A Handbook for Ontario J/I Pre-Service Teachers Developing Inclusive Pedagogy:

Understanding Pre-Service Teachers' Thoughts and Feelings About Diversity

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Abstract

This project presents a handbook for Ontario Junior/Intermediate (J/I) pre-service teachers, Ontario J/I teacher education instructors, and J/I associate teachers that facilitates the identification, analysis, and reorganization of J/I pre-service teachers' thoughts and feelings about diversity characteristics to develop inclusive teaching pedagogy. The handbook outlines collaborative and independent learning activities designed for integration into compulsory J/I Bachelor of Education (B.Ed.) program courses, practicum placements, and independent reflective situations. The handbook is composed of 5 sections: (a) Rationale for Importance; (b) Cross-Curricular Activities for J/I B.Ed. Courses; (c) Course-Specific Activities; (d) Practicum Placement Activities; and (e) Resources for Inclusive Educators. A critical content analysis of a 2011-2012 J/I B.Ed. program in Ontario enabled the creation of the handbook to address specific teacher education programming focused on helping pre-service teachers understand their thoughts and feelings about diversity for the development of inclusive teaching pedagogy. This research contributes to the advancement of theory and practice regarding development of teacher education programming that promotes J/I pre-service teachers' inclusive pedagogy.

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Dedication

In honour of three loving grandparents who left this earth during my M.Ed.

studies: Verna Evelyn Barrie, William Stewart Pierce, and Glenna Faye Belle Pierce.

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CHAPTER ONE: INTRODUCTION

Pre-service teachers from Canada, the United States, and Great Britain develop

thoughts and feelings about diversity characteristics throughout their life experiences,

from infancy onward, with exposure to other people and popular media that model how

to think and feel about diversity characteristics (Bandura, Blanchard, & Ritter, 1969;

Florian, Young, & Rouse, 2010; Gibbs & Powell, 2011; Nucci, 2001). Pre-service

teachers enter initial teacher education programs in North America and Great Britain with

established patterns of thinking and feelings about diversity characteristics, which may

influence the development of pre-service teachers' teaching pedagogy (Schutz, Aultman,

& Williams-Johnson, 2009). Teachers who possess negative or inaccurate thoughts and

feelings about specific diversity characteristics may disadvantage students (Ready &

Wright, 2011).

U.S.-based national research indicates that elementary teachers' biases can

account for up to 50% of the inequality experienced by students in schools when

students' academic and social abilities do not ground teachers' conduct towards students

(Ready & Wright, 2011). Examples of inequalities caused by teacher diversity biases

include teachers responding differently to boys and girls when their disruptive behaviour

is the same (Meredith, 2009; Ready & Wright, 2011). Teachers also punish boys more

frequently than girls for classroom interruptions using harsher tones of voice and teachers

offer boys fewer chances for improving behavior before taking away privileges than they

offer to girls (Meredith, 2009; Ready & Wright, 2011). Other examples include teachers

expressing lower academic ability expectations for students who belong to racial minority

groups, have low socioeconomic status, or have an identifiable disability compared to

teachers' academic expectations for White middle-class students (Allday, Duhon, Blackburn-Ellis, & Van Dycke, 2011; Gay, 2010; Ready & Wright, 2011; Spanierman et al., 2011). Consequently, teachers' diversity biases contribute to a disproportionate placement of diverse students in special education who may not need it (Spanierman et al., 2011).

Due to inequalities faced by diverse students in schools, students and their advocates have increasingly demanded that diversity characteristics be recognized and respected in all schools (Gay, 2010). Every child has the right to pursue a public education without having to conform to norms imposed by institutional and/or teacher beliefs and biases that marginalize diverse students according to characteristics or combinations of race, class, gender, sexuality, and ability (Gay, 2010; Noddings, 2005). In light of public pressure for more inclusive teaching pedagogy in Canada, the Association of Canadian Deans of Education (ACDE) redefined expectations for teacher education programs in 2006 with the Accord on Initial Teacher Education. The accord states that an effective initial teacher education program is one that

> Promotes diversity, inclusion, understanding, acceptance, and social responsibility in continuing dialogue with local, national, and global communities as well as engages teachers with the politics of identity and difference and prepares them to develop and enact inclusive curricula and pedagogies. (As cited in Kelly & Brooks, 2009, p. 202)

Since 2006, the ACDE has not updated its mission for the development of inclusive teaching pedagogy in initial teacher education programs (ACDE, 2012), implying its current direction for Canadian B.Ed. programs. In order for Canadian B.Ed. programs to

honour the ACDE's directives on inclusive teaching pedagogy, pre-service teachers need specific learning opportunities and support from teacher educators to identify, analyze, and reorganize their own thoughts and feelings about diversity to understand how their thinking patterns may influence their teaching pedagogy (Fallis, 2005; Gay, 2010; Sharma, Forlin, & Loreman, 2008).

Area of Inquiry

To foster the development of inclusive teaching pedagogy among pre-service teachers, B.Ed. programs in North America and Great Britain can provide pre-service teachers with ongoing learning opportunities to identify, analyze, and reorganize their thoughts and feelings about diversity characteristics throughout their B.Ed. studies in preparation for continued development throughout their teaching careers (Olson, Reed, & Schweinle, 2009; Schutz et al., 2009). Research from B.Ed. programs that promote inclusive pedagogy in Scotland, Canada, and the United States report that pre-service teachers express less doubt about their role in developing inclusive teaching practices when they experience learning opportunities to reorganize their beliefs about diversity in their B.Ed. studies (ACDE, 2012; Jordan, Glenn, & McGhie-Richmond, 2010; Jordan, Schwartz, & McGhie-Richmond, 2009; Sharma et al., 2008). Despite these findings, multiple researchers propose that there is not enough existing research describing specific programming implemented by Canadian and international teacher education programs to foster the development of inclusive pedagogy among pre-service teachers (Beacham & Rouse, 2012; Dagenais, Beynon, & Mathis, 2008; Florian & Linklater, 2010; Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009). This research gap calls for additional

inquiry of teacher education programming that fosters the development of inclusive pedagogy among pre-service teachers.

Purpose of the Research Project

The purpose of this project is to (a) conduct a critical content analysis of the 2011-2012 compulsory course syllabi and program handbook from one Ontario University's J/I B.Ed. program and (b) based on the findings, to develop a handbook for facilitating the identification, analysis, and reorganization of pre-service teachers' thoughts and feelings about diversity to implement inclusive teaching pedagogy. Findings from the content analysis were interpreted to understand what programming opportunities J/I pre-service teachers experience to facilitate the identification, analysis, and reorganization of their thoughts and feelings about diversity characteristics, which may influence pre-service teachers' inclusive teaching pedagogy. The findings from the critical content analysis informed the development of a program-specific handbook, designed to help teacher educators and pre-service teachers infuse learning activities into existing J/I B.Ed. programming. The handbook promotes the development of J/I pre-service teachers' understanding of the influences of thoughts and feelings about diversity on the development of inclusive teaching pedagogy.

The handbook is an example of specific B.Ed. programming that can be implemented in a J/I B.Ed. program to help prepare pre-service teachers to teach all students. Having opportunities to engage in critical discussion concerning how one's thoughts and feelings about diversity may affect their teaching pedagogy and their treatment of students will help prepare pre-service teachers for teaching (Florian & Rouse, 2009). Participating in specific learning opportunities will make pre-service

teachers more conscious of their judgments and assumptions about students, after developing skills to analyze how thoughts and feelings about diversity can influence teaching pedagogy (Florian & Rouse, 2009).

Justification for the Research Project

Many scholars have made recent recommendations for additional research about specific programming implemented in teacher education programs to foster pre-service teachers' development of inclusive pedagogy (Beacham & Rouse, 2012; Dagenais et al., 2008; Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009). This research project is one attempt to address the call for additional research by examining the programming offered by one J/I B.Ed. program in Ontario to develop a handbook that details specific learning opportunities that can be infused into a J/I B.Ed. program to foster pre-service teachers' development of inclusive pedagogy.

Research about the development of inclusive pedagogy among pre-service teachers is justified by the Ontario College of Teachers' (OCT) Standards of Practice for the Teaching Profession. The OCT Standards of Practice require that teachers demonstrate care and commitment to all students and student learning by "treat[ing] students equitably and with respect and are sensitive to factors that influence individual student learning" (Ontario College of Teachers, 2011b, para. 3). According to the OCT's Ethical Standards for the Teaching Profession, teachers are also expected to "model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment (Ontario College of Teachers, 2011a, para. 2), therefore it is important to advance the development of initial teacher education programming to prepare pre-service teachers in Ontario to fulfill professional standards of practice.

The ACDE Accord on Initial Teacher Education indicates that an effective B.Ed. program "Promotes diversity, inclusion, understanding, acceptance, and social responsibility in continuing dialogue with local, national, and global communities as well as engages teachers with the politics of identity and difference and prepares them to develop and enact inclusive curricula and pedagogies (as cited in Kelly & Brooks, 2009, p. 202)." *A Handbook for Ontario J/I Pre-Service Teachers Developing Inclusive Pedagogy: Understanding Pre-Service Teachers' Thoughts and Feelings About Diversity* is a tool that can be used in the J/I B.Ed. program to demonstrate commitment to fostering the development of J/I pre-service teachers' inclusive teaching pedagogy. The handbook represents specific programming that reflects the mission of the B.Ed. program focused on in this research: respecting difference, advancing social justice, and improving education by teaching pre-service teachers to think critically as reflective inquirers. This research is justified because a tangible handbook is created to facilitate the development of inclusive teaching pedagogy in a J/I B.Ed. program, reflecting the OCT Standards of Practice, the ACDE mission, and the sample university's Faculty of Education mission regarding the development of pre-service teachers' inclusive teaching pedagogy.

Personal Justification for the Research

The diversity of student populations in North American elementary and secondary schools has consistently increased in the last 20 years but teacher demographics in Canada and the United States indicate that Kindergarten to Grade 12 teachers are a predominantly homogeneous group of White middle class females (Lowenstein, 2009; Spanierman et al., 2011; Walsh & Brigham, 2007). Since 2000, females have consistently

comprised 77% of undergraduate education program enrollees (Association of

Universities and Colleges of Canada, 2011) whereas roughly 48% of first generation

Canadians and less than 25% of First Nations Peoples receive any type of postsecondary

education (Kirby, 2008). Teacher demographics in Canada and the United States do not

proportionately reflect the diversity of Kindergarten to Grade 12 student populations in

North America so it is not surprising that some teachers develop inaccurate perceptions

or biases about their students. Teachers are not immune to societal messages and

misconceptions about diversity that influence how people think about themselves and

others (Daniel, 2009; Gay, 2010; Guo & Jamal, 2007). A teacher's beliefs about race,

class, gender, sexuality, and ability diversity characteristics influence their teaching

pedagogy, affecting how teachers treat their students (Gay, 2010; Spanierman et al., 2011).

I approached this research project from the perspective of a 2011 graduate from a

B.Ed. program at an Ontario university. As a 2011-2014 Master of Education (M.Ed.)

student, I have spent a considerable amount of time reflecting on my B.Ed. experiences in

an effort to conduct research that contributes to the advancement of B.Ed. programming

for future J/I pre-service teachers in Ontario. Throughout my B.Ed. studies, I experienced

few learning opportunities to assess my assumptions and biases about diversity (i.e., race,

class, gender, ability, and sexuality characteristics) in the mandatory program courses I

took. My B.Ed. programming contained few specific opportunities for pre-service

teachers and teacher educators to discuss experiences with diversity, prior to practicum

teaching placements, in efforts to help pre-service teachers understand how their thoughts

and feelings about diversity can influence their teaching pedagogy. Without reflecting on

my own thoughts and feelings about diversity characteristics, I entered my first teaching

practicum unprepared to implement inclusive teaching pedagogy for my Grade 6 students.

My Grade 6 class was comprised of 27 students representing at least nine visible

minority groups and varying degrees of academic ability, English language proficiency,

socioeconomic status, and individual needs. Initially, the diversity of my class

overwhelmed me as I tried to contemplate how I could meet everyone's individual needs.

Within the first few days of my teaching practicum, I stereotyped the students in my class

as *poor inner-city kids* and I consequently lowered my academic expectations for students

based on my biases about their abilities and needs. I interpreted my students' lived

experiences as less privileged compared to my own and in doing so, I inadvertently

decided that their needs, as a class, required less academic rigor and more opportunities

to experience fun learning activities. I tried to transform the classroom into a joyful safe

space because I felt sad about my perceptions (i.e., biases/assumptions) of the students'

lived experiences. I did not hold students accountable for incomplete work because I

reinforced a multitude of excuses for students, stemming from my assumptions about the

students' diversity (e.g., effects of poverty at home such as hunger and insufficient

materials/resources impeded students' abilities to complete homework).

Through ongoing reflective practice, I now understand that my thoughts and

feelings about diversity had an adverse effect on the educational programming I provided

to my Grade 6 students. I did not challenge students according to their academic needs. I

made learning fun and lowered expectations to cope with my deficit feelings of sadness

about my students' lived experiences. My thoughts and feelings about diversity did not

accurately reflect the lived experiences, academic abilities, or individual needs of each

student in my class. As my teaching placement progressed and I learned more about my students, I identified some of my biases and assumptions about diversity. Upon identification, I analyzed my biases/assumptions and this encouraged me to reorganize my thoughts and feelings about students' academic abilities and needs but more proactive strategies can be implemented in teacher education programs to prepare pre-service teachers for teaching diverse students.

From firsthand experience, I can attest that it is not best practice to subject students with diverse characteristics to pre-service teachers and expect pre-service teachers to interpret and understand how their own beliefs and feelings about diversity influence their teaching practices and the students they interact with (Olson et al., 2009; Schutz et al., 2009). Reactive teacher education practices, associated with learning from one's mistakes on the job, subject students and pre-service teachers to negative emotional and behavioural experiences (Olson et al., 2009). I was a pre-service teacher who expressed low academic ability expectations for students who I labeled as low socioeconomic status because I held biases about class diversity and the school location (Allday et al., 2011; Ready & Wright, 2011). In conjunction with research (Olson et al., 2009; Schutz et al., 2009), I believe negative experiences for pre-service teachers and students can be minimized if pre-service teachers receive proactive opportunities to explore their thinking and feeling patterns about diversity characteristics prior to their teaching placements so they have a better understanding of how their thoughts and feelings about diversity can influence their teaching pedagogy.

I share personal reflections about my own diversity assumptions and biases because I believe it is important to model the process for other pre-service teachers. From

experience, I know that it can be difficult to admit one's assumptions or biases about diversity but with encouragement J/I pre-service teachers can engage in the process of identifying and analyzing how their own thoughts and feelings about diversity may influence their teaching pedagogy. I also share my personal reflections to justify the importance of providing pre-service teachers in Ontario B.Ed. programs with specific learning opportunities to engage in the process of identifying, analyzing, and reorganizing their thoughts and feelings about diversity with hope that future pre-service teachers will learn from my mistakes and implement more inclusive teaching pedagogy during their practicum placements.

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Scope and Limitations of the Research Project

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As with any research project, there are several limitations to this one. The scope of this project is narrow because I focus on one stream of a B.Ed. program, the J/I B.Ed. program, at one Ontario university. In regards to the critical content analysis, I study the compulsory course syllabi and program handbook for one program duration, 2011-2012. By studying one B.Ed. program stream for one year, I recognize that the results may not be transferable to other B.Ed. program streams and B.Ed. programs offered at other Ontario, Canadian, or international universities. I also acknowledged that the data sources for the critical content analysis may not completely reflect all programming implemented in the J/I B.Ed. program to foster the development of pre-service teachers' skills to indentify, analyze, and reorganize thoughts and feelings about diversity characteristics that may affect their inclusive teaching pedagogy. Likewise, the selection of educational activities comprised in the handbook is by no means exhaustive but is limited by the narrow amount of research detailing specific programming implemented in B.Ed.

programs to teach pre-service teachers about the influences of diversity biases and

assumptions on the development of inclusive teaching pedagogy.

Definition of a Pre-service Teacher, a Teacher Educator, and a Supervising Teacher

A pre-service teacher refers to a university student enrolled in a B.Ed. program to

obtain teaching certification (Allday et al., 2011; Elik, Wiener, & Corkum, 2010; Stockall

& Davis, 2011; Theoharis & Causton-Theoharis, 2011). Pre-service teachers are also

commonly referred to as teacher candidates (Rose & Potts, 2011) or student teachers

(Beacham & Rouse, 2012) throughout literature pertaining to the topic of inquiry. To

maintain consistency, pre-service teacher is the only term used in this document to name

someone enrolled in a B.Ed. program.

The term teacher educator refers to any individual teaching a compulsory course

in a B.Ed. program (Theoharis & Causton-Theoharis, 2011). A teacher educator may be a

tenure-track university professor, or an adjunct instructor employed to teach a B.Ed.

course based on professional teaching experience (Theoharis & Causton-Theoharis,

2011). Teacher educators are also referred to as teachers, professors, instructors, and

teaching advisors throughout the literature but will only be referred to as teacher

educators throughout this document to maintain consistency.

A supervising teacher is a classroom teacher, special education teacher, or a

teacher/supervisor in a unique educational environment (e.g., outdoor education site,

museum, or educational centre) who hosts pre-service teachers and supervises their work

with students in an educational field (Gay, 2010; Nucci, Drill, Larson, & Browne, 2005;

Theoharis & Causton-Theoharis, 2011). A supervising teacher may also be called an

associate teacher or a practicum teacher but for consistency throughout this document, I

will only use the term supervising teacher in reference to the host of a pre-service teacher in an educational field.

Definition of Diversity

Diversity is a difficult term to define because the meaning of the word is complex and multidimensional and encompasses all characteristics of people that make them unique (Guo & Jamal, 2007; Lowenstein, 2009). Characteristics of diversity include but are not limited to race, class, gender, aspects of culture, sexual orientation, and ability (Daniel, 2009; Gay, 2010; Guo & Jamal, 2007; Lowenstein, 2009). A person can associate with a variety of diversity characteristic combinations (e.g., a person may be African American, affluent, transgendered, English and French speaking, bisexual, and have a learning disability) which make them unique from other people who share any particular diversity characteristic(s) (Gay, 2010; Guo & Jamal, 2007; Lowenstein, 2009).

For the purpose of this project, I recognize that all people possess characteristics of diversity that make them unique from other individuals. This is an imperative concept for pre-service teachers to conceptualize because differences among pre-service teachers' and students' thoughts and feelings about diversity can exclude or constrain learning for some students in an educational environment depending on the way pre-service teachers treat students intentionally and unintentionally (Gay, 2010; Guo & Jamal, 2007; Lowenstein, 2009).

Definition of Inclusive Teaching Pedagogy

Inclusive teaching pedagogy is a term that traditionally refers to the theory and practice implemented by educators to incorporate students with disabilities into

mainstream classroom learning environments in educational and social ways that benefit

the included students positively (Guo & Jamal, 2007; Jordan et al., 2010). A more

contemporary definition of inclusive teaching pedagogy consists of all theory and

practice implemented by educators to teach and facilitate learning opportunities made

available to all students, rather than teaching what works for most students and

marginalizes or excludes students whose diversity is not accounted for (Florian &

Linklater, 2010).

Educators who implement inclusive teaching pedagogy hold all students to high-

individualized academic standards, believe that all students can learn, and demonstrate

sensitivity and competence towards diversity issues (Jordan et al., 2010; Zeichner et al.,

1998). Inclusive educators foster relationships with all of their students, students'

families, and students' communities by learning about students' lives inside and outside

school. Fostering relationships allows teachers to make meaningful learning connections

with students' lived experiences (Jordan et al., 2010; Kaur, 2012). Inclusive educators

recognize and challenge educational and societal inequities faced by students to model

active citizenship and promote similar inclusive actions among students (Kaur, 2012).

Inclusive educators continually reflect on their own beliefs and attitudes about the world

and the people within it, examining how their thoughts and feelings influence their own

teaching practice. Inclusive educators willingly discuss issues of inequity with students

and colleagues in efforts to actively provide more equitable and inclusive experiences for

all students in school and in society (Jordan et al., 2010; Kaur, 2012).

Inclusive teaching pedagogy is an expansive area of inquiry that encompasses

many specific research topics dealing with educational theory and teaching practice

(Jordan et al., 2010; Zeichner et al., 1998). The process of identifying, analyzing, and reorganizing thoughts and feelings about diversity is important to develop inclusive teaching pedagogy but educators must also act in ways that reflect reorganized thoughts and feelings about diversity in order to practice inclusive teaching pedagogy. Thus, this handbook promotes the development of inclusive teaching pedagogy among pre-service teachers so they are prepared to exhibit inclusive teaching practices during their teaching practicum placements and teaching careers.

Defining Thoughts and Feelings About Diversity

Teachers form consistent ways of thinking and feeling about specific topics (e.g., beliefs about particular races, classes of people, or genders), called *affective tendencies*, based on the emotions they experience surrounding a topic (e.g., poverty) throughout their life (Schutz et al., 2009). From infancy onward, people begin to construct their schemata (i.e., understandings of the world and elements of it) based on their lived experiences with other people who influence the way they think about elements of the world by modeling behaviours and emotions (Bandura et al., 1969; Gibbs & Powell, 2011; Nucci, 2001). As people construct their schemas, they associate the emotions elicited by themselves and other people during their experiences constructing particular schemas to create affective tendencies that influence their subsequent emotions about a topic (Nucci, 2001; Schutz et al., 2009). Schemas and affective tendencies combine to form individuals' attitudes about a topic, which influence their behavioural responses to stimuli in the world (Elik et al., 2010).

Both Piaget (1981) and Vygotsky (1986) stated that emotions and thoughts are inseparable because emotions are always involved in intellectual activity and intelligence

or one's thoughts are always involved in emotional experiences. Thus, both prominent educational theorists agreed that it is necessary to consider the interdependence between emotions and thoughts in teaching and learning inquiry (Piaget, 1981; Vygotsky, 1986). For the purposes of this research, the terms values, beliefs, attitudes, thoughts, and feelings are used interchangeably because they are all connected and representative of a way of thinking and feeling about a particular diversity characteristic (Lundeberg & Levin, 2003). Likewise, the terms biases and assumptions are used throughout the research document in reference to pre-service teachers' thoughts and feelings about diversity that require identification, analysis, and reorganization for the development of inclusive teaching pedagogy.

Outline of the Remainder of the Document

In chapter 2, I review current literature that pertains to the development of pre-service teachers' inclusive teaching pedagogy in B.Ed. programs. Chapter 2 examines theoretical perspectives about the process of indentifying, analyzing, and reorganizing thoughts and feelings about diversity, while also examining research about pre-service teachers' thoughts and feelings about diversity and responses to B.Ed. programming focused on the development of inclusive teaching pedagogy. Chapter 2 also examines literature about collaborative and story-based programming approaches, in conjunction with documented activities implemented in teacher education to guide pre-service teachers as they identify, analyze, and reorganize thoughts and feelings about diversity for the development of inclusive teaching pedagogy.

In chapter 3, I outline the procedures undertaken to complete the critical content analysis of the compulsory 2011-2012 course syllabi and program handbook of the single

Ontario J/I B.Ed. program focused upon in this project. Chapter 3 contains findings from the critical content analysis, used to create the program-specific handbook for infusing activities that promote pre-service teachers' development of inclusive teaching pedagogy in the J/I B.Ed. program researched. Lastly, chapter 3 details the handbook development process, including suggestions for evaluating and revising the handbook in the future for implementation into J/I B.Ed programming.

Chapter 4 comprises the handbook itself, entitled *A Handbook for Ontario J/I Pre-Service Teachers Develop*ing *Inclusive Pedagogy: Understanding Pre-Service Teachers' Thoughts and Feelings About Diversity.* The handbook is divided into five sections: (a) Rationale for Importance; (b) Cross-Curricular Activities for J/I B.Ed. Courses; (c) Course-Specific Activities; (d) Practicum Placement Activities; and (e) Resources for an Inclusive Educator.

Chapter 5 provides a summary of the major research project and a discussion of the key findings from the literature review and the critical content analysis. Chapter 5 also discusses the theoretical, practical, and future research implications of this project for the development of pre-service teachers' inclusive teaching pedagogy in Ontario J/I B.Ed. programs.

CHAPTER TWO: LITERATURE REVIEW

In chapter 2, I review current literature that pertains to the development of pre-service teachers' inclusive teaching pedagogy in B.Ed. programs. I begin the literature review by outlining how educators construct thoughts and feelings about diversity, referencing Bandura's (1989) Social Cognitive Learning Theory. Next, I identify deficit and inclusive perspectives about diversity before detailing the process a pre-service teacher experiences to indentify, analyze, and reorganize their thoughts and feelings about diversity (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009). After referencing theoretical literature about the development of pre-service teachers' thoughts and feelings about diversity, contemporary literature is referenced to support recommendations for the infusion of learning opportunities in B.Ed. programs to foster the development of pre-service teachers' inclusive pedagogy. Once the need for pre-service teachers' inclusive pedagogy is justified by contemporary research, literature about collaborative story-based learning is referenced to outline a framework for promoting the development of pre-service teachers' inclusive pedagogy in B.Ed. programs.

Research about educators' diversity beliefs and pre-service teachers' reactions to B.Ed. programming attempting to foster the development of inclusive teaching pedagogy is outlined next. After including research detailing the impact that specific programming can have on the development of pre-service teachers' inclusive teaching pedagogy, the final component of the literature review details specific programming initiatives and activities that have been implemented in B.Ed. programs to foster the development of pre-service teachers' inclusive teaching pedagogy.

Understanding Educators' Thoughts and Feelings About Diversity:

Theoretical Perspectives

All people, including those who become educators, form consistent ways of thinking and feeling about specific topics (e.g., beliefs about particular races, classes of people, or genders), called *affective tendencies*, based on the emotions they experience surrounding a topic (e.g., poverty) throughout their life (Schutz et al., 2009). From infancy onward, people begin to construct their schemata (i.e., understandings of the world and elements of it) based on their lived experiences with other people, who influence the way they think about elements of the world by modeling behaviours and emotions (Bandura et al., 1969; Gibbs & Powell, 2011; Nucci, 2001). As people construct their schemas, they associate the emotions that have been elicited by themselves and other people during their experiences constructing particular schemas to create affective tendencies that influence their subsequent emotions about a topic (Nucci, 2001; Schutz et al., 2009). Schemas and affective tendencies combine to form people's attitudes about a topic, which influence their behavioural responses to stimuli in the world (Elik et al., 2010). For example, if a pre-service teacher grows up observing a role model (including those in various forms of media) expressing accurate representations or stereotypes about classes of people, the pre-service teacher may assume the same thoughts and feelings about diversity because specific thoughts and feelings were modeled as the dominant knowledge for the pre-service teacher (Schutz et al., 2009). This process of generating thoughts and feelings about a topic is described as social cognitive learning theory (Bandura, 1989).

The influences of emotions on the formation of pre-service teachers' affective tendencies about diversity are significant. One's emotional connections to a role model

can influence pre-service teachers to assume thoughts and feelings about diversity that pre-service teachers may recognize as negative or inaccurate (Bandura, 1989; Elik et al., 2010). Pre-service teachers' negative or inaccurate thoughts or feelings can be subdued by positive thoughts and feelings they experience when emanating the thoughts and feelings modeled by their role model (Bandura, 1989; Elik et al., 2010). For example, pre-service teachers may recognize that racial stereotypes are negative but enjoy the emotional feeling of connection to a role model they experience when the pre-service teachers express thoughts and feelings learned from their role model.

Individuals' behaviours or responses to issues of diversity are influenced by their affective tendencies and by the emotions that they feel preceding their response to an issue, called their *core affect* (Schutz et al., 2009). This means that the emotions pre-service teachers are feeling at any given time can also influence their thoughts and feelings about diversity. For example, pre-service teachers may express a negative or inaccurate view about diversity because they are feeling stress, anger, or frustration (Schutz et al., 2009). Therefore, it is important for pre-service teachers to develop skills that enable them to identify their thoughts and feelings about diversity that may influence their teaching pedagogy (Florian & Rouse, 2009).

Some teachers and pre-service teachers have very positive thoughts and feelings about diversity that enable them to practice inclusive teaching pedagogy, while others have formed thoughts and feelings about diversity characteristics that impede their development of inclusive teaching pedagogy. Much can be learned from both positive and negative thoughts and feelings about diversity when pre-service teachers' thoughts and feelings are identified and analyzed to determine their influences on teaching

pedagogy. For the purposes of this research, it is most important to identify and analyze deficit perspectives about diversity so pre-service teachers can commit to reorganizing their affective tendencies to develop inclusive teaching pedagogy.

Deficit and distancing views of diversity include beliefs and actions that devalue diversity, directly or indirectly, by resisting positive acknowledgment of people's diverse characteristics in order to maintain power imbalances between groups of people (Daniel, 2009; Gay, 2010). In Canadian and American teacher education programs, *colour blindness* (or diversity blindness) deficit views have historically been employed to perpetuate a status quo of White privilege and power in society (Daniel, 2009; Guo & Jamal, 2007). Colour blindness or diversity blindness points of view appraise people's diverse characteristics as irrelevant by assuming that treating everyone the same will eliminate injustice and inequality (Daniel, 2009; Guo & Jamal, 2007). Diversity blindness points of view are dangerous because they ignore a person's unique history, identity, and experiences that influence how a person learns and constructs meaning of the world (Guo & Jamal, 2007). When an educational administrator, a teacher, or a pre-service teacher makes choices to ignore the diversity of students, injustices are perpetuated because the teaching pedagogy that is emplaced does not serve the specific needs of all students. Colour-blindness philosophy is often used as a way to perpetuate traditional Eurocentric pedagogy that focuses on the needs and experiences of upper-middle class White people, assimilating diverse students by implying that traditional Eurocentric pedagogies are best practices for everyone (Daniel, 2009; Guo & Jamal, 2007).

Educators and administrators in schools commonly implement avoidance points of view to resist demonstrating inclusive teaching pedagogy that incorporates social

justice issues into all relevant learning opportunities (Gay, 2010). Teachers who express that racism and social justice issues are things of the past exemplify avoidant points of view (Gay, 2010) and those who indicate that children are too innocent to learn about social justice and inequality issues also contribute to the perpetuation of injustice by avoiding the issues (Kelly & Brooks, 2009). Avoidant perspectives model to students that certain issues or people are not important because they are not visible in the curriculum, indirectly reinforcing status quos of injustice.

