



JÖNKÖPING UNIVERSITY

*School of Education and  
Communication*

# **Cultural diversity in preschool**

**Development of teachers' educational tools in multicultural classes**

**A Systematic Literature Review**

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One year master thesis in child studies  
15 credits- Interventions in Childhood

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## ABSTRACT

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A Systematic Literature Review

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Cultural diversity in early education has been taking an important role in schools for decades, but teaching in multicultural classrooms remains a challenge. This systematic review proposed to highlight how preschool teachers make use of cultural diversity to develop educational tools and explore which tools are operationalized to address multicultural education in preschool. A search for articles has been carried out in online databases, resulting in ten articles included as a base for analysis. Educational tools and cultural diversity described in these articles covered important aspects to address multicultural education for children. A systematic review of the studies showed that firstly, preschool teachers have faced difficulties in applying cultural diversity in their practice. Secondly, although the teachers consider the curriculum to be an important tool it was revealed to be contradictory when referring to cultural diversity. The analyses concluded that curriculum, documentation and listen children's needs and their prior experiences have an evident influence in teachers' everyday work in addressing cultural diversity in preschool. Implications for future research were discussed in relation to the management of preschool teacher to develop a pedagogical plan in culturally diverse context and to consider the view of children and also the parent in the context of cultural diversity in preschool.

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Keywords: preschool, multicultural education, cultural diversity, teachers' educational tools, documentation, curriculum.

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## 1 Introduction

Schools are the first space in which the child has social contact with different groups of children from different experiences and backgrounds. In schools they learn to share, to living with and develop mutual respect. Sleeter and Grant (1987) evidenced that through achievements made by various movements, school became more accessible to diversified students. Inclusion movements broke down barriers in the different areas of education. With this, the discussion about multicultural education has been increase and making reform on the curriculum and in schools.

Schools and teachers are required to adapt to learning and communication of children. In addition, working with a multicultural education approach requires a deepened understanding of cultural concepts. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2001) in the main lines of an action plan for the implementation of the Universal Declaration on Cultural Diversity: "Promoting through education an awareness of the positive value of cultural diversity" (article 7). Multicultural education can be seen as a cultural diversity that brings values in itself. This concept should be used carefully in schools not only to preserve rights and appreciate other cultures but also to esteem and respect individuals from other backgrounds.

Minority children are perceived as distinct individual or groups that lives together with a different cultural group. Coll et al. (1996) point out that a child belonging to a minority is more likely to suffer from a lesser sense of self-confidence. The fact implies that schools and teachers play an important role in supporting children belonging to minority who faced judgment and are inserted in an environment, for example another country, with unknown cultural norms.

Okuma-Nyström (2008) as cited in Szelei, Tinoca and Pinho (2019) identifies that schools inclined to not change systems and to construct or extinguish individualities framed by majority ideology. Which is not convenient, since this ideology may be exclusive. As long as children feel represented and being part of a group, they probably develop self-confidence in the group and make their opinion considered (Szelei et al., 2019).

Educational systems and perceptions about school and children vary across countries, as well as the use of educational tools. The present study intended to analyze studies from different countries, however, the majority of articles included here are Swedish. Therefore, with the intention to be clear about the educational vision and educational tools used, this study highlights the perspective of Sweden as a base.

School has an important role in promoting knowledge about different cultures, promoting respect and acceptance in society. It can be seen as a micro society were children, with positive

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intervention from teachers, build a society of the future with respects of differences between people. Preschool is important for the development of young children since they are exposed to explore and learn about world and experiment values different from their home. Preschool education, from a Swedish perspective, aims to “promote the development, health and well-being of children” (Skolverket, 2018, p.8). That means that through integration of diverse groups into social context as schools, it is possible to develop and promote different cultures and produce empowerment within and between groups.

The internationalisation of Swedish society and increasing cross-border mobility place high demands on the ability of people to live with and appreciate the values inherent in cultural diversity. Awareness of one's own cultural origins and sharing in a common cultural heritage provides a secure identity which it is important to develop, together with the ability to understand and empathise with the values and conditions of others. The school is a social and cultural meeting place with both the opportunity and the responsibility to strengthen this ability among all who work there (Skolverket, 2011 rev. 2018, p.5).

The focus of Swedish school is based on democratic values, and it must develop the children knowledge, human rights, values and democracy reflected in the Swedish society. Freedom, solidarity, sense of justice, integrity, tolerance, responsibility, and equality are basic values that Swedish school essential represents and convey. School workers should encourage mutual respect, individuality, inclusion in society, and the respect to environmental belonging to all (Skolverket, 2011 rev. 2018).

## **2 Theoretical Background**

### **2.1 Cultural diversity**

Culture is defined by specific characteristics of a group such as language, ethnicity, religion, attitudes, and behaviors (Perez-Brena, Rivas-Drake, Toomey, & Umaña-Taylor, 2018). It is as a junction of instruments (protecting, promotive, transformative) used to interact with the surrounding environment. Thus, culture is used in the Swedish curriculum to refer to children from other nations (Brantefors, 2015). Culture in this study will be defined as a relation between groups with

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different ways of interacting with the environment and other individuals, that differ from the majority culture.

### 2.2 Children's right

United Nations General Assembly (1967) guarantee the status of refugee's regarding on educational right and claims that the same educational treatment as is conferred to children from host country have, without discrimination as to race, religion or country of origin. The United Nations General Assembly (1989) establishes that children should be prepared to live in a society with dignity, tolerance, freedom, equality, and solidarity. For it recognizes the right of children to education. It also concerns the cultural identity of the children and their family from other countries and highlights the development and respect of national values of the country in which the child is living and the country from which the child originates. Learning from different cultures significantly influences the direction of the quality of life increase and positively engages in society when it allows children to expand their knowledge. Encouragement of dialogue and convergence between different cultures and promoting intercultural projects aimed at dissemination to enhance understanding between different cultures and traditions are goals to endorse cultural diversity (UNESCO, 2001). UNESCO (2005) calls for inclusive education and seeks to guide schools through a set of actions as Curriculum. This should develop understanding and respect for differences between pupils and of different cultures in society.

