di balornan ku nan ta experenshá. Hopi docente ta sinti nan mes insuficientemente competente pa tene na cuenta e diversidad kultural den nan klas y ta senjalá falta di konosementu, habilidat y aktitud multikultural.

Formashon profeshonal ta crucial pa aumentá e competencia ora tin di haber di grupo di estudiante kulturalmente diversiká. Di e manera aki, docentenan por adkerí mas konosementu

enkwanto e kontexto multikultural, mehorá nan habilitatnan y kompronde nan aktitud alrespecto diversidad kultural den nan klas. Invesitigashon dor di docentenan mes ta wordu konsiderá komo un strategia efikás pa favoresé e desarojo profeshonal y finalmente mehorá konosimentu, habilitat y aktitud multikultural.

Den e disertashon aki e pregunta principal di e investigashon tabata:

Kua tensionnan relashoná ku balornan docentenan ku ta duna les na mbo ta raportá y di ki manera e tenshonnan aki ta relashoná ku konosementu, habilitat y (desarollo di) aktitud multikultural y karakteristika nan di origen di e docentenan aki?

Specifikashon di e pregunta principal de investigashon usando nos marco conceptual ta kondúcina e siguiente preguntanan secundario di investigashon.

E prome sub-pregunta a enfoká riba e experiencia di e docentenan ku tenshonnan relashoná ku balor nan den relashon ku e manera riba kual nan ta percibí nan konosementu, habilitat y aktitud multikultural. E pregunta aki a wordu analisá na dos manera: explorativo, mediante un estudio kualitativo di entrevista y di forma kuantitativo, mediante un encuesta na gran eskala.

1. *Kua tensionnan relashoná balornan docentenan ku ta duna les na mbo ta raportá y di ki manera e tenshonnan aki ta relashoná konosementu, habilitat y aktitud multikultural y karakteristika nan di origen di e di e docentenan aki?*

E sigiente sub-pregunta a enfoká riba e manera docentenan por a wordu agrupá den perfilnan a base di tenshonnan ku nan a experienciá y e relashon di e perfilnan aki ku konosementu, habilitat y aktitud multikultural y karakteristikanan personal di e docentenan aki. E pregunta tabata komo losiguiente:

2. *Kua profilan a base di tension di docentenan ku ta duna les na mbo por wordu indentifiká y kon e perfilnan aki ta relashoná ku nan konosementu, habilitat y aktitud multikultural y karakteristikanan personal di e docente nan aki?*

E tercer sub-pregunta ta enfoká riba refuerso di e konosementu, habilitat y aktitud multikultural di e docentenan atraves di investigashon:

3. *Den ki grado inverstigashon hasí dor di docentenan mes ta trese kambio den nan konosementu, habilitat y aktitud multikultural?*

Pa por a kontestá e pregunta y sub-preguntanan die e disertashon aki tres estudio a wordu haci loke a resultá den kuater kapitulo empiriko (kapítulonon 2 te ku 5).

E prome estudio di e disertashon aki tabata un estudio chikitu explorativo pa investigá kua tenshonnan relashoná ku balornan docentenan di mbo a experienciá durante nan lesnan na mbo. E estudio aki ta raportá den kapitulo 2. E estudio aki pa responde pregunta 1 tambe a investigá e tensionnan ku docentenan a raportá den termino di konosementu, habilitat y aktitud multikultural komo posibel kausa pa efikamente por trata ku e tenshonnan experienciá. E sigiente pregunta a wordu investigá:

Ki tenshonan docentenan di klasnan mbo kulturalmente diversiká ta experienciá y kon nan ta percibí nan konosenmentu, habilidat y aktitud multikultural?

E participantenan den e estudio (n=16) ta docentenan di sinku diferente skolnan mbo, kada unu di nan konsistiendo di mas ku 60% di studiantenan ku origen multikultural. Entrevistanan individual semi-strukturá a wordu usá pa jega na informashon pa loke ta trata tenshonnan relashoná ku balornan experienciá pa docentenan y nan posibel defisensianan en kwanto konocemientu, habilidat y aktitud multikultural.