Essentialist views about diversity are included in deficit perspectives because when people are ignorant about diversity, they may use blanket statements and generalizing labels to categorize people who share diverse characteristics (Daniel, 2009; Guo & Jamal, 2007). When people categorize and label others without sufficient knowledge about them as individuals, stereotypes are easily perpetuated and people embed misinformed assumptions into their beliefs about others (Guo & Jamal, 2007; Lowenstein, 2009). It is necessary for people to understand that individuals may have multiple combinations of diverse characteristics that weave race, class, gender, ability, sexual orientation, and other characteristics together to compose a person's identity (Guo & Jamal, 2007; Lowenstein, 2009). People who express essentialist perspectives generate inaccurate perceptions of others because they conceptualize that all people with a similar diversity characteristic have the same experiences; they do not recognize individual differences among members of a group (Lowenstein, 2009). Essentialist views contribute to the same treatment of all people who possess a diverse characteristic when individuals may require equitable treatment to have their needs met.

Inclusive educators foster relationships with all of their students, students' families, and students' communities by learning about students' lives inside and outside school. Fostering positive relationships allows teachers to make meaningful learning connections with students' lived experiences (Jordan et al., 2010; Kaur, 2012; Noddings, 2005). Inclusive educators recognize and challenge educational and societal inequities faced by students to model active citizenship and promote similar inclusive actions among students (Kaur, 2012). Inclusive educators continually reflect on their own beliefs and attitudes about the world and the people within it, examining how their perspectives influence their own teaching pedagogy. Inclusive educators willingly discuss issues of inequity with students and colleagues in efforts to provide more equitable and inclusive experiences for all students in school and in society (Jordan et al., 2010; Kaur, 2012).

In order for pre-service teachers to develop the capacities of inclusive educators, teacher education programs should model inclusive teaching pedagogy to demonstrate good practice. Pre-service teachers should be encouraged to learn about each other's diversity and teacher education programs should value the diversity of pre-service teachers. Teacher education instructors should integrate opportunities for pre-service teachers to share their lived experiences in compulsory courses so essentialist perspectives that approach all pre-service teachers as one homogenous group are avoided (Daniel, 2009; Guo & Jamal, 2007; Kaur, 2012). Through collaborative and independent learning opportunities, pre-service teachers can develop deep understandings of the complexity of identities, their beliefs about diverse characteristics, the influence of teacher beliefs on students, and the value of validating student diversity to establish inclusive learning environments where all students feel appreciated (Guo & Jamal, 2007;

Lowenstein, 2009). Research about the influence of educators' thoughts and feelings about diversity yield consistent results; educators who learn about inclusive teaching pedagogy and believe that they can implement it exhibit more inclusive thoughts and feelings about diversity than those who do not learn how to implement inclusive teaching pedagogy (Beacham & Rouse, 2012; Elik et al., 2010; Florian & Rouse, 2009; Gibbs & Powell, 2011; Kaur, 2012; Sharma et al., 2008). Inclusion research by Jordan et al. (2010) indicates that overall class averages and the achievement of students receiving special education increase when students are included in mainstream classrooms rather than receiving their education in *separate* or *different* learning environments from their peers. Students also benefit emotionally when they feel included at school (Noddings, 2005). All of these findings support the development of inclusive pedagogy.

Helping pre-service teachers reorganize their thoughts and feelings about diversity, to become inclusive educators, is a process that requires time and sustained effort (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009). In order for pre-service teachers to identify, analyze, and reorganize their thinking patterns they normally progress through five stages of understanding, beginning with a lack of knowledge about the influence of their beliefs on other people (Guo & Jamal, 2007). During the second stage, pre-service teachers are able to identify their thoughts and feelings about diversity and understand that their thoughts and feelings influence their teaching pedagogy (Guo & Jamal, 2007). After identifying thoughts and feelings about diversity, pre-service teachers enter the multiple awareness stage where they understand that their beliefs are not the only perspective and this ability enables them to conceptualize the influence of their thinking patterns on others (Guo & Jamal, 2007). Pre-

service teachers' emotions have a significant impact on their thoughts at the multiple awareness stage because emotional reactions to alternative ideas or points of view can energize pre-service teachers' critical analysis about whether changes in their thinking and behaving patterns are required to implement more inclusive teaching pedagogy (Ashton & Gregoire-Gill, 2003; Ready & Wright, 2011; Schutz et al., 2009).

After contextualizing different perspectives, pre-service teachers question their beliefs by exploring their life experiences to understand how their thinking patterns came into being during the fourth stage of analysis (Guo & Jamal, 2007). Depending on the outcome of pre-service teachers' analysis of their thoughts and feelings, they may or may not enter the fifth stage of reorganizing their thoughts and feelings about diversity to implement more inclusive teaching pedagogy. If people decide that they should change their thinking patterns and behaviours, they must take risk enacting new ways of thinking and behaving during the reorganization stage. Based on the success of their experiences implementing reorganized thoughts and feelings, pre-service teachers decide if they will integrate their reorganized beliefs into their future responses to diversity or maintain their old affective tendencies (Guo & Jamal, 2007).

Developing Inclusive Teaching Pedagogy in B.Ed. Programs

If pre-service teachers do not identify and analyze their thoughts and feelings about diversity their thoughts and feelings may remain unexamined and deficit views about diversity may be perpetuated. Pre-service teachers need ongoing opportunities to examine their thoughts and feelings about diversity (Settlage, Southerland, Smith, & Ceglie, 2009). Therefore, teacher education programs should devote time for pre-service teachers to identify, analyze, and reorganize their beliefs about diversity through

collaborative interactions that stimulate awareness about the influences of beliefs on one's teaching pedagogy (Settlage et al., 2009). Inclusive teaching pedagogy needs to be modeled and discussed explicitly in teacher education programs so pre-service teachers learn about the influences of diversity beliefs on their teaching pedagogy. Collaborative learning activities can be completed to access unconscious or mindless beliefs and biases about diversity for identification, analysis, and reorganization (Drake, 2010; Robbins, 2008).

Inclusive educational pedagogy should be infused into all teacher education courses and practicum-teaching placements to provide pre-service teachers with numerous opportunities to identify, analyze, and reorganize their thoughts and feelings about diversity to implement inclusive teaching pedagogy (Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009; Zeichner et al., 1998). Inclusive teaching pedagogy should be integrated into all teacher education courses because when inclusive pedagogy is only addressed in isolated special education or diversity education courses pre-service teachers may develop notions that specific knowledge or expertise is required to teach diverse students *differently* than a perceived majority of students (Florian & Linklater, 2010). Rather than expressing messages that some students need to be treated differently, inclusive teaching pedagogy focuses on teaching pre-service teachers how to create learning opportunities that are *available to all students* through multiple entry points and connections to personally lived experiences (Florian & Linklater, 2010).

Infusing inclusive pedagogy into teaching placements is also imperative because pre-service teachers need to learn how to engage in reflection, as part of their normal professional practice, for the continued development of inclusive pedagogy throughout

their careers (Cowley, 2011; Jordan et al., 2010; McIntyre, 2009). Pre-service teachers need to see practical applications of self-reflection among teachers in the field. This stresses the need for continued development of supervising-teacher mentoring programs that help supervising teachers and pre-service teachers dialogue about diversity experiences and inclusive pedagogical practices in the teaching field (Beacham & Rouse, 2012; Cowley, 2011; Florian & Rouse, 2009).

Research indicates that practicum-teaching placements are the primary forum during teacher education for pre-service teachers to examine and foster their beliefs about diversity, as they learn lessons from their experiences (Jordan et al., 2009; Olson et al., 2009). It is not best practice to subject students to pre-service teachers and expect pre-service teachers to figure out their own thoughts and feelings about diversity as they interact with students and share responsibility for meeting students' needs with the supervising teacher (Olson et al., 2009; Schutz et al., 2009). Reactive teacher education practices, associated with learning from one's mistakes on the job, subject students and pre-service teachers to negative emotional and behavioural experiences (Olson et al., 2009), like pre-service teachers expressing low academic ability expectations for students who have low socioeconomic status because of biases pre-service teachers may have about class diversity (Allday et al., 2011; Ready & Wright, 2011). Proactive measures can be implemented to reduce negative practicum experiences if pre-service teachers have opportunities to explore their thinking and feeling patterns about diversity characteristics in compulsory B.Ed. courses, prior to their teaching placements (Olson et al., 2009; Schutz et al., 2009).

Lowenstein (2009) references Banks's model of multicultural education when indicating that the curricula of inclusive education programs should contain a number of learning opportunities about diverse populations to educate people about diversity and the construction of misconceptions and biases in society. Inclusive education programs must address power relations and imbalances in all courses and fields of study to highlight the inequalities that exist in education and challenge the barriers that exclude people from equitable participation (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009). Inclusive education programs should also teach strategies and courses of action for reducing prejudices and increasing inclusion in learning environments to help pre-service teachers develop pedagogies that promote the success of all students (Guo & Jamal, 2007; Lowenstein, 2009). As pre-service teachers begin to acquire knowledge about diversity and specific strategies to promote inclusion, collaborative efforts can occur to reorganize school cultures that impede people from taking specific actions to promote change (Guo & Jamal, 2007; Lowenstein, 2009).

Implementing Collaborative Story-Based Learning in B.Ed. Programs

Drake (2010) indicates that people best learn how to deconstruct and understand a person's implicit and explicit values through the sharing of stories. Drake proposes that story-sharing should be integrated into teacher education programs to promote the reorganization of pre-service teachers beliefs and to model what inclusive pedagogy looks like for pre-service teachers so they understand the importance of getting to know their students and creating inclusive learning environments for all participants. Discussing personal experiences, conducting collaborative case study analyses, role-playing activities, and video analyses of teaching practices are examples of collaborative

story-based learning activities that teacher educators can facilitate to help pre-service

teachers identify and analyze how teachers' thoughts and feelings may influence their

teaching pedagogy (Athanases & Martin, 2006; Beattie, 2009; Daniel, 2009; Kaur, 2012).

By providing stories about teachers' practices in educational contexts, pre-service

teachers can identify specific actions that include and exclude certain students to

recognize potential biases and assumptions that teachers emanate about diversity through

their teaching. Dilemma-based case studies or stories provide real word contexts for pre-

service teachers to construct their own theoretical and practical understandings of how

thoughts and feelings about diversity can influence teaching pedagogy (Lundeberg &

Levin, 2003). Using people's stories in these types of activities is effective because

stories appeal to the social nature of humans; people can often relate or connect

emotionally with characters in stories based on their own schemas, affective tendencies,

and personal experiences (Beattie, 2009; Drake, 2010; Noddings, 2005).

At the onset of teacher education programs, pre-service teachers and teacher

educators should take time to get to know one another through collaborative story-based

activities that facilitate the sharing of life histories or personal stories. Sharing stories

helps cohorts of pre-service teachers begin to contextualize who one another are, where

they come from, and what experiences they bring with them to teaching (Athanases &

Martin, 2006; Beattie, 2009; Daniel, 2009). Sharing this information establishes a

foundation for understanding others' perspectives as pre-service teachers connect with

one another and begin to investigate their personal thoughts and feelings about diversity.

Collaborative story-based learning activities help reduce simplistic thinking among pre-

service teachers by helping them develop flexible thinking as they learn about other people's perspectives (Lundeberg & Levin, 2003).

Teacher education programs should also include case study and video analysis activities, prior to pre-service teaching placements, so that pre-service teachers can collaboratively discuss and learn from stories about real teachers who have expressed biases and assumptions about diversity (i.e., excluding or marginalizing) as well as inclusive thoughts, feelings, and behaviours about diversity characteristics (Noddings, 1996). Analyzing stories is an effective way to engage pre-service teachers in conversations about diversity issues because stories elicit emotions in people as they use their own schemas and affective tendencies to make judgments about what they observe (Drake, 2010; Noddings, 2005). Analyzing stories collaboratively also provides pre-service teachers with opportunities to confront their own thoughts and feelings about diversity, facilitating the process of reorganizing beliefs for the development of inclusive teaching pedagogy (Lundeberg & Levin, 2003). Having opportunities to discuss how thoughts and feelings about diversity can influence teaching pedagogy and the treatment of students will help prepare pre-service teachers for their teaching placements because they will be more conscious of their judgments and assumptions about students, after analyzing the influences of their thoughts and feelings about diversity on their teaching practices (Florian & Rouse, 2009).

Through the analysis of stories and case studies, teacher educators can also help pre-service teachers overcome feelings of guilt associated with their diversity biases. Teacher educators should encourage pre-service teachers to access any personal experiences of marginalization or exclusion to ground their analyses so they can

participate in discussions without only feeling guilty for the oppression of others (Daniel, 2009). Learning opportunities that allow pre-service teachers to assume the role of an *excluded other* help individuals engage in reorganizing assumptions because their ideas can be expressed through a character or medium that allows them to remove their thoughts from their own identity (Kaur, 2012). This makes many people feel more comfortable participating in activities that discuss biases because they can express ideas without feeling personally attacked (Kaur, 2012).

After gaining practice analyzing stories about other teachers' thoughts and feelings about diversity, pre-service teachers should also have opportunities to observe themselves teaching (i.e., video record themselves and watch the video) so they can analyze how their own thoughts and feelings about diversity may influence their teaching pedagogy (Daniel, 2009). Pre-service teachers can observe their own teaching to analyze how they include and exclude students through specific teaching behaviours. This opportunity may help pre-service teachers recognize mindless or subconscious biases they elicit in their teaching so they can make efforts to reorganize their thoughts and feelings about diversity to emanate inclusive teaching practices in the future (Daniel, 2009).

Educator's Thoughts and Feelings About Diversity and Their Reactions to Learning Opportunities That Promote the Development of Inclusive Teaching Pedagogy

Although schools are emotionally charged places, teachers do not traditionally talk in formal settings (e.g., staff meetings or discussions with administration) about the negative emotions they feel about their work because they do not want to seem unprofessional (Noddings, 1996; Schutz et al., 2009). One of the biggest obstacles to

engaging educators in activities that analyze thoughts and feelings about diversity involves overcoming deficit views of avoidance. Many educators are afraid of being perceived as racist, sexist, or politically incorrect for saying the wrong thing because of the taboo societal consequences of these labels (Farnsworth, 2010; Noddings, 1996; Schutz et al., 2009). In Western societies, there are common expectations for professionals who work in public domains to be respectful of diversity. Members of the public and/or one's superiors may perceive professionals who express thoughts, feelings, or behaviours that marginalize people's diversity as unprofessional. Therefore, it is important for teacher educators to create learning environments where pre-service teachers can feel safe to share their thoughts and feelings about diversity without feeling scrutinized (Kaur, 2012; Lundeberg & Levin, 2003; Noddings, 1996; Schutz et al., 2009). Sharing life histories or personal stories can help develop trust, respect, and personal connection among a group of people so that they can participate in the analysis of one another's thoughts and feelings about diversity (Athanases & Martin, 2006; Beattie, 2009; Daniel, 2009; Drake, 2010).

Commonly, the deeper people's beliefs are embedded into their other schemas, the more difficult it is to reorganize their beliefs because individuals will resist participating in learning activities by ignoring, rejecting, or reinterpreting information about the influences of their thoughts and feelings on their teaching pedagogy (Ashton & Gregoire-Gill, 2003). Instinctively, people tend to maintain their own beliefs rather than assuming competing beliefs. Therefore, it is important that teacher educators and pre-service teachers, in collaborative settings, encourage one another to justify their thoughts and feelings about diversity in order to engage in the process of identifying, analyzing,

and reorganizing thoughts and feelings about diversity for the development of inclusive

teaching pedagogy (Ashton & Gregoire-Gill, 2003). Story-based case studies do not teach

themselves; collaborative learning activities require discussion of questions, social

interaction, and support from facilitators to achieve learning outcomes and avoid the

perpetuation of misconceptions (Ashton & Gregoire-Gill, 2003).

 Pre-service teachers of the dominant social class or group may also feel silenced

during discussions about diversity because they lack experience and knowledge about

diverse people or they may feel guilty about their privilege or contributions to the

oppression and exclusion of others (Daniel, 2009). In efforts to overcome these types of

feelings, teacher educators must encourage pre-service teachers to access any personal

experiences of marginalization or exclusion to ground their analyses so they can

participate in discussions without feeling solely like the oppressors of others (Daniel,

2009). It is also important for teacher educators to help pre-service teachers move

conversations about diversity from individual self-reflection to broader societal and

institutional levels of reflection so that some diverse individuals do not feel completely

responsible for teaching others about diversity and so that members of privileged groups

do not feel completely responsible for the exclusion of others (Daniel, 2009). Social

change to promote inclusion is the responsibility of all pre-service teachers, not only that

of teacher educators and pre-service teachers representing diverse characteristics.

 Research about the influence of educators' thoughts and feelings about diversity

yield consistent results; educators who learn about inclusive teaching pedagogy, and

believe that they can implement it, exhibit more inclusive thoughts and feelings about

diversity than those who do not learn how to implement inclusive teaching pedagogy

(Beacham & Rouse, 2012; Elik et al., 2010; Florian & Rouse, 2009; Gibbs & Powell, 2011; Kaur, 2012; Sharma et al., 2008). Research by Kaur (2012) reveals that more than half of American and British pre-service teachers interviewed believe that their teacher education programs did not prepare them to implement inclusive teaching pedagogy (Kaur, 2012). Some pre-service teachers who reported being unprepared indicated that equity and social justice issues are important but they do not know how to incorporate these topics into their teaching (Kaur, 2012).

Educators who do not learn about inclusive teaching pedagogy are more likely to experience low self-efficacy beliefs that they cannot meet all their students' needs (Gibbs & Powell, 2011). Educators with low self-efficacy are prone to experiencing high levels of stress and may exclude and marginalize students through their teaching practices because they do not believe in their ability to influence students' behaviour (Gibbs & Powell, 2011). Having low self-efficacy contributes to educators developing negative thoughts about teaching and their students due to the influences of core affect feelings on a teacher's thoughts and feelings about diversity (Gibbs & Powell, 2011). Similar research findings (Elik et al., 2010) indicate that teachers who do not believe they are responsible for supporting students with emotional or behavioural difficulties experience negative thoughts and feelings (e.g., frustration, anger, and helplessness) that blame students for their behaviour (Elik et al., 2010). These negative thoughts and feelings can lead educators to exclude or marginalize students from classroom learning opportunities by imposing punitive consequences for students' behaviour (Elik et al., 2010). By comparison, educators who assumed responsibility for helping students with emotional and behavioural difficulties by implementing inclusive teaching practices that planned for

and managed students' emotional and behavioural responses expressed more positive

thoughts and feelings about students (Elik et al., 2010).

Students with disabilities are a marginalized demographic in schools because of

the influences that educators' thoughts and feelings about diversity can have on their

teaching pedagogy. Sharma et al.'s (2008) research identified that teachers' thoughts and

feelings about including students with disabilities in mainstream classrooms depends on

the severity of a student's disability. Findings suggest that the more severe a student's

disability, the more negative the teacher's thoughts are about being able to implement

inclusive practices for the student (Sharma et al., 2008). Findings also indicate that

teachers' thoughts and feelings about including a student with a disability in their

classroom are influenced by their contact or experiences interacting with people who

have disabilities (Sharma et al., 2008). Teachers with experience interacting with people

who have disabilities expressed more positive thoughts and feelings about implementing

inclusive teaching pedagogy than teachers without experiences interacting with disabled

individuals (Sharma et al., 2008). Likewise, research by Sharma et al. found that the more

education pre-service teachers had the more positive their thoughts and feelings about

implementing inclusive teaching pedagogy for students with disabilities were. These

findings support recommendations that education about inclusion, combined with

experience implementing inclusive practices, lead to the development of inclusive

teaching pedagogy.

At the University of Aberdeen, in Scotland, inclusive teaching pedagogy is

prioritized in the School of Education Inclusive Practice Project (IPP) (Florian & Rouse,

2009). In the IPP teacher education program, inclusive teaching pedagogy is infused

thorough the compulsory courses and a recent questionnaire completed by 367 pre-service teachers reveals that the majority support principles of inclusive education and strive to develop inclusive teaching pedagogy (Beacham & Rouse, 2012). Pre-service teachers who completed the 2012 questionnaire believe that they will be able to implement inclusive teaching pedagogy and resolve issues about inclusive teaching practices so that concerns about inclusion do not build up (Beacham & Rouse, 2012). Furthermore, pre-service teachers at the University of Aberdeen indicated that they are more confident about their role developing inclusive teaching practices at the end of the IPP teacher education program than when they entered the program (Beacham & Rouse, 2012).

Research from teacher education programs that promote inclusive teaching pedagogy in Scotland, Canada, and the United States report that pre-service teachers express less doubt about their role in developing inclusive teaching practices when they experience learning opportunities in their teacher education programs to develop inclusive skills and learn about inclusive teaching pedagogy (Allday et al., 2011; ACDE, 2012; Jordan et al., 2010; Sharma et al., 2008). These educational opportunities include learning to identify, analyze, and reorganize thoughts and feelings about diversity. Although multiple researchers call for additional research about the programming implemented in teacher education programs to foster the development of pre-service teachers' inclusive teaching pedagogy (Beacham & Rouse, 2012; Dagenais et al., 2008; Florian & Linklater, 2010; Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009), insights may be gained from the limited amount of research detailing programming that has been implemented to achieve similar outcomes.

Educational Activities to Promote Pre-service Teachers' Development of Inclusive

Teaching Pedagogy

In teacher education programs, teacher educators can teach pre-service teachers how to engage in meaningful self-reflection about how thoughts and feelings about diversity may influence their teaching practices. Teacher educators often ask pre-service teachers to engage in reflection about various topics related to educational philosophy and practice without facilitating the reflection process to develop pre-service teachers' reflective capacities (Santoro, 2009). Teacher educators should explicitly model reflective practice using think-aloud strategies and case-study analyses, while also providing pre-service teachers with questions to facilitate individual and collaborative reflection (Daniel, 2009; Florian et al., 2010; Gay, 2010, 2013; Kaur, 2012; Santoro, 2009). Some general questions that may help to facilitate pre-service teachers' reflective practice about the influence of diversity beliefs on teaching pedagogy include:

1. Am I willing and able to articulate my thoughts and feelings about diversity?

2. Can I recognize biases embedded in my teaching decisions and practices?

3. Am I willing to change my attitudes about diversity to express more inclusive pedagogical teaching practices?

4. What power imbalances exist in my classroom/teaching practices and why?

5. What are the underlying causes of difference among my students (and me)?

6. What are the causes of my assumptions or beliefs about diversity?

7. What do I need to learn about a specific diversity in order to understand other points of view? (Gay, 2010, 2013)

Pre-service teachers need support as they develop reflective practice capacities. Collaborative story-based reflective activities are important because a group of people can deconstruct an issue more deeply and more efficiently than inexperienced reflective practitioners can on their own (Santoro, 2009). Collaborative activities that encourage pre-service teachers to respond to reflective questions help develop reflective capacities by accessing peoples' perspectives to learn a variety of critical analysis strategies. Collaborative activities are especially useful for helping individuals access their mindless or unconscious biases because a group of people can analyze someone's imbedded assumptions, biases, and beliefs with an element of objectivity that individuals may not possess on their own when engaging in personal reflection (Florian & Linklater, 2010; Robbins, 2008; Santoro, 2009).

When pre-service teachers begin to engage in the sharing of life histories or stories it is important to establish ground rules for the collaborative activities (Farrell, 2004; Intrator, 2002; Kottler & Zehm, 1993). All participants should realize that the purpose of sharing stories is not to counsel colleagues but to listen and ask questions that will help the storyteller gain a deeper understanding of themselves (Intrator, 2002; Palmer, 1998). The meaning of other peoples' stories can only be interpreted, not owned or declared by another person (Palmer, 1998). Palmer (1998) suggests that when people are sharing their stories all other members involved in the collaborative activity should be quiet, respectful, and attentive to the speaker, only offering open-ended questions that help the speaker explain their story deeply. When individuals are sharing stories, other people should not be trying to analyze them with questions but should listen to all the details. Analyses may come after the storyteller is finished and can reflect on their story

with the group. Mirroring is a technique that group members can use to focus the storytellers on things that they said but might not be aware of, promoting self-reflection and analysis (Palmer, 1998).

Some topics that pre-service teachers may discuss through storytelling include but are not limited to the influences of early life experiences, family life, heritage, religious background, socioeconomic background, regional background, high school experiences, university experiences, and teaching experiences that have shaped them as individuals and influenced their thoughts and feelings about diversity and other topics (Farrell, 2004). Pre-service teachers may also be encouraged to reflect on personal critical incidents that propelled them towards teaching, deconstructing how those incidents influence them as teachers and their thoughts and feelings about diversity (Farrell, 2004).

Research by Intrator (2002) and Palmer (1998) indicated that the use of metaphors, images, and fill-in-the-blank story-based learning exercises are effective for helping pre-service teachers engage in self-reflection because these types of non-directive activities are less threatening than asking people to name their biases, assumptions, or weaknesses. These activities also help surface unconscious and deep-rooted thoughts and feelings that pre-service teachers may not access otherwise (Intrator, 2002; Palmer, 1998). Pre-service teachers can respond to metaphorical questions such as:

1. When I am teaching my best, I am like a _____ because…

2. I am like a _____ in the classroom when I am ("insert feeling") because…

3. My students are like _____ because…

Pre-service teachers should respond to metaphorical questions quickly, without analyzing or thinking deeply so they do not conceal their feelings (Palmer, 1998).

The importance of infusing inclusive teaching pedagogy throughout all elements of teacher education programs is paramount because no single activity can promote the development of inclusive teaching pedagogy among pre-service teachers (Athanases & Martin, 2006; Gay, 2010, 2013; Kaur, 2012; Kelly & Brooks, 2009). The development of inclusive pedagogy takes time and sustained effort (Athanases & Martin, 2006; Gay, 2010, 2013; Kaur, 2012; Kelly & Brooks, 2009). During all curriculum-based B.Ed. courses, pre-service teachers can be encouraged to examine how curriculum content includes and excludes various people with diverse characteristics (Gay, 2010, 2013). For example, pre-service teachers in Ontario can engage in critical discussions about how members of minority groups such as First Nation's People, African descendants, and people from the Middle East are portrayed in Social Studies curricula about Canada's past and present global connections. Teacher educators should also ensure that they are providing positive portrayals of minority groups to pre-service teachers so that biases and stereotypes are not the only portrayals of minority groups discussed and analyzed by pre-service teachers (Gay, 2010, 2013). Likewise, teacher educators can ensure that pre-service teachers are exposed to various gender and sexuality portrayals throughout curriculum studies in a B.Ed. program so pre-service teachers can learn how to integrate positive examples of people's diversities in their teaching practices to validate every student's life experiences (Gay, 2010, 2013; Vavrus, 2009).

Gender and sexuality diversity characteristics are unique because teachers do not traditionally provide students with opportunities to explore their sexuality preferences and gender associations is schools (Vavrus, 2009). Due to the private nature of such diversity characteristics, research suggests that some teachers and schools may assume

avoidant deficit perspectives in response to sexuality and gender diversity issues by not

educating students about gender and sexuality association (Vavrus, 2009). Subsequently,

lesbian, gay, bisexual, and/or transgender (LGBT) students have been found to report

higher frequencies of harassment and violence than any other group of diverse students in

schools (Vavrus, 2009). Research suggests that some LGBT students also reported a lack

of confidence in school staff to assist them because they failed to see themselves

represented in curricula or the school community (Vavrus, 2009).

To help to demolish conditions that exclude LGBT students in schools, pre-

service teachers can participate in learning opportunities that address gender and

sexuality assumptions and biases. Pre-service teachers can use case-study analyses and

personal experiences with forms of gender and sexuality marginalization to analyze how

identities are shaped by gender and sexuality so that their teaching pedagogy includes

LGBT students (Vavrus, 2009). More specifically, gender-role stereotypes and

assumptions about nuclear relationships between men and women are often taken for

granted in the language and examples teachers express on a daily basis (Vavrus, 2009).

Pre-service teachers can collaboratively discuss and analyze how gender and sexuality

issues may arise in a school learning environment, while also discussing ways to express

diverse gender and sexuality representations throughout their teaching practices so

diverse students can see their realities portrayed and feel included in learning

environments (Vavrus, 2009). Collaborative story-based learning activities that

encourage pre-service teachers to assume the role of an *excluded other* can help pre-

service teachers analyze issues about gender and sexuality marginalization in conjunction

with case-study analyses that offer information about the marginalized person (Kaur, 2012).

Language Arts courses in B.Ed. programs may also offer many opportunities for teacher educators to infuse inclusive teaching pedagogy activities that educate pre-service teachers about teaching Language Arts using activities that also promote the identification, analysis, and reorganization of diversity beliefs though various oral and written mediums (Robbins, 2008). In Language Arts, pre-service teachers can create poetry to express their ideas about inclusion by writing from a metaphorical voice that explores assumptions about the history of a diverse group of people, diverse characteristics of people, individuals' feelings about their personal diversity, or potential actions and practices to create inclusive environments (Gay, 2010, 2013). Through the creation of poetry, pre-service teachers may feel safe to express their ideas because they can assume various perspectives and protect their identity. The poetry that pre-service teachers create can be a self-reflective outlet to analyze assumptions. Poetry can also act as a medium for collective interpretation and analysis of assumptions and biases that are explicitly or implicitly expressed, without focusing on who the author is (Gay, 2010, 2013).

In Language Arts B.Ed. courses, pre-service teachers could also be encouraged to free-write about specific diversity assumptions or biases and then write a dialogue poem between themselves (i.e., their own perceptions about diversity) and someone else, who acts as a human mirror for the pre-service teachers to explain how their own actions project messages about their diversity biases (Gay, 2010). This activity promotes personal reflection, making pre-service teachers think critically about the connection between their behaviours and their assumptions about diversity (Gay, 2010). Research

indicates that pre-service teachers who have ongoing opportunities to use mirroring writing techniques are more likely to replace negative thoughts and feelings about diversity with more positive inclusive ones, compared to those who do not participate in writing activities (Gay, 2013).

In another reflective activity integrating Ontario Language Arts curricula, pre-service teachers can pack a metaphorical suitcase of things they should take on their journey towards becoming diversity competent inclusive educators (Gay, 2010). Teacher educators can facilitate this activity by encouraging pre-service teachers to collaboratively discuss why they might want to pack things like attitudes, beliefs, experiences, memories, anxieties, histories, questions, and skills to open discussions about how each of these items influences teaching pedagogy and the subsequent treatment of students (Gay, 2010, 2013). Collaborative dialogue is important because individuals have their own constructed perceptions of diversity and sharing diverse ideas can help groups of people replace negative or deficient perceptions of diversity with more inclusive ones (Gay, 2013). In addition, by asking pre-service teachers to work with metaphors, higher-order critical and abstract thinking occurs to deepen pre-service teachers' personal reflections and analyses of their own biases and assumptions about diversity, as constructed and reconstructed through their own diversity lenses (Gay, 2010, 2013).