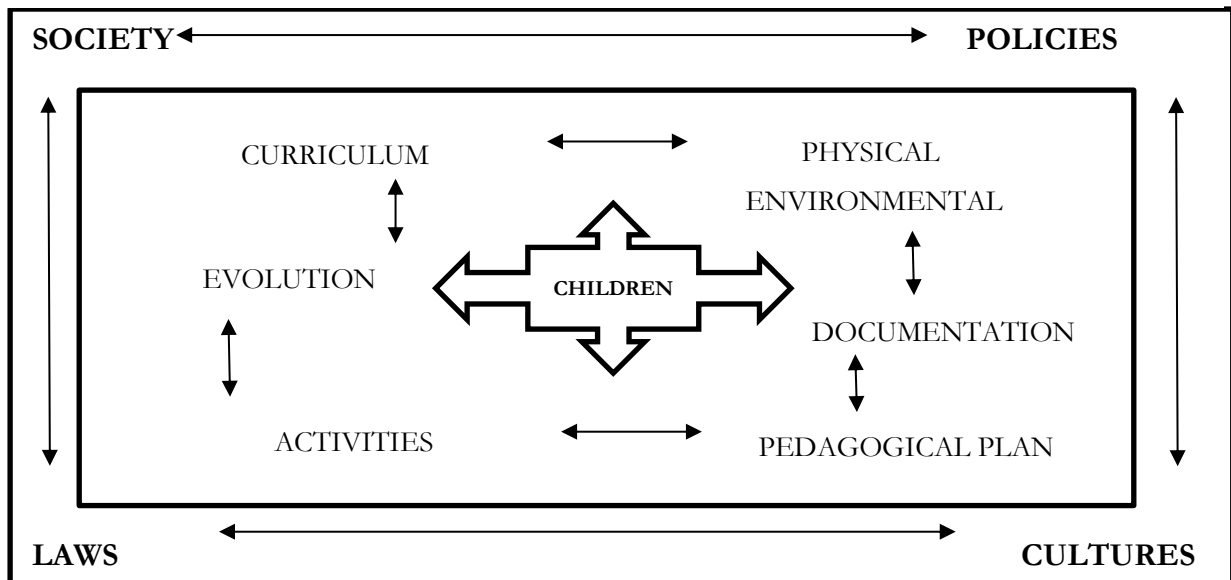
### 2.3 Educational tools

Pedagogical model or educational tools are the action part of educational system that is operated by an ideal model, varying according to society or culture, and which combines values, theory, and practice. In this dynamic practice the educational purposes and their objectives are defined (Formosinho, 2007). In short, educational tools are viewed in this paper as pedagogical platforms process, approach and strategies that teachers make use of or should make use of in practices in schools to conduct their work with children.

Educational tools guide and organize the interrelation between the following dimensions: *Society*, as a dimension of norms; *Curriculum*, as a regulation of values and pedagogical intentions; *Physical environmental*, as intentionality and organization of spaces and materials; *Documentation*, such as listening, observation, register and reflection of and about children's needs', as a guarantee of the presence of the individual and the culture of the child in the educational act; *Pedagogical plan*, as

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creation and intentional elaboration of the activity; *Activities* as an intentional action in the classroom with children; *Evolution*, as an assessment of development and learning in educational context. Intending to clarify this dynamic process, the author created a general framework and will here explain each educational tool following:



### 2.3.1 Society: cultures, historical changes, laws and policies

Globalization, migration, culture, and social heterogeneity are the foundation of the current world. The political system of societies has been challenged by ideas of interculturalism (Beck, 1998 cited in Stier & Sandström, 2018) and influenced by sociopolitical and economic ideologies (Cochran, 2011). School and preschool education take place in a specific cultural and social context. The view of development and learning of children are shaped by cultural values or beliefs and norms and associated with the structure of society and it directly affects the relations and the capacity of parents related to children (Brooker & Woodhead, 2010 cited in Arcar-Ciftci, 2016). In sum, all changes in society influence laws and policies and consequently affect the educational system.

### 2.3.2 Curriculum

Curriculum is a national regulation to discuss actions and stipulates fundamental values that should take place in schools (Brantefors, 2015; Stier & Sandström, 2018). It “represents society’s conceptions about childhood, teaching, learning, the future, good life.” (Rintakorpi, 2016, p.401). Curriculum has been reformed by the necessity of improvement and adequation to new realities (Brodin



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& Renblad, 2015; Arcar-Ciftci, 2016). The curriculum bases on “legitimizing pedagogical practices and producing symbolic representations of education” (Åkerblom & Harju, 2019, p.4). In regards to culture, the curriculum in Sweden has changed over the years and according to ideological transformations in society, as previously mentioned. As history demonstrates the curriculum reproduces the means of cultural conditions and the mission of school: *minority schooling* (1960s), *immigrant education* (1970s), *multicultural education* (1980s-1990s), *diversity education* (1990s-2010s) (Brantefors, 2015) and recently *value of cultural diversity* (2011-2018) (Skolverket, 2011 rev. 2018; Skolverket, 2018).

This improvement in curriculum associated with teacher training can develop, through the multicultural school, the awareness and positivity of cultural diversity (UNESCO, 2001).

**2.3.3 Curriculum in preschool**

Preschool has become an important part in society and the curriculum plays a vital role as an educational tool. The Swedish preschool curriculum is covered by Skolverket (2018) and is decided by the Government, and is based on democracy, values and national goals which realize the mission of preschool education. The national goals are exposed in the curriculum which establishes prerequisites for the mission of preschool, which is to promote children's development, learning, respect, and understanding of equality and human rights.

Education should consider different perceptions and contributions to children's development of identity. Children's development and learning take place at all times, including during play. Play should perform a central role in the preschool since through it, children are able to develop different areas such as language, creativity, motor skills, teamwork, social interaction, problem-solving. Teachers have the responsibility of planning and implementation based on the curriculum and from the children interests and experiences with the intention to promote children's security, self-esteem, well-being respect, solidarity, responsibility and prepare them to be member of society. Regarding cultural diversity the curriculum mentions that knowledge and understanding of the value of living in a society characterized by diversity, as well as an interest in local culture (Skolverket, 2018).

**2.3.4 Physical Environmental**

The environment needs to be prepared and organized to provoke and challenge children and also to facilitate participation and integration among children and between child and environment. For example, space, architecture, and materials (Paulo Freire, 1997; Reggio Emilia, cited in Formosinho,

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2007). When the physical space is properly prepared, the dynamic starts, and teacher should be prepared to do the documentation based on the outcomes.

**2.3.5 Documentation**

Discussion regarding curriculum and documentation in preschool has dominated research in recent years. Pedagogical documentation or simply Documentation is defined as a process which consists of an organization of teacher interpretation, understanding and observing children's comments, curiosities, conversations, questions, play, and through perceiving, listening and assessing children's needs, interests, knowledge, ideas, and experiences. It is performed connected and dynamically between children's voices, adults and environmental (Rintakorpi, 2016; Merewether, 2018; Dahlberg, Moss, & Pence, 1999). The influence of documentation depends on the way that it is used in practice, it can strongly affect reality, depending on reflections made, or can be weak if it is used simply as registration of things (Rintakorpi, 2016). Documentation is achieved through strategies by the teacher as a researcher, such as observation and registering. It is a mean to make noticeable learning processes in preschool (Rinaldi, 1999; Merewether, 2018).

**2.3.6 Pedagogical plan**

A pedagogical plan is a teacher's work tool to action plans for activities in class. It is based on analyses and reflections about documentation. It can be discussed and built together with other teachers or with children. The most important part in the pedagogical plan being that it should be guided by documentation and curriculum and it is respected and consider all people involved in the educational process (Gandini & Goldhaber 2002). It should be based on specific objectives and goals to be achieved. In a pedagogical plan teachers specify what activities will be done inside the classroom, seeking to improve children's development and learning.

