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Robyn Moloney
Macquarie University, robyn.moloney@mq.edu.au

David Saltmarsh
Macquarie University, david.saltmarsh@mq.edu.au

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'Knowing Your Students' in the Culturally and Linguistically Diverse Classroom

Robyn Moloney
David Saltmarsh
Macquarie University

Abstract: The population movement of globalization brings greater cultural and linguistic diversity (CALD) to communities and education systems. To address the growing diversity in school classrooms, beginning teachers need an expanded set of skills and attitudes to support effective learning. It is an expectation today that teachers know their students and how the students learn. It follows that lecturers and tutors should also know something of the cultural and linguistic profile of their pre-service teacher education students. This article reports a study in a university which examined its teacher education practice in this light. It assessed the curriculum provision of material related to cultural and linguistic diversity, the profile of the CALD characteristics of the undergraduate cohort, and attitudes and perceptions of the students, to teaching in a CALD classroom. The article considers initiatives that the teacher education program could introduce, to expand pre-service teacher capacities.

Introduction

Globalization, according to the Organisation for Economic Cooperation and Development (OECD), "is the widening, deepening and speeding up of connections across national borders" (OECD, 2013 p. 10). For many the concept of globalization mainly concerns economics and trade, and this has certainly been a focus of discussions about the matter since the 1980s, but inevitably globalization also involves migration and population movement. Migration often brings with it greater cultural and linguistic diversity for communities and education systems. Recent statistics show that along with traditional migration destinations like Australia and Canada, the numbers of people migrating from low-income to high-income countries has increased (OECD, 2013). To address the growing diversity (cultural, linguistic and economic) brought by transnational learners to school classrooms, there is a pressing need to equip beginning teachers with an expanded set of skills and attitudes to engage culturally and linguistically diverse students, to support effective learning.

It is a fundamental expectation today that beginner teachers know and understand their students and how the students learn. In the Australian context, to 'know the students' is inscribed nationally as the first of a number of Professional Standards for Teachers (AITSL, 2013). The first standard, concerning Professional Knowledge, is broken down into a number of strands including being able to demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, ethnic, cultural, religious and socioeconomic backgrounds, and the competence to

demonstrate knowledge of teaching strategies for teaching Aboriginal and Torres Strait Islander students. We note the inherent assumption that knowledge of different types of diversity will lead to teaching which is educative and intercultural in nature. However little attention has been paid to development in the teacher of attitudes of empathy and interculturality, and desire for justice in education, which will activate the application of this knowledge. In the understanding that the engagement of the subjectivity of the learner is central to effective learning and development (Dooley, 2008), there is an assumption that the teacher has a capacity for critical reflection and enquiry to enable this observation of the student.

Australian universities must have their teacher education programs accredited against National Program Standards for initial teacher education (AITSL, 2011), and ensure that graduates are able to demonstrate these Professional Standards. These programs thus commonly include mandatory units of study that feature material relating to inclusive teaching, considerations of disabilities in the classroom, and understanding of how to teach students from diverse backgrounds in the classroom.

The majority of Australian schools are located in urban environments, and feature schools with high levels of linguistic and cultural diversity. For example, in New South Wales, where this study took place, the number of students from a Language Background Other than English (LBOTE), the current category name, in government-funded schools is rising, both as a raw figure and as a percentage of all students. In 1991, 18.4% of students were categorised as LBOTE, this rose to 24.4% in 2001, and 29.6% in 2011 (NSW DEC, 2011b). In 2013 30.9% of students enrolled in government schools come from LBOTE homes. Over 90% of these students were enrolled in the greater Sydney metropolitan region with concentration increasing in particular suburbs and certain types of school. In schools in the South-Western Sydney region, 66.7% of all students are recognised as LBOTE (CESE, 2013). In individual schools, however, the percentage of LBOTE students can be as high as 90% with as many as 30 different languages represented within a school (CESE, 2013).