The previous activities outline ways in which to help foster pre-service teachers' reflective practice skills. That is, such educational suggestions could help educators to conceptualize the types of questions they can ask themselves, and other educators, to identify and analyze how thoughts and feelings about diversity influence other people through teaching pedagogy. The integration of inclusive teaching pedagogy with

curriculum-based B.Ed. courses may be a valuable method for teacher education

programs to help pre-service teachers reorganize their own assumptions about diversity

while also learning about curricula subject matter (Florian & Rouse, 2009). The

development of inclusive teaching pedagogy focuses pre-service teachers' learning by

making curricula activities more developmentally appropriate as pre-service teachers

acquire pedagogical skills to teach subject curricula to *all students,* rather than excluding

students with diverse characteristics (Florian & Rouse, 2009; Florian & Linklater, 2010).

The promotion of inclusive teaching pedagogy could also be integrated into

learning theory courses in teacher education programs. Pre-service teachers could be

encouraged to think critically about how knowledge about learning has been constructed

based on assumptions about specific groups of people (Kelly & Brooks, 2009). For

example, as pre-service teachers learn about Piaget's cognitive developmental theory or

Vygotsky's sociocultural theory they could be encouraged by teacher educators to

deconstruct the assumptions that each theorist reflected about children's learning abilities

and question how these assumptions may not reflect the realities of all learners (Kelly &

Brooks, 2009). For instance, Piaget proposed that children under the age of 11, in the

concrete operational stage of development, do not have the learning capacity to think

abstractly or understand social issues that extend beyond themselves (Kelly & Brooks,

2009). Pre-service teachers could be encouraged to analyze Piaget's assumptions about

learners by conducting inquiry-based assignments that examine alternative theories and

research about the learning capacities of children. Pre-service teachers could also find

examples of ability demonstrations in research or online media that counter balance

learning theory assumptions to exemplify multiple perspectives (Athanases & Martin, 2006; Kaur, 2012; Kelly & Brooks, 2009).

Special Education is of paramount importance in teacher education programs because approximately 14% of the Kindergarten to Grade 12 student population in Ontario receives special education programming services (Special Education Policy and Programs Branch, 2009). Pre-service teachers need to acquire an understanding of various types of disabilities as well as their professional responsibilities for accommodating and modifying students' individual education plans (IEPs), in response to students' specific learning needs. These requirements constitute the need for a specific course in teacher education programs devoted to special education (Sharma et al., 2008). In conjunction with an entire course designated to special education, teacher education programs could also prioritize the integration of special education pedagogies into curriculum-based courses to model inclusive teaching practices for all pre-service teachers in every subject (Sharma et al., 2008). Modeling inclusive education as the norm for all curriculum-based teaching deconstructs misconceptions that special education is for specific teachers, separate from mainstream classrooms (Beacham & Rouse, 2012; Florian & Rouse, 2009; Florian & Linklater, 2010).

At one midwestern university in the United States, a teacher education program facilitated 20 to 30 hours of human relations training for pre-service teachers before they begin teaching placements to challenge stereotypes, provide accurate multicultural content, and help prepare pre-service teachers to meet the needs of diverse students (Olson et al., 2009). In the human relations training, pre-service teachers developed their skills to recognize and respond to biases, prejudice, and discrimination using case-study

analyses, role-plays, and directed response activities facilitated by human relations personnel (Olson et al., 2009). During the human relations training, pre-service teachers were encouraged to share their experiences as they engage in activities designed to elicit personal reflection about their experience with cultural groups, ethnic heritage, their views about marginalization, and alternative views that they have witnessed (Olson et al., 2009). According to self-report data from pre-service teachers, the human relations training improves pre-service teachers' cultural competence through personal exploration of thoughts and feelings about diversity and improves pre-service teachers' knowledge and skills for implementing inclusive teaching pedagogy in their placements (Olson et al., 2009). Human relations' training is one example of an initiative that can be completed in the course-component of teacher education to help facilitate the development of inclusive teaching pedagogy.

Despite research findings suggesting that educators are more likely to exhibit inclusive teaching pedagogy when they have experience interacting with diverse people, compared to educators who have not (Sharma et al., 2008), there remains a lack of available research detailing B.Ed. programming implemented during pre-service teachers' practicum placements to foster the development of inclusive teaching pedagogy. One exception is an example of a teacher education program at Manchester University in Great Britain that implemented a community-based learning (CBL) framework to provide pre-service teachers with opportunities to gain experience interacting with people who have diverse characteristics in efforts to promote the development of inclusive teaching pedagogy among pre-service teachers (Farnsworth, 2010).

In CBL initiatives, pre-service teachers' assumptions about diversity are reorganized through participation in community events that extend beyond formal school contexts (Farnsworth, 2010). Pre-service teachers volunteer in the community in capacities that allow them to interact with people who have diverse characteristics so pre-service teachers can analyze their thoughts and feelings about diversity as they gain experience and knowledge about community members (Farnsworth, 2010). CBL incorporates collaborative classroom learning opportunities for pre-service teachers to deconstruct assumptions and biases prior to beginning community placements (Farnsworth, 2010). CBL also facilitates opportunities for pre-service teachers to share their experiences following their placements in efforts to reorganize thinking patterns about diversity (Farnsworth, 2010).

CBL initiatives supplement teaching placements in schools because pre-service teachers gain experience interacting with members of diverse groups in cultural-contexts that may not exist in schools. This helps to foster a deeper understanding and appreciation for particular diversities and life experiences that people bring with them when they come to school (Farnsworth, 2010). Examples of CBL placements include coaching a publicly funded sports team, volunteering at a cultural education program (e.g., Ukrainian Youth Program), tutoring adults in English, working at a soup kitchen or second-hand store, and attending cultural celebrations like Chinese New Year (Farnsworth, 2010).

The CBL model exemplifies how teacher education programs can encourage pre-service teachers to *walk the talk* of inclusive teaching pedagogy by providing opportunities to gain experiences with specific diversities so pre-service teachers can

make informed reflections and analyses of their thoughts and feelings about diversity (Farnsworth, 2010). CBL involvement could also ground the development of inclusive pedagogy throughout teacher education programs if pre-service teachers are required to complete monthly CBL placements and integrate their participation experiences into their courses as a way of initiating and substantiating conversations about inclusive pedagogy.

In both classroom and placement learning opportunities, teacher educators could promote action among pre-service teachers to exhibit inclusive teaching practices. Pre-service teachers could develop pledges that express their reorganized beliefs about diversities and the subsequent actions they will take to demonstrate their beliefs. This activity reinforces reorganized beliefs about diversity. Pre-service teachers could also be responsible for tracking examples of their inclusive pedagogy throughout their teaching placements and personal experiences to prove to them self that their efforts are worthwhile (Gay, 2010).

In an example from the Aberdeen School of Education in Scotland, the IPP required pre-service teachers to complete assignments involving reflections about the development of their inclusive teaching pedagogy (Florian & Rouse, 2009). Reflections were organized into a professional portfolio that was used throughout the duration of one's teaching career to reflect and demonstrate ongoing professional learning (Florian & Rouse, 2009). Pre-service teachers' portfolio content was not evaluated at the Aberdeen School of Education but was reviewed during conferences between pre-service teachers, teacher educators, and supervising teachers to promote reflection and mentorship for the development of inclusive teaching pedagogy (Florian & Rouse, 2009). In the IPP program, the portfolio was a tool for pre-service teachers to track and exemplify their

inclusive teaching pedagogy during their initial teacher education and throughout their teaching careers. This demonstrated an ongoing commitment to the inclusion of all students as a fundamental principal of one's teaching pedagogy.

Synopsis of Literature

Identifying, analyzing, and reorganizing pre-service teachers' thoughts and feelings about diversity, to foster the development of inclusive teaching pedagogy, is a process that requires time and sustained effort throughout the duration of a teacher education program (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009). Research indicates that when pre-service teachers have a variety of learning opportunities to indentify, analyze, and reorganize their thoughts and feelings about diversity, they exhibit more inclusive thoughts and feelings about diversity than pre-service teachers who do not have similar opportunities in their teacher education programs (Beacham & Rouse, 2012; Elik et al., 2010; Florian & Rouse, 2009; Gibbs & Powell, 2011; Kaur, 2012; Sharma et al., 2008). Teacher educators can implement collaborative story-based learning activities to facilitate the development of pre-service teachers' inclusive teaching pedagogy because stories appeal to people's social nature and pre-service teachers can relate or connect emotionally with characters in stories based on their own schemas, affective tendencies, and personal experiences (Beattie, 2009; Drake, 2010).

Reactive teacher education practices, associated with learning from one's mistakes during teaching placements, subject students and pre-service teachers to negative emotional and behavioural experiences that stem from pre-service teachers not understanding the influences of their thoughts and feelings on their teaching pedagogy

(Olson et al., 2009; Schutz et al., 2009). Despite claims that there is not enough existing research describing specific programming implemented by Canadian and international teacher education programs to foster the development of pre-service teachers' inclusive pedagogy (Beacham & Rouse, 2012; Dagenais et al., 2008; Florian & Linklater, 2010; Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009), this literature review suggests that proactive measures could be implemented in teacher education to foster the development of pre-service teachers' inclusive teaching pedagogy. The activities highlighted in the literature review exemplify programming that could be implemented in teacher education to promote inclusive teaching pedagogy, rather than expecting pre-service teachers to develop inclusive teaching pedagogy through trial and error teaching practices on the job.

The Present Study

Research about inclusive teaching pedagogy has emerged from that which traditionally only referred to theory and practice implemented by educators to incorporate students with disabilities (i.e., ability diversity characteristics) into mainstream learning environments (Guo & Jamal, 2007; Jordan et al., 2010). Contemporary definitions of inclusive teaching pedagogy account for the inclusion of all diversity characteristics that can compose a student's identity (Florian & Linklater, 2010). Past and present research about inclusive teaching pedagogy and students with disabilities reveals that educators feel most confident about their ability to implement inclusive teaching pedagogy when they learn specific strategies to be inclusive and when they obtain experience interacting with diverse populations (Guo & Jamal, 2007; Jordan et al., 2010). Research from Manchester University showed similar conclusions; pre-service teachers feel more

confident about their inclusive pedagogy when they learn how to implement it during their teacher education and also experience opportunities to interact with diverse populations (Farnsworth, 2010).

Past research taught us the importance of coupling theoretical and practical learning opportunities for pre-service teachers to learn about inclusive teaching pedagogy. Olson et al. (2009) incorporated this knowledge into their research involving pre-service teachers completing 30 hours of human relations training prior to their teaching placements in attempt to improve pre-service teachers' cultural competence and inclusive pedagogy. The human relations training consisted of pre-service teachers exploring their thoughts and feelings about diversity in collaborative settings before participating in a variety of role-playing activities to demonstrate inclusive pedagogy and analyze their involvement (Olson et al., 2009). Research findings revealed that pre-service teachers who completed the 30 hours of training self-reported having increased knowledge and skills for implementing inclusive teaching pedagogy in their practicum placements compared to students in the same teacher education program who did not have the training (Olson et al., 2009).

IPP research at the Aberdeen School of Education in Scotland produced consistent results with previous research about fostering pre-service teachers' inclusive teaching pedagogy (ACDE, 2012; Jordan et al., 2009; Jordan et al., 2010; Sharma et al., 2008). Pre-service teachers involved in the IPP project reported that they expressed less doubt in their abilities to develop inclusive teaching practices when they had learning opportunities to reorganize their beliefs about diversity during their B.Ed. studies (Beacham & Rouse, 2012).

Research at the Aberdeen School of Education directly relates to this research project because the Scottish B.Ed. programs prioritized the development of pre-service teachers' inclusive teaching pedagogy by implementing specific programming in B.Ed. compulsory studies to help pre-service teachers acquire skills they needed to become inclusive educators (Beacham & Rouse, 2012). Positive research results from Scotland demonstrate that similar educational outcomes could be achieved in Ontario B.Ed. programs with the development of similar inclusive teaching pedagogy programming. My research contributes to the development of programming focused on helping pre-service teachers develop inclusive teaching pedagogies, as called for by multiple researchers (Beacham & Rouse, 2012; Dagenais et al., 2008; Florian & Linklater, 2010; Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009).

The current handbook includes learning activities that can be implemented into one B.Ed. program in Ontario based on a content analysis of J/I B.Ed. curricula implemented in 2011-2012. Moving forward, B.Ed. programs at Ontario, Canadian, and international universities could take similar strides to develop programming for pre-service teachers to identify, analyze, and reorganize their thoughts and feelings about diversity to implement inclusive teaching pedagogy. Publication of inclusive programming may contribute to the advancement of the teacher education discourse, focused on the development of pre-service teachers' inclusive teaching pedagogy. This publication may also encourage future research about specific programming implemented in teacher education programs to foster pre-service teachers' inclusive teaching pedagogy (Beacham & Rouse, 2012; Dagenais et al., 2008; Florian & Linklater, 2010; Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009).

CHAPTER THREE: PROCEDURES AND FINDINGS

A critical review of current literature suggests that additional research is required to understand current B.Ed. programming, and to create programs to facilitate the development of pre-service teachers' inclusive teaching pedagogy (Beacham & Rouse, 2012; Dagenais et al., 2008; Florian & Linklater, 2010; Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009). To determine a method of inquiry for gaining information about B.Ed. programming, I conducted preliminary research by critically examining the online program guides and course descriptions of two J/I B.Ed. programs in Ontario. Through preliminary analysis, I discovered that the information offered online about the B.Ed. courses did not provide me with insight about specific programming implemented in teacher education to promote the development of inclusive teaching pedagogy among pre-service teachers.

Online course descriptions of all compulsory program courses only included one or two brief sentences about the theme of each course without providing specific information about the curriculum, including programming implemented to develop inclusive pedagogy among pre-service teachers. For example, one program's Science and Technology course listed, "inclusive science education" in the course description but provided no additional information about the programming. As a result, I determined that a critical content analysis of the compulsory course syllabi and the program handbook of one B.Ed. program would provide more detail about programming than that provided in public online course descriptions and program guides.

Critical Content Analysis Procedures

To complete the critical content analysis of compulsory course syllabi and the program handbook from one J/I B.Ed. program in Ontario, the Chair of the Department

of Teacher Education granted me access to the data sources following a proposal

outlining my research intentions. The Chair of the Department of Teacher Education

granted permission of the research under the conditions that efforts were made to protect

anonymity and it be acknowledged in this document that the data sources may not

identify all programming implemented in the J/I B.Ed. program to promote the

development of pre-service teachers' inclusive teaching pedagogy.

Data Collection

Before collecting my purposeful data sample of all compulsory J/I B.Ed. course

syllabi and the pre-service teacher program handbook, the Chair of the Department of

Teacher Education granted permission for me to conduct my research (Creswell, 2012).

After obtaining permission from the Chair of the Department of Teacher Education, the

Chair provided me with the administrative coordinator's contact information and

authorized the administrative coordinator to release copies of the 12 compulsory 2011-

2012 J/I program course syllabi and the program handbook for pre-service teachers to

me. After receiving the data sources for the critical content analysis, I cross-referenced

the online program guide to ensure that I had a complete set of the compulsory courses

for the 2011-2012 J/I B.Ed. program (Creswell, 2012).

Data Analysis

Following data collection, I conducted a preliminary exploratory analysis to gain

a general sense of the data and to begin thinking about how to organize the data

(Creswell, 2012). I wrote brief memos in the margins of the syllabi and program

handbook to explore the data and record initial observations and ideas. Next, I segmented

and labeled pieces of data using *in vivo* codes (i.e., the actual words from the data

sources) to identify emerging themes about promoting the development of inclusive teaching pedagogy, teacher identity, and reflective practice in the document data (Creswell, 2012). The *in vivo* codes were then organized and reorganized into a comparison table to categorize similar codes, reduce redundant codes and eventually identify themes in the data to describe the condition of the J/I B.Ed. programming regarding the development of pre-service teachers' inclusive teaching pedagogy (Creswell, 2012).

Efforts to Establish Trustworthiness

To establish trustworthiness throughout the data analysis process, I performed multiple calculated steps. During the content analysis, I chose to use *in vivo* codes to reduce the number of personal interpretations made about the data (Creswell, 2012). Thus, I attempted to obtain a sense of professional distance from the data. This was an important step for me because I recognize my researcher bias regarding the lack of B.Ed. programming in the compulsory program courses to foster the development of pre-service teachers' inclusive teaching pedagogy. Using *in vivo* codes, I made efforts to limit the impacts of my bias on my data analysis by allowing the data to speak for itself.

To further establish trustworthiness, an independent examiner also assessed my critical content analysis to ensure that my findings were representative of the data (Creswell, 2012). The independent examiner reviewed my coding process and my themes to ensure that the findings were representative of the data (Creswell, 2012). Following the independent examiner's review, we discussed my coding process and themes via Skype. The independent examiner recommended that one of the themes be subdivided into two separate themes. Upon further review, I agreed that the data reflected this

recommendation. Thus, the independent examiner and I resolved discrepancies through consensus.

Limitations

As requested by the Chair of the Department of Teacher Education, I acknowledged that the J/I B.Ed. compulsory course syllabi and the pre-service teacher program handbook may not represent a complete portrayal of all programming implemented to foster the development of pre-service teachers' inclusive pedagogy through the identification, analysis, and reorganization of thoughts and feelings about diversity. To obtain a complete understanding of all programming implemented by teacher educators in compulsory courses, interviews may need to be conducted with each teacher educator to find out what specific programming they implement to foster the identification, analysis, and reorganization of pre-service teachers thoughts and feelings about diversity. This interview process exceeded the scope of my research but I recommend interviewing teacher educators for the future development of this discourse.

Due to the specific scope of this research, focusing on one year of J/I B.Ed. programming at one Ontario university, I recognized that the results of this project generate specific implications for the B.Ed. program researched, which may not be completely applicable to other B.Ed. programs in Ontario, Canada, or internationally. Rather, this research acts as a model for other B.Ed. programs to investigate ways to infuse learning opportunities into a J/I B.Ed. program that foster the identification, analysis, and reorganization of pre-service teachers' thoughts and feelings about diversity for the development of inclusive teaching pedagogy.

Critical Content Analysis Findings

Seven themes emerged from the data analysis process to describe the condition of the J/I B.Ed. program regarding the development of pre-service teachers' inclusive teaching pedagogy. The seven themes included the following: (a) Commitment to Include Students with Disabilities; (b) Course Goals about Developing Inclusive Teaching Pedagogy; (c) Expectations for Pre-Service Teachers about Developing Inclusive Teaching Pedagogy; (d) Modeling Respect for Diversity by the Teacher Education Program; (e) Learning Opportunities That Develop Pre-Service Teachers' Inclusive Teaching Pedagogy; (f) Assessment of Pre-Service Teachers' Inclusive Teaching Pedagogy; and (g) Resources about Inclusive Teaching Pedagogy Provided to Pre-Service Teachers.

The program handbook explored the idea that helping pre-service teachers reorganize their thoughts and feelings about diversity, to become inclusive educators, is a process that requires time and sustained effort (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009). This idea is represented by the text segment,

> As you progress through the teacher education program, you will take the opportunity to think critically and reflectively about your developing philosophy of education. Your philosophy of education guides how you … interact with students, parents, and colleagues. Thinking reflexively about who you are and who you want to be as a beginning teacher is an important and ongoing effort in becoming a successful teacher. (Teacher Candidate Handbook, 2011-2012) [1]

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[1] The name of the specific university is concealed for confidentiality purposes.

This handbook excerpt indicated that pre-service teachers will be expected to continually reflect and think critically about whom they are and who they want to be as a successful teacher. Likewise, the program handbook outlined the expectation that pre-service teachers should "always be aware of the incredible impact you will have on the young lives you will touch and shape as a teacher," influencing, "the way your students think about learning and the subjects you teach, and who they become as human beings." These segments of text from the program handbook indicated that the J/I B.Ed. program studied understood that the development of pre-service teachers' inclusive teaching pedagogy is an ongoing process that requires them to identify and analyze how their thoughts and feelings about diversity characteristics may influence the development of pre-service teachers' inclusive teaching pedagogy.

Commitment to Include Pre-Service Teachers With Disabilities

In each of the 11 mandatory course syllabi analyzed, this identical statement was present to outline the university's policy about including pre-service teachers with disability diversity characteristics in their program of study:

As part of [the] University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require accommodations related to a permanent disability to participate in this course, you are encouraged to contact the Student Development Centre Services for Students with Disabilities … and also discuss these accommodations with the professor/instructor.

Inclusive teaching pedagogy is a term that traditionally refers to the theory and practice implemented by educators to incorporate students with disabilities into mainstream classroom learning environments in educational and social ways that benefit the included students positively (Guo & Jamal, 2007; Jordan et al., 2010). According to this finding, the J/I B.Ed. program took a traditional inclusive pedagogy position that only required them to accommodate pre-service teachers with disability diversity characteristics. This reoccurring statement did not indicate that pre-service teachers with diversity characteristics (e.g., race, class, gender, sexual orientation), besides those involving disabilities, necessarily had their needs met with appropriate accommodations.

This issue is contentious because it presents a concern of accountability on the part of teacher education programs to actually model and provide inclusive teaching pedagogy for all pre-service teachers with an array of diversity characteristics or combinations thereof. The issue lies in a university's lawful responsibility to "guarantee the right to equal treatment in services without discrimination on the grounds of disability" (Teacher Candidate Handbook, 2011-2012), as outlined in the Ontario Human Rights Code, versus the university's choice to promote inclusive teaching pedagogy that includes all diversity characteristics. To exemplify this point, the J/I B.Ed. program handbook also included a statement titled, Accommodating Teacher Candidates with Diverse Needs, indicating that the university is "committed to fostering a community where all persons have access to education … in an academic environment which respects the rights and dignity of the individual" (Teacher Candidate Handbook, 2011-2012). The phrasing, *committed to fostering*, in this last statement about accommodating multiple diversity characteristics, is not as steadfast as phrasing used to discuss

accommodations for students with disability diversities, which include the phrase, *will make every reasonable effort to accommodate.*

This finding indicated that diversity characteristics may exist in a hierarchy at this university, which coincides with research findings suggesting that accommodating for diversity is sometimes viewed as the job of special education teachers who have more responsibility than classroom teachers do for meeting the needs of students with diversities (Florian & Linklater, 2010). The phrasing used to express the commitment towards accommodating disability diversity could be extended to include other diversity characteristics and combinations thereof. This would model the development of inclusive teaching pedagogy for pre-service teachers and direct theory into practice so that all participants experience inclusive learning environments.

Course Goals About Developing Inclusive Teaching Pedagogy

Seven of the 11 mandatory J/I B.Ed. course syllabi outlined course goals about promoting the development of pre-service teachers' inclusive teaching pedagogy. The Science and Technology course syllabus expressed that the "course is designed to provide teacher candidates [pre-service teachers] with an opportunity to adapt and modify instruction to meet the needs of all students in science and technology" (Faculty of Education: J/I Science and Technology, 2011-2012).

Likewise, the Mathematics course syllabus stated that one of the course objectives was to teach pre-service teachers "strategies for addressing student diversity in math" (Faculty of Education: J/I Mathematics, 2011-2012).

The Professionalism and Law course syllabus indicated that "the course addresses current issues in education law and examines ideas such as: fairness … diversity …

conflict, power, authority, control and rights," to "learn how to deal with these [people's] differences … to prevent many legal problems" (Faculty of Education: J/I Professionalism and Law, 2011-2012).

In the Arts course syllabus, one of the course goals was for pre-service teachers to "learn about some of the diverse artistic practices … of a variety of cultures. They also learn to appreciate the similarities and differences among the various forms of artistic expression of people around the world" (Faculty of Education: J/I Arts, 2011-2012), so pre-service teachers could facilitate the development of these same skills among students as part of the Cultural Contexts strand of the Arts curriculum.

A goal of the Instructional Strategies and Foundational Methods of Teaching (ISFMT) course was for pre-service teachers to "explore methodologies and instructional strategies that are grounded in reflective practice of students' [pre-service teachers'] own worldview of education and practical knowledge" (Faculty of Education: J/I Instructional Strategies, 2011-2012). This course goal indicated that pre-service teachers were encouraged to think about who they are and who they want to become as teachers, which includes the topic of understanding how individuals' own thoughts and feelings about diversity may influence their teaching pedagogy. This notion is expressed further in the course syllabus by the phrasing that indicated pre-service teachers were "encouraged to question assumptions of learning, teaching, and schooling as they begin to develop their own personal philosophy of education, incorporating … qualities of teaching, and theories of education, as they relate to themselves, the course content and practicum experiences" (Faculty of Education: J/I Instructional Strategies, 2011-2012), throughout the year. This course goal is significant because it encouraged pre-service teachers to

think critically about education and their personal role within it. This includes thinking critically about diversity issues in education, and pre-service teachers' own thoughts and feelings about those diversity issues to determine whether they will develop inclusive teaching pedagogy or uphold barriers that marginalize people in education because of diversity (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009).

Goals from the Education Cohort course revealed that pre-service teachers elaborated upon and reinforced the concepts they learned in the Instructional Strategies and Foundational Methods course during the cohort group meetings that immediately followed. The Education Cohort course syllabus also indicated that the course aimed to provide "a peer and Faculty Advisor [Teacher Educator] support network for teaching experiences in schools and coursework" (Faculty of Education: J/I Cohort Course, 2011-2012). The goals of this course were interesting for this research project because developing a safe environment and a support network, for pre-service teachers to discuss and analyze diversity issues in education, is an important requirement for undertaking activities that involve identifying, analyzing, and reorganizing pre-service teachers' thoughts and feelings about diversity for the development of inclusive teaching pedagogy (Kaur, 2012; Lundeberg & Levin, 2003; Noddings, 1996; Schutz et al., 2009).

The goals of the Special Education course were specific to helping pre-service teachers develop "a basic understanding of what constitutes a student with exceptionalities and successful approaches for working with them" (Faculty of Education: Current Trends and Issues in Special Education, 2011-2012). These findings were consistent with the literature reviewed, indicating a need for a B.Ed. course dedicated to special education but also a need for the integration of special education

pedagogies into curriculum-based B.Ed. courses (Sharma et al., 2008). One main goal of the Special Education course involved teaching pre-service teachers strategies to educate students with exceptionalities. This Special Education course goal models inclusive teaching pedagogy for pre-service teachers, which could be adapted and applied to other B.Ed. courses according to the literature reviewed (Beacham & Rouse, 2012; Florian & Rouse, 2009; Florian & Linklater, 2010).

Expectations for Pre-service Teachers About Developing Inclusive Teaching Pedagogy

Findings from the content analysis revealed that five J/I B.Ed. courses and the program handbook outlined specific expectations for pre-service teachers to develop inclusive teaching pedagogy. Expectations for pre-service teachers were categorized as a separate theme from course goals pertaining to the development of pre-service teachers' development of inclusive teaching pedagogy because I believe that expectations indicate pre-service teachers' responsibility and accountability to develop inclusive teaching pedagogy. By comparison, the course goals indicated that pre-service teachers would be learning about inclusive teaching pedagogy to promote the development of their inclusive teaching pedagogy. The concept of *promoting the development of inclusive teaching pedagogy* leaves room for pre-service teachers to resist or refrain from doing so, whereas *expectations for pre-service teachers to develop and demonstrate inclusive teaching pedagogy* imply that certain requirements must be achieved to successfully complete the B.Ed. teaching program or program component.

The program handbook for pre-service teachers clearly articulated that pre-service teachers are "expected to conduct themselves in a professional and ethical manner," by

demonstrating "cooperation and consideration for the perspectives of others," and by

demonstrating principles valued in society, including "honesty, reliability, and equality of

rights without gender, racial, or ethical bias (Teacher Candidate Handbook, 2011-2012).

The program handbook for pre-service teachers also outlined "Essential competencies

required for successful completion of the program," which pre-service teachers are

required to demonstrate. The essential competencies include, "the ability to reflect on the

relationship between personal beliefs and professional practice; the ability to create a safe

and supportive learning environment for students" (Teacher Candidate Handbook, 2011-

2012). The essential competencies also require pre-service teachers to demonstrate

"respect for human diversity (e.g. Cultural, spiritual, and gender); a respect for the

diverse range of learning strengths and the needs of students; and the ability to teach an

inclusive and differentiated curriculum that responds to diverse student needs" (Teacher

Candidate Handbook, 2011-2012), while also promoting students' self-worth and mutual

respect for others.

Expectations for pre-service teachers' development of inclusive teaching

pedagogy were also articulated in the J/I B.Ed. program handbook through the Ethical

Standards of Practice for the Teaching Profession and the Standards of Practice for the

Teaching Profession, to which every certified teacher is accountable. Ethical standards

include caring for all students' well-being; respecting human dignity, modeling respect

for cultural values, social justice and democracy; embodying fairness; and continually

reflecting on professional commitments and responsibilities. Standards of Practice for the

Teaching Profession require pre-service teachers to "treat students equitably and with

respect and are sensitive to factors that influence individual student learning," and "plan

and respond to the needs of individual students" by assuming "responsibilities and leadership roles in order to facilitate student success" (Teacher Candidate Handbook, 2011-2012). All of these expectations held pre-service teachers accountable for developing and exemplifying inclusive teaching pedagogy throughout the various components of the B.Ed. program.

In the Health and Physical Education course syllabi and the Mathematics course syllabi, it was clearly articulated that pre-service teachers were expected to "follow the … University lesson plan template including sections for accommodations and modifications" (Faculty of Education: J/I Health and Physical Education, 2011-2012; Faculty of Education: J/I Mathematics, 2011-2012). These findings indicate that inclusive teaching pedagogy was fostered in these two courses because pre-service teachers learned strategies to accommodate student diversities to plan and teach each respective subject. By comparison, the Science and Technology B.Ed. course expected pre-service teachers to "include modifications for special students" (Faculty of Education: J/I Science and Technology, 2011-2012) in a lesson planning assignment. The label *special students* may only refer to students with disabilities in this case, especially since the term *modification* was used without the commonly paired term, *accommodation.* Modifications change the curriculum expectations that an individual student is responsible for achieving whereas accommodations are the inclusive pedagogical strategies implemented to help an individual achieve the standard curriculum expectations. The phrasing of the Science and Technology course expectation was not as inclusive of diversity compared to the Mathematics and Health and Physical Education expectations, which included accommodations.

Additional findings from the Science and Technology course syllabus, expected

pre-service teachers to "share personal talents, expertise, and/or teaching resources with

one's colleagues in class sessions" (Faculty of Education: J/I Science and Technology,

2011-2012). This expectation coincides with literature suggesting that pre-service

teachers should be encouraged to learn about each other's diversity and teacher education

programs should value the diversity of pre-service teachers so essentialist perspectives

that approach all pre-service teachers as one homogenous group are avoided (Daniel,

2009; Guo & Jamal, 2007; Kaur, 2012).