E entrevistanan a wordu analisá deductivamente basá riba tenshonnan basá riba balornan (Leeman, 2006) komo conceptonan sensible pero tambe inductivo ku atenshon special pa posibel tensionnan nobo basá riba balornan ku por parece for di e informashonnan ku dosentenan a duna. Ademas a ser identifiká e defisencia percibí dor di docenten pa loke ta trata nan konosementu, habilidat y aktitudnan multikultural ku ta obstakulisá nan durante ku nan ta experiencia e tenshonnan raportá.

E kapitulo aki a demostrá ku tenshonnan basá riba balornan entre docente y nan studiantenan, manera indentifiká pa Leeman (2006) den edukashon sekundario, referiendo na diversidad y komúnalidat, respèt, husticia y autonomía personal, a wordu konfirmá pa mbo tambe. Sinembargo e docentenan den nos estudio aktual a raportá un tension adishonal. Etiká profeshonal y aktitud a wordu indentifiká komo un tema nobo specifikamente pa mbo.

E tenshon relashoná ku etiká y aktitud profeshonal ta basá riba konflikto percibí pe docentenan pa un banda entre nan propio norma, balornan y kerensha y esnan di e studiantenan y pa otro banda normanan profeshonal di e merkado laboral, komo un tercer partido, ku nan propio rekisitonan specifikó. Además di e tenshon nobo aki e estudio aki a laga mira ku majoria di e sinku tenshonnan a wordu kousá pa falta di kompetensia sigun e propio docentenan a indiká,

E segundo estudio tabata un estudio amplio kwantitativo pa konfirmá e tenshonnan identifiká den kapitulo 2. Den e estudio aki ku a wordu deskribí den dos kapitulo, unu utilizando enfoko basá riba variabelnan, deskribí den kapitulo 3, y un otro ku enfoké basá riba profil concentrá riba e persona deskribí en kapitulo 4.

E estudio basá riba variabelnan a investigá di kua manera karakteristikanan personal di docentenan y nan propio konosementu, habilidat y aktitud multikultural manera percibí tabata relashoná ku e grado den kual nan a experenciá tenshonnan. E estudio aki a trata di kontestá e sub-pregunta 1 concentrando riba e sigiente preguntanan de investigashon mas specifiko:

- *Te kual grado e docentenan di mbo ta experienciá tenshonnan relashoná ku balornan ku a wordu indentifiká den estudionan anterior?*
- *Te kual grado e konosementu, habilidat y aktitud multikultural ku docentenan di mbo ta percibí ta relashoná ku tenshonnan basá riba balornan ku nan ta experienciá?*
- *Di ki manera e karakteristikanan demográfiko die e docentenan y e kotexto (edad, experiencia den enseñansa, origen étniko (nativo), sexo, diploma, formashon, necesidad pa training, nivel de cualifikashón y diversidad den e team di docente) ta reletá na e tenshonnan ku nan ta experienciá?*

E participantenan den e estudio aki (n=898) tabata docentenan di 20 diferente skolnan mbo. Un enkwesta a wordu usa pa kolekta datos pa loke ta trata tur e variabelnan di e estudio aki. Análisis di regreshón a wordu usá pa determiná kwa variabelnan di e kombinashon di konosemente, habilidat y aktitud multikultural y karakteristiká demográfiko y di e konteksto di e docentenan ta determinante pa e variabelnan dependiente (es decir e tenshonnan relashoná ku balornan).