It follows then, that if to 'know students' is an expectation of beginning teachers, then lecturers and tutors in teacher education programs should also know something of the cultural and linguistic profile of their pre-service teacher education students. It has been suggested that many pre-service teachers pass through university without their linguistic and cultural backgrounds ever being known or recognised (Bradley et al, 2008; Coleman, 2014; Moloney & Giles, 2015; Safford & Kelly, 2010; Santoro, 2013).

The university in which this study took place is located in the Sydney region and many of its graduates expect to enter NSW government schools in that area. Some members of the academic staff in the University's Department of Education contemplated the matter of knowing one's students, and expressed surprise at the lack of data available indicating the cultural and linguistic backgrounds of undergraduate students in the teacher education program. Furthermore, there has been little deliberate collection of student perceptions of whether, and how, they imagine the degree program overall would prepare them to teach in diverse classrooms. These considerations became the three research questions of this study. (1) In this department, what is the undergraduate curriculum provision of material related to cultural and linguistic diversity (CALD)? (2) What is the profile of the CALD characteristics of the undergraduate cohort? (3) What are the attitudes and perceptions of the students, to teaching in a CALD classroom, as learned from the degree program? This article considers the findings of this enquiry, and asks whether there are initiatives that the teacher education program could introduce, which would expand pre-service teacher capacities in light of the globalised context.

Literature Review

Migration to Australia has been a focus of demographic studies since the end of the Second World War, as people relocated predominantly from war-ravaged Europe. Since that time other sites of conflict have created waves of migration and refugee resettlement in Australia. The phenomenon of globalization has attracted the interest of sociologists, social theorists and sociologists of education (see Apple, Ball, & Grandin, 2010). This and other education scholarship has helped shape our thinking about cultural and linguistic diversity (CALD) and what may be appropriate pedagogy in teaching CALD classes.

CALD and Initial Teacher Education

It is recognised that what pre-service teachers learn in their preparation programs impacts their practice and attitudes they bring into schools where they work (Bagnall, 2005). This review examines trends, critique and innovation in pre-service teacher education. A broad literature has identified a variety of strategies that schools of education might use to address issues of student diversity in teaching, within program content, program tasks, and activities beyond the program.

Research literature (see Gist, 2014; Gorfinkel, 2014) has recognised the need for pre-service teachers to have not only in-depth, essential academic and theoretical knowledge which will inform their practice, but also a range of attitudes and understandings of CALD learners which will inform their approach to diversity inclusion. Most initial teacher education programs include mandatory units on inclusive practice, yet, it is often not known what impact such units are having on individual pre-service teacher attitudes and beliefs. Further, there are limited studies that acknowledge the social context and composition of the undergraduate cohort, and how this affects learning. The role played by an individual pre-service teacher's prior knowledge and background, in their interpretation of learning materials has not been extensively investigated (Santoro, 2013; Safford & Kelly 2010). Cochran-Smith has noted the importance of seeing pre-service teacher education as more than simply learning how to transmit information to students. To do so ignores the decades of recent research on the construction of knowledge, "the enormous significance of cultural difference, culturally relevant pedagogy and culturally relevant assessment" (2000, p. 18).

Considering teacher education in the USA, Darling-Hammond has outlined issues that present as contemporary dilemmas including that "15% [of students] speak a language other than English as their primary language (many more in urban settings); and about 40% are members of racial/ethnic "minority" groups, many of them recent immigrants from countries with different educational systems and cultural traditions" (2006, p. 301). As a consequence Darling-Hammond argues that pre-service teacher education programs must "help prospective teachers to understand deeply a wide array of things about learning, social and cultural contexts, and teaching and be able to enact these understandings in complex classrooms serving increasingly diverse students" (2006, p 302). The Australian House of Representatives report on a recent inquiry into teacher education (HPSCEVT, 2007) found that while enrolments in initial teacher education programs were becoming more diverse, they were not matching the more rapidly growing diversity of enrolments into schools.

Teaching students from CALD backgrounds is not just about issues of classroom management or covering the set curriculum. Fundamentally, teaching CALD students should be a way of bringing about greater levels of social justice and equity in Australian schools (Granite & Saltmarsh 2015). This in turn would contribute to achieving one of the Melbourne Declaration goals of promoting equity and excellence in Australian schooling (MCEETYA,

2008). If strategies for teaching CALD students were applied more widely, it would also contribute to the goal "that all young Australians … be active and informed citizens" (MCEETYA, 2008, p. 9).