The Mathematics, Language Arts, and the Arts (Drama/Dance) B.Ed. courses also

expressed expectations associated with pre-service teachers understanding and

appreciating an array of feelings associated with each respective subject, to be more

inclusive of diverse perspectives. In the Mathematics course, pre-service teachers were

expected to "reflect critically on their own experiences as math students" (Faculty of

Education: J/I Mathematics, 2011-2012) and their feelings related to math to determine

whether their thoughts and feelings about math may influence how they teach the subject

to students. Reflecting on feelings about math also expects pre-service teachers to

empathize with students who may not enjoy math or believe they can be successful math

students. This process is very similar to that which expects pre-service teachers to

identify how their thoughts and feelings about diversity can influence their development

of inclusive teaching pedagogy.

Similarly, the Language Arts course required pre-service teachers to complete a

writing assignment designed to make pre-service teachers more "sensitive to students'

struggles as writers" (Faculty of Education: J/I Language Arts, 2011-2012) so that pre-

service teachers could develop inclusive teaching pedagogies that include students with diverse abilities. In the Arts (Drama/Dance) course, pre-service teachers were expected to "discover that drama is a way of teaching and developing an understanding and appreciation...about the lives and circumstances of people" (Faculty of Education: J/I Arts—Drama/Dance, 2011-2012). This expectation embodied inclusive teaching pedagogy, expecting pre-service teachers to include diverse perspectives and experiences of people into learning opportunities that foster respect for all.

Modeling Respect for Diversity in the Teacher Education Program

Modeling Respect for Diversity in the Teacher Education Program emerged as a distinct theme because five of the B.Ed. course syllabi and the program handbook included statements about specific actions in place to provide inclusive working and learning environments for all pre-service teachers. These actions move inclusive pedagogical teaching theory into practice where pre-service teachers can observe and experience inclusive pedagogy as recipients.

The J/I B.Ed. program handbook demonstrated modeling of inclusive teaching pedagogy by indicating the university's commitment to "foster a community where all persons have access to education," by ensuring that "all members of the University community … interact on the basis of mutual respect, to promote an environment which provides equity of opportunity" (Teacher Candidate Handbook, 2011-2012). In accordance with this pledge to model inclusive teaching pedagogy in the B.Ed. program, the following courses included specific information about how the teacher educators and pre-service teachers will model inclusive teaching pedagogy during the program

component: Health and Physical Education; Science and Technology; Assessment and Evaluation; Special Education; and ISFMT.

The Heath and Physical Education course syllabi demonstrated the modeling of inclusive teaching pedagogy by teacher educators in multiple ways. The syllabi expressed that pre-service teachers were "not expected to participate beyond their ability levels" (Faculty of Education: J/I Health and Physical Education, 2011-2012), accounting for the diversity characteristics of pre-service teacher participants. Likewise, the Health and Physical Education syllabi acknowledged a willingness to accommodate pre-service teachers' diverse needs, regarding a program planning assignment, by allowing them to focus on a program plan for an array of applicable future jobs. Furthermore, the Health and Physical Education syllabi modeled inclusive teaching pedagogy by indicating that "to benefit the whole class," pre-service teachers should discuss how to teach their assigned curriculum content with the teacher educator before their in-class peer teaching assignment. This modeled a commitment to provide inclusive teaching and learning environments for all pre-service teachers because proactive steps were taken to plan for the individual needs and diversities of participants.

In the Science and Technology course, inclusive teaching pedagogy was modeled for pre-service teachers as they learned how to facilitate inquiry-based learning through investigations and experimentations. Teacher educators modeled inclusion by reinforcing that activating participants prior knowledge is paramount to inquiry-based learning because this "provides information into student background, experience, and thinking" (Faculty of Education: J/I Science and Technology, 2011-2012) to help the facilitator guide each learner to the next phase of understanding. Likewise, teacher educators

modeled inclusion by reinforcing that "all answers and ideas are valued, not just right answers" (Faculty of Education: J/I Science and Technology, 2011-2012) in inquiry-based learning because learners must construct their own knowledge, which will be influenced by their individual diversity.

The Assessment and Evaluation course modeled inclusive teaching pedagogy by signifying that "the material in this outline is negotiable and can be revised to meet individual and or group needs" (Faculty of Education: J/I Assessment and Evaluation, 2011-2012). This statement implies a very inclusive learning environment and course structure by inviting teacher educators and pre-service teachers to work together to include course content, learning opportunities, assignments, and assessments that meet the needs of every diverse pre-service teacher.

Although the Special Education course focused on teaching pre-service teachers inclusive educational pedagogy for meeting the needs of students with disabilities, the course modeled inclusive teaching pedagogy for all pre-service teachers by including the university's Respect Policy in the course syllabus. The Respect Policy outlined a commitment to "building and maintaining a diverse and inclusive community" in which all participants can "work and learn in an environment that respects the dignity of all members" (Faculty of Education: Current Trends and Issues in Special Education, 2011-2012). The syllabus indicated that "Individuals are responsible for their own actions and behavior, including those actions that support the right of individuals to dignity" (Faculty of Education: Current trends and Issues in Special Education, 2011-2012). This statement represented Special Education teacher educators' commitment to model inclusive

teaching pedagogy that extended to all pre-service teachers, regardless of the diversity characteristics that make them unique.

Inclusive teaching pedagogy was modeled in the ISFMT course because pre-service teachers are encouraged to "question assumptions of learning, teaching and schooling as they begin to develop their own personal philosophy of education" (Faculty of Education: J/I Instructional Strategies, 2011-2012). This invitation to think critically about education enabled pre-service teachers to indentify elements of teaching and education that include or marginalize people because of their unique diversity. Pre-service teachers were also promised multiple opportunities to critically engage in collaborative and independent reflective conversation about readings, course topics, and teaching practicum experiences. By providing time and space to engage in collaborative reflections, teacher educators were prepared to model inclusive teaching pedagogy for pre-service teachers as pre-service teachers form their own philosophy of education and associate compatible teaching strategies to form their pedagogy.

Learning Opportunities That Develop Pre-Service Teachers' Inclusive Teaching Pedagogy

Findings from the content analysis indicated that the Science and Technology, Law and Professionalism, the ISFMT J/I B.Ed. courses, and practicum observation days offered pre-service teachers learning opportunities that focused on the development of inclusive teaching pedagogy. Having a variety of learning opportunities to develop inclusive pedagogy throughout the duration of a B.Ed. program is best practice for pre-service teachers, according to reviewed literature (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009).

The B.Ed. program handbook for pre-service teachers stated that "at many sites, teacher candidates [pre-service teachers] spend part of their first observation day learning about the culture of the school" (Teacher Candidate Handbook, 2011-2012), by participating in activities arranged by the principals and supervising teachers. More consistency could be emplaced in the B.Ed. program to increase pre-service teachers' participation in these types of activities to familiarize, analyze, and ask questions about the school culture. These activities include those that are about issues of diversity that influence the educational experiences of stakeholders (i.e., students, students' parents, teachers, school staff, community members, etc.).

In the Science and Technology B.Ed. course, pre-service teachers were continually asked to develop their inclusive teaching pedagogy by "address[ing] aspects such as learning styles, motivational aspects, [and] diversity" (Faculty of Education: Science and Technology, 2011-2012) as part of the rationale statement they included with each lesson plan they designed for the course. This task required pre-service teachers to think about diversity in the context of every Science and Technology lesson they planned, deepening their understanding of the influences of diversity on teaching and learning. The Law and Professionalism B.Ed. course also included specific lesson topics related to the development of inclusive teaching pedagogy. Session 1 of the course addressed "ethics and morals; fairness, rights and democracy" (Faculty of Education: Law and Professionalism, 2011-2012). Session 4 of the course included the theme "duty of care, loco parentis" (Faculty of Education: Law and Professionalism, 2011-2012), whereby pre-service teachers came to understand their role as the parental figure for each child during school hours, in the absence of the child's parent. It is important for pre-service

teachers to understand that students' diversity characteristics may influence their role as loco parentis for each student, depending on the respective parents' wishes regarding the education and development of their child. The Charter of Rights and Freedoms is one of the topics for session 7 of the course. The Charter of Rights and Freedoms is supposed to ensure that people have equal opportunities in society regardless of their diversity characteristics, legally protecting Canadians' diversity.

ISFMT is the B.Ed. course that identified the greatest number of course sessions involving the development of pre-service teachers' inclusive teaching pedagogy. The first session of the course focused on "Beginning to know yourself: layers of reflection" (Faculty of Education: Instructional Strategies, 2011-2012), through which pre-service teachers were introduced to the concept of becoming a reflective practitioner. The topic of session 1 related to the focus of this research; helping pre-service teachers identify, analyze, and reorganize their thoughts and feelings about diversity for the development of inclusive teaching pedagogy. Session 1 encouraged pre-service teachers to think critically about how their identity will influence their teaching pedagogy and one's thoughts and feelings about diversity compose part of one's identity.

The theme of session 2 of the ISFMT course was, "Diversity: Theory to Practice" (Faculty of Education: Instructional Strategies, 2011-2012). During this session, pre-service teachers examined cultural and biological factors that influence people's diversity and identities. Pre-service teachers also discussed issues of power and injustice, among people in society and in schools, involving diversity characteristics. Racial, cultural, and gender diversity issues in society and education were also included in session 2's discussion topics.

Session 7 of the ISFMT course focused on topics of morality and ethics, which are directly related to the process of identifying, analyzing, and reconstructing pre-service teachers' thoughts and feelings about diversity. Pre-service teachers' morality and ethics may influence their thoughts and feelings about diversity and may influence individuals' decisions to express their feelings through behaviours. During session 7, pre-service teachers also investigated learning theories, including Piaget's Stage Theory of Cognitive Development. As the literature review suggested, pre-service teachers should be encouraged to think critically about the assumptions embedded into learning theories to determine whether certain theories represent all learners (Athanases & Martin, 2006; Kaur, 2012; Kelly & Brooks, 2009).

During session 8 of the ISFMT course, pre-service teachers investigated topics surrounding learners' emotions, including the influence of one's emotions on one's motivation to learn. The topic of this session included pre-service teachers' emotions about diversity issues in education to exemplify how emotions may influence behaviour and teaching pedagogy, which also influence students' emotions as they react to pre-service teachers' behaviours towards them.

The theme of session 18 of the ISFMT course was "Diversity—Moving Forward Rethinking the Way we do Schools" (Faculty of Education: Instructional Strategies, 2011-2012), whereby pre-service students examined topics associated with the process of expressing reorganized thoughts and feelings about inclusive teaching pedagogy. Pre-service teachers discussed how they can infuse diversity issues across the curriculum and empower students by giving them a voice in inclusive learning environments. Affirming students' identities, demonstrating an ethic of care for all students, and fostering

community outreach initiatives to respect and integrate diversity in education were also topics of session 18.

The topics included in session 18 of the ISFMT course were directly related to multiple findings from the literature review including the promotion of (a) teaching pre-service teachers to including diversity issues across the Ontario curriculum (Gay, 2010) and (b) the implementation of community-based learning initiatives to increase pre-service teachers' diversity competence (Farnsworth, 2010).

Session 20 of the ISFMT course was themed, "Sharing Personal Philosophies" (Faculty of Education: Instructional Strategies, 2011-2012). This session offered pre-service teachers opportunities to celebrate their learning, which is fundamental to the process of demonstrating individuals' reorganized thoughts and feelings about diversity after they have made personal commitments to practice more inclusive teaching pedagogy. This session could include findings from the literature review that encourage pre-service teachers to develop pledges that express their reorganized beliefs about diversities and the subsequent actions they will take to demonstrate their beliefs (Gay, 2010). Pre-service teachers may have also used this session to share personal experiences that demonstrate their reorganized thoughts and feelings about diversity, as performed at the Aberdeen School of Education to confirm pre-service students' commitment to practice inclusive teaching pedagogy (Florian & Rouse, 2009).

Assessment of Pre-Service Teachers' Inclusive Teaching Pedagogy

The content analysis results indicated that seven J/I B.Ed. course syllabi and the program handbook included information about how pre-service teachers' inclusive teaching pedagogy was assessed in the B.Ed. program. In connection with the previous

theme, it is inferred from the data that some form of teaching and learning opportunity preceded each assessment of pre-service teachers' acquired understanding or development of inclusive teaching pedagogy.

According to the J/I. B.Ed. program handbook, "assessment and the assigning of grades must and will be based on wider domains that encompass the attitudes, deportment, and responses that model high ethical standards, reflectivity, responsibility, and a desire to learn and grow" (Teacher Candidate Handbook, 2011-2012). This statement is important because it indicated that pre-service teachers must attempt to express inclusive teaching pedagogy in everything they do for successful completion of the B.Ed. program. This includes participating in the process of indentifying, analyzing, and reorganizing thoughts and feelings about diversity for the ongoing development of inclusive teaching pedagogy.

In the Health and Physical Education J/I B.Ed. course, one mark out of 10 total marks was allotted for "modifications, adaptations, or accommodations" (Faculty of Education: Health and Physical Education, 2011-2012) that were incorporated into a lesson planning assignment to include diverse participants. Likewise, two marks out of 20 total marks were allotted for modifications provided by pre-service teachers to their peers during the peer teaching assignment. These assessment components demonstrate that the teacher educators of the Health and Physical Education course required pre-service teachers to develop inclusive teaching pedagogy.

In the Science and Technology course, pre-service teachers were required to complete an assignment, worth 25% of their total course evaluation, which familiarized them with a current issue influencing science education. This assignment was flexible,

providing pre-service teachers with the choice of completing three different tasks. One of the assignment options included critiquing one of three articles about "Diversity and Inclusivity in Science Education" (Faculty of Education: Science and Technology, 2011-2012). This learning opportunity provided pre-service teachers with the choice to engage in a critical reflection about the topic of including diversity in science education. The concept of choice incorporated into this assignment was interesting because pre-service teachers decided on their own to engage in the process of developing inclusive teaching pedagogy.

In the Science and Technology course, the Language Arts course, the ISFMT course, and the Cohort course, pre-service teachers taught short lessons to their peers in "low-risk teaching situations" (Faculty of Education: Instructional Strategies, 2011-2012) to develop their teaching skills. In the Language Arts course, pre-service teachers' reflective practice was assessed based on a self-assessment of their own lesson, which may have included reflections about inclusive teaching pedagogy. Pre-service teachers were also assessed on their ability to provide other pre-service teachers with constructive feedback about their lessons. Similarly, pre-service teachers in the Cohort course video-recorded their teaching and then completed a reflection about what they learned about their teaching practices. The Cohort teacher educator then evaluated the reflection.

As part of pre-service teachers' Cohort course assessment, pre-service teachers also taught a 20-minute lesson to a small group of elementary school students, in the presence of the Cohort teacher educator. Pre-service teachers had this lesson video recorded so they could complete a written reflection about their teaching practices for the future development of their teaching pedagogy. According to the literature review, these

opportunities may help pre-service teachers recognize mindless or subconscious biases they elicit in their teaching so they can make efforts to reorganize their thoughts and feelings about diversity to emanate inclusive teaching practices in the future (Daniel, 2009).

Ten percent of pre-service teachers' evaluation in the Mathematics course was derived from an individual reflection journal that "illustrates clearly how their thinking relating to teaching elementary school mathematics have developed since the start of this course" (Faculty of Education: J/I Science and Technology, 2011-2012), to think critically about how this will influence their teaching. Pre-service teachers included reflections related to diversity characteristics and teaching mathematics but most importantly, this assignment focused pre-service teachers to reflect on the development of their thoughts and feelings about teaching a subject to influence potentially reorganized teaching pedagogy. Likewise, pre-service teachers also wrote a reflection assignment for their Cohort class following their first practicum placement, which may have addressed experiences with diversity issues. These types of reflective assignments could transcend all B.Ed. courses, similar to the portfolio assignment detailed in the literature review (Florian & Rouse, 2009), requiring pre-service teachers to track their development of inclusive teaching pedagogy by outlining their experiences with diversity and changes to their thinking and behaving patterns in each situation.

Pre-service teachers completed a critical writing response assignment in the ISFMT course that required them to think critically about how they "live the Ontario Standards of Practice for the Teaching Profession" (Faculty of Education: J/I Instructional Strategies, 2011-2012) in their lives or early teaching experiences. This

assignment appeared to be very similar to the portfolio assignment from the Aberdeen School of Education (Florian & Rouse, 2009), discussed in the literature review, which required pre-service teachers to think critically about how they embodied or practiced inclusive teaching pedagogy. This assignment could be extended throughout the duration of the B.Ed. program, rather than being completed in October, so that pre-service teachers continue to document how they exemplify inclusive teaching pedagogy throughout their teacher education. This exercise may help to confirm pre-service teachers' reorganized thoughts about diversity and inclusive pedagogy.

In the ISFMT course, 20% of pre-service teachers' course evaluation was dedicated to one's participation in professional conversation about course topics for the purpose of "enabling reflective practice as it pertains to each student's [pre-service teacher's] worldview of education during their teacher education year" (Faculty of Education: J/I Instructional Strategies, 2011-2012). Collaborative conversation is imperative to the process of identifying, analyzing, and reorganizing pre-service teachers' thoughts and feelings about diversity for the development of inclusive teaching pedagogy (Athanases & Martin, 2006; Beattie, 2009; Daniel, 2009; Kaur, 2012), making this assessment component particularly relative to the research topic.

Thirty-five percent of pre-service teachers' ISFMT course evaluation was derived from an assignment about their individual philosophy of education. The ISFMT syllabus indicated that the assignment's purpose was to "explain who you are when you teach" (Faculty of Education: J/I Instructional Strategies, 2011-2012). Pre-service teachers' thoughts, feelings, and behaviours related to diversity issues fit into the topic of *who they are when they teach*, proposing integration of the content into this or a similar assignment.

In the Special Education course, pre-service teachers completed an assignment, worth 40% of their course evaluation, requiring them to "Visit an inclusive setting, a special education setting, a special education teacher, or a special education program" (Faculty of Education: Current Trends and Issues in Special Education, 2011-2012) for at least 2 hours and then write a report about the instructional methodology and teaching strategies implemented by the educator being observed. This fieldwork assignment required pre-service teachers to identify and analyze the inclusive teaching pedagogy observed and it could also be extended to include pre-service teachers' thoughts and feelings about diversity issues they observed in the field. In addition, this fieldwork assignment sets an example for other B.Ed. courses to implement assignments for pre-service teachers to learn from experiences in the field, which could resemble community-based learning initiatives to increase pre-service teachers' diversity competence, as detailed in the literature review (Farnsworth, 2010).

The J/I B.Ed. program handbook included performance indicators used by supervising teachers to assess pre-service teachers' practicum placements. Table 1 includes performance indicators that were used to assess pre-service teachers' demonstration of inclusive teaching pedagogy. Notably, pre-service teachers' ability to demonstrate "bias-free teaching and learning strategies" (Teacher Candidate Handbook, 2011-2012) was assessed by the supervising teacher in the field. This required pre-service teachers to identify, analyze, and reorganize their thoughts and feelings about diversity issues to ensure pre-service teachers demonstrated inclusive teaching pedagogy during their practicum placements. The B.Ed. program handbook clearly indicated that "If one or two of the criteria are observed to be marginal, seriously problematic, or unsuccessful,

the teaching block may be considered unsuccessful" (Teacher Candidate Handbook, 2011-2012). This statement accentuates how important it is for pre-service teachers to develop inclusive teaching pedagogy for successful completion of the B.Ed. program. One of the performance indicators for successful completion of a teaching practicum required pre-service teachers to initiate and respond to counselling from supervising teachers. According to the literature reviewed, there is a need for development of supervising-teacher mentoring programs that help supervising teachers and pre-service teachers dialogue about diversity experiences and inclusive pedagogical practices in the teaching field (Beacham & Rouse, 2012; Cowley, 2011; Florian & Rouse, 2009). Resources to facilitate the counselling of pre-service teachers by supervising teachers may propel the development of pre-service teachers' inclusive teaching pedagogy.

Resources About Inclusive Teaching Pedagogy Provided to Pre-Service Teachers

This theme emerged because the Science and Technology, the Mathematics, and the Assessment and Evaluation course syllabi provided additional resources (i.e., beyond mandatory course readings) to pre-service teachers about inclusive teaching pedagogy. The inclusion of these resources may be important for the future development of pre-service teachers' inclusive teaching pedagogy, aligning with beliefs that inclusive teaching pedagogy is a continual work in progress for teachers (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009). Providing additional resources to pre-service teachers allows them to take control of their professional practice to determine when they are personally ready to invest in the development of their inclusive teaching pedagogy. Table 2 outlines the additional resources provided to pre-service teachers, as referenced in the respective course syllabi.

Table 1

Performance Indicators Used to Assess Pre-Service Teachers' Inclusive Teaching

Pedagogy

Performance indicator
Adapts instruction to meet the needs of learners
Applies suitable, varied, and bias-free teaching and learning strategies
Treats students respectfully
Is attuned to group and individual needs, interests, and strengths
Initiates and responds earnestly to counseling (contributes to a positive dialogue and accepts suggestions amiably and earnestly)

Table 2

Additional Resources for Pre-Service Teachers About Inclusive Teaching Pedagogy

J/I B.Ed. course	Additional resource
Science and Technology	Cobern, W. W., & Loving, C.C. (2001). Defining "science" in a multicultural world: Implications for science education. *Science Education*, *85*, 50-67.
	Okhee, L. (2003). Equity for linguistically and culturally diverse students in science education: A research agenda. *Teachers College Record*, *105*(3) 465-489.
Mathematics	Van De Walle, J., & Lovin L. H. (2006). *Teaching student-centred mathematics: Grades 5-8*. Toronto, ON: Pearson.
	Van De Walle, J., & Lovin L.H. (2006). *Teaching student-centred mathematics: Grades 3-5*. Toronto, ON: Pearson.
	Small, M. (2009). *Big ideas from Dr. Small: Creating a comfort zone for teaching mathematics, grades 4-8*. Toronto, ON: Nelson.
Assessment and Evaluation	Volante, L. (2006). Reducing bias in classroom assessment and evaluation. *Orbit*, *36*(2), 34-36.

Key Findings From the Critical Content Analysis

Findings from the Critical Content Analysis reveal that the J/I B.Ed. program studied did facilitate the development of pre-service teachers' inclusive teaching pedagogy in a number of ways. These include (a) outlining course goals that promote the development of pre-service teachers' inclusive teaching pedagogy; (b) articulating expectations for pre-service teachers to develop inclusive teaching pedagogy; (c) modeling inclusive pedagogy for pre-service teachers; (d) having specific learning opportunities for pre-service teachers to learn about and develop inclusive teaching pedagogy; (e) assessing pre-service teachers inclusive teaching pedagogy; and (f) providing resources to pre-service teachers for the continued development of their inclusive teaching pedagogy.

Findings also suggest that specific and transferable activities can be developed and integrated into all J/I B.Ed. courses to focus and connect the development of pre-service teachers' inclusive teaching pedagogy so that pre-service teachers are constantly aware of how their learning throughout the B.Ed. program relates to their personal development as an inclusive educator.

Findings about the J/I B.Ed. program's *Commitment to Include Students With Disabilities* revealed that the university expressed a stronger commitment to provide inclusive learning experiences for pre-service teachers who have disability diversity characteristics, compared to those who have other diversity characteristics but would also benefit from accommodations to meet their individual needs. The creation of a hierarchy of diversity characteristics is the result of the university's lawful responsibility to "guarantee the right to equal treatment in services without discrimination on the grounds

of disability" (Teacher Candidate Handbook, 2011-2012), as outlined in the Ontario Human Rights Code, versus the university's choice to promote inclusive teaching pedagogy that includes all diversity characteristics that someone may possess. Notably, all 11 of the course syllabi examined included the same message about the university's/B.Ed. program's commitment to include students with disability diversity characteristics.

I recommend that the university broaden its standard message about providing inclusive learning opportunities to pre-service teachers who have disability diversity characteristics. The message should also express commitments to include all pre-service teachers with unique diversity characteristics who would benefit from accommodations.

Findings from the content analysis indicated that five of the J/I B.Ed. courses, and the teacher educators who facilitated each course, modelled respect for diversity and inclusive teaching pedagogy by applying theory into practice. Inclusive practices modelled by teacher educators included accounting for pre-service teachers' diverse abilities, offering a variety of assignment options, encouraging the sharing of diverse perspectives and expertise, and inviting pre-service teachers to make suggestions about desirable course content. Modelling inclusive teaching pedagogy for pre-service teachers allows them to see and learn inclusive teaching practices in action. Pre-service teachers who experience positive effects of inclusive teaching pedagogy may also be more likely to adopt similar teaching practices.

Seven of the 11 J/I B.Ed. course syllabi analyzed included course goals about developing pre-service teachers' inclusive teaching pedagogy. These goals demonstrated a commitment to facilitate the development of inclusive teaching pedagogy but the

specific expectations, expressed in five of the B.Ed. course syllabi, required pre-service teachers to develop inclusive teaching pedagogy, deeming them more important to the process of developing inclusive teaching pedagogy among pre-service teachers. The specific expectations are more influential for the development of pre-service teachers' inclusive pedagogy than the overall course goals because the expectations require pre-service teachers to develop inclusive pedagogy whereas the course goals offer pre-service teachers more freedom to participate in the process. It is important for B.Ed. programs to outline specific expectations for pre-service teachers' development of inclusive teaching pedagogy so that pre-service teachers understand that they must develop inclusive pedagogy if they want to complete the program successfully.

Some of the specific courses expressed more effective and comprehensive expectations than others regarding pre-service teachers' development of inclusive teaching pedagogy. It is important to include inclusive terminology, like accommodations and modifications, in the expectations so that pre-service teachers know whom they are expected to include. Likewise, expectations should require pre-service students to participate in a variety of learning activities to develop inclusive pedagogy including sharing perspectives with others, experiencing diversity, practicing inclusive teaching strategies, and analyzing past and future teaching experiences. Pre-service teachers who are expected to participate in a variety of activities to develop their inclusive teaching pedagogy will be more prepared than those who are expected to participate in fewer learning opportunities.

Although five of the J/I B.Ed. course syllabi expressed expectations for pre-service teachers to develop inclusive teaching pedagogy, only three courses outlined

specific learning opportunities that develop pre-service teachers' inclusive teaching pedagogy. This finding exemplifies a trend in the data whereby seven courses had broad goals about the development of pre-service teachers' inclusive teaching pedagogy but only five courses outlined specific expectations for pre-service teachers to reinforce their learning and only three courses detailed specific learning opportunities to teach pre-service teachers about inclusive pedagogy. This finding suggests that more can be done to actually help pre-service teachers develop inclusive teaching pedagogy versus making vague proposals for its development.

Pre-service teachers need more course content and additional learning opportunities throughout the J/I B.Ed. program to achieve program expectations pertaining to the development of inclusive teaching pedagogy. Pre-service teachers need opportunities to think critically about how they can practice inclusive teaching pedagogy, including opportunities that encourage them to work with diverse perspectives and teaching scenarios that propel thinking about inclusive teaching and learning. Notably, it is also important that more consistency be achieved in the practicum experiences of pre-service teachers because findings indicated that some pre-service teachers are guided through learning opportunities that familiarize them with the school culture and prevalent diversity issues in their practicum schools. These learning opportunities are dependent on the staff (administrators and supervising teachers) at each school, calling for the development of structured learning activities that can help supervising teachers and pre-service teachers share responsibility for facilitating the development of pre-service teachers' inclusive teaching pedagogy.

Seven of the J/I B.Ed. course syllabi analyzed included assessment of pre-service teachers' inclusive teaching pedagogy as part of the course. Findings revealed that multiple types of assessments were used to monitor the development of pre-service teachers' inclusive teaching pedagogy. Self-assessments, performance assessments, and peer assessments were used to gauge pre-service teachers' acquisition and implementation of inclusive pedagogy.

Findings from the content analysis also revealed that some of the evaluation criteria for pre-service teachers' inclusive teaching pedagogy were broad, not specific, or were grouped with other success criteria (e.g., four marks allotted for demonstrating a positive rapport with students and inclusive teaching practices). Evaluation criteria should be specific and clear so that pre-service teachers know what their assessments represent in terms of their development as teachers.

Lastly, the findings from the critical content analysis indicated that three of the J/I B.Ed. courses provided pre-service teachers with additional resources (i.e., resources beyond mandatory course readings) about inclusive teaching pedagogy. This is an important finding because the process of becoming an inclusive educator continues throughout the duration of a teacher's career. It is important for pre-service teachers to conceptualize this reality and by providing pre-service teachers with resources, the B.Ed. program helps pre-service teachers with the future development of their professional practice.

Handbook Development Process

The handbook was developed to support research recommendations by multiple researchers (Beacham & Rouse, 2012; Dagenais et al., 2008; Florian & Linklater, 2010;

Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009) for additional inquiry about programming implemented in B.Ed. programs to foster the development of pre-service teachers' inclusive teaching pedagogy. Research findings indicate that pre-service teachers benefit from specific programming focused on the development of inclusive teaching pedagogy (Beacham & Rouse, 2012; Causton-Theoharis, Theoharis, & Trezek, 2008; Cowley, 2011; Daniel, 2009; de Boer, Pijl, & Minnaert, 2011; Drake, 2010; Elik et al., 2010; Florian & Rouse, 2009; Florian & Linklater, 2010; Florian et al., 2010; Forlin, 2010; Horne & Timmons, 2009; Jordan et al., 2009; Jordan et al., 2010; Kim, 2011; Kozleski & Waitoller, 2010; Lundeberg & Levin, 2003; Santoro, 2009; Theoharis & Causton-Theoharis, 2011; Walsh & Brigham, 2007). Therefore, I wanted to create a resource to help teacher educators and pre-service teachers infuse learning opportunities into B.Ed. programming to foster the development of pre-service teachers' inclusive teaching pedagogy. In my own experiences as a pre-service teacher, I would have benefited from access to this handbook because the learning opportunities included would have made me more aware of how my thoughts and feelings about diversity influence my teaching pedagogy. With this understanding, I would have been more inclusive during my teaching practicum because I would have developed metacognitive skills to regulate my thoughts and feelings in order to serve my students' best interests.

The handbook is composed of five sections: (a) Rationale for Importance; (b) Cross-Curricular Activities for J/I B.Ed. Courses; (c) Course-Specific Activities; (d) Practicum Placement Activities; and (e) Resources for an Inclusive Educator. The first section is important because it rationalizes the importance of participating in the identification, analysis, and reorganization of pre-service teachers' thoughts and feelings

about diversity for the development of inclusive pedagogy. This rationalization includes my own personal reflections because it is important to model personal reflection of biases and assumptions about diversity for others in order to reduce the taboo-nature of the subject, which often impedes people from participating in discussions (Gay, 2010; Lundeberg & Levin, 2003).

The second and third sections of the handbook outline learning activities that were inspired from my literature review. The fourth section of the handbook provides pre-service teachers and supervising teachers with activities that encourage reflection and dialogue about the influence of thoughts and feelings about diversity on teaching practices. The inclusion of this section in the handbook was important for me because in my experiences it was sometimes difficult to initiate professional dialogue with my supervising teachers. This section can make initiating dialogue less complicated with specific learning activities, questions, and reflection topics outlined for pre-service teachers and supervising teachers to navigate together. This section also helps to disseminate the process of identifying, analyzing, and reorganizing thoughts and feelings about diversity among teachers in the field.