E kapitulo aki a konfirmá e tenshonnan relashoná ku balornan manera identifiká den e prome estudio explorativo (kapitulo 2). E resultadonan di e estudio aki a mostra ku e tenshon ku ta parece ku mas frekwensha ta esun relashoná étika profeshonal y aktitud, sigí pa respet, diversidad y komúnalidad, autonomía personal y husticia, respectivamente. E promedio di e tenshonnan relashoná ku étika profeshonal y aktitud, respet y diversidad y komúnalidad tabata kasi igual. Tenshonnan relatá ku autonomía personal y husticia a wordu experencia masha poko. Étika profeshonal y aktitud a parece ku mas frekwensha y ku menos diferensha entre docente y skolnan, independiente di na kwa parti di Hulanda e skol ta ubiká loke ta enserá ku docentenan ta experencia tenshon riba tereno di étika profeshonal y aktitud riba e mesun nivel relativamente haltu.

E estudio aki tambe a examiná di kwa forma konocementu, habilidat y aktitud multikultural manera percibí pa e docentenan y nan karakteristikanan di origen tabata relashoná ku e grado den kual nan tabata experienciá e tenshonnan relashoná ku balornan. Manera tabatá di spera konosementu multikultural tabata relatá negativamente ku tenshonnan relashoná ku e balornan diversidad y komunalidad, respet, husticia y ética y aktitud profeshonal. Mas konosementu e docente a raportá di tin, menos tenshon basá riba e balornan nan a experienciá. Sinenbargo habilidat multikultural a parecé di ta relatá positivamente ku respectivamente e tenshonnan étika profeshonal y aktitud, diversidad y komunalidad y respet. Mas habilidat docentenan a raportá di tin mas tenshon nan a experienciá den e areanan aki. Aktitud multikultural a obtené e puntashon más haltu entre e docentenan den e estudio aki. Aktitud multikultural a resultá menos evidente den su relashonnan. Si e tabata tin un korelashon positivo ku étika profeshonal y aktitud y un korelashon negativo ku diversidad y komunalidad. Étika profeshonal y aktitud a destaká kompará ku e demas tenshonnan. E tenshon aki a parecé di ta e úniko ku a korelá significativamente ku tur tres elementonan di kompetencia multikultural, positivamente of negativamente.

Nos estudio tambe a deskubri ku algun karakteristikanan demografiko y enkwanto konteksto a resultá di ta relatá ku experencia di tenshonnan basá riba balornan dor di e docentenan. Mientras ku e docentenan mas jóven a experienciá más tenshon den áreanan de étika profeshonal y aktitud, e docentenan ku ta duna les den e nivelnan de kualifikación 1, 2 y 3 di mbo a experienciá mas tenshonnan relashoná ku balornan den areanan de étika profeshonal y aktitud, autonomía personal y husticia. Además a parecé ku docentenan ku ta traha na skolan ku team di docentenan mas deversiká, situá majoria biaha den ciudadnan urbanikó, a experienciá mas tenshon riba terenonan relashoná ku husticia, autonomia personal y diversidad y komunalidad. Loke tabata sorprendente ta ku docentenan ku a risibi mas preparashon riba tereno multikultural a experienciá mas tenshon ku dosentenan ku no a risibi preparashon. Di e mes manera nos estudio tambe a relevá ku docentenan ku a indiká di tin un mas necesidad di training a experencia mas tenshon riba tereno di husticia, diversidad y komunalidad y ética y aktitud profeshonal.

Den kapitulo 3 nos no a hanja un kontesta satisfaktorio. Konosementu, habilidat y aktitud multikultural, variabel nan demografiko y di kontekto tabata korelá di diferente manera ku e tenshonnan basá riba balornan. No a parecé un bista kla y distinto kon pa juda docenten ku ta experienciá tenshonnan. Na luga di efoke riba variabelnan nos a skohe pa adapta nos strategia pa unu ku enfoke personal pa duna nos mas informashon. E estudio ku enfoke personal tabata tin komo meta pa agrupá docenten a base di tenshonnan ku nan a experencia, kontestando sub-pregunta 2. E estudio aki a basa su mes riba e mesun enkwesta ku a wordu usá den kapitulo 3. E sigiente preguntanan mas spesifiku a wordu kontestá:

- Kua diferente profilnan basá riba tenshonnan relashoná ku balornan por wordu distingí di docenten ku ta duna les den mbo kulturalmente diversiká?