To this end, many Higher Education institutions engaged in the professional preparation of teachers have begun to critically re-evaluate their pre-service preparation programs, to better ready graduates to meet the challenges of inclusive education (Chong, Forlin & Au, 2007; Jokikokko, 2009). It is recognised that it is difficult to influence long-held beliefs and attitudes in the space of one university unit (McDiarmid, 1990). A program with sustained attention to diversity issues over several semesters can be the most effective in moving pre-service teachers toward greater cultural sensitivity and knowledge and toward effective practice in culturally diverse classrooms (McDiarmid & Price, 1993; Pohan, 1996).

There is a wide literature of studies that have examined efforts to innovate in pre-service teacher education curriculum. For example, Causey, Thomas and Armento (2000) have examined the longitudinal effectiveness of approaches to diversity issues in an urban university, in teacher beliefs. They found that educational experiences which had effective impact on pre-service teachers' belief schemata included autobiographical narratives, self-developed growth plans, practicum experiences in diverse settings, and structured opportunities for reflection, self-analysis, and discourse on equity issues. Brindley and Laframboise (2002) sought to promote multiple perspectives in pre-service teachers, through participation in literature studies, drama, and reflective writing in order to view critical textual incidents and contexts from multiple perspectives.

Studies of innovation in pre-service teacher education, however, have infrequently examined the make-up of the student cohort responding to the innovation. The prior knowledge and the cultural and linguistic background of the pre-service teacher shape an individual interpretation of the curriculum and learning experiences offered. One way to capture these individual responses can be seen in studies that have highlighted the potential of narrative enquiry tasks (for example, see Clandinin & Connelly, 2000; Moloney & Oguro, 2015). Coulter, Michael & Poyner (2007) note that storytelling and narrative can be used both as a pedagogic strategy and as a research method, and they adopted both approaches in a study concerning English as a Second Language (ESL) and Bilingual teacher education. This has also been used by Cho (2014a; 2014b), taking an autobiographical narrative approach to studies of 'language minority students', and by Saltmarsh (2012) in a collaborative biography activity.

Moloney and Oguro (2015) found that, in linguistically diverse pre-service teachers, narrative enquiry elicited and represented affirmation of background and language skills, often for the first time in their university studies. If such pre-service teachers have opportunities to value their multilingual ability, they see themselves as 'multi-dimensional educators' (Watson, Solomon, Morote & Tatum, 2011). It has been only rarely suggested that this attitude can also be fostered by teacher education programs that provide the structural opportunity for students to learn even a simple level of another language (Watson et al, 2010). The lack of this awareness is apparent in the next group of studies.

Language Awareness in Teacher Education Programs

In particular, within the critique of teacher education programs, US research literature has highlighted the lack of multilingual awareness built into learning units (Faez, 2012; de Jong, 2014). Garcia (2008) argued that the pedagogy of multilingual awareness should be a central focus of all teacher education programs. This should feature a critique of assumptions about language and culture in monolingual pre-service teachers in the Australian context,

where society has been characterised as having a 'monolingual mindset' (Clyne, 2008). Clyne's phrase served both to name and challenge the individual and institutional expectation of monolingualism, and to identify it as an impediment to plurilingual potential in Australia.

When pre-service teachers enter linguistically diverse school classrooms, the first challenge for them may be adapting their prepared lesson for children who are learning English as an additional language. Such students are classified, not as multilingual, but in deficit mode, as English Language Learners, or, currently in the Australian curriculum context, as EALD (English as an Additional Language or Dialect) learners. It is considered the responsibility of all teachers, whether monolingual or multilingual themselves, to have skills, knowledge and empathy, in understanding the scaffolding of learning and language (Gibbons, 2002; 2008) that is essential to enable school academic success for all children.