**2.3.7 Activities and Evolution**

Activities are educational and pedagogical instruments developed from guidance on the pedagogical plan. This is the intentional work done by the teacher directly with the children in the educational space. After the activities it is necessary for the teacher to reflect and analyze the work. The teacher evaluates the teaching-learning process, aiming to promote the progress of children. The evaluation must be a systematic and continuous process throughout the process. Observation is the main instrument that the educator has to evaluate the process of development construction.

## 2.4 Teaching through culture

School is a system of organization and institution of policies and procedures. It includes all members and aspects of school, for example, children, teachers, physical environments, curriculum, activities and instructional strategies. Each of these aspects can encourage dissemination, respect, and knowledge about the cultural diversity in the school. Early multicultural education can be used as a base to develop learning and to promote social identity, sense of citizenship and human rights. UNESCO (2005) suggest that teaching and learning should be planned with all pupils in mind.

Each child has unique characteristics, as well as characteristics of the family and community. Members of different culture presents different achievements in school (Tharp, 1989). Moreover, community, perception, knowledge, linguistic and incentive vary by each culture and that reflect on schools. These conclusions are maintained by Coll et al. (1996) when they propose that background effects the children's ability to progress in knowledge and learning inside the context of school.

Education must consider the child's prior knowledge and experience and should be based on curriculum and children's interests. Children have the right to involvement in the process of education, for this, teachers must be adapt to children's needs and encourage student's achievement of extra knowledge based on the background and experiences of children (Skolverket, 2018; Skolverket, 2011 rev. 2018).

To improve student's representation, identification, and participation it is need to redefine teachers' practices regarding critical multiculturalism in schools as a unit. According to Tharp (1989), once school-home compatibilities are present children feel confident to contribute and demonstrate their abilities in class. For schools and teachers to see improvement in children it is necessary to provide opportunities for them to decide the way that they want to express themselves, their experiences and opinions. Children should be able to recognize and represent themselves as individual and the value of their cultural diversity (Szelei et al., 2019).

The contact between groups from different backgrounds is enriching for everyone involved in the process. It should be seen understood as reciprocity between the immigrant and the receiving society; as well for teacher who received these immigrant children at school. The challenge is to maintain the characteristics of the group even with the contact between them. As members of different groups develop their cultural boundaries and social relationships. The school can support children to get benefit from the multiculturalism present in the units as a form of integration, information, and respect for cultural diversity. Accommodation and adaptation to the environment

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should be reciprocal between the teacher and children (Berry, 2001). It is important to clarify if children from minority cultures are part of a group and are available to express themselves culturally or if they must adapt to the new culture in which they are inserted. There is a necessity request since it is a reality of globalization and increasing immigration in the world. School is a central foundation for reflection on different backgrounds and cultures.

**2.5 Different group composition**

Perez-Brena et al. (2018) show that social conditions and characteristics of families and community are responsible for developing the adaptative culture since the cultural environment as values and traditions have an important role in accommodating the environment. Coll et al. (1996) present arguments to emphasize that adaptive culture is the result of the history of culture, of social policies and economy of a group together with current demands of the environmental context. As a result, all this cultural history influences society and the quality of schools, employment and health, which in turn influence families and children.

The process of engagement with children from different backgrounds and socialization based on emotional regulation are seen by Perez-Brena et al. (2018) as the main element for the development of adaptive culture within the social context. The way children express themselves and their behavior is evidently related to the family culture (roles, demands, values).

There is a clear role at the school for research and production in this field, as there is for the broader domain of intercultural studies. Education must be understood not only as an important contributor to child development but also as an instrument for developing and producing interactions, transformations, adaptations and acquaintanceship.

**3 Rationale for the study**

Early childhood education must focus to help children develop self- knowledge, to perceive the other and the existing relationships and perspectives in the world around themselves (Gayle-Evans, 2004). "Preschool is a social and cultural meeting place that should promote children's understanding of the value of diversity" (Skolverket, 2018, p.6). Through it, children can experiment and learn from situations and possibilities related to cultural diversity. Multicultural education is a current key point in school. The culture of children should not be ignored but rather be utilized to produce knowledge, as well as the culture of the country where the child lives. Children from

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different backgrounds and cultures must feel an integral part of the group in school and feel represented and culturally important in micro and macro society. School can help children to understand and appreciate different cultures. In order to provide it, the organization of school, teacher's attitude to situations that involve cultural, trust relation with parents and teacher's educational tools are crucial. The knowledge and awareness of different cultures and ways of life can help develop a capacity for understanding and empathy with the values of other cultures (Skolverket, 2018).

## 4 Aim and Research question

The present study aims to investigate and critically review the findings of previous studies exploring the use of cultural diversity by preschool teachers to develop educational tools and which tools are operationalized in order to address multicultural education. PECO was used to define objectives and organize a framework to place terms by the important concepts of the present study (Morgan, Whaley, Thayer, & Schunemann, 2018; Methley, Campbell, Chew-Graham, McNally, & Cheraghi-Sohi, 2014).

*PECO framework applied:*

<b>PECO</b>		
<b>P</b>	Characteristic of population	Preschool teachers
<b>E</b>	Exposure	Operation of cultural diversity in preschool
<b>C</b>	Comparison	Cultural diversity –applicability of high or low level
<b>O</b>	Outcomes	Educational tools - adaption to address cultural diversity

The paper will be guided by the following research questions:

- 1) How do preschools teachers make use of cultural diversity in educational tools?
- 2) Which tools have been used to address multicultural education in class?

## 5 Method

### 5.1 Design

In order to provide answers to the research questions, a systematic literature review was conducted. A systematic literature review is a transparent research method that involves a complex

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process of identifying, selecting, critically analysing and summarising research and data of the available literature and studies (Jesson, Matheson, & Lacey, 2011).

### 5.2 Search procedure

Literature was searched and selected through electronic databases related to education and/or social skills: ERIC, Google Scholar and PRIMO. The databases were chosen for the reason that they are online libraries that provide access and share peer-reviewed academic papers and articles. ERIC is database especially focused on education which can provide relevant literature for the present paper.

### 5.3 Selection criteria

Inclusion and exclusion criteria were selected, defined and used in the search by following benchmarks that matched with being relevant to measure assess how do preschool teachers make use of cultural diversity to develop education and which tools have been used by preschool teachers to address multicultural education in class. To be considered in the present study, the article had to cover aspects as preschool, teachers' pedagogical plan, educational tools, multicultural education and/or cultural diversity group.