- Kon e profilnan aki basá tenshonnan personal ta relatá na konocementu, habilidat y aktitud multikultural percibí pa docenten?

- Kon e profilnan aki ta distingí nan mes pa loko ta trata variabelnan demografiko y di kontekto di e docenten?

Nos a usa análisis herárgiko aglomerá pa distingí e diferente profilnan di docenten ku tabata tin e mesun patronchi di kontesta pa loko ta trata experencia ku tenshonnan. Solushonnan ku 2 pa 7 conglomerashon a wordu di test en buska di e profil optimal. Pa kada solushon di conglomerashon a realisá análisis di variashon (ANOVA) ku e conglomerashonnan distingí komo variable independiente y kada unu di e tenshonnan basá riba balornan komo variabelnan dependiente. Di e manera aki a determiná e variantenan spliká di e diferente solushonnan pa por a konkluí e solushon optimal. Ademas a wordu examiná si e variabelnan independiente di e diferente profilnan pa medio di análisis di variashon tabata relatá ku e variabelnan dependiente konosementu, habilidat y aktitud multikultural.

A base di e análisis di conglomerado a ser komprobá ku e docenten por a wordu klasifiká den tres profil diferente, un relajá, unu tin biaha tenso y otro moderadamente tenso. E profil relajá tabata konsisti di docenten ku tabata experencia tenshon bow di e promedio total di e participantenan na e investigashon. E profil un tiki tenso tabata formá pa docenten ku a experienciá tenshon algu mas haltu ku e promedio di e muestra total. E estudio aki di un forma mas precies a indiká ku esnan ku (ainda) no a experienciá hopi tenshon en general (ainda) no tin muchu kompetencia. E docenten di profilnan rasonablemente tenso a deklará ku nan a hanja mas formashon riba tereno multikultural. E mesun dosenten ku a ricibi (mas) formashon y experienciá mas tenshon tambe a indiká mas necesidad di formashon. Docenten ku profil moderadamente tenso tabata traha prinsipalmente den nivelnan 1, 2 y 3 di mbo. E tenshon étika profeshonal y aktitud, ku den e prome estudionan a parece di ta mas frekwente den mbo kulturalmente diversiká, manera deskribí den kapitulo 2 y 3, tabata un di e tenshonnan relashoná ku balornan mas experienciá den tur e tres profilnan.

E di tres estudio tabata unu di intervenshon den kual e docenten a investigá nan mes praktika aktual den nan klasnan kulturalmente diversiká, basá riba sub-pregunta 3. E sigiente pregunta di investigashon a wordu kontestá:

Di ki manera conduciendo investigashon ta soru pa un aumento di konosementu, habilidat y aktitud multikultural serka docentenan?

Specificashon de e pregunta principal aki ta soru pa e siguiente preguntanan detajá:

- Kua aktividadnan e docentenan ta raportá durante nan investigashonnan?

- Kiko docentenan ta bisa di a sinja den terminologia di konosementu, habilidat y aktitud multikultural despues di a hasi Investigashon?

- Kiko ta e relashon entre e aktividadnan ku e docentenan a raporta durante nan investigashon y loke nan a bisa di a sinja?

Siete docente di diferente departamentu di un skol mbo a participá na e intervenshon. E intervenshon a concentrá su mes riba investigashon di parti di e docentenan pa kompronde miho e tenshonnan ku nan tabata enkontra den nan klasnan kulturalmente diversiká ku e objetivo pa reforsá nan konosementu, habilidat y aktitud multikultural. A realisá entrevista semi-strukturá ku e docentenan pa por a determiná loke nan a sinja.