Flores and Smith (2007) compared teachers' attitudinal beliefs about English language learners to teachers' ethnicity, linguistic proficiencies, number of minority students in class, and the amount of diversity preparation. Their findings suggest that the amount of diversity preparation, purposeful experiences with English Language Learners, and some degree of bilingualism in pre-service teachers, may result in more positive attitudinal beliefs about language-minority students.

Finally we note research that has investigated the role of the linguistic and cultural profile of the faculty staff, in the personal modelling they provide, in teaching diversity in the teacher education program. It is still contested how levels of intercultural competence, and linguistic abilities among faculty are related to more culturally sensitive and interculturally appropriate teaching approaches engendered in pre-service teachers (Schuerholz-Lehr, 2007). However universities are aware of the growing internationalization of their campuses and are beginning to acknowledge the role played by the profile of faculty members in the nature of the curriculum (Bond, Qian, & Huang, 2003; Ellingboe, 1998). Clifford's (2005) study found that university students wanted staff to be conversant with their backgrounds, and that having staff with international perspectives was seen as basic to any hope of achieving an intercultural approach to education.

Methodology

This exploratory study's analysis of data required a two-phase mixed-method research design using a qualitative approach, in order to consider and interpret how participants made sense of their learning experiences (Denzin & Lincoln, 2005; Merriam, 2009). The study first conducted an online survey questionnaire, N=138. This survey collected demographic data on undergraduate Education students, including country of birth, languages spoken, educational background, completion of units of study, attitudes to education and attitudes to CALD. Approval from the University Human Research Ethics Committee was sought and gained.

Informed by analysis of the results of the survey, interview questions were designed for student focus groups and interviews, N=42. Interview questions are included as Appendix A. The interview questions were designed to elicit descriptions of the lived world of the interviewees (Kvale, 1996). The volunteer undergraduate participants were self-selected, responding to an advertisement circulated in the undergraduate cohort in late 2013. The focus group data were collected in face-to-face, 30-minute semi-structured interviews, with consistent questions across groups. The interviews were audio-recorded, and then transcribed. In both the survey sample, and the focus group sample, the gender balance was approximately 70/30 female/male, which reflects the gender imbalance in the Australian teaching profession (DEC, 2015). There was approximately 50/50 balance between students training to be primary teachers and secondary teachers.

All participants and locations mentioned have been de-identified and given pseudonyms, to provide confidentiality. The researchers had taught some of the participants in previous semesters. The interviewer for the focus group interviews was a tutor who did not teach on the units, and all teaching and assessment processes for the semester were complete, so no coercion or desirability effect were involved. The study however acknowledges the role and assumptions of the authors, as a possible factor impacting interpretation of data (Russell & Kelly 2002). The focus group transcripts were read and re-read. As the questions remained consistent across interviews, answers to the same question were compared using Constant Comparative method (Guba & Lincoln, 1994). Thematic coding (Ryan & Bernard, 2000) was used to identify themes emerging from the transcription data.

Findings

This section presents findings in the three areas of enquiry of the study. They were, briefly, to map provision in CALD materials, to establish from survey data a profile of student characteristics, and lastly to examine student attitudes and understandings of CALD teaching.

Mapping the Program Provision

The program offers one mandatory subject exclusively focussed on Inclusive Education. This unit has a broad focus on understanding the policy, principles and teacher role in inclusive education, understanding diverse learners, a range of disabilities, establishing an inclusive classroom environment and designing inclusive curriculum and teaching interventions. With its very broad brief, specific attention to cultural and linguistic diversity is limited. Within other mandatory core Education subjects, there is inclusion of lectures on disadvantaged groups in the school system, such as ESL learners, and CALD.

Two third year elective units are specifically relevant to CALD: one unit considering literacy in multicultural societies, and one unit concerning issues and approaches to Aboriginal Education. With each of these units attracting an enrolment of only around 80 annually, many students complete their degree without having done either of these units. The authors acknowledge that across the program, academics have devised a variety of engaging pedagogies and assessment practices to support high quality learning.