Inclusion	Exclusion
Population	
Preschool teachers	Children older than 6 years old
Children age 2 to 5	Teenagers
Ethnical groups	Middle and high school teachers
Diversity cultural groups	Mental health conditions
	Focus on children with disabilities
Publication type	
Full text available	Abstract, theses, conferences papers, books.
Published in English	Published in languages other than English
Published peer review	Focus in quality of life
Measure	
Educational perceptions	Families perceptions
Teacher's view	Community perceptions
Minority cultural in school	Focus in racial preconceptions and/or racism
Culturally different group composition	Focus in policies
Preschool	Focus in language
Definition of Culture	Focus on training of teachers
Teacher's plan activities	
Pedagogic document	
Curriculum	

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Design
Qualitative studies
Quantitative studies
Literature review
Case studies

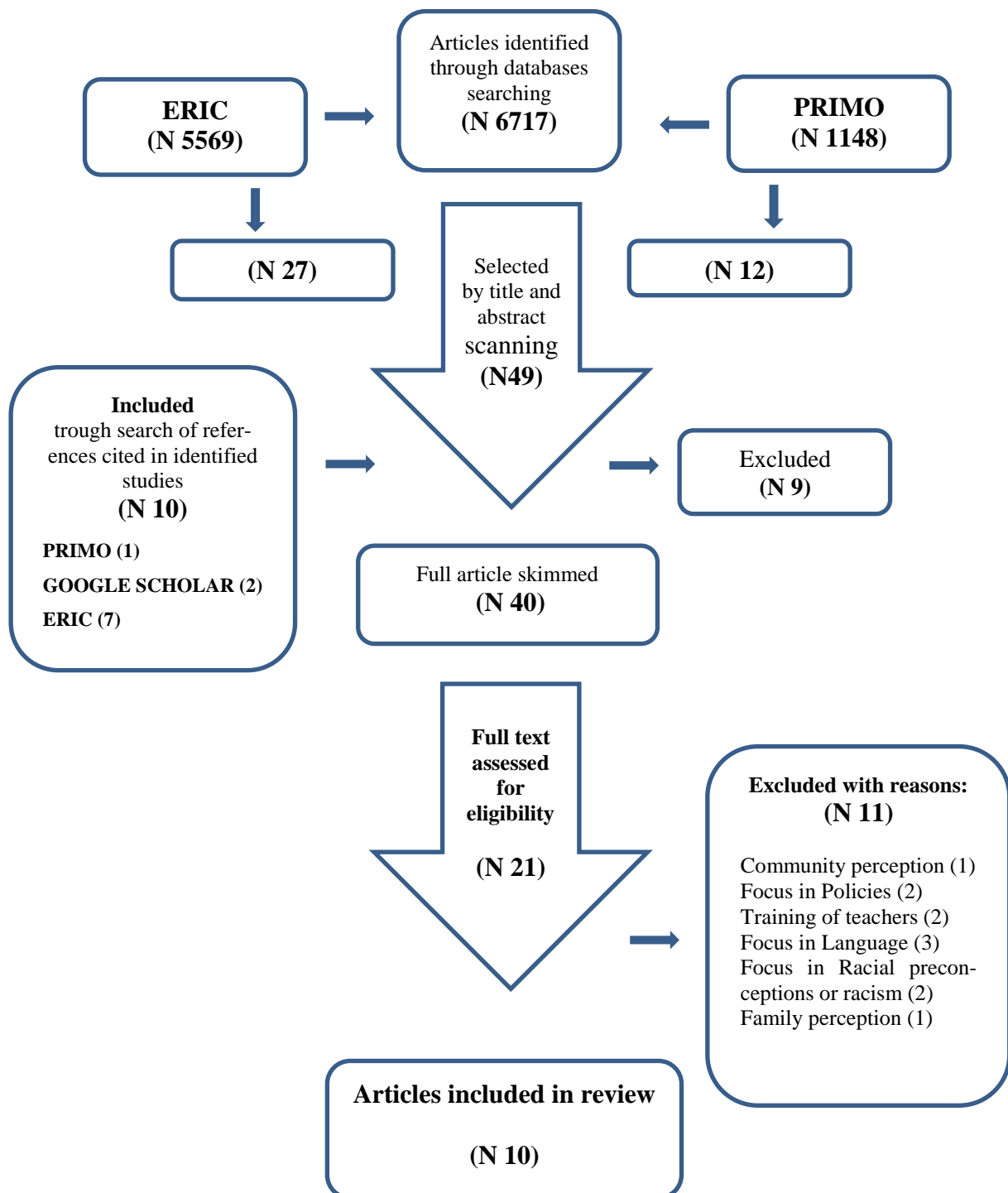
## 5.4 Search strategy

Appropriate literature was selected according to inclusion and exclusion criteria. The search involved aspects of preschool explored in this study. Search terms and keywords were used for all databases used with “and/or/\*/+” e.g, Child\* AND Preschool\* AND (ethnic minority or culture)\*; preschool activities; pedagogical documents in preschool; minority AND pedagogical plan in preschool; teacher pedagogical documents in preschool; pedagogical documents in preschool +multiculturalism+ cultural diversity; multicultural education +preschool.

The total search identified 6717 articles. Total articles that resulted in ERIC were 5569; in PRIMO were 1148 and two in Google Scholar. From this total, 49 articles were selected and scanning by title and abstract. After that nine were excluded by not meeting selection criteria and more ten articles were included through search of references cited in identified studies, two articles searched in Google Scholar, seven articles in ERIC and one article in PRIMO. In total 40 articles were skimmed on full-text level. From that, 21 articles were screened full-text and assessed for eligibility. After that, 11 articles were excluded for reasons relating to the excluded criteria: community perception, focus in policy, focus on training of teachers, language and/or communication as main, racial preconceptions or racism and family perception. Finally, afterward conducting the literature search process, ten articles were included in the present systematic review to answering the research questions. A flowchart of the selection process can be found in Figure 1.

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Figure 1: selection articles:





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### 5.5 Quality of assessment

In order to control which studies had addressed the possibility of bias and to assess the quality of the studies included in the present systematic literature review, a critical appraisal tool was used based on the checklist of Joanna Briggs Institute (2017).

The tool contains 11 questions and answers (yes, no, unclear and not applicable) which were addressed for each article included in the present study based on information provided by them (see Appendix I). The measure used was that for articles with more than 7 yes's were considered of good quality, 5-7 yes's moderate quality and those with less than five yes's were deemed to be of low quality. Finally, considering that the articles search procedure and selection criteria were rigorous, only included peer-reviewed articles and of confident publications, the included articles in this study were considered of good quality. The following table illustrates the number of articles that satisfied each question in critical appraisal tools.

Question	Yes	No	Unclear	Not applicable
Is the review question clearly and explicitly stated?	9	1	0	0
Were the inclusion criteria appropriate for the review question?	10	0	0	0
Was the search strategy appropriate?	10	0	0	0
Were the sources and resources used to search for studies adequate?	10	0	0	0
Were the criteria for appraising studies appropriate?	10	0	0	0
Was critical appraisal conducted by two or more reviewers independently?	10	0	0	0
Were there methods to minimize errors in data extraction?	10	0	0	0
Were the methods used to combine studies appropriate?	8	1	1	0
Was the likelihood of publication bias assessed?	10	0	0	0
Were recommendations for policy and/or practice supported by the reported data?	10	0	0	0
Were the specific directives for new research appropriate?	5	4	2	0

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## 5.6 Data extraction

A data extraction protocol form was developed, based on important items to access the characteristics of the reviewed studies. The items on this extraction protocol are following.

