・プロジェクト採択者ワーキングペーパー（高度化センターHP に掲載のものを再掲）：

A Review on Multicultural Education Programmes
in Initial Teacher Training in England

Yoko Morito

The University of Tokyo

Abstract

This paper reviews the literature on programmes of multicultural education in initial teacher training (ITT) in England. England, which has a long history as a multiethnic and multicultural society, offers significant opportunities for consideration for multicultural educational design. The issue of educating teachers for diverse schools and classrooms needs to be addressed urgently (OECD, 2010). Hence, it is significant to grasp how teacher education offers trainees and teachers the knowledge and abilities for responding to the diverse needs of pupils. As a primary step for an empirical analysis on the subject of multicultural education, several future challenges will be identified in this paper.

Keywords: Multicultural Education, Initial Teacher Training (ITT), England

Introduction

In this globalisation era, the activation and entrenchment of the demographic shift

across borders is progressing. People face salient issues of race, nationality, and ethnicity in many countries across the world. England, which has a long history of immigration with migrants derived from a large number of ethnic minority groups (Maylor, *et al.*, 2006, p. 37) and has been dealing with practical issues of educational achievements at schools and in local areas since the 1950s, has faced major challenges involving discriminatory treatment against ethnic minority communities (e.g., Sakuma, 2014, pp. 3-4; Onai, 2004, pp. 95-96). Table 1 illustrates that the rate of ethnic minority groups of the total population has increased by 5% (from 7.9% to 12.9%) over the past decade between 2001 and 2011.

Table 1: Ethnic Group in the United Kingdom in 2001 and 2011

	Persons Number		Percentage (%)	
	2001	2011	2001	2011
White	54,153,898	55,073,552	92.1	87.1
Mixed / Multiple Ethnic Groups	677,177	1,250,229	1.2	2
Asian / Asian British [Indian, Pakistani, Bangladeshi, Chinese, other Asian]	2,331,423	4,373,339	4.4	7
Black / Black British [African, Caribbean]	1,148,738	1,904,684	2	3
Other Ethnic Group	230,615	580,374	0.4	0.9
Ethnic Minorities Subtotal	4,635,296	8,108,626	7.9	12.9
TOTAL	58,789,194	63,182,178		

Source: Census, *Key Statistics for England and Wales*, 2011 & Onai, 2004

Meanwhile, England as a multiethnic and multicultural society, has coped with varied changes and efforts in regard to integrated education, multicultural education, anti-racist education, and cross-cultural education from the 1960s to the 1990s. From around 2000s, education at schools in England has taken a more global perspective that might also be required at other schools around the world. Considering the global context of the present multicultural condition of schooling at various levels (such as the school, teacher, and classroom levels), the above mentioned varied policies and practices, which were experienced in England, will provide opportunities to learn, compare, and think about the

practices of multicultural instructions. Even if these experiences cannot be immediately applied to other education systems without consideration of the different contexts of the individual countries, they still offer significant opportunities for consideration for educational design.

For all situations stated above, the issue of educating teachers for diverse schools and classrooms needs to be addressed urgently (OECD, 2010, p. 14). Therefore, it is important to understand what level of challenges teachers face in their everyday classroom experiences with respect to diversity[1] such as cultural and ethnic diversity. Furthermore, how initial and continuing teacher educations provide trainees or teachers the tools and abilities required to effectively responding to the diverse needs of pupils are matters of particular significance (OECD, p. 4). As a preliminary step toward empirical analysis on the subject of multicultural education, this paper reviews the literature on surrounding multicultural education programmes in initial teacher training (ITT) in England, and proposes an agenda for future research.

Literature Review

Multicultural Education at English Schools

A number of studies have focused on multicultural education at English schools. More than one-fifth of the national primary school pupils' population is multicultural[2] (Boyle & Charles, 2011, p. 299): White (76.3%), Mixed (5.1%), Asian (10.4%), Black (5.6%), Chinese (0.4%), and any other ethnic group (1.6%) in England (DfE: School Census, 2013). In spite of such a diverse school context, over 97% of teachers are white in all of England's regions (Boyle & Charles, 2011, p. 299).