E estudio de intervenshon a mostra variashon den e forma ku e docentenan a conduci nan investigashonnan. No tur e docentenan a komplota e siklo di investigashon y cierto teknika basiko, manera formulá un pregunta di investigashon y refleksion riba datos, a kosta nan bastante esfuerso. Majoria docentenan a afirmá ku nan a adkerí konosementu di nan mes y di perspektivanan di nan studiantenan. A parece ku tin un relashon entre e rikesa di datonan ku docentenan a rekogé y e kantidat di aktividad nan desplegó, di un banda, y e grado di desarjo den nan kompetencia edukativo multikultural di otro banda. Mas riku e data nan rekogé tabata mas desarjo a wordu generá riba tereno nan di e modelo di análisis di kresementu profeshonal pa docente usá (Clark & Hollingsworth, 2002). E docentenan ku no a rekogé (masha) datos a informá ku nan a sinja especialmente di expertonan ku a komparti nan informashonnan y ku nan a desarjó konosementu multikultural y menos habilidat y aktitud. E docentenan ku a konklui tur aktividadnan no solamente a desarjó konosementu multikultural pero tambe habilidat y aktitud. E docentenan aki tabata kapas di akseptá e diferensha nan kultural sin husga y responde adekuadamente ora nan experencia tenshon (Dabbah, 2014).

Nos investigashon a demostrá ku refleksion systematikamente y diskushon konhunto ta dos stap hopi importante rekogiendo datos y importante pa desarjo kompletu di e kompetencia edukativo multikultural.

Resumiendo, tur e estudionan di e disertashon aki a produci resultadonan prometedor ku ta destaká. Aki ta sigi e tresnan mas importante. Na prome luga e tenshonnan relashoná ku balornan manera indentifiká den edukashon sekundario (Leeman 2006, Radstake 2009), referiendo na diversidad y komúnalidat, respèt, husticia y autonomia personal a wordu konfirmá pa mbo tambe. Etiká profeshonal y aktitud a wordu indentifiká komo un tenshon nobo spesifikamente pa mbo y komo un kontribushon unikó di e disertashon aki. Etiká profeshonal y aktitud a wordu raportá komo e tenshon mas experenciá y a parece di tin diferente asosashon ku konosementu, habilidat y aktitud multikultural. Na di dos luga habilidat multikultural a parece di ta positivamente relashoná ku tenshonnan loke ta enserá ku docentenan ku mas habilidat ta experencia mas tenshon. Esaki ta parece di no ta kuandra ku literatura ku ta indika ku mas

habilitat docentenan tin mas miho nan ta funkshona den klasnan kulturalmente diversiká. Pa e motibu ey nos a formula diferente splikashon pa esaki y komo hypotesia ta kere ku docentenan ku mas habilidad multikultural ta mas sensible pa tenshonnan of ta rekonosé esakinan facilmente. Tambe talvez e docentenan aki ta treve di experimentá den nan lesnan y por experencia tenshon pa e motibu ey. Probablemente e dosentenán aki ta trata temanan delikado pa kual motibu nan por experencia tenshon. Un otro splikashon pa e relashon inesperá di habilidad por ta ku docentenan ku mas training, experencia y mas habilidad dor di nan skolnan ta hanja klasnan difisil den kual nan ta experenciá tenshon. Na tercer lugar foi e disertashon aki a parece ku docentenan por a wordu agrupá den tres profil, esun relajá, esun di bes en kwando tenshon y esun ku tenshon moderá. E tenshonnan den e profilnan tabata mas o menos di mes un nivel. Nos no a enkontrá profilnan di sierto tenshonnan so o conglomerashon di tenshonnan pero nos estudio a sugeri ku studiantenan den klasnan multikultural ta kousa tenshon pa docentenan y dependiendo di e tipo di profil pa algun docente mas ku pa otro.