<i>Extraction Protocol</i>	
Article information	<i>Title</i>
	<i>Author</i>
	<i>Year</i>
	<i>Journal</i>
	<i>Aim</i>
	<i>Research questions</i>
	<i>Hypothesis</i>
	<i>Target group</i>
	<i>Country</i>
Participants	<i>Number</i>
	<i>Age</i>
	<i>Recruitment</i>
Methods/ Basic design	
Data collection method	
Strategies	
Aspects of culture	
Aspects of different group composition	
Overview about pedagogical aspects	
Results	
Conclusions	
Limitations	

## 5.7 Data analysis

Data analysis was performed while extracting the data from the articles included and after the data extraction process. With the intention to answer the research questions descriptions of educational tools were analyzed. The results considered to answer the first research question (How do preschools teachers make use of cultural diversity in educational tools?) were organized in two themes 1) Child centered and cross-cultural teaching and 2) Cultural conflicts in practice. In order to answer the second question (Which tools have been used to address multicultural education in class?) the results were grouped into theme curriculum and documentation. The studies showed to have a common view about documentation and curriculum.

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*Overview of articles*

Title	Author	Year	Aim
The Critical Multicultural Education Competences of Preschool Teachers	Arcar-Ciftci	2016	To determine the perceptions of preschool teachers regarding critical multicultural education competencies.
Between culture and cultural heritage: curriculum historical preconditions as constitutive for cultural relations – the Swedish case	Brantefors	2015	To describe and discuss how the historical prerequisites of curriculum could contribute to unjust power relations in a young multicultural society like Sweden.
Early Childhood Educator's Perspectives of the Swedish National Curriculum for Preschool and Quality Work	Brodin & Renblad	2015	To report how the revised national curriculum was received by the preschool educators and whether the Swedish preschool educators perceive that they can conduct a systematic quality work based on the curriculum.
It Is Never Too Soon: A Study of Kindergarten Teachers' Implementation of Multicultural Education in Florida's Classrooms	Gayle-Evans	2004	To assess kindergarten teachers' implementation of multicultural education in classrooms in the state.
Listening to young children outdoors with pedagogical documentation	Merewether	2018	Explores the use of pedagogical documentation as an approach for teacher.
Documenting with early childhood education teachers: pedagogical documentation as a tool for developing early childhood pedagogy and practices	Rintakorpi	2016	The aim of this empirical case study is to discuss the power of pedagogical documentation in assessing and developing early childhood education.
Managing the unmanageable: curriculum challenges and teacher strategies in multicultural preschools in Sweden.	Stier & Sandström	2018	To explore the dilemmas preschool teachers face when they attempt to balance universal and particularistic claims in the preschool curriculum.
Diversity management in preschools using a critical incident approach	Stier, Tryggvason, Sandström & Sandberg	2012	To explore the understanding of teachers, and practical approaches to ethnic and cultural diversity in preschools.
Rethinking 'cultural activities': An examination of how teachers utilized student voice as a pedagogical tool in multicultural schools	Szelei, Tinoca & Pinho	2019	Exploring the activities teachers developed; if and how students' voices were utilized as pedagogical tools; and how these mechanisms contributed to (mis)representing students.

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The becoming of a Swedish pre-school child? Migrant children and everyday nationalism	Åkerblom & Harju	2019	Examines how migrant children in Sweden are fostered to become 'Swedish' in a preschool setting aiming to integrate them and their families into the Swedish society
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## 6 Results

Based on attentive selection methods, a total of 10 articles were used to answer two research questions (How preschools teachers make use of cultural diversity in educational tools? Which tools have been used to address in multicultural class?). The present study identified a variety of tools used by teachers for addressing multicultural education as well as methods used to prepare these tools through the knowledge from the children they teach.

### 6.1 Overview of results of articles included

Author, year	Design	Country	Participant	Main focus	Main results
<b>Arcar-Ciftci (2016)</b>	Quantitative	Turkey	120 pre-school teachers	Critical multicultural education	Teacher found themselves positive, sufficient and adequate to deal with multicultural education.
<b>Brantefors (2015)</b>	Empirical Study	Sweden	--	Different cultural meaning and Curriculum	Paradox in national curriculum and pluralism.
<b>Brodin &amp; Renblad (2015)</b>	Quantitative	Sweden	111 pre-school educators	Swedish curriculum	Preschool teacher evidences are influence in preschool: 88% common value. 76% curriculum. 92 % curriculum leads to improv activities in preschool. 100% personal attitude of teacher. 68% curriculum cooperates to communication with parents. 97% number of children in group. 69% mix of children in class. 99% preschool needs a curriculum

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<b>Gayle-Evans (2004)</b>	Quantitative	United States of America	477 kindergarten teachers	Multicultural education	47.79% of the teachers observed interest of the children to develop activities. Curriculum focus to help children develop and with perceptions.
<b>Merewether (2018)</b>	Qualitative	Australia	One metropolitan early learning Centre	Pedagogical documentation	Documentation as a tool for teachers. Give voice to children affect childhood education. Teacher use tool do decipher children's needs.
<b>Rintakorpi (2016)</b>	Qualitative	Finland	35 kindergarden teachers	Pedagogical Documentation	Positive use documentation in preschool but teachers do not use in an effective way. 40% of teacher do not mention assessing, planning or other pedagogical process.
<b>Stier &amp; Sandström (2018)</b>	Qualitative	Sweden	41 preschool teachers	Curriculum and implications in multicultural preschools	Conflicts between practice and values in the curriculum. Uncomfortable situation of teachers in handle with family traditions. Teachers prefer deal with their students instead with parents. Teacher desire improve their relations with parents about values. Curriculum do not contribute enough to guide teacher in strategies to deal with demand of children and parent.
<b>Stier, Tryggvason, Sandström &amp; Sandberg (2012)</b>	Qualitative	Sweden	17 preschool teachers	Approaches to cultural diversity in preschools	Teachers are interest in develop knowledge about their students related to cultural diversity. Teacher can exalt negatively the different. Teachers can encourage and inspire children's learning trough pedagogical toll. Majority teachers do not feel confident when

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					matters of cultural diversity. Teacher are avoiding to deal with the challenge.
<b>Szelei, Tinoca &amp; Pinho (2019)</b>	Qualitative	Portugal	32 school practitioners	Pedagogical tool in teacher activities	Children's voice affects preschool activities. Teachers aware and are positive towards cultural diversity. Different conceptions in how to works with differences in school. Divergence in definition of culture and in pedagogical action. Teachers tend to highlight difference. Teacher avoid to debate. Children learn trough pedagogical toll. Multi educational is a challenge for teachers but brings benefits.
<b>Åkerblom &amp; Harju (2019)</b>	Qualitative	Sweden	Preschool educators	Purpose of preschool	Curriculum gives priority to Swedish culture.

The main interesting results for this study were obtained through the careful analysis of the data found in the articles. They were grouped into three themes, firstly Curriculum and Documentation, secondly Children-Centered and Cross-Cultural Teaching and thirdly Cultural Conflicts in Practices.