Constructing a Profile of our Students

A total of 138 individuals participated in the survey in 2013, representing around 10% of total cohort. Participants had completed, or were completing, a range of different units within Education, with no one unit being overly represented in the participant profile. Nearly two thirds (62.8%) of the participants were aged between 18-25 years. While 82% were born in Australia, 31% speak a non-English language, with 25 different languages represented amongst participants. 56% however, went to a school with less than 25% students classified as LBOTE. The LBOTE representation in schools largely correlates inversely with socioeconomic status.

In some respects, these demographic details confirm studies of pre-service teacher education cohorts in Australia and elsewhere. Causey and Thomas (2000) found that US cohorts of pre-service teachers are becoming more homogenous, white middle class, resulting in a mismatch between teacher and student cultures. However, the current study demonstrated

a wide range of languages used by families that have been acquired through migration, by belonging to a diaspora community, or through study. We recognise that the 31% of speakers of non-English languages in the pre-service teacher cohort matches the national statistic of nearly 30% ESL representation in classrooms (NSW DEC, 2011b). Thus, this Australian study suggests some divergence from the Causey and Thomas assumption. However, this finding sharpens the focus on whether, and how, we activate the potential of this diversity for the learning outcomes of all.

Exploring Students' Perceptions of Curriculum and Teaching

We now turn to broader findings from the thematic coding of transcripts of focus group interviews, however we will also make reference to survey data where appropriate. In general, we see represented in the focus group data, our concerns as to limitations in individual understanding of the curriculum, supporting findings in other similar studies. We discuss first some apparent contradictions.

Participants indicate that they believe they have pedagogical knowledge of what constitutes inclusive teaching strategies, to meet the demand to 'know your students', as per the AITSL standard. For example, the majority of participants could name teaching strategies that they had learnt were effective for inclusion (group work, differentiated tasks and assessment, communication speed, inviting diverse contributions from students). However, when asked about their confidence to teach in a CALD classroom, only 30% of participants expressed confidence in their ability to teach in a CALD classroom, with 62% expressing anxiety about being unprepared to teach CALD classroom students.

This contradiction leads us to look for explanation in other areas of the data. This appears to fall into two types of disconnect. Firstly, there may be a contradiction in practice observed. In reflecting on their own university classrooms, the majority of participants identified that they had only seen a small number of staff members use explicit inclusive teaching strategies, made any recognition of CALD students in tutorials or lectures, or called for possible diverse perceptions or interpretation of materials.

A small number of participants however offered positive memories of inclusive learning in tutorials, and recognised the affordance of online forum activities. "I've seen evidence of inclusiveness in class, be it with students who have language needs or even just physical, disability needs" (Kate). And, "an online forum is very inclusive where everyone who is studying externally can share, and all the staff here are intervening and giving advice" (Cathy). However, in the following participant comment, it seems that the practice of the tutor, while well-meaning, may have been perpetuating an essentialized view of 'your culture', asking the student to speak on behalf of her ethnic or cultural group.

> "When we had different cultures in the class, when we were talking about western thought, one tutor would say, this is western ideas, you tell me what it's like in your culture; the teacher recognising where they were from". (Ellen)

Participants commented on a perceived lack of attention to student diversity in tutorials, in particular, a lack of attention to those who are using English as an additional language. In this context, Tom commented, "In a tutorial there's a lot of people who, … sometimes the tutor don't really realize they are not getting it …" (Tom). This student explained his role in helping such students in tutorials as "a mediator for overseas students at uni., I could talk in a way that they would understand, but I think other peers don't really think about that" (Tom).

Both students and faculty may be operating from a "limited base of knowledge about culture and identity" (Cockrell et al, p 360). To this end, Singh (2009) has similarly promoted

the need for the tertiary teacher to be open to the different intellectual heritage of the student and seeking to be better informed.