Since the 1970s there has been considerable pressure to introduce multiculturalism and multicultural education into English schools. Learning languages and cultures of ethnic minorities at schools was recommended during this period. The following are

problems regarding educational issues in this multicultural school environment: conflicts of different behavioral patterns and values; racial harassment; linguistically-disadvantaged situations; the significant gap between white and minority pupils in the level of learning proficiency at schools; and regional and interschool gaps of multicultural practices during this period (e.g., Sakuma, 1993; Nakajima, 1997; Onai, 2004). There is a great deal of complex diverse issues such as language, religion, ethnicity, and race in both monocultural and multicultural environments. Nevertheless, schools and teachers may have to carry out multicultural education at English schools as continuing everyday practices in their school curriculum (e.g., Okumura, 2006). Teacher education needs to develop multicultural programmes so that teachers can improve their skills and raise their confidence in teaching in diverse classrooms.

Multicultural Education in Teacher Education in England

Several studies have been made on multicultural practices and provisions[3] in the area of teacher education for diversity. However, limited literature is available on the relation to multicultural education programmes in teacher education in England.

Maylor, Ross, and Rollock (2006) provide insights into the approaches in relation to diversity and multicultural provisions in schools and ITT adopted by six case studies in England. Each case study consisted of an in-depth interview with the persons responsible for multicultural provisions in order to find evidence of good multicultural practices in both monocultural and multicultural environments (pp. 37-38).

First, one of their cases is *Multiverse*, which established by the Teacher Training Agency (TTA) in 2003. It is a national 3-year professional resource network project composed of eight ITT institutions in England (Maylor, *et al.*, 2006, p. 39). *Multiverse* targets the improvement of standards to prepare trainees to teach in a multicultural society through supporting ITT institutions' practices such as on-line teaching and learning

resources, regional workshops, and conferences (pp. 39-40). The multicultural resources deliver opportunities to share good practices for ITT institutions and trainees to effectively teach pupils from multicultural and ethnically diverse background.

Next, the two cases below illustrate multicultural projects and modules in ITT, and details on the two cases are provided in Table 2.

Table 2: Details of Case Studies

ITT institution	Region/community	Multicultural provision	interviewees
Springfield College (undergraduate)	East of England/ predominantly white	*Culturally Diverse Teaching Placement* project *(2004-5)*	Head of teacher, tutors
Woolmer University (postgraduate)	London/ multiethnic	*Identity and Equal Opportunities* module *(2005-6)*	Director of programme

Source: Maylor, *et al.*, 2006, pp. 39-42

In the first case, Springfield College encountered difficulties in developing trainees' awareness of multiethnic diversity, particularly in the first year of their studies, because most of trainees who attended the college are recruited from white monocultural communities (Maylor, *et al.*, 2006, p. 40). The *Culturally Diverse Teaching Placement* project allows trainees to encounter culturally and linguistically diverse schools. Through this project, the ITT institution came to understand that work with multiethnic schools generates awareness of multiethnic diversity among trainees, and can support trainees to feel comfortable and gain confidence in working in a multicultural environment (p. 41).

The second case of Woolmer University explains that trainees from diverse backgrounds studying in ethnically diverse areas also need to generate their awareness of diversity. The *Identity and Equal Opportunities* module[4] emphasizes on valuing

individual identities, multicultural issues, as well as raising trainees' awareness of teaching in diverse settings. Through this module trainees are encouraged to think about diversity, what is demanded for working in multicultural contexts of schools, and respect and equal treatment of diverse pupils (Maylor, *et al.*, 2006, p. 42).

The case of *Multiverse* and these two ITT cases in both monocultural and multicultural areas in the above study suggest that ITT institutions recognise their deficiencies in multicultural provisions and in meeting pupil's broad needs. Therefore, ITT institutions deem it necessary to improve implementation and initiatives of multiculturalism for their trainees. The efforts of *Multiverse* and the ITT project and module are evaluated well with respect to arrangement of an easily accessible circumstance, and offer valuable information in understanding multicultural education and diversity for teachers or trainees.

The following four assignments will be examined further. First, trainees have less consciousness of the understanding of multicultural education in either monocultural or multicultural society. Second, the efforts centrally focus on trainees' awareness of multiethnic diversity. Third, trial implementations of the ITT project and module remain a low priority in the ITT curriculum, and might end up as unusual and extraordinary experiences. Fourth, whether access to the information and resources are engaged or not are left to the judgment of the individual teachers or trainees. Further effort will be required from ITTs to promote the spread of multicultural opportunities, and offer sustainable multicultural knowledge and experiences.