## 6.2 Curriculum and Documentation

Cultural diversity is a delicate point of tension in school. The results of the reviewed studies outline that although the curriculum in Sweden is based on democracy, there is contradictory segregation between the 'others' and children fluent in the Swedish language that are immersed in the Swedish culture. The curriculum gives priority to Swedish culture at the same time it suggests "praising of pluralism". Authors make clear that there is conflicting concern about cultural diversity in school. Over the curriculum, the school should highlight the Swedish nationalism and the view of 'another' culture (Brantefors, 2015; Åkerblom & Harju, 2019). Besides, according to 88% of preschool teachers in study by Brodin and Renblad (2015) the common values are important for

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the quality of preschool and 76% indicated that the curriculum is an important factor which interfere with it and 99% replied that preschool needs a curriculum.

The result of the reviewed studies agreed that teachers are aware and positive about the curriculum, cultural diversity in school and considered helpful for education to develop multicultural education competencies and activities (Brodin, & Renblad, 2015; Szelei et al., 2019; Arcar-Ciftci, 2016). Moreover, teachers believe that firstly it is positive the use of documentation and secondly documentation is important tool in pedagogical process at preschool (Rintakorpi, 2016). Despite this, results show that teachers do not realize what to do or how to handle with this acquaintance in practice (Rintakorpi, 2016; Szelei et al., 2019).

According to 92 % of preschool educators in the study by Brodin and Renblad (2015), the curriculum leads to improvements in the activities in preschool. It primes the development of the preschool activities, through it, the changes and development of the preschool teachers' pedagogical planning was better conducted. Together with the result of the influence of pedagogic planning in quality of childhood education, as agreed 88% of teacher, in mentioned study before, and 67% indicated that documentation is also a factor of influence in quality in preschool.

**6.3 Children-Centered and Cross-Cultural Teaching**

The results of the reviewed articles have thoroughly concluded that the majority preschool teachers in Swedish currently work in multicultural backgrounds and have the responsibility to strengthen children to overtake cultural boundaries (Stier, Tryggvason, Sandström, & Sandberg, 2012). Teachers have a crucial role in the quality of preschool, as evidenced in research by Brodin and Renblad (2015), where 100% of the sample in the same article, believes that the personal attitude of teachers has a direct influence on the quality of schools. This becomes a problem when teachers do not share the same definition and have divergent views in school about conceptual cultural diversity and the different multicultural contexts (Stier, & Sandström, 2018).

Regarding activities in culturally diverse class teachers are interesting in develop knowledge about their children related to cultural diversity, however, they are isolated in their practices in school related to discourse about the topic. It implies in an exposition of difference rather than different culture, because of lack of knowledge, the teacher can exalt negatively the different or emphasizes cultural stereotypes and destroy the equality between children, an 'exoticism' can occur (Stier et al., 2012; Szelei et al., 2019).

Teachers can encourage and inspire children's learning through the pedagogical tolls (Stier, et al., 2012). Szelei et al. (2019) have proven that activities developed by teachers with the purpose

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of discourse cultural diversity are based on cultural artifacts, general themes or to tackle discrimination, racism or stereotyping. The research highlighted that the different cultures were represented superficially and a child can be exalted as different from the other children.

Previous studies have contended that giving a voice to children affect the aims, environment and consequently the activities of early childhood education (Szelei et al., 2019; Merewether, 2018). However, the research by Rintakorpi (2016) found that children's voice does not influence on preschool practice since teacher do not efficiently use documentation. The study reported that 40% of teachers do not mention assessing, planning or other pedagogical processes (Rintakorpi, 2016).

The majority of children of pre-school age do not have a well-developed language articulation to express themselves clearly through speech, thus teachers are requirement to attend and realize the needs of the children in other ways such as gestures and observation (Merewether, 2018). The research by Gayle-Evans (2004) evidence that only 47.79% of the teachers observed the interest of the children to develop activities.

**6.4 Cultural conflicts in practices**

The relation between teachers and parents is a challenge, in particular regarding differences about culture and religious (Stier, & Sandström, 2018) and the majority of teachers do not feel confident when matters of cultural differences surfaced and the strategy used in school to deal with the challenge is to be passive and avoid it (Stier et al., 2012; Stier, & Sandström, 2018).

Investigations by Stier and Sandström (2018) showed that there are conflicts between practice in preschool and the values stipulated in the curriculum, teachers have to deal with family traditions and not interfere with it, at the same time, maintain in school the values from the curriculum. It also has been seen in the study by Szelei et al. (2019) when the results prove disagreements in teachers' intentions and contradictory practices to address cultural diversity.

The results of the study by Stier and Sandström (2018) show that teachers desire to be confident in their relations with parents about values. The same study also evidence that the curriculum of preschool does not contribute enough to guide teachers in strategies to deal with the demand of children and parents. Other research such as Brodin and Renblad (2015), reports that the majority of teachers, 68%, believe that the curriculum cooperates as a facilitator in communication with parents about children's learning and development.



## 7 Discussion

The current systematic review aimed to investigate the role of a preschool teacher to make use of cultural diversity to develop educational tools and explored which pedagogical tools are operationalized in order to address multicultural education in preschool. The study was based on two research questions to review previous literature (1- How do preschools teachers make use of cultural diversity in educational tools? 2- Which tools have been used to address multicultural education in class?).

With the intention to answer the first research question, the results showed that teachers find it difficult to access the children previous knowledge and needs in order to carry out their pedagogical activities related to cultural diversity. The teachers which expressed in the studies that they deal with multicultural education do it in superficially way and/or exaggerate differences negatively.

The answer to the second research question, according to the results, is that the main educational tool used by the teachers is the curriculum. However, it has demonstrated to be contradictory and does not provide the necessary aid to theoretically support teachers in their everyday work, which lead to the insecurity of teachers to deal with possible conflicts caused by the deepening of work with cultural diversity.

### 7.1 Cultural diversity place in pedagogical plan

Addressing multicultural education in class became a challenge for teachers, at the same time, working with diverse cultures is also a positive experience, bringing benefits to children such as motivation, identification, respectful relationships, improved engagement (Szelei et al., 2019; Stier, & Sandström, 2018).

Teachers have the task to provide inspiration and constructive environment as strategies to manage cultural diversity in class (Stier et al., 2012). The analyses showed that a pedagogical plan is important to the quality of preschool education (Brodin & Renblad, 2015) and to formulate it is necessary to first listen to children then carry out documentation. Documentation has an important role to assess children's experiences (Rintakorpi, 2016) and is an influencer in the quality of work in preschool (Brodin & Renblad, 2015) which is related to good documentation and consequently well elaborated pedagogical plans. However, the development of pedagogical plans are affected for two factors. Firstly, it seems that teachers do not give children a voice; secondly, not applicability or superficially applied cultural diversity in activities with children.