In contrast, in a unit devoted to the methodology for teaching English as a Second Language, that is, CALD learners, which attracts around 20 students annually, Sheila was inspired by the tutor modelling a very positive attitude, her commitment, and drawing on her own recent experiences:

"It was tremendous in terms of developing a sense of compassion or empathy for the struggles the students are having- they have all these emotional issues, examples of the countries they've come from ... the teacher works in that environment so she's very passionate and she said "it's a tough gig but the reason I do it is because when I see those kids achieving better than mainstream, I keep going!" (Sheila)

Another area of disconnect may lie in student perception of tokenism in inclusion of materials on diversity: "At the very end of the unit there were two lectures on Aboriginal issues, it felt like they were a bit of an after-thought, like 'oh we better do this now'… it wasn't very integrated, I felt like it was partitioned" (Betty). Betty also indicated that she was hungry to know more about a range of issues, and identified gaps in her access to knowledge about marginalized students, and social justice in education, which she feels were not addressed in the curriculum:

" I would like to know more about, say, the plight of refugee students, about the plight of non-English speaking students and about what is on offer to them, what kind of services they have ... I think it's hard as an educated, white, middle class person, to know really what does happen to those populations, to those students" (Betty).

We note in two participants a sharp difference, in their understanding of "know your students", and their response to curriculum, highlighting the individual nature of construction of knowledge. These participants grew up in suburbs of Sydney that are culturally and linguistically diverse. These students are both multilingual, and move between cultures and languages in their lives.

"I was a kind of western suburbs girl myself so I wasn't intimidated. My own background is diversity, so that's where I've come from, and my own education, and everything, coming from a European background with migration and all that ... It was just easy for me to relate to those kids. Making an effort to know your students ... Being open and having that empathy and that you really care ... being more present for them" (Kate).

Kate uses the phrase "know your students" but she interprets the phrase to mean "being open, having that empathy". In other words she understands "know your students" demands an individual, personal attitude as the core of the professional capability. This must precede, and shape, the subsequent professional choice of classroom activities. Kate exemplifies the finding identified in other studies, that pre-service teachers with diverse backgrounds are more empathetic towards issues faced by English learner students, such as culture shock, lack of local cultural knowledge, and educational challenges (Garvey & Murray, 2004; Faez, 2012). Safford and Kelly's (2010) study highlighted that multilingual pre-service teachers' understanding of normalcy and difference in home, school and social settings 'mirrored' those of their students, giving them an enhanced understanding of educational and socio-cultural contexts.

Ellen's background is Vietnamese, and her mother also has some Chinese cultural heritage.

> *"My parents migrated here in the 80s, so they have very limited English … I went to Plains High. There were lots of nationalities there … I mixed with Africans and Serbians, and I got to know some of their language and culture as well which was really cool ... it opened my eyes up. In one subject, it was cool to listen to the teacher's background, because she's Chinese but her mum is English. It is cool to listen to other people's stories…I think my background helps me a lot, because as a child I've had trouble with reading and writing as well, and I know many, I have many IEC (Intensive English Centre: prepares new arrival students for the language needs of secondary school) friends, and I talk to them about how they transition, and they tell me it's difficult and sometimes teachers don't know how difficult it is, because they're not from that background. Yeah so I think my background gives me another perspective I guess" (Ellen).*

Ellen's positive memories of the complex diversity of her own home, and school background contributes to her understanding of social justice in education. It is core to her emerging teacher identity. She feels a strong sense of social mission that she wants "those kids to feel a part as well, and not be left out … I really want to include every kid, so they can be kids and they can learn and they can prosper". From her friends who have been recent arrival English learners, she has acquired an alternative critique of teachers, which has shifted her understanding of her responsibilities and alignment. When Ellen reflects on the teacher education program through the lens of this personal knowledge and sense of affirmation, overall she found that it has "actually really inspired me, I'm really looking forward to it".

We see, in these two participants, that the knowledge and skills of the program have been synthesised and interpreted in light of their personal belief frameworks. They are examples of observations that multilingual students may move back and forth between their languages and English, in attempting to make sense of their tertiary study and ultimately bring more to their construction of knowledge (Gorfinkel, 2014; Moloney & Giles, 2015).

All pre-service teachers do not have the benefit of Ellen and Kate's knowledge and experience. But their stories highlight the need for teacher education curriculum and experience that is individually and critically challenging and has the capacity to unseat assumptions, if it is to be a teacher education for social justice. Dervin (2015) is critical of much so-called intercultural pedagogy which has produced limited critical learning in students, and has moved to intensive 'post-intercultural' experiential learning to develop critical capacity more quickly.