Besides, although it does not conduct study with trainees in ITT, Atkins and Craft (1988) report an evaluation of the national programme of short courses for training teacher educators in multicultural education in ITT and in-service teacher education (p. 81-83). The University of Nottingham undertook the programme for teacher educators

for their developments in 1982, and then almost forty ITT institutions joined the programme. The purpose of the evaluation was to assess the impact of the programme, and three stages of questionnaires were conducted at the beginning, at the end of the course, and nine to twelve months after completing the course (p. 83). The evaluation stressed the absolute need for resources, expertise, and good practices for multicultural education for more effective design of future courses (p. 90). Many participants demanded further professional development in the field of multicultural education: greater knowledge of specific topics or issues (e.g. cultural differences); continuing updating on issues, policy and practice; and further training in curriculum innovation strategies (p. 90). Teacher educators also need to develop multicultural perspectives and experiences so that trainees or teachers can receive appropriate programmes in teaching in a diverse school context.

Multicultural Education in Teacher Education in the OECD Countries

The OECD Centre for Educational Research and Innovation (CERI) project Teacher Education for Diversity (TED) aims to show how teachers were prepared for the increasing diversity of classrooms, and identifies the common benefits and tasks through which OECD countries experience their teacher education in response to increasing cultural diversity (Burns & Shadoian-Gersing, 2010, p. 20). The analysis broadly focuses on three fields: (1) pre-service teacher education (initial teacher training, i.e. ITT); (2) in-service teacher education; and (3) training for teacher educators. A part of this study describes case studies of teacher education itself and the specific strategies teachers utilized as a means to diversify classroom across several OECD countries, such as New Zealand, the Netherlands, the United States, Italy, and Spain. Although the above study does not include the case of England, it gives some notions and ideas about what works in teacher education for diversity. In order to support the literature and practices about

multicultural education in ITT in England, some cases from among the above OECD countries, which focus particularly on the ITT curriculum, are picked up and overviewed in this paper.

In one of these OECD examples, Milner IV and Tenore (2010) discuss insight into considerable features of curriculum planning and development for teacher education for diverse pupils in the United States.

The task of preparing teachers for the diversity they will face in P-12 schools[5] is shaped and grounded in a range of complex realities in United States society and in education (p. 166).

This study focuses on a preparatory education curriculum for trainees to be successful with diverse learners at schools, and provides a set of principles for teacher educators in the process of the ITT curriculum planning and development (pp. 164-165). To assist with analysing the work of curriculum planning and development, Jackson's (1968) defined three essential concepts: a preactive phase, an interactive phase, and a postactive/reflective phase are employed (pp. 168-170). On the basis of these concepts, the above study demonstrates the three principles in which teacher educators should make consideration during the three steps of curriculum planning and development are provided in Table 3.

Table 3: Curriculum Planning and Development Principles

Preactive Phase
Principle 1: Teacher educators think not only about who their teacher education students are, but also about the identities of P-12 school students the teacher education students will teach.
Interactive Phase
Principle 2: Teacher educators enact the preactive plan by deliberately responding to the nuanced needs of the students during the lesson.
Postactive Phase
Principle 3: Teacher educators reflect upon the extent to which their preactively planned lessons are effectively enacted, the extent to which they have been responsive to the learning needs of their students during the interactive phase, and they consider future directions for curriculum planning and development.

Source: Milner IV & Tenore, 2010, p. 179

This study indicates ITT institutions and teacher educators need to take account of several questions not only about particular needs, experiences, and strengths of the trainees who receive teacher trainings, but also about those of pupils with whom the trainees will teach in the curriculum planning and development. Cautious, reflective, and responsive curriculum planning and instructions based on the three active stages are required so that ITT institutions foster trainees who are able to negotiate complicated challenges with pupils from diverse background (p. 179). On that basis, a future challenge will be to understand what to provide in regard to the contents of a preparatory education for diversity or multicultural education.

In another OECD example, Essomba (2010) analyses the status and role of diversity issues in the curricula of four ITT institutions in Spain. The study initially looked at the challenges surrounding teacher education and the background of diversity in Spain. The education system has not historically acknowledged diversity, which means diversity in the classroom is perceived more as a problem than as an opportunity (p. 222). Thus, ITT institutions have not offered substantial teacher training for the trainees to manage

diversity at schools (p. 223).

The increasingly central role of diversity within the educational system means that teachers must be trained in order to build their capacity and professional competencies in this area (p. 224).

In this situation, most expectations and resources are directed to ITT for diversity. The Spanish Ministry of Education and Science acquires 18 core competences for primary education that trainees have to achieve by the end of teacher education (Essomba, 2010, pp. 227-228). Two of these core competences are directly related to diversity as follows.

1) Designing and implementing learning opportunities in diversity contexts, while being attentive to the special needs of students, gender equality and respect for human rights according to the values of citizenship education.