Tambe tabata tin algun limitashonnan. Den e disertashon aki datonan a wordu rekogí utilizando varios metodo: entrevista semi-strukturá, grupo di diskushon y enkuesta. Sinembargo nos a basa nos mes eksklusivamente riba datonan raportá pa e docentenán dor ku experencia ku tenshon ta algu personal. Nos no a realisá observashon den klas y tampoko nos a puntra studiantenan pa nan opinion pa por a validá e kontestanan di e docentenán enkwestion. Entretanto no a keda kla na ki nivel e konosementu, habilidad y aktitud multikultural raportá pe docentenán ta wordi tradusí den nan aktualshonnan den klas ni tampoko kon e estudiante nan ta percibí tenshonnan y (desarajo) di kompetensia di e docentenán. E estudio di intervenshon a ofrece un bista interesante pa loke ta trata prosesonan pa reforsá konosementu multikultural y konsensia di docentenán pa medio di investigashonnan ku nan mes a kondusí. Sinembargo e estudio aki tabata di eskala chikitu ku un grupo di shete dosentenán selektá ku tabata tin interes pa participa pero no tabata tin experencia den konduki investigashon. Pa investigashonnan den futuro ta importante pa no solamente tene kuenta ku kondukta di docentenán pero tambe nan intenshonnan y e loke studiantenan ta observa di e loke docentenán ta raporta pa un miho interpretashon di prestashon di e docentenán. Tambe por ta interesante pa explorá kon leu ta posibel pa impliká e ambito profeshonal komo un otro signifikativo ora ta trata di tenshonnan relashoná ku étika profeshonal y aktitud. E supervisornan di praktika den kompanianan en general tambe por ser benificiá ku e refuerso di konosementu, habilidad y aktitud multikultural pa por supervisá e studiantenan kulturalmente diversiká di un forma mas adekuá.

Pa loke ta trata e implikashonnan pa praktika, e tenshonnan relashoná ku balornan presentá den e disertashon aki por wordu utilizá pa concientisá studiantenan den formashon bira pa docente y docentenán ku aktualmente ta trahando ku klasnan kulturalmente diversiká pa judanan refleksioná enkwanto nan propio norma y balornan y e diferenshanan ku nan studiantenan y e praktika profeshonal. Durante programanan di desarajo profeshonal docentenán por wordu judá pa konverti nan experencia nan ku tenshonnan relashoná ku balornan den momentunan signifikativo pa sinja di nan. E enkwesta desarajo den e disertashon aki por wordu jená pa docentenán pa nan sinja konose miho, habilidad y aktitud multikultural, nan mes tenshonnan y nan konosementu, habilidad y aktitud multikultural. E tres profilnan distinto por ser utilizá pa mbo nan na diferente manera komo nan tambe ta relashoná ku konosementu, habilidad y aktitud multikultural manera docentenán ta percibi. Na prome luga e profilnan por juda distingí e grado

di tenshonan percibí pa e docentenan por orienta nan mes di diferente forma. Na di dos lugá nan por juda pa fortalisá kompetencia di docentenan y nan konfiansa pa reduci tenshonan y na di tres lugá cierto tenshonan mas komun por ricibi mas atenshon durante estudio pa docentenan di mbo manera étika profeshonal y aktitud usa na skol y den praktika profeshonal y pa juda mehorá e konekshonan entre e dos significantenan aki. Esaki ta impliká kambionan tantu pe studiantenan komo nan docente y supervisoran. Pa e studiantenan di mbo tareanan y programanan por wordu adaptá den termino di étika y aktitud profeshonal y e docentenan den formashon mester bira konsiente di posibel tenshonan y terminonan di étika y aktitud profeshonal pa nan por antisipa pa loke ta trata esaki nan.