Discussion, Implications and Outcomes

The issues at stake here are broader than providing schooling in well-managed classrooms. Constructing global teachers (Maguire, 2010) in the current climate driven by local accreditation processes, requires critical reflection on the part of institutions. Addressing diversity or international education as abstract topics, at arms- length, in the teacher education curriculum will not achieve individual change and critical development in pre-service teachers (Rogers, Marshall & Tyson, 2006). Rogers et al (2006) have suggested that teacher education curriculum and pedagogy needs to be more problem-based and include in-depth study of cases, both real and virtual, and international exchange experience for students and faculty. To educate young teachers with the skills for the twenty first century classroom, institutions must grapple with Mayer, Luke and Luke's (2008) vision for the

'world teacher' who can develop for themselves and their students modes of intercultural capital, "knowledge and dispositions that have exchange value and power in the intrinsically intercultural exchanges of new social fields of teaching and learning, work and everyday life" (2008, p.97).

A number of implications arising from this study, have led to new activities being developed in the program:

1. Lecturers are activating the learning potential of student prior knowledge, inviting students like Ellen and Kate to share their experience. Recognising that teachers of minority backgrounds will be better prepared to teach a multicultural and multiethnic student body, the perceptions of students like Kate and Ellen can provide alternative perspectives and help to critically unseat the attitudes of monolingual monocultural pre-service teachers and their tutors and lecturers. Lecturers have invited these students to participate in lectures, to share their school experience and their attitudes to diversity. Value has been attached to peer learning, through the use of online forums within learning units, in explicitly directing student attention to the diversity of their peers' experience and knowledge.
2. The need to develop empathy and understanding of EALD students and knowledge of suitable teaching strategies. In 2014 the program created modules of content in shared curriculum areas, such as EALD, and intercultural learning across the curriculum. All students in the program will in future complete these modules. The EALD module challenges student empathy and skills in scaffolding language and content in their subject area for EALD learners. Feedback from pilot use has indicated positive impact on the many students who had 'never thought about it before'.
3. Initiatives have been taken to find and support placements for short-term practicum teaching experience, in China, Singapore and India.
4. A follow-up study has been conducted which has investigated the experiences of multilingual pre-service teachers within the teacher education program (Moloney & Giles, 2015).

Conclusion

This study sought to examine attitudes to linguistic and cultural diversity within an undergraduate teacher education program. It has provided a brief description of the provision within the program itself, the profile of a sample of its undergraduate cohort from survey data, and from analysis of focus group data, student perceptions of their learning in the program, and what it may mean to "know your students". The study identified that the program offered limited provision of learning associated with CALD. The study identified that students' perceptions of the program's attention to CALD were mixed, but acknowledged particular staff efforts in inclusion. Overall, however, more than half of the cohort expressed anxiety in feeling unprepared to teach in a CALD classroom. Teaching for social justice in the CALD classroom must involve more than a concern for classroom management, delivery of a curriculum, and satisfying local accreditation demands. Pre-service teacher education programs must provide a dynamic and individually stimulating educational experience with the development of new strategies to build critical enquiry and to stimulate individual responsibility for social justice in education.

Appendix A Interview questions

1. What is your perception of the School of Education and its teaching staff, in terms of diversity and inclusion? Do you think staff here teach inclusively, that is, recognise differences in language, culture, (dis)abilities, etc? Can you think of any examples? Do you feel included in the classroom?

2. Is it your impression that the staff know (or make an effort to know) who they are teaching?

3. So, we know that Australian classrooms are now increasingly diverse in language / culture/ abilities. Do you feel confident you are being equipped and adequately taught how to teach in a diverse classroom (e.g in South West Sydney?) Where have you felt you were especially prepared or challenged in this?

4. Was it difficult for you personally to gain entry to university? will this make a difference to the way you see yourself as a teacher?

5. What did/do you want and expect from the program (the courses in your degree)? Is the program doing what you expected?

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