2) Leading situations of language learning under efficacy criteria within multicultural and multilingual contexts (p. 228).

Although all ITT institutions are required to cover diversity issues in the curriculum, a reform of Spanish teacher education is currently undergoing from around 2000s. Then four ITT institutions, which focus on diversity in ongoing new teacher education curricula, were selected in this study on Spain's education. By the listing of diversity contents in the curricula at four universities, the study works out the current conditions: "the percentage of courses on diversity available to…" (Essomba, 2010, p. 229) all trainees is low because of mostly optional courses, and the diversity is still "…seen as a problematic deficit for which to be compensated instead of an opportunity for the enrichment of all." (p. 230)

The challenges presented in this study on diversity in surrounding teacher education are of use in understanding difficulties of moving from theory to practice in

diversity issues. As Essomba pointed out that diversity is the context but not the content at the moment (p. 230), the development of explicit content concerning diversity in the ITT curriculum needs to be addressed in the future.

Additionally, little research exists on the importance of attracting and retaining diverse teachers and trainees, as well as of the necessity of focusing on teacher educators and the training they receive. In the conclusion of the OECD project TED, it clarifies three areas that require further research: (1) the education of teacher educators to support trainees and teachers facing diversity issues; (2) the factors involved in improving attraction and retention of ethnically diverse trainees and teachers; and (3) the attraction and retention of highly qualified teachers in ethnically diverse schools (Burns & Shadoian-Gersing, 2010, p. 288-289).

Moreover, according to an online consultation with practitioners in diverse classrooms in 2008 (OECD, 2010, p. 34), a majority of trainees and teacher educators think their teacher education programmes cover some sorts of diversity issues. However, some findings show the lack of preparation to effectively tackle diversity issues as in the classroom described below.

> 47% of student teachers, 51% of teacher educators and 66% of teachers who responded judged that current teacher education is preparing teachers to be not at all or only somewhat well-prepared to effectively handle diversity issues (p. 34).

The results indicate the need to improve the design and progress of teacher training and professional development opportunities with respect to diversity issues.

Although these previous studies reveal the importance of developing multicultural

awareness and practices in teacher education, it remains a matter of research and discussion as to how multicultural programmes in teacher education can be effectively prepared for teachers and trainees for their practices in an ethnically diverse classroom. Accumulation of multifaceted and empirical approaches within future studies will lead to accomplished multicultural provisions and practices.

Concluding Remarks

So far this paper has reviewed the literature on multicultural programmes in ITT in England. It is reasonable to view ITT as a preparatory education before becoming a teacher that is incredibly important for working in diverse school contexts within a multicultural society.

As a result of the findings from previous studies, several future challenges of multicultural programmes in ITT in England should be addressed. The first challenge is how to address the need for understanding of the actual nature of the content and its relation within multicultural education programmes. It is necessary for effective development of explicit content itself concerning multicultural education in the ITT curriculum. The second challenge is how to develop trainees' abilities to maximise the effect of the content in the ITT curriculum, while the cases of *Multiverse* and the ITT project and module in England are centered on developing trainees' awareness of diversity. The third challenge is how to carefully analyse the implications from the political and theoretical contexts in connect to the practical contents and needs with respect to diversity, as a gap between policy and implementation of multicultural education is pointed out (Essomba, 2010, p. 227). Final challenge is regarding how to pursue the reflective process of the planning, implementation, and assessment of multicultural education programmes (such as preactive, interactive, and postactive phases), as the lack of rigorous empirical

research on teacher education for diversity, and the absence of empirical evaluations and effects of the programmes developed to support teachers in addressing diverse classrooms are pointed out (Burns & Shadoian-Gersing, 2010, pp. 44-45). The effective process of the planning, implementation, and assessment of multicultural education programmes will take a great deal of teacher educators' professional development in creating the ITT curriculum. From these points, a more detailed and sophisticated examination of effective multicultural programmes in ITT in England needs to be conducted.

Notes

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(1) The term of 'diversity' has broad-ranging of definitions; however, in this paper the term 'diversity' is defined as meaning the linguistic, cultural, ethnical, racial, and religious diversity.

(2) This term of 'multicultural' means diverse ethnic communities at schools excluding 'white' pupils.

(3) Multicultural practices and provisions are defined in this paper as various efforts or opportunities for multicultural understanding that teacher training providers prepare and offer for their trainees and teachers.

(4) A module is one of the separate units or course works in the curriculum at the university in England. Usually university students choose a number of modules to study.

(5) P-12 schools are schools that serve pupils from pre-kindergarten through the final year of compulsory schooling in the United States.

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