Curriculum Vitae

Kennedy Tielman was born May 16, 1959, in Curaçao. After completing his secondary education, he moved to the Netherlands in 1977 to study as chemical analyst at the senior vocational education and training (SSVET), followed by training as a chemistry teacher. Thereafter, he was employed as a teacher at the same SSVET school he attended as a student. Since 2005 he has been working as a teacher educator at the Fontys University of Applied Sciences, specializing in pedagogical content knowledge for chemistry, for which he holds a MSc degree from Utrecht University. He also taught from 2009 to 2011 as a teacher of pedagogical content knowledge in chemistry at the Technical University of Eindhoven and the Universidade Pedagógica in Mozambique. In 2019, he started his PhD research at Wageningen University & Research in the Netherlands. His PhD research entitled "Diversity related (compe)tensions: A study into teachers' self-perceived multicultural competence and experienced culturally loaden value-based tensions in Senior Secondary Vocational Education and Training" resulted in several peer-reviewed publications. One of his articles received an award for the most downloaded article at an international journal in the first 12 months after publication. During his PhD research, Kennedy presented his research at several national and international conferences. His research receives considerable attention from the media and relevant institutions and was used in a legislative proposal ¹² for more support for SSVET teachers to address diversity. Moreover, based on his research, he was invited several times by the Dutch Ministry of Education, Culture and Science to participate as a member of a think tank and sounding board in sessions on diversity in senior secondary vocational education and was invited to present his research results to the national board of SSVET. By giving various lectures and workshops for universities, schools and other institutions and his professional publications, he promotes the translation of his research findings into practice. Currently, in addition to his teaching duties, he is pioneering diversity and inclusion at the Fontys College for Teachers in Tilburg.

¹² Kamerstukken II 2021/12, 35 925 VIII, nr. 143, p. 16

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Completed Training and Supervision Plan

Name of the learning activity	Department/Institute	Year	ECTS*
A) Project related competences			
A1 Managing a research project			
Writing Research proposal	NWO	2017	6
WASS Introduction Course	WASS	2019	1
Reviewing a Scientific Manuscript	WGS	2023	0.1
A2 Integrating research in the corresponding discipline			
Quantitative data collection with a questionnaire	Erasmus University Rotterdam	2019	1.5
Multilevel modelling 1: an introduction	Erasmus University Rotterdam	2020	2.5
Prior learning		2018	7.5
B) General research related competences			
B1 Placing research in a broader scientific context			
ICO International Spring School	ICO	2020	3
Academic Publication and Presentation in the Social Sciences	WASS	2020	4
B2 Placing research in a societal context			
"Hoe gaan docenten in het MBO om met culturele diversiteit"	Vaktijdschrift Profiel	2020	1
C) Career related competences/personal development			
C1 Employing transferable skills in different domains/careers			
Shut up and write	Erasmus University Rotterdam	2018	1
Project and Time Management	WGS	2019	1.5
Supervising MSc thesis students	Fontys University of Applied Sciences	2017-2023	4
Total			33.1

*One credit according to ECTS is on average equivalent to 28 hours of study load

Dankwoord

Het is zover! Eind goed, al goed!

Hoewel het geen vlak geplaveide route was en het promotietraject me bloed, zweet en tranen heeft gekost, kijk ik er met heel veel trots op terug! Wat heb ik veel geleerd en wat hebben hier veel mensen aan bijgedragen.

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Ongelooflijk, het is echt klaar!

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Kennedy

p.s.

To all future PhD candidates I would like to say “If one dream should fall and break into thousand pieces, never be afraid to pick up one of those pieces and start again!”- Flavia Weedn

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*"THE GOAL OF MULTICULTURAL EDUCATION IS TO
ENCOURAGE STUDENTS TO VALUE THEIR OWN
CULTURES AND THE DIVERSE CULTURES AROUND THEM
WITHOUT POLICIZING THEIR DIFFERENCES"*

PROFESSOR DR. JAMES BANKS

Professor James Banks is considered the "father of multicultural education".

Like a father, he briefly put my collar right to look pretty in this photo
with him at the American Educational Research Association
Conference 2022 in San Diego USA.