To implement inclusive teaching pedagogy, teachers should reflect on their thoughts and feelings about diversity and the subsequent influences on their teaching pedagogy routinely throughout their entire career. Therefore, section five of the handbook aims to support pre-service teachers as they continue to develop their critical analytical skills to identify, analyze, and reorganize their thoughts and feelings about diversity throughout their teaching career.

Implementation of the Handbook

One goal of this research is to encourage J /I B.Ed. teacher educators at the target university studied in this research to consider using this handbook to plan and implement programming in the J/I B.Ed. compulsory courses for pre-service teachers. Teacher educators could select learning activities that are most relevant to the courses they are teaching or the specific needs of their pre-service teacher students. Teacher educators could also modify learning activities found in the handbook to coincide with their individualized programming. Likewise, teacher educators from other Ontario, Canadian, and international B.Ed. programs could use the handbook as a model or guide for infusing learning opportunities into B.Ed. programming that encourage pre-service teachers to identify, analyze, and reorganize their thoughts and feelings about diversity for the development of inclusive teaching pedagogy.

This handbook may be disseminated among pre-service teachers to assist them in the process of identifying, analyzing, and reorganizing their thoughts and feelings about diversity to promote the development of their inclusive teaching pedagogy. This handbook aims to enable pre-service teachers to assume some autonomy over the development of their own inclusive teaching pedagogy, in preparation for professional responsibilities throughout a teaching career. Supervising teachers may also have opportunities to access the handbook so they can assist pre-service teachers with the development of their inclusive teaching pedagogy by participating in learning opportunities with pre-service teachers that develop skills to identify, analyze, and reorganize thoughts and feelings about diversity that influence ones teaching.

Evaluation and Revision Criteria Plans

My supervisor and second reader evaluated this handbook and their feedback informed the final revisions of the handbook. Upon completion and submition of the handbook for publication, I plan to disseminate the handbook to teacher educators in the B.Ed. program at the Ontario university from which the research data were collected. Feedback from teacher educators about the handbook content and implementation of the handbook learning activities will generate future research about the programming facilitated to promote the development of inclusive teaching pedagogy in B.Ed. programs. This feedback will also inform the revision of the handbook in preparation for implementation into B.Ed. programs that are willing to initiate a pilot study.

CHAPTER FOUR: THE HANDBOOK

A Handbook for Ontario J/I Pre-Service Teachers Developing Inclusive Pedagogy:

Understanding Pre-Service Teachers' Thoughts and Feelings About Diversity

Andrew P. Pierce, B.A. (Honours), B.Ed., M.Ed.

Abstract

This handbook is a tool for Ontario J/I pre-service teachers, Ontario J/I teacher education instructors, and J/I associate teachers to facilitate the identification, analysis, and reorganization of J/I pre-service teachers' thoughts and feelings about diversity characteristics to develop inclusive teaching pedagogy. The handbook outlines collaborative and independent learning activities designed for integration into compulsory J/I Bachelor of Education program courses, practicum placements, and independent reflective situations. The handbook is composed of five sections: 1) Rationale for Importance; 2) Cross-Curricular Activities for J/I B.Ed. Courses; 3) Course-Specific Activities; 4) Practicum Placement Activities; and 5) Resources for Inclusive Educators. Conducting a critical content analysis of one 2011-2012 J/I Bachelor of Education Program in Ontario enabled the creation of the handbook to address specific teacher education programming focused on helping pre-service teachers understand their thoughts and feelings about diversity for the development of inclusive teaching pedagogy. This research contributes to the advancement of theory and practice regarding development of teacher education programming that promotes J/I pre-service teachers' inclusive pedagogy.

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Development of the Handbook

This handbook was developed as one attempt to address calls for additional research about specific programming implemented in teacher education programs to foster pre-service teachers' development of inclusive pedagogy (Beacham & Rouse, 2012; Dagenais, Beynon, & Mathis, 2008; Florian, Young, & Rouse, 2010; Jordan, Glenn, McGhie-Richmond, 2010; McIntyre, 2009). Before creating the handbook, the author completed a comprehensive literature review and conducted a critical content analysis of one Ontario J/I B.Ed. program's course syllabi and program handbook to learn about programming implemented during teacher education to develop pre-service teachers' inclusive teaching pedagogy.

The *Rationale for Importance* and the first chapter, *Getting Started: What You Need to Know,* are summaries of the main findings from the author's literature review that pertain to the process of identifying, analyzing, and reorganizing thoughts and feelings about diversity for the development of inclusive teaching pedagogy.

The author, Andrew Pierce, designed each activity as it appears in the *Cross-Curricular Activities, Course-Specific Activities,* and *Practicum Placement Activities* section of this handbook. Each activity was designed in response to the literature review and content analysis findings, calling for the creation of teacher education programming that fosters the development of pre-service teachers' inclusive teaching pedagogy. Thus, Andrew Pierce cites the work of other authors in the introduction of each handbook activity to acknowledge that his activity is influenced by someone else's publication.

The *Resources for an Inclusive Educator* chapter of this handbook was developed by the author because in his own experience as a pre-service teacher this type of resource was not provided to him. Furthermore, findings from the author's literature review and content analysis indicated that pre-service teachers benefit from having resources to participate in the process of becoming inclusive educators. The author also deemed it morally responsible to compile a list of counselling resources and inclusive education resources to assist pre-service teachers with their development of inclusive teaching pedagogy during teacher education and throughout their teaching career.

Rationale for Importance

Many scholars have made recent recommendations for additional research about specific programming implemented in teacher education programs to foster pre-service teachers' development of inclusive pedagogy (Beacham & Rouse, 2012; Dagenais, Beynon, & Mathis, 2008; Florian, Young, & Rouse, 2010; Jordan, Glenn, McGhie-Richmond, 2010; McIntyre, 2009). This research project is one attempt to address the call for additional research by examining the programming offered by one J/I B.Ed. program in Ontario to develop a handbook that details specific learning opportunities that can be infused into a J/I B.Ed. program to foster pre-service teachers' development of inclusive pedagogy.

Research about the development of inclusive pedagogy among pre-service teachers is justified by the Ontario College of Teachers' (OCT) Standards of Practice for the Teaching Profession. The OCT Standards of Practice require that teachers demonstrate care and commitment to all students and student learning by "treat[ing]

students equitably and with respect and are sensitive to factors that influence individual

student learning" (Ontario College of Teachers, 2011b, para. 3). According to the OCT's

Ethical Standards for the Teaching Profession, teachers are also expected to, "model

respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy

and the environment" (Ontario College of Teachers, 2011a, para. 2), therefore it is

important to advance the development of initial teacher education programming to

prepare pre-service teachers in Ontario to fulfill professional standards of practice.

The ACDE Accord on Initial Teacher Education indicates that an effective B.Ed.

program, "Promotes diversity, inclusion, understanding, acceptance, and social

responsibility in continuing dialogue with local, national, and global communities as well

as engages teachers with the politics of identity and difference and prepares them to

develop and enact inclusive curricula and pedagogies (Association of Canadian Deans of

Education, 2012; Kelly & Brooks, 2009, p. 202). *A Handbook for J/I Pre-Service Teachers in*

Ontario Developing Inclusive Pedagogy: Understanding Pre-Service Teachers' Thoughts

and Feelings about Diversity is a tool that can be used in the J/I B.Ed. program to

demonstrate commitment to fostering the development of J/I pre-service teachers'

inclusive teaching pedagogy. The handbook represents specific programming that reflects

the mission of the B.Ed. program focused on in this research: respecting difference,

advancing social justice, and improving education by teaching pre-service teachers to

think critically as reflective inquirers (An Ontario University, 2010).[*] This

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[*] The name of the specific University, the complete mission statement, and any other identifying

information are concealed throughout the handbook for purposes of confidentiality.

research is justified because a tangible handbook is created to facilitate the

development of inclusive teaching pedagogy in a J/I B.Ed. program, reflecting the OCT

Standards of Practice, the ACDE mission, and the Faculty of Education mission regarding

the development of pre-service teachers' inclusive teaching pedagogy.

Personal Justification for the Research

The diversity of student populations in North American elementary and

secondary schools has consistently increased in the last 20 years but teacher

demographics in Canada and the United States indicate that Kindergarten to Grade 12

teachers are a predominantly homogeneous group of White middle class females

(Lowenstein, 2009; Spanierman et al., 2011; Walsh & Brigham, 2007). Since the year

2000, females have consistently comprised 77% of undergraduate education program

enrollees (Association of Universities and Colleges of Canada, 2011) whereas roughly

48% of first generation Canadians and less than 25% of First Nations Peoples receive any

type of post-secondary education (Kirby, 2008). Teacher demographics in Canada and

the United States do not proportionately reflect the diversity of Kindergarten to Grade

12 student populations in North America so it is not surprising that some teachers

develop inaccurate perceptions or biases about their students. Teachers are not

immune to societal messages and misconceptions about diversity that influence how

people think about themselves and others (Daniel, 2009; Gay, 2010; Guo & Jamal,

2007).   A teacher's beliefs about race, class, gender, sexuality, and ability diversity

characteristics influence their teaching pedagogy, affecting how teachers treat their

students (Gay, 2010; Spanierman et al., 2011).

I approached this research project from the perspective of a 2011 graduate from a Bachelor of Education (B.Ed.) program at an Ontario University. As a 2011-2014 Master of Education (M.Ed.) student, I have spent a considerable amount of time reflecting on my B.Ed. experiences in an effort to conduct research that contributes to the advancement of B.Ed. programming for future junior/intermediate (J/I) pre-service teachers in Ontario. Throughout my B.Ed. studies, I experienced few learning opportunities to assess my assumptions and biases about diversity (i.e., race, class, gender, ability, and sexuality characteristics) in the mandatory program courses I took. My B.Ed. programming contained few specific opportunities for pre-service teachers and teacher educators to discuss experiences with diversity, prior to practicum teaching placements, in efforts to help pre-service teachers understand how their thoughts and feelings about diversity can influence their teaching pedagogy. Without reflecting on my own thoughts and feelings about diversity characteristics, I entered my first teaching practicum unprepared to implement inclusive teaching pedagogy for my Grade 6 students.

My Grade 6 class was comprised of 27 students representing at least nine visible minority groups and varying degrees of academic ability, English language proficiency, socioeconomic status, and individual needs. Initially, the diversity of my class overwhelmed me as I tried to contemplate how I could meet everyone's individual needs. Within the first few days of my teaching practicum, I stereotyped the students in my class as *poor inner-city kids* and I consequently lowered my academic expectations for students based on my biases about their abilities and needs. I interpreted my

students' lived experiences as less privileged compared to my own and in doing so, I inadvertently decided that their needs, as a class, required less academic rigor and more opportunities to experience fun learning activities. I tried to transform the classroom into a joyful safe space because I felt sad about my perceptions (i.e., biases/ assumptions) of the students' lived experiences. I did not hold students accountable for incomplete work because I reinforced a multitude of excuses for students, stemming from my assumptions about the students' diversity (e.g., effects of poverty at home such as hunger and insufficient materials/resources impeded students' abilities to complete homework).

Through ongoing reflective practice, I now understand that my thoughts and feelings about diversity had an adverse affect on the educational programming I provided to my Grade 6 students. I did not challenge students according to their academic needs. I made learning fun and lowered expectations to cope with my deficit feelings of sadness about my students' lived experiences. My thoughts and feelings about diversity did not accurately reflect the lived experiences, academic abilities, or individual needs of each student in my class. As my teaching placement progressed and I learned more about my students, I identified some of my biases and assumptions about diversity. Upon identification, I analyzed my biases/assumptions and this encouraged me to reorganize my thoughts and feelings about students' academic abilities and needs but more proactive strategies can be implemented in teacher education programs to prepare pre-service teachers for teaching diverse students.

From firsthand experience, I can attest that it is not best practice to subject students with diverse characteristics to pre-service teachers and expect pre-service teachers to interpret and understand how their own beliefs and feelings about diversity influence their teaching practices and the students they interact with (Olson, Reed, & Schweinle, 2009; Schutz, Aultman, & Williamson-Johnson, 2009). Reactive teacher education practices, associated with learning from one's mistakes on the job, subject students and pre-service teachers to negative emotional and behavioural experiences (Olson et al., 2009). I was a pre-service teacher who expressed low academic ability expectations for students who I labeled as low socioeconomic status because I held biases about class diversity and the school location (Allday, Duhon, Blackburn-Ellis, & Van Dycke, 2011; Ready & Wright, 2011). In conjunction with research (Olson et al., 2009; Schutz et al., 2009), I believe negative experiences for pre-service teachers and students can be minimized if pre-service teachers receive proactive opportunities to explore their thinking and feeling patterns about diversity characteristics prior to their teaching placements so they have a better understanding of how their thoughts and feelings about diversity can influence their teaching pedagogy.

I share personal reflections about my own diversity assumptions and biases because I believe it is important to model the process for other pre-service teachers. From experience, I know that it can be difficult to admit one's assumptions or biases about diversity but with encouragement J/I pre-service teachers can engage in the process of identifying and analyzing how their own thoughts and feelings about diversity may influence their teaching pedagogy. I also share my personal reflections to justify

the importance of providing pre-service teachers in Ontario B.Ed. programs with specific

learning opportunities to engage in the process of identifying, analyzing, and

reorganizing their thoughts and feelings about diversity with hope that future pre-

service teachers will learn from my mistakes and implement more inclusive teaching

pedagogy during their practicum placements.

GETTING STARTED: WHAT YOU NEED TO KNOW

Pay particular attention to this first section of this handbook because it includes

valuable information for participating in the complex process of understanding your

thoughts and feelings about diversity for the development of inclusive teaching

pedagogy. The Standards of Practice and the Ethical Standards for the Teaching

Profession, as outlined by the Ontario College of Teachers, are also included in this

section. Both sets of standards are referred to throughout the handbook as criteria for

all participants to assess whether thoughts, feelings, and actions are representative of

inclusive teaching pedagogy or require reorganization.

Definition of a Pre-service Teacher, a Teacher Educator, and a Supervising Teacher

A pre-service teacher refers to a university student enrolled in a Bachelor of

Education (B.Ed.) program to obtain teaching certification (Allday et al., 2011; Elik,

Wiener, & Corkum, 2010; Stockall & Davis, 2011; Theoharis & Causton-Theoharis, 2011).

Pre-service teachers are also commonly referred to as teacher candidates (Rose & Potts,

2011) or student teachers (Beacham & Rouse, 2012) throughout literature pertaining to

the topic of inquiry. To maintain consistency, pre-service teacher is the only term used

in this document to name someone enrolled in a B.Ed. program.

The term teacher educator refers to any individual teaching a compulsory course

in a B.Ed. program (Theoharis & Causton-Theoharis, 2011). A teacher educator may be

a tenure-track university professor, or an adjunct instructor employed to teach a B.Ed.

course based on professional teaching experience (Theoharis & Causton-Theoharis,

2011). Teacher educators are also referred to as teachers, professors, instructors, and

teaching advisors throughout the literature but will only be referred to as teacher educators throughout this document to maintain consistency.

A supervising teacher is a classroom teacher, special education teacher, or a teacher/supervisor in a unique educational environment (e.g., outdoor education site, museum, or educational centre) who hosts a pre-service teacher and supervises their work with students in an educational field (Gay, 2010; Nucci, Drill, Larson, & Browne, 2005; Theoharis & Causton-Theoharis, 2011). A supervising teacher may also be called an associate teacher or a practicum teacher but for consistency throughout this document, I will only use the term supervising teacher in reference to the host of a pre-service teacher in an educational field.

Definition of Diversity

Diversity is a difficult term to define because the meaning of the word is complex and multidimensional and encompasses all characteristics of people that make them unique (Guo & Jamal, 2007; Lowenstein, 2009). Characteristics of diversity include but are not limited to race, class, gender, aspects of culture, sexual orientation, and ability (Daniel, 2009; Gay, 2010; Guo & Jamal, 2007; Lowenstein, 2009). A person can associate with a variety of diversity characteristic combinations (e.g. a person may be African American, affluent, transgendered, English and French speaking, bisexual, and have a learning disability) which make them unique from other people who share any particular diversity characteristic(s) (Gay, 2010; Guo & Jamal, 2007; Lowenstein, 2009).

For the purpose of this project, I recognize that all people possess characteristics of diversity that make them unique from other individuals. This is an imperative

concept for pre-service teachers to conceptualize because differences among pre-service teachers' and students' thoughts and feelings about diversity can exclude or constrain learning for some students in an educational environment depending on the way pre-service teachers treat students intentionally and unintentionally (Gay, 2010; Guo & Jamal, 2007; Lowenstein, 2009).

Definition of Inclusive Teaching Pedagogy

Inclusive teaching pedagogy is a term that traditionally refers to the theory and practice implemented by educators to incorporate students with disabilities into mainstream classroom learning environments in educational and social ways that benefit the included students positively (Guo & Jamal, 2007; Jordan et al., 2010). A more contemporary definition of inclusive teaching pedagogy consists of all theory and practice implemented by educators to teach and facilitate learning opportunities made available to all students, rather than teaching what works for most students and marginalizes or excludes students whose diversity is not accounted for (Florian & Linklater, 2010).

Educators who implement inclusive teaching pedagogy hold all students to high-individualized academic standards, believe that all students can learn, and demonstrate sensitivity and competence towards diversity issues (Jordan et al., 2010; Zeichner et al., 1998). Inclusive educators foster relationships with all of their students, students' families, and students' communities by learning about students' lives inside and outside school. Fostering relationships allows teachers to make meaningful learning connections with students' lived experiences (Jordan et al., 2010; Kaur, 2012). Inclusive

educators recognize and challenge educational and societal inequities faced by students

to model active citizenship and promote similar inclusive actions among students (Kaur,

2012). Inclusive educators continually reflect on their own beliefs and attitudes about

the world and the people within it, examining how their thoughts and feelings influence

their own teaching practice. Inclusive educators willingly discuss issues of inequity with

students and colleagues in efforts to actively provide more equitable and inclusive

experiences for all students in school and in society (Jordan et al., 2010; Kaur, 2012).

Inclusive teaching pedagogy is an expansive area of inquiry that encompasses

many specific research topics dealing with educational theory and teaching practice

(Jordan et al., 2010; Zeichner et al., 1998). The process of identifying, analyzing, and

reorganizing thoughts and feelings about diversity is important to develop inclusive

teaching pedagogy but educators must also act in ways that reflect reorganized

thoughts and feelings about diversity in order to practice inclusive teaching pedagogy.

Thus, this handbook promotes the development of inclusive teaching pedagogy among

pre-service teachers so they are prepared to exhibit inclusive teaching practices during

their teaching practicum placements and teaching careers.

Defining Thoughts and Feelings About Diversity

Teachers form consistent ways of thinking and feeling about specific topics (e.g.,

beliefs about particular races, classes of people, or genders), called *affective tendencies*,

based on the emotions they experience surrounding a topic (e.g., poverty) throughout

their life (Schutz et al., 2009). From infancy onward, people begin to construct their

schemata (i.e. understandings of the world and elements of it) based on their lived

experiences with other people who influence the way they think about elements of the world by modeling behaviours and emotions (Bandura, Blanchard, & Ritter, 1969; Gibbs & Powell, 2011; Nucci, 2001). As people construct their schemas, they associate the emotions elicited by themselves and other people during their experiences constructing particular schemas to create affective tendencies that influence their subsequent emotions about a topic (Nucci, 2001; Schutz et al., 2009). Schemas and affective tendencies combine to form a person's attitudes about a topic, which influence their behavioural responses to stimuli in the world (Elik, Wiener, & Corkum, 2010).

Both Piaget (1981) and Vygotsky (1986) stated that emotions and thoughts are inseparable because emotions are always involved in intellectual activity and intelligence or one's thoughts are always involved in emotional experiences. Thus, both prominent educational theorists agreed that it is necessary to consider the interdependence between emotions and thoughts in teaching and learning inquiry (Piaget, 1981; Vygotsky, 1986). For the purposes of this research, the terms values, beliefs, attitudes, thoughts, and feelings are used interchangeably because they are all connected and representative of a way of thinking and feeling about a particular diversity characteristic (Lundeberg & Levin, 2003). Likewise, the terms biases and assumptions are used throughout the research document in reference to pre-service teachers' thoughts and feelings about diversity that require identification, analysis, and reorganization for the development of inclusive teaching pedagogy.

The Process of Reorganizing Thoughts and Feelings About Diversity

Helping pre-service teachers reorganize their thoughts and feelings about

diversity, to become inclusive educators, is a process that requires time and sustained

effort (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009). In

order for pre-service teachers to identify, analyze, and reorganize their thinking patterns

they normally progress through five stages of understanding, beginning with a lack of

knowledge about the influence of their beliefs on other people (Guo & Jamal, 2007).

During the second stage, pre-service teachers are able to identify their thoughts and

feelings about diversity and understand that their thoughts and feelings influence their

teaching pedagogy (Guo & Jamal, 2007). After identifying thoughts and feelings about

diversity, pre-service teachers enter the multiple awareness stage where they

understand that their beliefs are not the only perspective and this ability enables them

to conceptualize the influence of their thinking patterns on others (Guo & Jamal, 2007).

Pre-service teachers' emotions have a significant impact on their thoughts at the

multiple awareness stage because emotional reactions to alternative ideas or points of

view can energize pre-service teachers' critical analysis about whether changes in their

thinking and behaving patterns are required to implement more inclusive teaching

pedagogy (Ashton & Gregoire-Gill, 2003; Ready & Wright, 2011; Schutz et al., 2009).

After contextualizing different perspectives, pre-service teachers question their

beliefs by exploring their life experiences to understand how their thinking patterns

came into being during the fourth stage of analysis (Guo & Jamal, 2007). Depending on

the outcome of pre-service teachers' analysis of their thoughts and feelings, they may or

may not enter the fifth stage of reorganizing their thoughts and feelings about diversity

to implement more inclusive teaching pedagogy. If people decide that they should

change their thinking patterns and behaviors, they must take risk enacting new ways of

thinking and behaving during the reorganization stage. Based on the success of their

experiences implementing reorganized thoughts and feelings, pre-service teachers

decide if they will integrate their reorganized beliefs into their future responses to

diversity or maintain their old affective tendencies (Guo & Jamal, 2007).

Deficit Perspectives of Diversity

Deficit and distancing views of diversity include beliefs and actions that devalue

diversity, directly or indirectly, by resisting positive acknowledgment of people's diverse

characteristics in order to maintain power imbalances between groups of people

(Daniel, 2009; Gay, 2010). In Canadian and American teacher education programs,

colour blindness, or diversity blindness, deficit views have historically been employed to

perpetuate a status quo of White privilege and power in society (Daniel, 2009; Guo &

Jamal, 2007). C*olour blindness* or diversity blindness points of view appraise people's

diverse characteristics as irrelevant by assuming that treating everyone the same will

eliminate injustice and inequality (Daniel, 2009; Guo & Jamal, 2007). Diversity blindness

points of view are dangerous because they ignore a person's unique history, identity,

and experiences that influence how a person learns and constructs meaning of the

world (Guo & Jamal, 2007). When an educational administrator, a teacher, or a pre-

service teacher makes choices to ignore the diversity of students, injustices are

perpetuated because the teaching pedagogy that is emplaced does not serve the

specific needs of all students.

Educators and administrators in schools commonly implement avoidance points of view to resist demonstrating inclusive teaching pedagogy that incorporates social justice issues into all relevant learning opportunities (Gay, 2010). Teachers who express that racism and social justice issues are things of the past exemplify avoidant points of view (Gay, 2010) and those who indicate that children are too innocent to learn about social justice and inequality issues also contribute to the perpetuation of injustice by avoiding the issues (Kelly & Brooks, 2009). Avoidant perspectives model to students that certain issues or people are not important because they are not visible in the curriculum, indirectly reinforcing status quos of injustice.

Essentialist views about diversity are included in deficit perspectives because when people are ignorant about diversity, they may use blanket statements and generalizing labels to categorize people who share diverse characteristics (Daniel, 2009; Guo & Jamal, 2007). When people categorize and label others without sufficient knowledge about them as individuals, stereotypes are easily perpetuated and people embed misinformed assumptions into their beliefs about others (Guo & Jamal, 2007; Lowenstein, 2009). It is necessary for people to understand that individuals may have multiple combinations of diverse characteristics that weave race, class, gender, ability, sexual orientation, and other characteristics together to compose a person's identity (Guo & Jamal, 2007; Lowenstein, 2009). People who express essentialist perspectives generate inaccurate perceptions of others because they conceptualize that all people

with a similar diversity characteristic have the same experiences; they do not recognize

individual differences among members of a group (Lowenstein, 2009). Essentialist views

contribute to the same treatment of all people who possess a diverse characteristic

when individuals may require equitable treatment to have their needs met.

Ontario College of Teachers' Ethical Standards for the Teaching Profession

The Ethical Standards for the Teaching Profession identify the ethical

responsibilities and commitments teachers make to uphold the honour and dignity of

the teaching profession. These standards also guide teachers' ethical decisions and

actions (OCT, 2014). The OCT standards are included in this handbook to encourage

participants to assess the inclusivity of their thoughts and feelings about diversity based

on these standards set for the teaching profession.

The OCT Ethical Standards for the Teaching Profession in Ontario are:

Care	Care includes compassion, acceptance, interest and insight for developing students' potential. Teachers express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.
Respect	Intrinsic to the standard of Respect are values of trust and fair-mindedness. Teachers honour human dignity, emotional wellness and cognitive development. In their professional practice, teachers model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.
Trust	Trust embodies fairness, openness and honesty. Teachers' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

| Integrity | Honesty, reliability and moral action are embodied in the ethical standard of integrity. Continual reflection assists teachers in exercising integrity in their professional commitments and responsibilities. |

Note. Adapted from "Ethical Standards for the Teaching Profession," by The Ontario College of Teachers, 2014, retrieved from www.oct.ca/~/media/PDF/Standards%20Poster/standards_flyer_e.ashx

Ontario College of Teachers' Standards of Practice

The Ontario College of Teachers (OCT) established a framework of principles that describe the knowledge, skills, and values that all OCT members strive to uphold as professionals. The standards guide professional judgment and actions, while also promoting a common understanding of what it means to be a teacher (OCT, 2014).

The OCT Standards of Practice for the Teaching Profession are:

| Commitment to Students and Student Learning | Members are dedicated in their care and commitment to students. They treat their students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society. |
| Professional Knowledge | Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice. |

Professional Practice	Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.
Leadership in Learning Communities	Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and leadership roles in facilitating student success. Members maintain and uphold the principles of the ethical standards in their learning communities.
Ongoing Professional Learning	Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Note. Adapted from "Standards of Practice for the Teaching Profession," by The Ontario College of Teachers, 2014, retrieved from www.oct.ca/~/media/PDF/Standards%20Poster/standards_flyer_e.ashx

Ground Rules for Collaborative Activities

When pre-service teachers begin to engage in discussions and the sharing of

stories it is important to establish ground rules for collaborative activities (Farrell, 2004;

Intrator, 2002; Kottler & Zehm, 1993). All participants should realize that the purpose of

sharing stories is not to counsel colleagues but to listen and ask questions that will help

the storyteller gain a deeper understanding of themselves and their thoughts and

feelings about diversity (Intrator, 2002; Palmer, 1998). The meaning of other peoples'

stories can only be interpreted, not owned or declared by another person (Palmer, 1998). Palmer (1998) suggests that when people are sharing their stories all other members involved in the collaborative activity should be quiet, respectful, and attentive to the speaker, only offering open-ended questions that help the speaker explain their story deeply (e.g. "Can you explain what you mean by that?"). When individuals are sharing stories or ideas, other participants should not be trying to analyze them with questions but should listen to all the details. Analyses may come after the storyteller is finished and can reflect on their ideas with the group. Mirroring is a technique that participants can use to focus the storyteller on things that they said but might not be aware of, promoting self-reflection and analysis (Palmer, 1998).

Examples of mirroring questions that participants may ask a storyteller include:

➢ "During your story you said _____. How do you think this may impact your inclusive teaching pedagogy?"

➢ "Can you elaborate on what you meant by _____. How may this reflect your thought and feelings about diversity?"

Building an Inclusive Pedagogy Professional Portfolio

As participants prepare to engage in the process of reorganizing their thoughts and feelings about diversity for ongoing development of their inclusive teaching pedagogy, it is important to organize a space dedicated to this process. This space may take a variety of forms depending on the uniqueness of each individual participant (e.g. a binder divided into sections, an electronic file folder, or a journal/scrapbook). Most importantly, the portfolio should be organized effectively for each individual and used

routinely to serve purpose throughout one's teaching career. The portfolio is a tool for

pre-service teachers to track and exemplify their development of inclusive teaching

pedagogy during their initial teacher education and throughout their teaching careers.

This demonstrates an ongoing commitment to the inclusion of all students as a

fundamental principal of one's teaching pedagogy (Florian & Rouse, 2009).

To get started, create a portfolio with different space (e.g. folders, sections,

pages) to document:

➢ Questions about thoughts and feeling pertaining to diversity and inclusive

teaching pedagogy

➢ Reflections and analyses about how your thoughts and feelings can influence

your teaching pedagogy

➢ Plans and strategies for reorganizing your thoughts and feelings about diversity

to develop your inclusive teaching pedagogy. Include goal statements to

encourage the translation of beliefs into actions (Gay, 2010)

➢ Examples/scenarios to demonstrate your growth and professional learning as an

inclusive educator

CROSS-CURRICULAR ACTIVITIES

This section includes activities that can be integrated through a variety of teacher education courses to develop pre-service teachers' inclusive teaching pedagogy. The activities encourage pre-service teachers to understand how thoughts and feelings about diversity characteristics can influence teachers' decisions and actions in hopes that pre-service teachers will develop pedagogies that are inclusive of all students.

The first activity serves as a pledge for pre-service teachers to commit to participating in the process of understanding the influence of thoughts and feelings about diversity so that they can choose to develop inclusive teaching pedagogies (Gay, 2010).

The second activity includes a series of icebreaker questions that can be used to help pre-service teachers' discover their thoughts and feelings about diversity characteristics (Intrator, 2002; Palmer, 1998). Each question should be deconstructed through its own discussion so that pre-service teachers can discover how their responses reflect their thoughts and feelings about diversity.

The third activity in this section outlines the process of story sharing. Pre-service teachers should have a variety of opportunities, throughout their teacher education courses, to share life stories that make known and provide insight into peoples' thoughts and feelings about diversity.

The final inclusion in this section is the story that was created specifically for this handbook to act as a vehicle for pre-service teachers to discuss various scenarios where teachers' thoughts and feelings about diversity influence their teaching pedagogy and the way they treat students.

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Are You Ready To Become an Inclusive Educator?