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Teachers should be a researcher in class and have to be sensitive to deal with and understand the needs of children, especially in preschool, where words are not the principal or understandable means of communication (Merewether, 2018). It is worrying that only less than half of teachers observe the interest of children as evidenced by Gayle-Evans (2004) in their study. That means teachers are not considering the experiences of children since they are not listening to the voice of children (Szelei et al., 2019; Stier et al., 2012). Instead of teachers preparing the pedagogical plan and activity based on their own ideas it is important to give more value of children's voices in deciding what they want to express about their country, themselves or their culture. Nevertheless, it is not useful to listen to children and identify their needs if teachers are unknowing in how to apply in practice the results obtained through their observation and collection of information, knowledge, and experiences from children (Rintakorpi, 2016).

In fact, what needs to be done in order to transform the addressing of cultural diversity in preschool is to implement that in the first place, teachers assess children's needs and their prior experiences and second, teachers must undergo training and learn to apply (in documentation, pedagogical plan and practice activities) what they discovered about the children.

**7.2 Tools addressing in multicultural preschool**

Different educational instruments are used by teachers in order to support work with cultural diversity in practice. Pedagogic tools as curriculum, documentation, pedagogical plan and activities are instruments used by teachers for work. They are connected between different subjects or goals. Pedagogical instruments are also used as teacher support and they are influencers of the quality of work, consequently quality of the school.

The curriculum is the main educational tool used by schools identified through prior studies (Åkerblom & Harju, 2019; Brodin & Renblad, 2015; Brantefors, 2015). The same mode as the documentation, the curriculum also influences in quality of preschool. Preschool teachers believe that curriculum is positive and beneficial for school and as a working tool that the curriculum interferes in the quality of the work once it leads to the development of activities (Brodin & Renblad, 2015). That means the pedagogical plan is also influenced by documentation and curriculum, once all of these pedagogical tools are closely related. Two crucial factors were found in better understanding the difficulty in the application of pedagogical tools in practice. First, the contradictions in the curriculum to address cultural diversity and second the insecure relations, concern cultural aspects, between preschool teachers and parents.

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As mentioned before, although teachers seemed to be conscious about the importance of discussing cultural diversity and results showed that teachers are positive concerning curriculum and multicultural education (Arcar-Ciftci, 2016; Brodin & Renblad, 2015; Szelei et al., 2019) they appeared confused regarding how to apply cultural diversity in practice (Rintakorpi, 2016) and they do not deal well with conflicts generated by cultural difference.

That fact can be explaining by the gap between the curriculum since it is considered controversial (Brantefors, 2015; Åkerblom & Harju, 2019), and teachers' compliance to arrangement with differences in practice. The teachers have to deal with the guidance of curriculum, concerning to acceptance of differences, values, norms, and cultural traditions, and at the same time they deal with gender equality of the Swedish society. These conflicts are a challenge to deal with, as highlight article by Stier and Sandström (2018), which reports, for example, that there are conflicts in school regarding to the fact that girls are not available to play with boys.

Swedish curriculum is based on democracy and equality of citizens (Skolverket, 2011 rev. 2018), it appreciates cultural and social differences, but, at the same time exalts national values of Swedish society as equal values and genders equality (Brantefors, 2015; Stier & Sandström, 2018; Åkerblom & Harju, 2019). Amid this dilemma, are the teachers, who must be at the forefront of this confusion of values and must be judging what is the appropriate way to make their pedagogical plan and maintain the values from the curriculum or without interfering with family values. Teachers should in their favor be based on the rules as UN declaration of the right of child, policy for gender equality and the curriculum itself which regulates "All who work in the school should uphold the fundamental values that are set out in the Education Act and in this curriculum, and clearly dissociate themselves from anything that conflicts with these values." (Skolverket, 2011 rev. 2018, p6). In addition, teachers have a careful relationship with parents in the context of different cultures.

Cooperation, closeness, and trust between pre-school and the family are important factors for the child to achieve good development (Skolverket, 2018), that means that teachers and school team need to build a better relationship with the parent to let them know about the goals and guidelines. Skolverket (2018) contemplates that parents should have the opportunity to participate in the evaluation of their children and the teacher in addition to facilitating this participation and maintain the dialogue about child's wellbeing, develop and learning. Teachers and school team should be clear about contents, conceptions, goals, and implementation of the development dialogue that are consistent with the national goals. But what appears to be the insecurity of the teacher related to deal with cultural conflicts allied with the superficiality of the activities performed seems

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to be a factor that affects the relationship with the parents, since, teachers do not seem to have a clear conception or least not united perception of cultural diversity.

Based on this, there is the necessity guidance and definition of cultural concepts to support teachers to work on a multicultural education approach, also to support teacher in the deal with cultural conflict in preschool.

**7.3 Limitations**

After the study was concluded, it is recognized that limitations exist, as with nearly any systematic review.

The number of studies used in the present paper were insufficient to provide a wide overview concern that addresses multicultural education in preschools. Consequently, it was not possible to cover in depth the pieces of evidences that should be included in this study.

The initial objective of the study was identifying the educational tools used in multicultural preschools and the teacher's use of cultural diversity to develop an educational tool. Nevertheless, during the conduction of the study, although not part of the initial goal, cultural conflicts were included in the present study for the reason that was of interest and an important point highlighted by some articles included in the study. That means the study added another objective beyond what was foreseen previously.

The review sought to combine all the elements consider the aim (cultural diversity, preschool, teachers'/schools' practices). It was a challenge to relate all the articles used in the present systematic review in a manner that combined the action of the teachers in using educational tools and at the same time considering aspects of cultural diversity in the preschool. However, substantial articles were found related to educational tools, mainly curriculum, and documentation, but there is a lack of studies that support the practice of preschool teachers and do not evidence that the teacher has a crucial role in society in order to develop cultural diversity. It was found also a limited number of articles on effectiveness of the teachers' practice. For example, how to deal with difficulties, challenges and pleasures in the everyday in a classroom in a multicultural education approach.

The present study did not intend to collect specific data from the Swedish educational system. However, during the selection process and definition of the articles included in the study, half of them are from Sweden. Under those circumstances, it became evident that the study tends to address the issue from the Swedish point of view since it makes use of characteristic Swedish educational terms and systems.

## 7.4 Future research

The present study gave a decent picture of different aspects of cultural diversity in preschool, both in theory about educational tools (curriculum, documentation and pedagogical plan), as well as in cultural conflicts that occur in the everyday practice of multicultural preschool. Despite analyzing the selected articles, information was not provided about the effect of school in development of children related to cultural diversity. In practice, cultural diversity became a dilemma not only for the teachers but also for the children and parents. Children are in the middle of conflict, they do not understand the nature of cultural differences and only do what adults expect them to do (Stier, & Sandström, 2018). Future research should consider the view of children but also parents' view in the context of cultural diversity in preschool.

The present study found evidences that teachers are not accessing children's needs or prior experiences and seem to find it difficult to apply theory from the curriculum in practice. Documentation was found as an important tool to access children. More research can be useful to discuss how preschool teacher articulate documentation to develop the pedagogical plan to develop cultural diversity in the everyday preschool setting.