This activity serves as a pledge for pre-service teachers to commit to the process of understanding how thoughts and feelings about diversity influence teaching pedagogy so that they develop inclusive teaching pedagogy. The questions will kick-start pre-service teachers' reflective practice about the influence of diversity beliefs on teaching pedagogy (Gay, 2010).

It is very important for teacher educators to explicitly model reflective practice using think-aloud strategies, while also providing pre-service teachers with questions to facilitate individual and collaborative reflection (Daniel, 2009; Florian et al., 2010; Gay, 2010; Kaur, 2012; Santoro, 2009). Notes for teacher educators follow each question to inspire your work with pre-service teachers.

Ask yourself:

1) Am I willing and able to articulate my thoughts and feelings about diversity?

Notes:

*Draw attention to all parts of the question (willing, able, thoughts, feelings) highlighting the differences between willing and able (want to vs. know how to) and thoughts and feelings. Refer to the definition of **thoughts and feelings about diversity** for more clarification (**page 16 of the handbook**).*

<u>*Modeled Think Aloud:*</u>

"I want to be an inclusive educator so I'm willing to be honest with myself about my thoughts and feelings about diversity, even if my thoughts and feelings are not inclusive. I know that being honest with myself will help me become a more inclusive teacher."

2) Am I willing to change my attitudes about diversity to express inclusive pedagogical teaching practices?

Notes:

*Talk with students about the **process of changing ones' thoughts and feelings** about diversity (**refer to page 18 of the handbook**).*

<u>*Modeled Think Aloud:*</u>

"I know that changing my attitudes will take time and effort, which I am committed to doing. I know that before I can change my attitudes I need to be conscious of how they affect others and my teaching. I know that I have to train myself to think, and feel differently by understanding the effects of my thoughts and feelings. I also know that I have to practice putting my adjusted thoughts and feelings into action to make changes."

Ice- Breakers

Research by Intrator (2002) and Palmer (1998) indicates that the use of

metaphors, images, and fill-in-the-blank story-based learning exercises are effective for

helping pre-service teachers engage in self-reflection because these types of non-

directive activities are less threatening than asking someone to name their biases,

assumptions or weaknesses. These activities also help surface unconscious and deep-

rooted thoughts and feelings that pre-service teachers may not access otherwise

(Intrator, 2002; Palmer, 1998). Pre-service teachers should respond to metaphorical

questions quickly, without analyzing or thinking deeply so they do not conceal their

feelings (Palmer, 1998).

Notes:
Encourage pre-service teachers to respond to the questions quickly upon presentation, without analyzing their ideas. After groups of pre-service teachers have responded, have them discuss their responses in groups to gain insight about their thoughts and feelings about diversity.

- "I enjoy teaching students who are _____ because _____."

- "Students who frustrate me on a regular basis are_____."

- "Students who look different from me _____."

- "Students who are poor _____."

- "Students who are Gay_____."

- "Students who are Black_____."

- "Students who are Chinese _____."

- "Students who are Indian _____."

- "Students who are First Nations Peoples _____."

- "Students who are new immigrants to Canada _____."

- "Students who have same-sex parents _____."

- "Students who celebrate different holidays than me_____."

- "Students who don't speak English as their first language _____."

> ➢ Describe the image you see in your mind when you hear the word:

Boy: _____

Girl: _____

Athlete: _____

Math Scholar: _____

Scientist: _____

Bully: _____

Historian: _____

Doctor: _____

Nurse: _____

Engineer: _____

Taxi Driver: _____

Parent Volunteer: _____

Immigrant: _____

Sharing Our Stories: Tales That Shape Our Thoughts and Feeling About Diversity

To begin, read the *Defining Thoughts and Feelings about Diversity* explanation (**page 16 of the handbook**) to understand how our thoughts and feelings about diversity are shaped by our life experiences and interactions with the people around us. Dedicate time near the beginning of a teacher education program for pre-service teachers to get to know one another through the sharing of life stories. Encourage pre-service teachers to talk about the factors that have influenced their thoughts and

feelings about diversity. Pre-service teachers should have a series of story sharing

sessions to discuss influential factors that have shaped their thoughts and feelings about

diversity. Topics for each story sharing session may include:

1) early life experiences/ family life
2) religious experiences/ cultural experiences
3) socioeconomic background/ regional background
4) high school experiences/ university experiences

Before you begin sharing stories, be sure to discuss the "Ground Rules for Collaborative Activities" (page 23 of the handbook).

<u>Story Sharing Structure</u>

> Divide pre-service teachers into groups of 4-6. Small group sizes will help participants feel more comfortable to share personal information

> Encourage group members to prepare their stories for sharing ahead of time so that conversations are efficient and thoughtful

> Suggest that people bring personal artifacts that will help them provide detail and context to their stories.

> Group members should present their stories one at a time and complete mirroring activities after each story to help the storyteller analyze their thoughts and feelings about diversity. Once the storyteller is satisfied with the insight provided by group members, the next group member can share their story (and repeat).

Dilemma-based case studies or stories provide real word contexts for pre-

service teachers to construct their own theoretical and practical understandings of how

thoughts and feelings about diversity can influence teaching pedagogy (Lundeberg &

Levin, 2003). Using people's stories in these types of activities is effective because

stories appeal to the social nature of humans; people can often relate or connect

emotionally with characters in stories based on their own schemas, affective tendencies, and personal experiences (Beattie, 2009; Drake, 2010; Noddings, 2005).

The story beginning on the following page—*Transforming Perspectives in Mr. West's Gr. 6/7 Class*—acts as the root system of this handbook, whereby other activities branch off from it to explore one's thoughts and feelings about diversity for the development of inclusive teaching pedagogy. Connecting and extension activities are cross-referenced by page number in the discussion sections following each chapter. Take time to examine the related activities as you work through the story and conduct the activities with your colleagues, teacher educators, and associate teachers, as they relate to your personal experience.

Transforming Perspectives in Mr. West's Gr. 6/7 Class

Chapter 1: First Impressions

It was 8:30 A.M. on the third day of school as Mr. West scuffled around the supply room at Elmwood Elementary, collecting manipulatives for his first math lesson of the year. Mr. West was a new teacher at Elmwood and he wanted to make a good impression on the staff and students. As Mr. West exited the supply room, he bumped into Mrs. Andrews, the librarian, and knocked a stack of textbooks from her weary grasp. Mrs. Andrews had been teaching at Elmwood for 35 years and she was looking forward to retirement, the day she became eligible in February. While Mr. West apologetically picked up the scattered books, Mrs. Andrews' warned Mr. West about a few students in his Gr.6/7 split class.

"Keep a close eye on Sam. She's an instigator and takes great delight in manipulating other students. Every year Sam is involved in lots of bullying incidents but if you get the pleasure of meeting her mother you will understand why. They're from a rough neighbourhood." Mrs. Andrews' huffed. "Also, watch out for Rahim. He moved here last year from Somalia and he does not fit in with his classmates. He has a bad temper and it's just best to have him sit alone so he can use the computer to translate his work into Arabic."

Just then, the bell rang. Mr. West hated being late for class so he promptly wished Mrs. Andrews good day as he proceeded to his classroom. As Mr. West strolled through the classroom door, he noticed a cluster of students at the back of the room snickering about a drawing that Sam was slyly showing off.

Mr. West approached the group of students and asked them what was distracting them from their Daily 5 morning routine. When he saw the picture on Sam's desk, he took it from her and said she would stay in at recess to talk to him about it. Mr. West was upset about what he saw in the drawing but he decided that speaking to Sam privately was the best way to handle the situation.

PAUSE

Getting in Tune with Your Thoughts and Feelings

"When I read Mrs. Andrews' advice to Mr. West about Sam and Rahim I feel
_____ because _____."

"My initial reaction(s) to Sam's drawing of Rahim and Kevin is _____
because it makes me think about or feel_____."

Discussion Questions

1) What thoughts and or feelings about diversity (e.g. race, class, gender, and sexuality characteristics) may Mrs. Andrews and Mr. West have, based on what you read in the story?

*2) In the story, Mrs. Andrews says that it is best for Rahim to sit alone so he can do his work. What are your reactions to her comment about it being best for Rahim? Consider the Standards of Practice and the Ethical Standards for the Teaching Profession **(found on pages 21-22 of the handbook).***

3) Mr. West chose to respond to Sam's drawing privately with her at recess, rather than addressing it with the whole class. Do you think he should have said something to everyone or have kept it private with Sam at this point? Discuss the possible effects of each decision on the people involved (Sam, Kevin, Rahim, the other students who saw the drawing/ did not see the drawing, Mr. West).

Chapter 2: Harmful Assumptions

During math, Mr. West assigned students into small groups to solve problems, except for Rahim. Mr. West assumed that it would be best for Rahim to work alone on a less difficult problem because his English was not proficient and he expected that his math skills would also be behind grade level.

After about 20 minutes, Mr. West wanted the students to share their problem solving strategies with the rest of the class. Without much consideration, Mr. West called on Kevin to share his groups' work. Kevin looked hesitant to share but he gathered the chart paper and rose from his desk.

 As Kevin plodded to the front of the room, Sam muttered under her breath, "Of course he chose Kevin because he's Chinese." Sam's friends snickered as Mr. West asked Sam to take her math work into the hall.

At the front of the room, Kevin had a difficult time communicating his groups' problem solving strategies. As Kevin spoke nervously, Mr. West could not help but think about Sam's comment. Why did he choose Kevin to share the math? Was it because he thought Kevin would do a good job based on a racial stereotype? Mr. West had some reflecting to do.

PAUSE

Getting in Tune with Your Thoughts and Feelings

"Mr. West's assumptions about Rahim's math skills being behind grade level make me feel _____ because _____."

 "Sam's statement, "Of course he chose Kevin because he's Chinese," makes me feel _____because _____."

Discussion Questions

1) Mr. West decided to have Rahim work alone on a less difficult math problem than the rest of the class. What message(s) might this send to Rahim and the rest of the students? How might this action be rooted in Mr. West's thoughts and feelings about diversity?
2) Have you ever made an assumption about someone based on his or her diversity characteristics? Discuss common scenarios/ situations when people make assumptions about others based on their diversity characteristics.

3) In society, stereotypes exist about groups of people that generalize a characteristic about everyone in that group. Stereotypes are usually not true and they certainly do not characterize all people that possess a diversity characteristic.

Think about diversity stereotypes that you have heard from other people, observed in the media, or come to know through your life experiences.

Now, talk about situations where these stereotypes may influence a teacher's thoughts and feelings about diversity, whether they realize it or not (e.g. Mr. West calling upon Kevin at the beginning of the year, knowing a stereotype exists that Chinese people are supposed to be good at mathematics).

4) Write down possible scenarios of how stereotypes may influence a teacher's thoughts and feelings about diversity for your own future reflective practice.

This activity connects to "***Diversity in Science & Mathematics: Challenging Assumptions,*" found on page 70 of the handbook.**

Chapter 3: Hesitation and Embarrassment

After a few minutes of Kevin struggling to explain his group's problem solving strategies, Mr. West thanked Kevin for sharing and asked the rest of the class if anyone else would like to share their work. Despite Rahim's strong accent, he proudly shouted out, "Mr. West! I will answer the question." With some hesitation, Mr. West invited Rahim to the front of the class.

Rahim wore a traditional Taqiyah prayer cap and a long sarong robe to school each day. In Somalia, this was the common dress code for young males but at Elmwood Elementary School Rahim was unique. Mr. West was worried that drawing attention to Rahim would invite students to pick on Rahim and would then cause him to retaliate with his well-known temper.

Despite Mr. West's hesitation, he gestured Rahim to the front of the class with his hands and in a loud slow voice he said, "OK Rahim, tell us how you solved your math problem." Rahim gave Mr. West a scowled look for the way he spoke to him. Rahim had worked hard over the summer holidays to improve his English and he did not appreciate people speaking to him as if he came from another planet.

Rahim began by announcing to Mr. West that he completed the same problem as the rest of the class. He went on to communicate three different methods of solving the problem and he expressed ideas that extended beyond the Gr. 7 expectations. Rahim connected the math scenario to his father's work and he credited his math proficiency to lots of time spent talking with his father about physics.

Mr. West was baffled. He assumed that Rahim was going to need an accommodated or modified math program because he had immigrated to Canada from Somalia in the past year and was still learning English. Mr. West felt disappointed with himself for making this assumption.

PAUSE

Getting in Tune with Your Thoughts and Feelings

"When I read about how Mr. West offended Rahim by using exaggerated hand gestures and slow speech I feel _____ because _____."

Discussion Questions

1) The way Rahim dressed made him unique at his school and Mr. West felt hesitant to draw attention to Rahim because of his diversity. Why might a teacher feel this way,

besides the reason about other students picking on him? What could Mr. West do to create a more inclusive learning environment for Rahim?

2) Mr. West made an assumption about Rahim's math abilities based on his cultural diversity. Can you think of other assumptions that teachers may have about students, based on their diversity characteristics?

Write these assumptions down so you can remember to think about how your first impressions of students will influence your inclusive treatment of them.

Chapter 4: Developing Deficit Views

As the recess bell rang, students exited the class and Mr. West called Sam to the conference table. Sam rolled her eyes and proceeded to a chair across from Mr. West. "Sam, why did you draw that picture of Rahim and Kevin?" Mr. West asked.

Sam avoided eye contact before muttering, "Kevin has two dads and my mom says that gay guys wear dresses and kiss each other so therefore Kevin probably does too. Rahim also wears a dress-thing so him and Kevin should be boyfriends."

Sam's response caught Mr. West off guard. He was unsure about what to say to Sam. Sam made it clear that her mother had influenced her ideas about gay men and Mr. West was intimidated about challenging a parent's viewpoint. At the same time, Mr. West felt like he needed to present Sam with an alternative perspective about people who are gay and also address Sam's interpretation of Rahim's clothing. Mr. West took a deep breath as many thoughts swirled in his head.

PAUSE

Getting in Tune with Your Thoughts and Feelings

"When I read Sam's response about Kevin and Rahim I feel _____ because _____.

The first thing I think is _____."

Discussion Questions

Situations involving diversity questions or confrontations can present themselves at any time. Teachers should be prepared to respond to issues of diversity by understanding how they feel about diversity (Race, Class, Gender, Sexuality) issues and how they want to address those issue with students in educational environments.

1) If you were Mr. West, what might you say to Sam in response to her comment about Kevin and his dads? Discuss how your possible comments to Sam may have an impact on:

a) Sam's thoughts and feelings about sexuality
b) Sam's interaction/communication with her mother
c) Your interaction/communication with Sam's mother
d) Sam's interactions with Kevin
*Can you think of other parties who may be impacted by your comments to Sam?

2) If you were Mr. West, how might you address the issue of Sam misinterpreting Rahim's sarong for a female dress? Discuss possible strategies and be sure to think about the possible impacts of each strategy on Rahim and the other students.

3) Spend some time in small groups discussing your responses to the initial question:

"When I read Sam's response about Kevin and Rahim I felt _____ because_____. The first thing I thought was _____."

*Remember to follow the guidelines for safe self-reflection in groups *(**found on page 23 of the handbook).***

Listen and help your group members focus attention on things they say. This will help them analyze their thoughts and feelings about diversity. Remember, it is not your place to judge others or make judgments about what their contributions to discussions."

Chapter 5: Responding While Emotional

After taking a deep breath and a sip of his cold coffee, Mr. West made a decision to be concise and stern with Sam. Mr. West was clearly bothered by the morning's events and he realized that he needed time and a clear mind to decide how to respond to Sam appropriately.

"Sam, what Kevin's parents choose to do in the private of their own home is none of your business and Kevin does not wear dresses to school. Rahim wears a sarong, not a dress. Where he is from, it is normal to wear that. I want you to go work on your math at the office until lunch time because your actions this morning will not be tolerated in this classroom."

PAUSE

Getting in Tune with Your Thoughts and Feelings

 "If I was the teacher in this situation, I would feel _____."

"Mr. West's response to Sam makes me feel _____ because _____."

Discussion Questions

1) What do you think or feel about Mr. West's comments to Sam? Did Mr. West respond to the diversity issues effectively or does he need to do and or say more?

2) How do you think Sam interpreted what Mr. West said to her (i.e. Did Mr. West's comments reinforce or challenge what Sam thinks and feels about diversity?)?

3) If you were the teacher in this situation, how might you respond to Sam? What messages about diversity do your strategies reflect?

Gender stereotypes and assumptions about nuclear relationships between men and women are often taken for granted in the language and examples teachers express on a daily basis (Vavrus, 2009). Pre-service teachers can collaboratively discuss and analyze how gender and sexuality issues may arise in a school learning environment, while also discussing ways to express diverse gender and sexuality representations throughout their teaching practices so diverse students can see their realities portrayed and feel included in learning environments (Vavrus, 2009).

Chapter 6: Instincts

As Sam plodded out of the classroom with her math work in hand, the recess bell echoed through the quiet hallways. Moments later, Mr. West's Gr. 6/7 class flooded into the room ahead of Mrs. Andrews, who was waiting at the doorway in her reflective yard-duty vest. Mr. West could tell by the disgruntled look on Mrs. Andrews' face that he was about to have another student issue to deal with.

"Hi Mrs. Andrews. Did something happen at –."

 Before Mr. West could finish his sentence, Mrs. Andrews' snapped, "I caught Rahim fighting with Kevin outside. Rahim is at the office where he belongs and after I'm through speaking to the principal you probably won't see him for the rest of the week."
"Did you find out what they were fighting about?" Mr. West asked.

"Not exactly. A girl nearby said that Kevin was joking around about Rahim's clothes and then they started pushing each other but I bet that Rahim started the shoving and hitting. That may be how they solve problems where he is from but it is not going to happen here," Mrs. Andrews said angrily.

"OK. Thank you for letting me know," Mr. West said to Mrs. Andrews.

As Mrs. Andrews turned to walk away, Mr. West scanned his classroom and asked, "Mrs. Andrews, did Kevin already get sent back from the principal's office?"

Mrs. Andrews' barely turned around as she said, "No, I didn't send Kevin to the office. Rahim is the problem here."

PAUSE

Getting in Tune with Your Thoughts and Feelings

"The discussion between Mr. West and Mrs. Andrews about Kevin and Rahim's altercation makes me feel_____ because _____."

 Discussion Questions

1) What are your reactions to the way that Mrs. Andrews' responded to the altercation between Rahim and Kevin?

2) What messages do Mrs. Andrews' comments reflect about her thoughts and feelings about diversity?

Chapter 7: Exposing a Root

Mr. West almost could not believe what he had just heard. Mrs. Andrews was assuming all the blame on Rahim for an altercation he had at recess with Kevin.

"Please read quietly for 10 minutes before we go to the computer lab," Mr. West announced to the class as he made his way to Kevin's desk. Kevin shuffled a few loose papers and tried to avoid making eye contact with Mr. West but Kevin's look of guilt was visible from a kilometer away.

"Kevin will you please come join me at the conference table," Mr. West said firmly. Kevin got up and joined Mr. West at the back table.

"Kevin, I just spoke with Mrs. Andrews about what happened between you and Rahim at recess. Would you like to tell me your side of the story before I hear from Rahim?" Mr. West asked.

In a quiet voice, Kevin responded, "People in the class have been saying that I have a crush on Rahim but I don't. Just because I have two dads doesn't mean I like guys. I told Rahim to back off because he always follows me around at recess. I don't want to deal with this rumor anymore so I pushed him when he wouldn't leave me alone but then he threw me to the ground. I thought being tough might make them stop teasing but that backfired on me too."
Mr. West's gut feeling was right. Rahim was not solely to blame for the altercation with Kevin.

"Thank you for telling me the truth Kevin," Mr. West said appreciatively. "I am disappointed to hear that students are spreading a hurtful rumor about you. It is not fair to you or your family and I will do my best to make the situation better. With that said, you need to tell me about situations before they amount to violence. It was wrong to yell at Rahim and push him. It sounds like he is just trying to be your friend. Please go to the office and tell your side of the story to the principal."

"But Mrs. Andrews said I was not in trouble," Kevin questioned.

"I think you realize that resorting to violence was not the right thing to do Kevin," Mr. West confirmed. "Please tell the principal what you just told me so we can move forward to resolve this issue."

Kevin got up from the table and exited the classroom.

PAUSE

<u>Getting in Tune with Your Thoughts and Feelings</u>

"Reading Kevin's explanation about the altercation with Rahim makes me feel
_____ because _____."

Discussion Questions

1) Discuss possible stereotypes about gender and sexuality that are imbedded in Kevin's explanation for getting in an altercation with Rahim.

2) Do you think Mr. West responded appropriately to Kevin? If you were the teacher in this situation, how would you respond to Kevin in this situation?

Think about the impact that your response might have on Kevin. Are you practicing inclusive pedagogy?

Chapter 8: Looking Inward

As Kevin left the room, Mr. West felt the cloud of negative energy looming over the remaining students in the classroom. The humming of whispers had not stopped all morning and Mr. West was sure today's issues stemmed beyond Sam, Kevin, and Rahim.

"Ok everyone. You can put away your independent reading books," Mr. West instructed. "This morning I have been disappointed to learn that some students in our class have not been treated with respect. It is very important to me that you all feel respected when you come to school each day so that you can learn in a space that feels safe to be yourself and do your best."

Mr. West had his students' attention so he decided to roll with his train of thought.

"Your assignment for the next 80 minutes is to communicate to me how YOU have behaved in a way that has not respected one or more of your classmates as individuals. I also want you to include how you think your actions made the other person/people feel. Also, write a paragraph that begins by finishing this sentence: *If I were treated like this, I would feel _____ and would react like _____.*

Next, I want you to write down questions that you might have for your classmates about all the things that make them who they are. You might have been wondering about aspects of their culture, beliefs, traditions, histories, and family. This is your chance to think about these questions and get some answers.

I want you to know that we are not completing this activity to get anyone in trouble. Everyone has to complete the assignment but you do not need to put your name on it. You can be completely honest with yourself and not have to worry about being judged by others for your past actions and ideas or questions. Please get started."

PAUSE

Getting In Tune with Your Thoughts and Feelings

"If I was participating in the exercise assigned by Mr. West I would feel _____ because _____."

Discussion Questions

1) What are your thoughts and feelings about Mr. West's assignment for his class? If you were the teacher in this situation, would you assign a similar task or address the issues of diversity using different methods? Discuss how you would modify Mr. West's activity or implement another method. Remember to consider how your teaching methods may influence the students in your class.

Chapter 9: A Fresh Idea

Mr. West was proud of how hard his students had worked on the assignment for the past 75 minutes. One student had asked to draw a picture to explain their ideas and two other students were recording their thoughts on the voice recorders. Everyone had found a way to complete Mr. West's assignment and with five minutes before the lunch break began, students started submitting their work into a box placed on the conference table at the back of the room.

As the lunch bell rang, the students shuffled out of the class quietly. At the same time, Sam, Rahim, and Kevin returned to the room and approached Mr. West at his desk.

"Mr. West," Rahim and Kevin said in a remorseful tone. "Each of us spoke to the principal and then we all talked together."

"Principal Malik is making us do an interview assignment where we learn about each other and then she wants us to do a presentation in front of the class to tell everyone what we found out," Sam said in a semi-unimpressed voice.

Mr. West was intrigued by what he heard from Sam.

"That sounds like a great idea," Mr. West responded enthusiastically. "Did Principal Malik give you any more instructions about the assignment?" Mr. West asked.

Rahim continued, "She said we should speak to you about it so you can fit it in to something we are doing in class."

Mr. West was happy that Principal Malik was giving him the freedom to adapt the assignment. Ideas swirled in Mr. West's head about how he could extend the assignment to include everyone in the class.

"Give me a little time to think about it," Mr. West requested. "While you three were out of the room, I had everyone complete an assignment that is directly related to what Principal Malik wants you to do. You can start with it to think about how you have been treating other people and brainstorm some questions for your interviews."

 Mr. West explained the assignment to Sam, Rahim, and Kevin as they got out their lunches and then Mr .West asked them to get started once they were finished eating.

PAUSE

Getting in Tune with Your Thoughts and Feelings

"If I had to interview someone and ask questions about their diversity characteristics (e.g. race, culture, heritage, family traditions) I might feel
_____ because
_____."

Discussion Questions

1) If you were the teacher, would you have students interview one another to learn about what makes them who they are (including their diversity characteristics) or would you choose alternative methods? Why?

Chapter 10: Expectations

During lunch hour, Mr. West created the assignment that he wanted his class to complete. He printed the expectations on a single sheet of paper that read:

Respecting Each Other For Who We Are

During the first few days of school, I have realized that conflict exists in our class because people are not being respected for who they are. This assignment will require students to cooperate and learn about characteristics that make their classmates who they are – valued members of our learning community! Please read the expectations carefully and share the information with a parent/guardian to acknowledge that they will support you in collecting information that you may need for your assignment.

Thank you,

Mr. West

(Gr. 6/7 Teacher)

Assignment Expectations:

1) You will work with another student (***assigned by Mr. West***) to share information about yourself and to learn about what makes your partner who they are.

2) You will draft 10 thoughtful questions for your partner about what makes them who they are.

3) Before sharing your questions with your partner, you will conference with me to talk about the quality, appropriateness, and respectfulness of each question.

4) Share your questions with your partner during a conversation.

5) Prepare a 5-10 minute presentation (or poster board/alternative media) for the whole class where you explain what makes **you** who you are. Try to incorporate your answers to at least 5 of the questions your partner asked you.

6) After your partner has presented, you will share an appreciation for their work and make one thoughtful comment about what you learned while working with your partner.

Mr. West passed out the assignment to his class during the last period of day. As a group, they discussed the expectations and then Mr. West assigned partners. There was some minor grumbling among the students but for the most part, students accepted the task. Mr. West asked everyone to start brainstorming questions to ask their partners,

for homework, and he reminded students to have a parent or guardian sign their handout.

As the end of the school day drew near, Mr. West was thinking a lot about the day's events and the tasks he needed to complete at school before he could go home to spend quality time with his family.

PAUSE

<u>Getting in Tune with Your Thoughts and Feelings</u>

"When I read Mr. West's assignment expectations I think _____ because _____."

<u>Discussion Questions</u>

1) What do you think about Mr. West's assignment? Discuss the note to the students and parents at the top of the page and the expectations. Would you make any changes?

Discuss the benefits and implications of your changes.

Chapter 11: Overcrowded Judgments

Mr. West collected materials for tomorrow's science lesson as the clock read 4:25. He hoped to leave in the next ten minutes so he could pick up a few groceries and make it home by 5:30. Just then, Mr. West heard a knock on the classroom door. In walked a professional looking young woman wearing a business suit. Her high heels gently clicked the freshly polished floor as she confidently walked towards Mr. West and extended a hand to introduce herself.

"Hi, I am Kelly, Sam's mom. When I checked in at the office to pick Sam up from childcare Principal Malik told me that she got into some trouble today. Sam can be a real handful sometimes and she does not adjust very well to change. On top of it being a new school year, I recently took a new job as a law clerk so Sam and I have not had as much time together as she is used to.

Sam is an only child. I had her when I was young and her dead-beat father has never been in her life. She usually does not get along with males and I think it is because she does not have any good male role models."

After a day like today, Mr. West was not fazed by Kelly's unannounced drop in but he was surprised that Sam's mother did not fit the image he had created of her in his head, based on Mrs. Andrews' comments from early this morning.

PAUSE

Getting in Tune with Your Thoughts and Feelings
"I think Mr. West imaged that Sam's mother would be _____
because Mrs. Andrews said that Sam and her mother lived in a rough neighborhood (Chapter 1)."

"People who live in rough neighborhoods are _____."

Discussion Questions

1) Discuss how you think Mr. West may have expected Sam's mother to be, before he met her. Talk about where these ideas come from (i.e. how do people learn ideas about people who are _____).

2) If you were the teacher in this situation, what would you have thought or felt when you realized that Kelly is Sam's mom?

3) What will you do when colleges give you information about students before you meet them yourself?

Chapter 12: Thoughtful Tongues

Mr. West thought carefully for a moment about how he wanted to respond to Sam's mother, Kelly. It was only the first week of school and he did not want to offend her by challenging her beliefs.

"Thanks for stopping by to introduce yourself Kelly," Mr. West said politely. "I hope that Sam can settle into our classroom dynamic and have a successful year. In regards to Sam's behaviour today, I have sent home an assignment that everyone is completing and it focuses on developing respect for one another in our classroom."

Kelly listened attentively as Mr. West explained the assignment and told her about the picture that Sam drew. Kelly looked mortified when she heard about the drawing Sam had created and then showed off to a number of students in the class.

Mr. West proceeded to say, "When I asked Sam about her drawing she told me that her mom says that gay men wear dresses and kiss each other."

Kelly froze for a moment with her mouth wide open. She could not remember saying anything to Sam about people who are gay and she wondered how Sam interpreted that comment from her. Was it something she said jokingly with Sam's grandma that Sam overheard? Kelly realized that she needed to be careful about what she said because she wanted Sam to grow up respecting all people.

"I'm sorry about Sam's behaviour today. I will talk with her when we get home and I will be sure to support Sam with her upcoming assignment," Kelly said as she tried to get towards the door as fast as possible.
Mr. West thanked Sam's mom again for coming by to introduce herself and he asked that she continue to have open dialogue with him about Sam's learning throughout the school year.

Kelly smiled and nodded yes at Mr. West before exiting the room.

PAUSE

Getting in Tune with Your Thoughts and Feelings

"Jokes about diversity characteristics (race, class, gender, sexuality, ability) are _____."

"When I hear someone make a comment about a diversity characteristic (e.g. "Gay people wear dresses and kiss each other") my initial reaction is _____."

<u>*Discussion Questions*</u>

1) People make or hear "jokes" about diversity characteristics, on a regular basis, from various sources (TV, radio, friends, family...). Discuss the impact of these jokes on the way people think about and treat people who have the joked about diversity characteristics.

Chapter 13: Interaction

The unexpected meeting with Sam's mom had put Mr. West 15 minutes behind schedule. He still needed to pick up a few groceries before going home so Mr. West quickly finished preparing the science activity for the next day, before collecting his things and leaving the school.

While driving to the grocery store, Mr. West took a few moments to think about his conversation with Sam's mom. He was pleased with the fact that she came to talk to him. In Mr. West's experience, many parents did not show that much interest in their child's school experiences. Talking with Kelly exhibited promise that she and Mr. West could work together throughout the year to support Sam's learning and development.

Mr. West pulled into the grocery store parking lot, grabbed a cart and made his way inside. He headed right for the produce section because he needed to get ingredients for a salad and snacks for his daughter's lunch. As Mr. West quickly checked his apples for bruises he heard the cries of a young child and looked up to see Rahim walking beside his dad, who was pushing their cart and gently soothing Rahim's baby sister as she squirmed in her car seat.

"Dad! There's Mr. West my teacher," Rahim said to his dad in Arabic.

"Well, be polite Rahim. Introduce me to him," Rahim's dad, Ali, replied in Arabic.

The sights and sounds of Rahim and his father approaching, speaking Arabic to one another, made Mr. West feel uneasy. He did not know what they were saying and he was worried about how Rahim's father might react to news about Rahim's day. Mr. West still did not know Rahim very well, nor did he know much about any Muslim cultures for that matter.

"Hi Rahim, is this your father and little sister?" Mr. West said, trying not to sound nervous.

"Mr. West, this is my Dad. His name is Ali. And this is my baby sister Aadila," Rahim said proudly.

"Hello Mr. West. I am pleased to meet you," Ali said in English.

Mr. West was relieved that Ali spoke to him in English. For some reason, Mr. West expected that he might not.

"The pleasure is mine," Mr. West replied.

"Rahim tells me that you are a physicist. He did an excellent job on a math assignment today and he credited you for helping to develop his math skills," Mr. West boasted.

Rahim's dad let out a bellowing chuckle before saying, "Rahim is a good boy. He has had some problems this year adjusting to our new life in Canada but I hope that today will be the only time he visits the principal's office this year."

Mr. West felt a wave of relief pass over him to know that Rahim had told his dad about the altercation he had today. Mr. West anticipated that Ali would be mad at him for getting his son in trouble but this was not the case. Ali was very cordial.

"I hope so too," Mr. West replied as he made eye contact with Rahim.

"Rahim, make sure you show your dad the assignment we discussed this afternoon," Mr. West said with a smile. "I hope that it will help to build respect among everyone in our class so we don't have more altercations like the one Rahim was involved in today."

"Ahhh, Rahim showed me the assignment sheet in the car," Ali responded. "I think it is a great opportunity for everyone to learn more about each other. I try to teach Rahim that he should respect everyone, even if he does not share all of the same ideas or beliefs as they do."

"Sir, that is exactly what I hope everyone learns to do this year as we participate in assignments like the one I gave out today," Mr. West said to Ali with hope.

PAUSE

Getting In Tune with Your Thoughts and Feelings

"People who speak different languages around me sound _____."

"When people speak different languages around me I feel _____ because _____."

"Men who do grocery shopping and care for children are _____."

Discussion Questions

1) Why might Mr. West have felt nervous as Rahim and his dad, Ali, approached him in the grocery store speaking Arabic?

2) Why do you think Mr. West was so worried about Rahim's father being mad at him? Do you think Mr. West felt some kind of guilt?

3) Mr. West said that he did not expect Rahim's dad to speak English. Why might he have thought this? Could it be connected to his thoughts and feelings about diversity?

Mr. West admitted that he really did not know anything about any Muslim cultures.

Ignorance (not knowing) can lead to people expressing deficit views of diversity characteristics.

4) What can you do to become informed about other people and especially those who you interact with (e.g. students, colleagues, and community members)?

5) Mr. West indicated that his class would participate in multiple activities throughout the year to develop respect for each other. Why is it important for teachers to facilitate multiple activities that help students develop respect for other people?

Looking in the Mirror: Video Recording Your Teaching

Throughout teacher education courses, pre-service teachers should have a variety of opportunities to apply what they are learning. Pre-service teachers should have opportunities to practice teaching their peers in teacher education courses so they can experience what it is like to interact with other people as a teacher. During these experiences applying teaching pedagogies, pre-service teachers should video record themselves teaching so they can analyze their teaching pedagogies and interactions with students for the development of inclusive teaching pedagogies.

No matter what the intention of the practice teaching experience, pre-service teachers can ask themselves and answer the following questions as they watch and reflect on their teaching:

➢ Did I treat students equitably? How?

(I.e. Did I empower some students more than others based on my thoughts and feelings about diversity?)

➢ Can I see any of my thoughts and feelings about diversity reflected in my teaching practices?

(I.e. Did I say anything during my teaching that reflects my thoughts and feelings about a diversity characteristic? Did I treat students a certain that could be related to my thoughts and feelings about diversity?

➢ How did I embody the OCT Ethical Standards and the Standards of Practice for the teaching profession during my teaching? **(refer to page 22 of the handbook)**

➢ What can I do differently in the future to provide my students with more inclusive learning experiences?

An Honest Look Inward

The questions in this activity encourage pre-service teachers to analyze when they recognize their thoughts and feelings about diversity during their teaching. This is important so that pre-service teachers can identify triggering circumstances that elicit thoughts and feelings about diversity, which need to be reorganized to practice inclusive teaching pedagogies. When pre-service teachers know what triggers their thoughts and feelings, they can develop strategies to reorganize their thinking in future situations.

1) Can I recognize thoughts and feelings about diversity embedded in my teaching decisions and practices?

Notes:
Encourage pre-service teachers to think broadly about how or when they recognize thoughts and feelings about diversity in their teaching.

Guiding Questions:

➢ *Do you recognize your thoughts and feelings about diversity because you feel a certain way after you express it?*

➢ *Do you recognize your thoughts and feelings when you reflect on your teaching practices and how they influence students?*

➢ *Do you recognize your thoughts and feelings when someone reacts to them?*

2) What are the causes of my thoughts and feelings about diversity?

Notes:
Encourage pre-service teachers to think about the influences in their lives (e.g. other people, media exposure, cultural influences, and life experiences) that shaped the way they think and feel about diversity characteristics. Invite students to share their stories with one another.

Model story sharing for pre-service teachers by talking about a personal influence on your thoughts and feelings about diversity.

(e.g. "I was 13 years old when the Twin Towers came down in N.Y.C. This was a scary time of uncertainty for me as a young teenager and I saw a lot of media coverage that depicted people from the Middle East as enemies to the USA. My feelings of fear and the media that I watched shaped my thoughts about adults from the Middle East. I used to feel nervous around adults who spoke Arabic or appeared to be Middle Eastern based on the way they looked. I did not trust them because I had heard so much media coverage about Taliban members living in North America, preparing for another attack. It wasn't until University that my thoughts and feelings began to change when I lived in residence with three young guys who were Muslim. I learned a lot about their perspectives and I even took a course about Middle Eastern history to gain more understanding of Eastern-Western relations.")

3) What questions do I have about specific diversity characteristics/ issues that I would like answered in order to understand other points of view?

Notes:
Remind pre-service teachers that it is O.K. to have questions about diversity characteristics or issues. Encourage pre-service teachers to brainstorm a list of questions that they have about diversity characteristics. Encourage pre-service teachers to write their list of questions down so they can add to it as they engage in the process of discovering their thoughts and feelings about diversity.

Share example questions with pre-service teachers to invite their participation.

> *Is it appropriate to incorporate Christian holidays into classroom activities when I have students who do not celebrate them because they practice another religion?*

> *Are there LGBT organizations that can provide me with information and resources to talk with my students about having LGBT parents or family members?*

4) What strategies will I use in the future to reorganize the way I think and feel about diversity so that I can practice inclusive teaching pedagogy?

Notes:
Encourage pre-service teachers to make a plan for responding to triggers that elicit negative thoughts and feelings about diversity.

(E.g., when I hear a negative comment about Muslim people I have trained myself to think about my three Muslim friends from university who were great guys. By thinking about my friends, I remind myself that people are neither good nor bad based on their religion or place of origin. This enables me to dismiss negative comments and not revert to my way of thinking and feeling about Muslim people as a 13-year-old boy.)

Creating a strategy for reorganizing your thoughts and feelings about a diversity characteristic takes effort. You need to learn an alternative perspective or have an experience that makes you believe that your thoughts and feelings about diversity are not inclusive and representative of all people who share that characteristic.

When you find inspiration for reorganizing your thoughts and feelings about a diversity characteristic, you need to strategize how you will think about it to reorganize your thoughts and feelings.

*Maybe you will **associate one word with a specific image** or **develop a word attachment** so you think of a word or phrase whenever you see or hear something specific.*

Once you have a plan to reorganize your thoughts and feelings you need to practice putting your plan into action. Each time you recognize a trigger and activate your reorganized thoughts and feelings you are successfully re-training yourself to think and feel more inclusively about diversity.

*The next activity **(page 60 of the handbook)** presents you with an example of how to record your active participation in the process of reorganizing your thoughts and feelings about diversity for the development of inclusive teaching pedagogy.*

Living the Standards of Practice as an Inclusive Educator

On page 24 of this handbook, it is recommended that you set up a portfolio to organize your participation in the process of understanding your thoughts and feelings about diversity for the development of inclusive teaching pedagogy. This activity can be organized into the section of your portfolio dedicated to tracking or exemplifying your reorganized thoughts and feelings about diversity.

The way that you choose to express your growth as an inclusive educator is entirely up to you. Some people may choose to make a scrapbook that includes pictures and meaningful artifacts; others may keep a video diary to capture their positive feelings of success. Regardless of the method you use to track your growth, in some way, you should address the following ideas in each of your entries:

> ➢ Summarize your old way of thinking and feeling about a diversity characteristic

> ➢ Explain how your thoughts and feelings about diversity influenced your teaching practices and why you think you should make changes to practice more inclusive teaching pedagogies

> ➢ Discuss the strategy/strategies you are using to mindfully reorganize the ways that you think and feel about a diversity characteristic

> ➢ Give examples of instances when you have enacted your strategies to demonstrate your commitment to developing inclusive teaching pedagogies.

> ➢ Make reference to how you demonstrate the OCT Ethical Standards and Standards of Practice for the teaching profession **(found on pages 21-22 of the handbook)**

Assessment of Pre-Service Teachers' Inclusive Teaching Pedagogy

Throughout teacher education, pre-service teachers learn about the important

role that assessment plays in learning and schooling. Assessments help learners and

teachers monitor progress and guide future learning. During teacher education, pre-

service teachers begin to assume the professional responsibility of upholding the OCT

Ethical Standards and the Standards of Practice for the teaching profession **(found on**

pages 21-22 of the handbook). This means that pre-service teachers need to self-assess

their abilities to live the OCT standards during their teaching practices to implement

inclusive teaching pedagogy.

Although pre-service teachers assume the responsibility to uphold the OCT

standards for the teaching profession, teacher educators and supervising teachers are in

positions of authority during teacher education to hold pre-service teachers accountable

for demonstrating commitment to developing inclusive teaching pedagogies. Teacher

educators and supervising teachers should conference with pre-service teachers to

discuss pre-service teachers' commitment to developing and demonstrating inclusive

teaching pedagogies and practices that uphold the OCT standards. Teacher educators

and supervising teachers should review pre-service teachers' inclusive pedagogy

portfolios with them multiple times throughout a teacher education program to assess

pre-service teachers' learning and help guide their future development of inclusive

teaching pedagogy.

An assessment log to track conferences between teacher educators/ supervising

teachers and pre-service teachers might look something like:

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Commitment to Developing Inclusive Teaching Pedagogy

CONFERENCE

Date: _____

Pre-service Teacher: _____
Teacher Educator: _____

Demonstration of pre-service teacher's commitment to developing inclusive pedagogy:

_____
_____
_____
_____
_____
_____
_____
_____
_____

- ☐ Demonstrating little commitment to developing inclusive pedagogies
- ☐ Demonstrating commitment to developing inclusive pedagogies
- ☐ Demonstrating considerable commitment to inclusive pedagogies

Plans/strategies for continued development of inclusive teaching pedagogy:

_____
_____
_____
_____
_____
_____
_____
_____
_____

_____   _____
        Teacher Educator Signature   Pre-service Teacher Signature

COURSE- SPECIFIC ACTIVITIES

In an effort to integrate the development of inclusive teaching pedagogy throughout all teacher education courses, this section provides examples of learning activities that encourage pre-service teachers to access and analyze their thoughts and feelings about diversity within the context of specific course curricula. The activities in this section hope to inspire teacher educators and pre-service teachers to engage in the process of understanding their thoughts and feelings about diversity as a lens for learning about education and developing inclusive teaching pedagogy.

The activities outlined in this section of the handbook foster pre-service teachers' reflective practice skills by helping them conceptualize the types of questions they can ask themselves, and other educators, to identify and analyze how thoughts and feelings about diversity influence other people through teaching pedagogy. Integrating inclusive teaching pedagogy into curriculum-based B.Ed. courses is an excellent way for teacher education programs to help pre-service teachers reorganize their own assumptions about diversity while also learning about curricula subject matter (Florian & Rouse, 2009). The development of inclusive teaching pedagogy focuses pre-service teachers' learning by making curricula activities more developmentally appropriate as pre-service teachers acquire pedagogical skills to teach subject curricula to *all students,* rather than excluding students with diverse characteristics (Florian & Rouse, 2009; Florian & Linklater, 2010).

Language Arts: Packing a Metaphorical Suitcase

Pre-service teachers will pack a metaphorical suitcase of things they should take

on their journey towards becoming diversity competent inclusive educators (Gay, 2010).

Teacher educators can facilitate this activity by encouraging pre-service teachers to

collaboratively discuss why they might want to pack things like attitudes, beliefs,

experiences, memories, anxieties, histories, questions, and skills to open discussions

about how each of these items influences teaching pedagogy and the subsequent

treatment of students (Gay, 2010). By asking pre-service teachers to work with

metaphors, higher-order critical and abstract thinking occurs to deepen pre-service

teachers' personal reflections and analyses of their own biases and assumptions about

diversity (Gay, 2010).

Activity:

*A **metaphor** is a figure of speech that describes something by comparing it to something else. This comparison is made by implying that the subject is the thing being compared to.*

(e.g. The night sky is a black cloak over the city)

In this example, the sky is compared to a black cloak to describe the darkness.

For this activity, pre-service teachers will think about thing they need to pack in their metaphorical suitcase to become diversity competent inclusive educators. The suitcase is a metaphor for pre-service teachers' developing pedagogy. A teacher's pedagogy integrates all the things and ideas that influence their teaching decisions and actions.

Step 1:

In small groups, brainstorm a list of things (ideas/ personal characteristics/ experiences) that you think may influence your growth as a diversity competent inclusive educator.

Consider the things/ factors that may influence your thoughts and feelings about diversity. Can you think of any factors that increase or decrease your ability to implement inclusive teaching pedagogy?

Step 2:

In your group, discuss how each of the "packed items" may influence a person's teaching pedagogy (decisions and actions).

Step 3:

After your group has brainstormed a list, work independently to decide how the ideas/or factors may **apply to your personal journey towards becoming an inclusive educator.**

Step 4:

Develop a metaphor for each of the things/ factors/ ideas you applied to your own inclusive pedagogy development. This process will help you analyze the "things" you are packing in your "backpack" because you will have to compare and explain your inclusions.

(e.g. I am packing a coffee filter that turns coarse beans into smooth coffee. The filter is a metaphor for my ability to analyze deeply engrained stereotypical thoughts about racial diversity. The coarse coffee beans are the stereotypical thoughts and the smooth coffee represents the transformation of something negative into something positive, as the coffee provides energy to the consumer.)

Step 5:

Take time to share your metaphors in groups. Listen to each other's metaphors to gain insight about how a variety of factors may influence one's development of inclusive teaching pedagogy. Other people's ideas may help you with your own development of inclusive pedagogy.

Language Arts: Using Poetry to Explore Assumptions About Diversity

During language arts teacher education courses, pre-service teachers can create

poetry to express their ideas about inclusion by writing from a metaphorical voice that

explores assumptions about the history of a diverse group of people, diverse

characteristics of people, one's feelings about their personal diversity, or potential

actions and practices to create inclusive environments (Gay, 2010). By creating poetry,

pre-service teachers may feel safe to express their ideas because they can assume

various perspectives and protect their identity. The poetry that pre-service teachers

create can be a self-reflective outlet to analyze assumptions. Poetry can also act as a

medium for collective interpretation and analysis of assumptions and biases that are

explicitly or implicitly expressed, without focusing on who the author is (Gay, 2010).

Activity:

While learning how to write and teach poetry during Language Arts courses, pre-service
teachers should be encouraged to create their own poetry and participate in the process
of learning.

Write a free verse poem (one that does not have to rhyme or follow a specific style) to
express a thought or feeling about diversity.

e.g.
The hum of the crowd irritates him.
He looks up to see them huddled together,
laughing and speaking obnoxiously loud.
He doesn't know what they say and he doesn't care.

His young daughter clings to his hand.
She is too mesmerized by the bright lights to see the crowd.
She doesn't share her father's distain for them,
at least not yet.

Share your poems in small groups. If it makes you more comfortable, refrain from writing your names on your poem so you can talk about the ideas without feeling scrutinized.

Place all the poems in a pile and draw them one at a time for discussion.

Your group may want to discuss questions such as:

➢ What thoughts and feelings does this poem express about diversity?

➢ How may these thoughts and feelings about diversity present themselves in educational settings?

➢ How might these types of thoughts and feelings about diversity influence a teachers' inclusive pedagogy?

➢ What types of strategies could a teacher try to reorganize these types of thoughts and feelings about diversity to demonstrate more inclusive teaching pedagogy?

➢ What may the metaphorical voice, used in the poem, indicate about the thoughts and feelings about diversity?

   (I.e., could the metaphor provide information about the thoughts and feelings, such as where/ when/ with whom they were established?)

After your group discussion, take time to reflect on your learning experience individually.

➢ Did you learn anything new about your thoughts and feelings about diversity?

➢ Did you gain insight for the development of your inclusive teaching pedagogy?

Use your inclusive teaching pedagogy portfolio to record your learning.

Language Arts: Creating Dialogue Poems to Express Thoughts and Feelings

In Language Arts B.Ed. courses, pre-service teachers can also be encouraged to free-write about specific diversity assumptions or biases and then write a dialogue poem between themselves (i.e., their own perceptions about diversity) and someone else, who acts as a human mirror for the pre-service teacher to explain how their own actions project messages about their diversity biases (Gay, 2010). This activity promotes personal reflection, making pre-service teachers think critically about the connection between their behaviours and their thoughts and feelings about diversity (Gay, 2010).

Example of a dialogue poem:

Shut Up Jimmy

I'm not prejudice Jimmy. I just don't like to be around gay people.
"Why not?"
I don't know. I just feel weird about them. They weird me out!
"How do you even know if someone is gay?"
Come on Jimmy, you just know!
"I don't."
The way they talk, and dress, and act totally gives it away.
"Maybe sometimes, but that isn't always true."
Come on Jimmy, it's almost always true!

"Doug used to be your best friend. You guys did everything together. Did you always know Doug was gay?"
Nah, not always.
"Well then, he didn't always weird you out. You used to love spending time with Doug."
Shut up Jimmy!

"What? It's true! You were best friends all throughout high school. You didn't mind Doug while he was leading our team to a conference title."
Just shut up Jimmy. I didn't know.

Discuss this poem in small groups.

Here are some questions to help propel your discussion:

> What ideas about diversity are expressed in this poem?

> Can you relate to anything in the poem? How does it make you feel?

> How does the speaker interpret his thoughts and feelings about diversity?

> How does the voice of Jimmy mirror the speaker's thoughts and feelings about diversity?

Take time to think about your own thoughts and feelings about diversity.

Choose an idea and write a dialogue poem to express your understanding of how your thoughts and feelings about a diversity characteristic are expressed through your interactions with other people or during your teaching practices.

Share your poems in small groups. Talk about how your awareness of personal thoughts and feelings about diversity is helping you develop inclusive teaching pedagogy.

Diversity in Science & Mathematics: Challenging Assumptions

Stereotypes about people's abilities exist in society based on their diversity

characteristics. Stereotypes emanate ideas about what people can or cannot do,

creating barriers or a pressures for people who do not align with the stereotypes. For

some people, these stereotypes have a powerful influence on dictating whether or not

they participate in certain activities. As a pre-service teacher developing inclusive

pedagogies, you will create inclusive learning opportunities for all students to explore

curricula, despite stereotypes and assumptions. Students' abilities and interests will

dictate their pursuits in various academic fields, not stereotypes.

Activity:

On page 35 of the handbook in *Chapter 2: Harmful Assumptions,* the case study
examines a diversity stereotype about Chinese people's proficiency in math, and a
teacher's assumption about a Muslim boy's math abilities based on his perceived English
language skills.

Reread pages 35- 36 in the handbook. Then, discuss in small groups:

➢ How teachers and their teaching can be influenced by stereotypes about groups
of people's abilities

➢ How students can be affected by stereotypes about people's abilities

➢ Other stereotypes about groups of people who are/ are not supposed to be good
at math or science (based on gender, race, class diversity)

➢ Teaching strategies for combating stereotypes about people's math or science
abilities

Social Studies: Contexts of Diversity

In Ontario, the elementary social studies curriculum is divided into two strands for each grade; *Heritage and Citizenship*, and *Canada and World Connections*. Regardless of the specific grade and content, the social studies curriculum aims to teach students about Canadians' heritage from global perspectives, what it means to be a Canadian citizen, as well as Canada's relationships and interdependence with the rest of the world. Learning opportunities about diversity and values of inclusiveness fit seamlessly with the Ontario social studies curriculum. Pre-service teachers can be encouraged to approach social studies content with aims to bolster students' celebration of diversity.

Activity:

Throughout the teacher education social studies course, record a list of ideas each class about integrating inclusiveness into teaching and learning opportunities. Be sure to transfer your list of ideas into your portfolio for developing inclusive teaching pedagogies.

As you learn about teaching social studies to elementary students in Ontario, keep this list of questions close by to encourage your development of inclusive teaching pedagogies:

- ➢ Who's knowledge/ or perspective is being presented? Does it represent everyone in my class? Who is left out or not represented?

- ➢ Does this curriculum content or resource represent my students and their lived experiences or heritage? If not, what other opportunities or resources could I use to create more inclusive learning opportunities for students?

- ➢ Does the information/ perspective/ or circumstance presented create a hierarchy of power between groups of people based on diversity characteristics? How is power unevenly distributed?

- ➢ How can we learn from previous situations where people were treated unfairly, because of their diversity characteristics, so that similar circumstances do not repeat themselves?

The Arts: Challenging Stereotypes About Gender and Sexuality

In North America, prevalent stereotypes exist about the value of and the people who participate in the Arts (Visual Arts, Music, Drama, and Dance). From pop culture representations of "outcasts" participating in the Arts, to announcements about funding cutbacks to Arts programs, people receive messages in a variety of ways about the value of the Arts and its participants. The appreciation, vulnerability, creativity, and emotional expression that the Arts promote can threaten values of security, discipline, and composure preached by powerful people in competitive societies. As pre-service teachers learn to teach the Arts to elementary students, they should have opportunities to challenge stereotypes about participation in the Arts, through artistic mediums, to express thoughts and feelings about inclusive teaching pedagogies.

<u>Music and Dance Activity:</u>

Movement through dance is a powerful medium for people to express thoughts and feelings that may be hard to otherwise hard to communicate. When combined with music, movement through dance can provide a platform of expression for people that is unparalleled by other forms of communication.

In small groups, encourage pre-service teachers to discuss thoughts and feelings associated with being out-casted/excluded/ignored/ or treated unfairly.

Then, experiment with body movements that express your feelings.

Spend time finding a variety of music that relates to your feelings of exclusion.

Combine your body movements and musical selections to express thoughts and feelings about being excluded.

Next, brainstorm ideas and feelings about being included by others and appreciated for who you are. Complete the same process of experimenting with body movements to express the thoughts and feelings, while also selecting music that is representative of your ideas.

Compare your two different movement-to-dance experiences.

> How did you feel (physically and emotionally) during each experience?

> Was one of the experiences harder to complete?

> Where there challenges you had to overcome?

> How does this experience contribute to your development of inclusive teaching pedagogy?

Drama Activity:

Participation in the previous activity prepares pre-service teachers for this activity by encouraging the activation of their thoughts and feelings about exclusion and inclusion.

To begin, pre-service teachers should brainstorm a list of stereotypes about gender and sexuality roles/norms.

Next, pre-service teachers should think about how each of these stereotypes could be projected in educational settings and affect peoples' thoughts and feelings about gender and sexuality diversity.

In small groups (3 or 4), pre-service teachers will design a 1 to 2 minute role-play where they demonstrate a stereotype about gender or sexuality norms within an educational setting, as well as the influence it has on characters in the role play.

After that, the group will design another 1 to 2 minute "role-play" about the same context except this time the characters will demonstrate inclusive behaviours, rather than projecting the stereotype. Be sure to demonstrate the influence that inclusive behaviours have on the characters in the role-play.

Practice each of your short role-plays. To transition from one role-play to the next say, "END SCENE. REWIND."

When ready, each group can share their role-plays with the class and then have a short debriefing session where they explain the stereotype they aimed to demonstrate and the influence it can have on people in educational settings. Be sure to invite all pre-service teachers in the class to participate in conversations about each role-play and the ideas presented.

Law and Professionalism: Living the Standards of Practice

Although people have different knowledge, beliefs and values, those who teach in

Ontario must adhere to ethical standards and professional standards of practice outlined

by the Ontario College of Teachers (OCT). The OCT Ethical Standards for the Teaching

Profession in Ontario are outlined on **page 21 of the handbook** and the OCT Standards of

Practice for the Teaching Profession are found on **page 22 of the handbook**.

Activity:

A great way for pre-service teachers to develop inclusive teaching pedagogies is to assess their teaching practices through the lenses of the ethical standards and the standards of practice for the teaching profession. This activity will help pre-service teachers develop the habit of considering how inclusive their teaching is by the ways they demonstrate the OCT standards **(refer to pages 21-22 of the handbook).**

Think about a recent teaching/learning experience that you were involved in.

How did you demonstrate ethics of care, respect, trust, and honesty during this situation? *(Refer to page 21 of the handbook for the OCT explanation of the Ethical Standards)*

What might you do differently in a similar future teaching experience to demonstrate the ethical standards and more inclusive teaching pedagogy?

During the teaching and learning experience, how did you demonstrate the OCT standards of practice, regarding inclusive teaching pedagogy? *(Refer to page 22 of the handbook for an explanation of the standards of practice)*

What might you do differently in a similar future teaching experience to demonstrate the standards of practice and inclusive teaching pedagogy more effectively?

In small groups, discuss your experiences and what you learned from them. Hearing each others' insight may help prepare you for a similar experience and contribute to the development of your inclusive teaching pedagogy.

Include your reflections in your portfolio for developing inclusive pedagogies as a demonstration of your thoughtful efforts to grow from your experiences as an inclusive educator.

Learning Theory Course: Analyzing Assumptions About the Way People Learn

The promotion of inclusive teaching pedagogy can be integrated into learning theory courses in teacher education programs. Pre-service teachers can be encouraged to think critically about how knowledge about learning has been constructed based on assumptions about specific groups of people (Kelly & Brooks, 2009). For example, as pre-service teachers learn about Piaget's Cognitive Developmental Theory or Vygotsky's sociocultural theory they can be encouraged by teacher educators to deconstruct the assumptions that each theorist reflected about children's learning abilities and question how these assumptions may not reflect the realities of all learners (Kelly & Brooks, 2009). For instance, Piaget proposed that children under the age of 11, in the concrete operational stage of development, do not have the learning capacity to think abstractly or understand social issues that extend beyond themselves (Kelly & Brooks, 2009). Pre-service teachers can be encouraged to analyze Piaget's assumptions about learners by conducting inquiry-based assignments that examine alternative theories and research about the learning capacities of children. Pre-service teachers can also find examples of ability demonstrations in research or online media that counter balance learning theory assumptions to exemplify multiple perspectives (Athanases & Martin, 2006; Kaur, 2012; Kelly & Brooks, 2009).

Assessment and Evaluation: Incorporating Diversity

Teachers use methods of assessment and evaluation to make judgments about students' abilities. If a teacher has preconceived thoughts and feelings about a students' abilities than their judgments may not accurately reflect what the student knows and is able to do. Likewise, the methods of assessment and evaluation that teachers use to measure students' abilities may not allow students to demonstrate what they know and can do as effectively as alternative assessments and evaluations may. For these reasons, inclusive educators learn to use a variety of assessment and evaluation techniques subjectively, so that students can effectively demonstrate their abilities.

Activity:

In chapter two of the case study, Harmful Assumptions (**page 35 of the handbook**), teachers assumptions about students' abilities are addressed.

Think about your own thoughts and feelings (or common stereotypes) about peoples' abilities and then consider strategies you can use to perform inclusive assessments and evaluations. Your assessment should accurately reflect students' abilities.

(*E.g. A common strategy that teachers may use to maintain subjectivity when evaluating a test includes refraining from looking at the student's name until they have finished their evaluation.*

In another example, written assessments of ability may not accurately reflect those students who are learning English as a second language. Assessments that allow students to orally communicate or physically demonstrate their abilities may provide a more accurate assessment of what the students know and can do.)

As a class, compile a list of strategies that can be used to enhance the inclusivity of assessment and evaluation.

Include this list in your portfolio for the development of inclusive teaching pedagogy.

As you learn about and design assessments and evaluations throughout this course and your development as a teacher, always ask yourself how your assessments account for student diversity. Here are some questions to guide your reflection:

➢ Do I offer students multiple ways to express their learning?

➢ Does the assessment method or tool authentically measure the learning outcome?

(e.g. If students need to demonstrate an ability to classify geometric shapes are they assessed during hands-on demonstrations versus paper and pencil tests that focus more on their literacy skills)

➢ Is the assessment context fair for the student, based on their diversity characteristics?

(I.e. Can the student understand the language used, the scenario, and or the purpose of the assessment?)

➢ How do I know that the student understands the assessment and my feedback for their future learning?

What steps did I take to gage the student's understanding of the assessment goals and outcomes?

Did I provide any necessary differentiated instruction/assessment?

Did I develop an individualized plan of action with the student for their future learning?

PRACTICUM PLACEMENT ACTIVITIES

Teachers do not traditionally talk in formal settings (e.g. staff meetings or discussions with administration) about the negative emotions they feel about their work because they do not want to seem unprofessional (Noddings, 1996; Schutz et al., 2009). One of the biggest obstacles to engaging educators in activities that analyze thoughts and feelings about diversity involves overcoming deficit views of avoidance. Many educators are afraid of being perceived as racist, sexist, or politically incorrect for saying the wrong thing because of the taboo societal consequences of these labels (Farnsworth, 2010; Noddings, 1996; Schutz et al., 2009). In Western societies, there are common expectations for professionals who work in public domains to be respectful of diversity. Members of the public and/or one's superiors may perceive professionals who express thoughts, feelings, or behaviors that marginalize people's diversity as unprofessional. Therefore, it is important for teacher educators to create learning environments where pre-service teachers can feel safe to share their thoughts and feelings about diversity without feeling scrutinized (Kaur, 2012; Lundeberg & Levin, 2003; Noddings, 1996; Schutz et al., 2009).

The activities in this section of the handbook aim to assist pre-service teachers as they initiate conversations with their supervising teachers about diversity issues in schools and implementing inclusive teaching pedagogies. The structure of these activities encourages supervising teachers to share their field experience and knowledge, without prodding them to share their own thoughts and feelings about diversity with pre-service teachers, if they are not comfortable doing so.