## 8 Conclusion

Inclusion movements opened up space for multicultural education and made necessary the curriculum, since it was necessary for society and education to adapt to the new reality (Sleeter, & Grant, 1987). The study by Kalantzis and Cope (2007) cited in Cochran (2011) identify stages of educational representations for addressing cultural differences such as exclusion, assimilation, superficial multiculturalism and cultural pluralism. With this, the adaptation of the teachers was obviously necessary, but not everyone in the education system has seen changes and some are still in the development of learning how to cope. Through the reading and analysis of previous articles, it can be concluded that the development of teacher's pedagogic plan in multicultural classes is in process.

In fact, it is important to have a curriculum with a clear theoretical basis, for the reason that it serves as a framework and guides the work of teachers. Therefore, it is fundamental that teachers, based on the curriculum, to listen and access the child through the documentation and to prepare a safe pedagogical plan to be able to do the activities in the classroom. After all, teachers with their work based on the pedagogical tools (curriculum, documentation, pedagogical plan and activities) of theory, listening and practice, will perform a coherent and safe and conscious work.

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This study advocates that cultural diversity in preschool is a challenge and teachers have been performing their work in the best possible mode. The conflicts on curriculum and/or the lack of a definition of culture in schools' team have put teachers in delicate situation. Consequently, the teachers, unintentionally, escape cultural conflicts and work with cultural diversity superficially.

School and teacher have a fundamental social role by having the power to transform through the knowledge and challenge of dealing with children who are the future of society. The curriculum itself seems to be constantly adapting to new realities and values. Despite it being contradictory in some points, it is a challenge, not only for the educational system but also for society, the adjustment of different cultures inserted in an already existing culture. The society has an enormous challenge to learn how to handle all cultural differences respectfully but without losing the identity and history of a country.

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## Appendix I

*Quality assess of each articles:*

Author, year	Question	Scoring
Arcar-Ciftci (2016)	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes
	Were the sources and resources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes
	Was critical appraisal conducted by two or more reviewers independently?	Yes
	Were there methods to minimize errors in data extraction?	Yes
	Were the methods used to combine studies appropriate?	Yes
	Was the likelihood of publication bias assessed?	Yes
	Were recommendations for policy and/or practice supported by the reported data?	Yes
	Were the specific directives for new research appropriate?	No
Author, year	Question	Scoring
Brantefors (2015)	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes

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	Were the sources and re-sources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes
	Was critical appraisal conducted by two or more reviewers independently?	Yes
	Were there methods to minimize errors in data extraction?	Yes
	Were the methods used to combine studies appropriate?	Yes
	Was the likelihood of publication bias assessed?	Yes
	Were recommendations for policy and/or practice supported by the reported data?	Yes
	Were the specific directives for new research appropriate?	Yes
Author, year	Question	Scoring
Brodin & Renblad (2015)	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes
	Were the sources and re-sources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes
	Was critical appraisal conducted by two or more reviewers independently?	Yes
	Were there methods to minimize errors in data extraction?	Yes

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	Were the methods used to combine studies appropriate?	Yes
	Was the likelihood of publication bias assessed?	Yes
	Were recommendations for policy and/or practice supported by the reported data?	Yes
	Were the specific directives for new research appropriate?	Yes
Author, year	Question	Scoring
Gayle-Evans, G. (2004)	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes
	Were the sources and resources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes
	Was critical appraisal conducted by two or more reviewers independently?	Yes
	Were there methods to minimize errors in data extraction?	Yes
	Were the methods used to combine studies appropriate?	Yes
	Was the likelihood of publication bias assessed?	Yes
	Were recommendations for policy and/or practice supported by the reported data?	Yes
	Were the specific directives for new research appropriate?	Yes

## Development of teachers' educational tools in multicultural classes

Author, year	Question	Scoring
Merewether, J. (2018)	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes
	Were the sources and resources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes
	Was critical appraisal conducted by two or more reviewers independently?	Yes
	Were there methods to minimize errors in data extraction?	No
	Were the methods used to combine studies appropriate?	Yes
	Was the likelihood of publication bias assessed?	Yes
	Were recommendations for policy and/or practice supported by the reported data?	Yes
	Were the specific directives for new research appropriate?	No
Author, year	Question	Scoring
Rintakorpi (2016)	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes
	Were the sources and resources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes

## Development of teachers' educational tools in multicultural classes

Was critical appraisal conducted by two or more reviewers independently?	Yes
Were there methods to minimize errors in data extraction?	Yes
Were the methods used to combine studies appropriate?	Yes
Was the likelihood of publication bias assessed?	Yes
Were recommendations for policy and/or practice supported by the reported data?	Yes
Were the specific directives for new research appropriate?	No

Author, year	Question	Scoring
Stier & Sandström (2018)	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes
	Were the sources and resources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes
	Was critical appraisal conducted by two or more reviewers independently?	Yes
	Were there methods to minimize errors in data extraction?	Yes
	Were the methods used to combine studies appropriate?	Yes
	Was the likelihood of publication bias assessed?	Yes
	Were recommendations for policy and/or practice supported by the reported data?	Yes

## Development of teachers' educational tools in multicultural classes

	Were the specific directives for new research appropriate?	Yes
<b>Author, year</b>	<b>Question</b>	<b>Scoring</b>
<b>Stier, Tryggvason, Sandström &amp; Sandberg (2012)</b>	Is the review question clearly and explicitly stated?	No
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes
	Were the sources and resources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes
	Was critical appraisal conducted by two or more reviewers independently?	Yes
	Were there methods to minimize errors in data extraction?	Yes
	Were the methods used to combine studies appropriate?	Yes
	Was the likelihood of publication bias assessed?	Yes
	Were recommendations for policy and/or practice supported by the reported data?	Yes
	Were the specific directives for new research appropriate?	No
<b>Author, year</b>	<b>Question</b>	<b>Scoring</b>
<b>Szelei, Tinoca &amp; Pinho (2019)</b>	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes

## Development of teachers' educational tools in multicultural classes

Were the sources and re-sources used to search for studies adequate?	Yes
Were the criteria for appraising studies appropriate?	Yes
Was critical appraisal conducted by two or more reviewers independently?	Yes
Were there methods to minimize errors in data extraction?	Yes
Were the methods used to combine studies appropriate?	Yes
Was the likelihood of publication bias assessed?	Yes
Were recommendations for policy and/or practice supported by the reported data?	Yes
Were the specific directives for new research appropriate?	Unclear

Author, year	Question	Scoring
Åkerblom & Harju (2019)	Is the review question clearly and explicitly stated?	Yes
	Were the inclusion criteria appropriate for the review question?	Yes
	Was the search strategy appropriate?	Yes
	Were the sources and re-sources used to search for studies adequate?	Yes
	Were the criteria for appraising studies appropriate?	Yes
	Was critical appraisal conducted by two or more reviewers independently?	Yes
	Were there methods to minimize errors in data extraction?	Unclear
	Were the methods used to combine studies appropriate?	Yes



## Development of teachers' educational tools in multicultural classes

Was the likelihood of publication bias assessed?	Yes
Were recommendations for policy and/or practice supported by the reported data?	Yes
Were the specific directives for new research appropriate?	Unclear