Getting to Know Your School Culture

When pre-service teachers begin a teaching placement, it is valuable for them to

learn a little about the students and faculty that comprise the school community and

create the school culture. Gaining an understanding of the people who make up the

school culture can help pre-service teachers transition into a new environment and

begin to establish their own role in a school. Pre-service teachers should have time to

seek answers to these questions during their initial days of a teaching placement:

- ➢ Ask your supervising teacher or administrator about the culture of the school. Some prompting questions you could ask are:
    - – *Do the students and staff seem to have a sense of pride for the school and each other? How will I experience this around the school?*
    - – *How do the students generally interact together?*
    - – *How do the staff members generally interact together?*
    - – *How do the staff and students generally interact together?*

- ➢ What do faculty and students do at the school to establish and maintain an inclusive learning environment for everyone?

    Some examples of initiatives may include: uphold a bully-free policy, celebrate/recognize all students' holidays, infuse multicultural content/experiences into learning opportunities.

- ➢ Introduce yourself to the faculty at the school. Ask them what they do around the school to build a sense of community (e.g. coach a team/club, breakfast program, organize spirit days)

- ➢ Ask your supervising teacher or administrator for background information about circumstances involving diversity that are present at the school.
    Examples may include:
    - – *holidays or celebrations that are practiced by students and faculty*
    - – *socioeconomic circumstances at the school (do students have supplies they need; can most afford trips; are their support programs emplace?)*
    - – *situations of prejudice and strategies emplace to reestablish inclusive environments for all*

Getting to Know Your Students

As a pre-service teacher during your teaching placement, you will be working with your supervising teacher and assuming a portion of their duties to teach students. Take time at the beginning of your placement to observe your new students and discuss questions about diversity issues in the class with your supervising teacher. Your supervising teacher is responsible for assisting you as you develop your inclusive teaching pedagogy and they will likely have insight about questions you have based on their experience in the field.

Some questions to discuss with your supervising teacher include:

➢ Can you tell me a little about each of the students (general disposition, interests, strengths, weaknesses, unique qualities/ information)

➢ Have you discussed or incorporated any diversity issues into learning experiences this year (e.g. inclusiveness; prejudice; addressed specific diversity characteristics/issues such as racism)?

➢ Are there students in the class who do not get along with one another? Do you know why?

➢ Do you use any strategies or structures with the class to promote an inclusive learning environment for everyone?

➢ Do you find ways to celebrate students' diversity through your teaching practices?

➢ Are there students in the class who may feel uncomfortable or out of place because of their diversity characteristics? What do you do to make them feel safe and included in the class?

Understanding My Relationships With Students

As you acquire information about your students and interact with them, you will start to form relationships with each individual. This exercise encourages you to think about each student and how your similarities and differences may influence how you teach and interact with them.

Write down each of your students names and consider how each of the following points may influence your efforts to provide inclusive learning experiences to the student:

- ➢ *Your apparent similarities with the student*

- ➢ *Your apparent differences with the student*

- ➢ *Your understanding of the student's point of views*

- ➢ *Your lack of understanding/knowledge about the student*

If you have questions about your students, write them down and seek answers to your questions. The answers may help you develop your inclusive teaching pedagogies.

Developing Inclusive Teaching Pedagogy During My Practicum

Throughout your teaching practicum, you will encounter situations that involve issues of diversity. Your responses in each situation will be influenced by your thoughts and feelings about diversity, as well as your efforts to demonstrate inclusive teaching pedagogy. This activity focuses on helping you develop proactive plans for addressing issues or scenarios of diversity that could potentially transpire based on your early knowledge of the students.

After observing and interacting with your new students, and speaking with your supervising teacher and faculty members, take time to consider possible scenarios involving diversity issues that could occur during your teaching placement. Document each potential scenario and your response plan. This proactive planning will help you respond to situations inclusively rather than being caught off guard.

Possible Scenario:
_____
_____
_____
_____

Response Plan:
_____
_____
_____
_____

Possible Scenario:
_____
_____
_____
_____

Response Plan:
_____
_____
_____
_____

Learning From Experience

Despite your efforts to be proactive and develop inclusive teaching pedagogy, it is likely that you will have experiences during your teaching practicum where you may not respond as well as you would like to. This is the nature of learning from your experience. The important thing is that you analyze your experiences and plan how you will respond differently in the future to enhance your inclusive teaching pedagogy. Excellent teachers constantly refine their teaching practices and pedagogies to serve their students as best as they can.

Record each of your placement experiences involving diversity issues. Include how you responded, your plans for following up in the short term, and how you will approach a similar situation in the future.

Experience:
_____
_____
_____
_____

My Actions:
_____
_____
_____
_____

Follow Up Actions/Procedures:
_____
_____
_____
_____

What I Learned:
_____
_____
_____
_____

Assessment of Pre-service Teachers' Inclusive Teaching Pedagogy

Throughout teacher education, pre-service teachers learn about the important role that assessment plays in learning and schooling. Assessments help learners and teachers monitor progress and guide future learning. During teacher education, pre-service teachers begin to assume the professional responsibility of upholding the OCT Ethical Standards and the Standards of Practice for the teaching profession **(found on pages 21-22 of the handbook)**. This means that pre-service teachers need to self-assess their abilities to live the OCT standards during their teaching practices to implement inclusive teaching pedagogy.

Although pre-service teachers assume the responsibility to uphold the OCT standards for the teaching profession, teacher educators and supervising teachers are in positions of authority during teacher education to hold pre-service teachers accountable for demonstrating commitment to developing inclusive teaching pedagogies. Teacher educators and supervising teachers should conference with pre-service teachers to discuss pre-service teachers' commitment to developing and demonstrating inclusive teaching pedagogies and practices that uphold the OCT standards. Teacher educators and supervising teachers should review pre-service teachers' inclusive pedagogy portfolios with them multiple times throughout a teacher education program to assess pre-service teachers' learning and help guide their future development of inclusive teaching pedagogy.

An assessment log to track conferences between teacher educators/ supervising teachers and pre-service teachers might look something like:

Commitment to Developing Inclusive Teaching Pedagogy

CONFERENCE

Date: _____

Pre-service Teacher: _____
Supervising Teacher: _____

Demonstration of pre-service teacher's commitment to developing inclusive
pedagogy:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

☐ Demonstrating little commitment to developing inclusive pedagogies

☐ Demonstrating commitment to developing inclusive pedagogies

☐ Demonstrating considerable commitment to inclusive pedagogies

Plans/strategies for continued development of inclusive teaching pedagogy:

_____
_____
_____
_____
_____
_____
_____
_____

_____   _____
Supervising Teacher Signature   Pre-service Teacher Signature

Community-Based Learning: Enriching Pre-Service Teachers' Experiences

With Diversity

During community-based learning (CBL) initiatives, pre-service teachers'

assumptions about diversity are reorganized through participation in community events

that extend beyond formal school contexts (Farnsworth, 2010). Pre-service teachers

volunteer in the community in capacities that allow them to interact with people who

have diverse characteristics so pre-service teachers can analyze their thoughts and

feelings about diversity as they gain experience and knowledge about community

members (Farnsworth, 2010).

CBL initiatives supplement teaching placements in schools because pre-service

teachers gain experience interacting with members of diverse groups in cultural-

contexts that may not exist in schools. This helps to foster a deeper understanding and

appreciation for particular diversities and life experiences that people bring with them

when they come to school (Farnsworth, 2010). Examples of CBL placements include

coaching a publically funded sports team, volunteering at a cultural education program

(e.g., Ukrainian Youth Program), tutoring adults in English, working at a soup kitchen or

second-hand store, and attending cultural celebrations like Chinese New Year

(Farnsworth, 2010).

The CBL model exemplifies how teacher education programs can encourage pre-

service teachers to *walk the talk* of inclusive teaching pedagogy by providing

opportunities to gain experiences with specific diversities so pre-service teachers can

make informed reflections and analyses of their thoughts and feelings about diversity

(Farnsworth, 2010). CBL involvement can also ground the development of inclusive

pedagogy throughout teacher education programs if pre-service teachers are required

to complete CBL placements and integrate their participation experiences into their

teacher education as a way of initiating and substantiating conversations about inclusive

pedagogy.

Take time to reflect on your development of inclusive teaching pedagogy.

What questions about diversity do you still have?

Have you identified diversity issues that you would like to learn more about so that you can enhance your inclusive teaching pedagogy?

Based on your answers to these questions, identify a diversity issue that you would like to learn more about during a community-based learning initiative

Conduct some research about community groups, celebrations, events, or resources that could help you learn about the diversity characteristic and the people who possess it.

Refer to the resources for inclusive educators on page 90 of the handbook *for information about diversity and community involvement opportunities.*

Meet with a teacher educator to discuss your findings about community-based learning opportunities and discuss how your participation will contribute to the development of your inclusive teaching pedagogy.

 Arrange your participation in the community-based learning opportunity

Be sure to capture your learning from the community-based learning experience so you can demonstrate your commitment to developing inclusive teaching pedagogies.

RESOURCES FOR AN INCLUSIVE EDUCATOR

This section is very important because it confirms to pre-service teachers that

they are not alone in the process of developing inclusive teaching pedagogies. Included

are references to resources that may assist pre-service teachers develop inclusive

teaching pedagogies during teacher education and throughout their teaching career.

The resources referenced in this section of the handbook provide information about

diversity for ones' professional knowledge and or offer support to individuals engaging

in the process of reorganizing their thoughts and feelings about diversity.

Counselling Services Resources

As pre-service teachers, teacher educators, and supervising teachers engage in

the process of analyzing and reorganizing their thoughts and feelings about diversity for

the development of inclusive teaching pedagogy, participants may expose feelings or

memories that are painful or difficult to deal with. In these situations, it is so important

to remember that you are not alone and there are professional services close by to

assist you. Universities in Ontario offer counseling services for students, which are

operated by professional counselors who are happy to talk to you. Here are the links to

examples of services offered by Ontario universities:

University of Toronto
http://healthandwellness.utoronto.ca

Western University
www.health.uwo.ca

Nippising University
www.nipissingu.ca/departments/student-development-and-services/personal-counselling/Pages/default.aspx

Brock University
www.brocku.ca/personal-counselling

Sir Wilfrid Laurier
waterloo.mylaurier.ca/counselling/info/home.htm

Queen's University
www.queensu.ca/hcds/cs/

Lakehead University
www.lakeheadu.ca/current-students/student-services/tb/health-and-counselling

University of Ottawa
www.sass.uottawa.ca/personal/

Below are a list of Ontario provincial counseling services and hotlines:

Good2talk.ca
A confidential, anonymous helpline for Ontario post secondary students. Offers professional counselors, and on and off campus resource information

Mental Health Crisis Service
1.866.996.0991
Anonymous, 24-hour service for young adults, age 16 and older experiencing mental health crisis

Ontario Shores Centre for Mental Health Science
www.ontarioshores.ca

Telehealth Ontario Hotline
1.866.797.0000

Kids Help Phone
1.800.668.6868
1.866.925.5454
Provides crisis-counselling services to young people between the ages of five to 20 and assists adults aged 21 and older to find counselling services they need.

The Men's Project
1.877.677.6532
Crisis support line for men, providing telephone support, crisis intervention, information and referral

Inclusive Education Resources

The following resources provide information about inclusiveness of diversity in

Canada and Ontario. These resources offer pre-service teachers and practicing teachers

additional resources for the development of their inclusive teaching pedagogies.

Canadian Institute of Diversity and Inclusion
www.cidi-icdi.ca/

*The CIDI website supports members to address issues of diversity, equity and inclusion
within the workplace by offering education services, knowledge services, research,
community connections, and legislative support to those seeking more inclusive working
environments.*

Canadian Centre for Diversity
centrefordiversity.ca

*The Canadian Centre for Diversity's mission is to inform and educate Canadian Society
about the value of diversity, difference, and inclusion. The Centre for Diversity offers a
Peer Leaders Network Program that educates students about conflict situations in
schools and communities while also preparing students to deliver diversity workshops to
elementary school children. The program equips students with motivation, knowledge,
and skills to effect positive change in their school.*

Canadian Teacher's Federation: Diversity and Human Rights
www.ctf-fce.ca/en/Pages/Issues/Diversity-and-Human-Rights.aspx

*The Canadian Teacher's federation website provides information for teachers about
diversity issues in Canada that impact education. The website includes information about
specific diversity issues, resources for additional information and research, as well as
information about events and initiatives for inclusive educators to participation.*

Canadian Web-Based Diversity Resources (University of Calgary)
www.ucalgary.ca/dtoolkit/resources/ca

*The Diversity Toolkit provided by the University of Calgary provides links to numerous
resources about diversity in Canada, including: Canadian Race Relations Foundation,
Classroom Connections about Diversity, Cultural Profiles Project, Media releases about
Diversity issues, Educational Programs for Students, and information about multicultural
Canada.*

Cultural Diversity Resource Centre

www.ccis-calgary.ab.ca/index.php?option=com_content&view=article&id=22&Itemid=134

This website provides links to many valuable resources for the development of inclusive teaching pedagogies including communication tips, creating welcoming inclusive communities, cultural competencies training, and toolkits for responding effectively to diversity issues in education.

Ontario Ministry of Education Equity and Inclusive Education Strategy

www.edu.gov.on.ca/eng/policyfunding/equity.pdf

The Ontario Ministry of Education developed a strategy in 2009 to create a culture of high expectations in Ontario public schools where factors such as race, gender, and socioeconomic status do not prevent students from achieving ambitious outcomes. This document outlines inclusive pedagogies that help students feel welcomed and accepted in their school so they are more likely to succeed academically.

Ontario Coalition for Inclusive Education

www.inclusive-education.ca/thoughts/diversity.php

The Ontario Coalition for Inclusive Education website provides information about inclusive education and the coalitions efforts to build inclusive schools throughout Ontario. The website includes a comprehensive reading list of publications about inclusive education, a list of events to promote involvement in the volunteer organization, and current news about inclusive education in Canada. The OCIE also provides contact information on the website and invites inquiries about inclusive education in Ontario.

Ontario Trillium Foundation "Diversity in Ontario: A Community Profile"

www.otf.ca/en/knowledgeSharingCentre/resources/DiversityReportOntarioENGLISH.pdf

The Ontario Trillium Foundation published a report about Ontario's diversity using 2006 census data. The report provides an overview of Ontario's population, including information about diverse populations, to highlight the uniqueness of people in Ontario. Also included in the report are issues and challenges faced by diverse populations in Ontario.

Multicultural History Society of Ontario

www.mhso.ca/visits.html

The Multicultural History Society of Ontario (MHSO) is dedicated to celebrating the multicultural history of Canada and its diverse people. The organization's website provides information about multicultural groups, operates a museum, produces publications, creates exhibits, and assists organizations by providing education about multiculturalism in Canada.

The following is a list of diversity specific resources:

Learning Disabilities Association of Canada (LDAC)
www.ldac-acta.ca

The LDAC website provides information about learning disabilities and the services offered in Canada to support people living with learning disabilities. Also included in the website are opportunities to get involved with the LDAC and contact information for obtaining personalized support.

Learning Disabilities Association of Ontario (LDAO)
www.ldao.ca

The LDAO is a division of the LDAC organization that focuses on serving Ontarians. The website provides information about initiatives in Ontario communities to support people with LDs and educate the population about learning disabilities.

Egale: Canada Human Rights Trust
www.egale.ca

The Canadian Human Rights Trust (ECHRT) promotes lesbian, gay, bisexual, and trans (LGBT) human rights through research, education and community engagement. The ECHRT website provides information about advancing equality, diversity, education, and justice in Canada by providing information about and services for LGBT people. The site contains information about building safer schools for LGBT persons, discrimination and hate crimes, LGBT Rights, information for LGBT families, international links, and campaigns and services to enfranchise LGBT people.

LGBT Youth Line
www.youthline.ca

The Lesbian, Gay, Bi, Trans Youth Line assists people in Ontario, up to age 26, by providing chat services for those seeking anonymous information, guidance, support, or services and resources. The website also provides links to resources and services for LGBT people and offers everyone in Ontario opportunities to participate in community activities that demonstrate inclusive values for all Canadians.

Indian and Northern Affairs Canada
http://www.ainc-inac.gc.ca

This website provides a comprehensive listing of resources, networks, information and policies for Aboriginal people.

Chinese Canadian National Council (CCNC)
www.ccnc.ca/about.php

The CCNC is dedicated to promoting the rights of all Canadians, especially those of Chinese ancestry, by promoting understanding and cooperation between Chinese Canadians and other ethnic, cultural and racial groups.

Muslim Association of Canada (MAC)
www.macnet.ca

The MAC website provides information about and for Muslim Canadians. The website links to community services, programs, mosques, and cultural centres throughout Canada to encouraging participation by all Canadians in various events.

Arabic Cultural Club of Ontario
accoclub.ca

The Arabic Cultural Club provides cultural and educational programs throughout Ontario for all Canadians. The ACCO website provides information about programs, events, and opportunities for involvement throughout Ontario.

Iranian Community Association of Ontario
www.iranianassociation.ca

This website provides information about Iranian Canadian culture and history, while also providing links to community events, organizations, programs and services, as well as Iranian businesses throughout Ontario.

Indo-Canadian Cultural Club
www.iccclub.ca/index.html

The ICC website provides information about Indian Canadian cultural events in communities throughout Ontario and offers contact information to executive members of the ICC who serve as community representatives for Indo-Canadian services and events.

Canadian Hindu Advocacy
www.canhindu.com/values.htm

The Canadian Hindu Advocacy organization provides information about Hindu-Canadian efforts to defend Hindu values and stand up for fair treatment in Canada. The website includes videos about issues concerning Hindu-Canadians and the organization's efforts to support its' members and all Canadians by advocating for fair treatment.

The Congress of Black Women of Canada
www.cbwc-ontario.com

The CBWC website offers information about programs offered by the organization concerning child development, education, health, housing, racism, sexism, and human rights among other issues that affect Afro-Canadians. Contact information, events information, and programming services offered by the organization are included.

Jewish Federation of Canada
www.jewishcanada.org

The Jewish Federation of Canada is dedicated to supporting Jewish Canadian communities with programs and services concerning social welfare and education. The website contains contact information for federation representatives and links to local Jewish Canadian groups and initiatives

Council of Agencies Serving South Asians (CASSA)
www.cassaonline.com

The CASSA organization empowers South Asian Canadians by resisting marginalization in Canadian society. The organization informs people about services that will help them participate in society and allow them to have a good quality of life. The CASSA website provides links to services, volunteer opportunities for participation in Ontario communities and contact information for further assistance.

Polish Canadians Organization
www.polishcanadians.ca

The Polish Canadian Organization website provides information about Polish associations, choirs, folk-dace assembles, language schools, and youth associations throughout Canada.

Serbian Cultural Association of Canada
www.oplenac.ca

The Serbian Cultural Association of Canada's website provides links to information about folk-dancing, choir, orchestra, drama school, Serbian school, Oplenac Theatre and Serbian businesses throughout Ontario communities.

Interfaith Calendar
interfaithcalendar.org

Various calendar formats that list the primary sacred dates for all world religions, from now to 2017.

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CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS,

AND IMPLICATIONS

Findings from the literature review and critical content analysis were clear; identifying, analyzing, and reorganizing pre-service teachers' thoughts and feelings about diversity, to foster the development of inclusive teaching pedagogy, is a process that requires time and sustained effort throughout the duration of a teacher education program (Daniel, 2009; Guo & Jamal, 2007; Kelly & Brooks, 2009; Lowenstein, 2009). Research indicates that pre-service teachers who have a variety of learning opportunities to indentify, analyze, and reorganize their thoughts and feelings about diversity exhibit more inclusive thoughts and feelings about diversity than pre-service teachers who do not have similar opportunities in their teacher education program (Beacham & Rouse, 2012; Elik et al., 2010; Florian & Rouse, 2009; Gibbs & Powell, 2011; Kaur, 2012; Sharma et al., 2008). My handbook responds to this research by providing a variety of cross-curricular, course-specific, and practicum placement learning opportunities for pre-service teachers to engage in the process of identifying, analyzing, and reorganizing their thoughts and feelings about diversity for the development of inclusive teaching pedagogy throughout the duration of a teacher education program. I recommend that the curricula of other teacher education programs be analyzed to identify and create curriculum that focuses on pre-service teacher's development of inclusive teaching pedagogies.

The driving force behind this research project was my realization that reactive teacher education practices, associated with learning from mistakes during teaching placements, subject students and pre-service teachers to negative emotional and behavioural experiences that stem from pre-service teachers not understanding how their

thoughts and feelings influence their teaching pedagogy (Olson et al., 2009; Schutz et al., 2009). In response to claims that there is not enough existing research describing specific programming implemented by Canadian and international teacher education programs to foster the development of pre-service teachers' inclusive pedagogy (Beacham & Rouse, 2012; Dagenais et al., 2008; Florian & Linklater, 2010; Florian et al., 2010; Jordan et al., 2010; McIntyre, 2009), this literature review, content analysis, and handbook suggest that proactive measures can be implemented in teacher education to foster the development of pre-service teachers' inclusive teaching pedagogy. The activities in this handbook exemplify programming that could be implemented in teacher education programs to promote inclusive teaching pedagogy. I recommend that teacher education programs assess the effects of trial and error teacher education methods and focus on the development of proactive curricula, which helps pre-service teachers understand the influence of their thoughts and feelings about diversity on their inclusive teaching pedagogy and practices.

Past research indicates that collaborative story-based learning activities may help to facilitate the development of pre-service teachers' inclusive teaching pedagogy. More specifically, narrative research may appeal to people's social nature whereby pre-service teachers can relate or connect emotionally with characters in stories based on their own schemas, affective tendencies, and personal experiences (Beattie, 2009; Drake, 2010). This understanding, coupled with the content analysis findings, inspired my development of the current handbook, which centres on a comprehensive story-based case study that was developed specifically for this project to arouse thoughts and feelings about a variety of diversity issues. The majority of the handbook activities are collaborative in that they

invite people to learn together through the sharing of diverse perspectives. I recommend that additional collaborative story-based teacher education curricula be developed that invites pre-service teachers to safely participate in processes of developing inclusive teaching pedagogies.

Findings from the present critical content analysis highlight that the J/I B.Ed. program studied facilitated the development of pre-service teachers' inclusive teaching pedagogy in a number of ways. These findings influenced my development of specific and cross-curricular activities that could be integrated into J/I B.Ed. teacher education programs. The handbook activities focus and connect the development of pre-service teachers' inclusive teaching pedagogy so that pre-service teachers are constantly aware of how their learning throughout the B.Ed. program relates to their personal development as inclusive educators.

Research about inclusive teaching pedagogy has emerged from that which traditionally only referred to theory and practice implemented by educators to incorporate students with disabilities (i.e., ability diversity characteristics) into mainstream learning environments (Guo & Jamal, 2007; Jordan et al., 2010). Contemporary definitions of inclusive teaching pedagogy account for the inclusion of all diversity characteristics that can compose a student's identity (Florian & Linklater, 2010). Findings from the content analysis indicate that the B.Ed. program studied expressed a stronger commitment to providing inclusive learning experiences for pre-service teachers who have disability diversity characteristics, compared to those who have other diversity characteristics and would also benefit from accommodations to meet their individual needs. The creation of a hierarchy of diversity characteristics may in part reflect the university's legal

responsibility to "guarantee the right to equal treatment in services without discrimination on the grounds of disability" (Teacher Candidate Handbook, 2011-2012), as outlined in the Ontario Human Rights Code, versus the university's choice to promote inclusive teaching pedagogy that includes all diversity characteristics that someone may possess. I recommend that all universities and B.Ed. programs broaden their syllabi statements about providing inclusive learning opportunities to pre-service teachers who have disability diversity characteristics. I recommend that the messages should express commitments to include all pre-service teachers with unique diversity characteristics who may benefit from accommodations and individualized programming.

Findings from the content analysis indicated that teacher educators, of the J/I B.Ed. program studied, modelled respect for diversity and inclusive teaching pedagogy by applying theory into practice. Inclusive practices modelled by teacher educators included accounting for pre-service teachers' diverse abilities, offering a variety of assignment options, encouraging the sharing of diverse perspectives and expertise, and inviting pre-service teachers to make suggestions about desirable course content. My handbook activities may help teacher educators to facilitate and model inclusive pedagogies. My handbook also includes resources for inclusive educators that aim to provide professional knowledge to those teacher educators who are responsible for modelling inclusive pedagogies. Pre-service teachers who experience positive effects of inclusive teaching pedagogy may also adopt similar teaching practices. I recommend additional research for advancement of the teacher education discourse, focused on pre-service teachers' development of inclusive teaching pedagogies, to understand how

teacher educators may learn how to model inclusive pedagogies for pre-service teachers throughout teacher education programs.

Content analysis findings indicated that the J/I B.Ed. program studied included course goals about developing pre-service teachers' inclusive teaching pedagogy. Goals such as "the course addresses current issues in education law and examines ideas such as: fairness … diversity … conflict, power, authority, control and rights" to "learn how to deal with these [people's] differences" (Faculty of Education: J/I Professionalism and Law, 2011-2012) demonstrated a commitment by teacher educators to facilitate pre-service teachers' development of inclusive teaching pedagogy whereas specific expectations, such as "pre-service teachers are required to demonstrate respect for human diversity; a respect for the diverse range of learning strengths and needs of students; and the ability to teach an inclusive and differentiated curriculum" (Teacher Candidate Handbook, 2011-2012), required pre-service teachers to develop inclusive teaching pedagogy for successful completion of the teacher education program. Compared to broad program goals, specific expectations are more influential for the development of pre-service teachers' inclusive pedagogy because expectations require pre-service teachers to demonstrate inclusive pedagogy whereas broad course goals offer pre-service teachers choice in whether or not to participate in the process of developing inclusive teaching pedagogy. Based on the present study's findings, I recommend that B.Ed. programs consider the importance of outlining specific expectations for inclusive teaching pedagogy. Such expectations may foster pre-service teachers' development of inclusive teaching pedagogy, which in turn may develop inclusive pedagogies.

Research reveals that educators feel most confident about their ability to implement inclusive teaching pedagogy when they learn specific strategies to be inclusive and when they obtain experience interacting with diverse populations (Guo & Jamal, 2007; Jordan et al., 2010). Research from Manchester University yields similar conclusions; pre-service teachers feel more confident about their inclusive pedagogy when they learn how to implement it during their teacher education and also experience opportunities to interact with diverse populations (Farnsworth, 2010). The content analysis findings suggest that pre-service teachers need more course content and additional learning opportunities throughout the J/I B.Ed. program to achieve program expectations pertaining to the development of inclusive teaching pedagogy. Pre-service teachers need opportunities to think critically about how they can practice inclusive teaching pedagogy, including opportunities that encourage them to work with diverse perspectives and teaching scenarios that propel thinking about inclusive teaching and learning. The creation of my handbook provides the discourse with learning opportunities and activities that can be implemented in J/I B.Ed. programs to facilitate pre-service teachers' identification, analysis, and reorganization of thoughts and feelings about diversity for the development of inclusive teaching pedagogy. I recommend continued development of this discourse with the creation of additional learning opportunities that have similar goals.

Notably, reviewed literature (Guo & Jamal, 2007; Jordan et al., 2010) and the content analysis findings indicated that more consistency be achieved in the practicum experiences of pre-service teachers. Some pre-service teachers are guided through learning opportunities that familiarize them with the school culture and prevalent

diversity issues in their practicum schools. These learning opportunities are, however,

dependent on the staff (administrators and supervising teachers) at each school, calling

for the development of structured learning activities that can help supervising teachers

and pre-service teachers share responsibility for facilitating the development of pre-

service teachers' inclusive teaching pedagogy. My handbook includes placement

activities for pre-service teachers as well as conferencing activities between pre-service

and supervising teachers but I recommend that additional resources be developed and

made public for the development of the discourse.

Findings from the content analysis revealed that multiple types of assessments

were used to monitor the development of pre-service teachers' inclusive teaching

pedagogy although some of the assessments were broad and/or grouped with other

success criteria (e.g., marks allotted for demonstrating a positive rapport with students

and inclusive teaching practices). Based on these findings, I recommend that assessments

of pre-service teachers' development of inclusive teaching pedagogy aim to be specific

and clear to help pre-service teachers to learn what their assessments represent in terms of

their development as teachers. In the present handbook, assessments of pre-service

teachers' development of inclusive teaching pedagogy are outlined in the form of

conferences between pre-service teachers and teacher educators or supervising teachers.

During the conferences, both parties assessed the pre-service teachers' development of

inclusive pedagogies together in order to determine whether they met their commitments

to develop inclusive teaching pedagogies.

Lastly, the findings from the critical content analysis indicated that the J/I B.Ed.

courses provided pre-service teachers with additional resources (i.e., resources beyond

mandatory course readings) about inclusive teaching pedagogy. This is an important

finding because the process of becoming an inclusive educator continues throughout the

duration of a teacher's career. The present handbook includes an extensive list of

educational resources for pre-service teachers to help develop inclusive pedagogies. That

is, such resources aim to inform educators about diversity and assist them as they

identify, analyze, and reorganize their thoughts and feelings about diversity. The

additional resources encourage pre-service teachers to conceptualize the reality that their

development of inclusive pedagogies depends on their own efforts and continues after

teacher certification. I recommend the compilation of additional resources about

developing inclusive teaching pedagogies to advance the discourse and assist the

development of teachers' professional knowledge and practice.

Implications

My handbook includes learning activities that can be implemented into J/I B.Ed.

programs in Ontario based on a literature review and content analysis of one J/I B.Ed.

program's 2011-2012 curricula. This publication contributes to the development of this

discourse by answering calls for research about specific programming implemented in

teacher education programs to foster pre-service teachers' inclusive teaching pedagogy

(Beacham & Rouse, 2012; Dagenais et al., 2008; Florian & Linklater, 2010; Florian et al.,

2010; Jordan et al., 2010; McIntyre, 2009). he *Understanding Pre-Service Teachers'*

Thoughts and Feelings about Diversity Handbook contributes to the inclusive pedagogy

discourse because it provides pre-service teachers and J/I B.Ed. programs with research-

based explanations about the importance of understanding one's thoughts and feelings

about diversity for the development of inclusive pedagogies. The handbook also provides

detailed learning activities, assessments, and supplementary resources that are ready for dissemination among pre-service teachers, teacher educators, and supervising teachers in teacher education programs.

This publication provides valuable feedback to the specific Ontario J/I B.Ed. program whose course syllabi and program handbook were analyzed for the critical content analysis. Faculty members of the B.Ed. program can use findings from the content analysis to modify teacher education programming in efforts to facilitate the development of pre-service teachers' inclusive teaching pedagogy. The present research may also serve as a model for additional teacher education programs to help analyze their curricula and develop specific programming that may facilitate pre-service teachers' development of inclusive teaching pedagogies.

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