

## Chapter 4

# Multicultural Education of Pre-service Teachers: Australian and Ukrainian Approaches

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## Introduction

The processes of integration and globalization in the modern world lead to the new approaches in education. Many countries which are cultural and linguistic diverse carry out multicultural education.

Ukraine and Australia are multicultural societies. The multicultural status of Ukraine is confirmed by the fact that over 130 nationalities, national and ethnic communities live on its territory. Among them 72.7% are Ukrainians and 22.1% are Russians. Other ethnic groups whose number is less than 1% of the total population are Byelorussians (0.6%), Moldavians (0.5%), Tatars (0.5%), Bulgarians (0.4%), Hungarians (0.3%), Romanians (0.3%), Poles (0.3%), Jews (0.2%), Armenians (0.2%), Greeks (0.2%), Gipsies (0, 1%), Georgians (0.1%), Gagauz (0.1%) and others (Sokolova, 2011).

Children of different nations with different cultures, traditions, and mentalities study together in Ukrainian schools. So, today the ability of a teacher to cooperate efficiently with the representatives of different cultures is becoming very important. Therefore, the problem of introducing in our country a new educational strategy – multicultural education – is arising. Ukraine is researching the experience of other countries which use this strategy effectively in educational process. One of such countries is Australia, where multinational and multicultural

schools are social realities as the population of Australia consists of immigrants from 200 countries: Great Britain (5.2%), New Zealand (2%), China (1%), Italy (1%), Vietnam (0.8%) and Indigenous (Aboriginal) people, whose number is 2.3% of the total population of Australia (DFAT).

We may say, that "multiculturalism" is the official policy of Australian government in building a society of social cohesion and inclusion. It means that the government is forming such administrative, social and economic infrastructure that would meet the needs of multiethnic population to achieve social harmony between different cultures, to take advantage of the cultural diversity of the country for the benefit of all Australians. For example, today Australian newspapers are printed in 30 languages, radio broadcasts programmes in 60 languages.

Australia's cultural diversity has played a crucial role in the implementation of multicultural education in the country. Now Australian teachers are entering schools which are rich with a diversity of ethnicities, cultures, and languages. Reforms in secondary and higher education reflect the national goals to provide equal opportunities in obtaining quality education for all people in spite of their race, nation, socio-economic background or geographic location.

Comparing the socio-cultural realities of these countries under investigation, we believe that the multicultural education of pre-service teacher is an issue of great importance to both countries.

This paper compares the present situation of multicultural teacher education in Ukraine and Australia. The review of Ukrainian and Australian social studies has revealed the problem of multicultural teacher preparation in Ukraine and Australia, namely: the majority of pre-service secondary teachers in both countries feel that their level of intercultural competence is low.

## Methodology

This paper is based on a textual analysis of selected Australian governmental documents such as Adelaide Declaration, Melbourne Declaration on Educational Goals for Young Australians, National Professional Standards for Teachers, Aboriginal and Torres Strait Islander Education Action Plan 2010–2014, Ukraini-

an scholarly critique on teacher multicultural competence and the review of the optional courses for student's choice which are conducted in some Ukrainian universities. The focus of the present analysis concerns the meaning of the concept of multi/cultural competence and the ways of development of teacher's multicultural competence in Australia and Ukraine.

## **Multicultural education in Australia**

The Federal and state ministers for education issued the Melbourne Declaration on Educational Goals for Young Australians in December 2008, replacing a declaration dating from 1999. This earlier Adelaide Declaration made specific reference to social justice as one of three National Goals (others being about capacities and curriculum), promoting the idea that "all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally" (MCEETYA, 1999). Melbourne Declaration sets out two educational goals for young Australians:

Goal 1: Australian schooling promotes equity and excellence.

Goal 2: All young Australians become:

- Successful learners.
- Confident and creative individuals.
- Active and informed citizens.

Achieving these goals could be possible by:

1. Developing stronger partnerships;
2. Supporting quality teaching and school leadership;
3. Strengthening early childhood education;
4. Enhancing middle years development;
5. Supporting senior years of schooling and youth transitions;
6. Promoting world-class curriculum and assessment;
7. Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds;
8. Strengthening accountability and transparency (MCEETYA, 2008).

The Department of Education and Early Childhood argues that multicultural education is a perspective that frames education more widely by integrating the global with the local experi-

ence of students. Multicultural Education helps students to develop:

- proficiency in English,
- competency in a language or languages other than English,
- in depth knowledge and awareness of their own and other cultures,
- an understanding of the multicultural nature of Australia's past and present history,
- an understanding of, and skills to interact in, intercultural settings,
- an appreciation of the importance of local, national and international interdependence in social, environmental, economic and political arenas, and
- an understanding that mutual support in these areas is vital to local and global harmony.

Schools should ensure multicultural perspectives are incorporated into all aspects of school life by:

- promoting diversity as a positive learning experience,
- incorporating multicultural perspectives across all learning domains,
- incorporating multicultural, anti-racism, and human rights perspectives in school policies and practices,
- enhancing teachers' and students' intercultural understanding and cross-cultural
- communication skills (*About Multicultural Education*, 2009).

The concept of "multicultural" can be broken down into its constituent parts: "multi" which means many, and "cultural" which refers to a group's ways of thinking and living: their knowledge, values, mentality and behaviour that enable the groups' survival as a people.

A definition by Banks and Banks (1995, p. xi) captures multicultural education in a much more profound manner: "A major aim of multicultural education is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good".

Multicultural education in Australia has its roots in the problems of immigration and the subjugation of the indigenous popu-



lation. Multiculturalism in Australia is understood from three perspectives:

- as a demographic description of the cultural and linguistic diversity of Australian society;
- as a social philosophy which recognizes the value of cultural and linguistic diversity within a framework of shared values to achieve a harmonious society;
- as a government policy, which provides for the needs of a diverse society and fosters shared values that could contribute to unity, social cohesion and productive diversity.

Joseph Lo Bianco, the Professor of Language and Literacy Education at the University of Melbourne, identifies Australian multicultural education as “a wide-ranging term which has included six essential areas of focus, with different emphases over time”:

- provision of specialist teaching programs of English as a second language for immigrants and Indigenous children and adults;
- first language maintenance for immigrant and Indigenous learners;
- teaching of community languages, i.e. immigrant and Indigenous languages, as second languages;
- infusing culturally diverse perspectives across all subject areas of the curriculum, such as history, geography, citizenship studies;
- parent participation; and
- active combating of negative and racist depictions of minority populations (Lo Bianco, 2010).

Australia has made considerable progress in the implementation of multicultural education with the determination of the criteria of intercultural competent teacher in the National Professional Standards for Teachers (AITSL, 2011). They provide a framework which makes clear the knowledge, practice and professional engagement required across teacher careers.

## **Multicultural education in Ukraine**

In Ukraine the issue of multicultural education became of great importance only at the turn of XX–XXI centuries. In the Soviet society, to which Ukraine belonged for many years, the official

ideological doctrine was based on such concepts as "internationalism", "friendship of peoples". It was believed that in the USSR all nations were equal, their cultures "were flourishing", and national or international problems had been solved. In modern Ukrainian state the implementation of multicultural education in the learning process of educational institutions is taken into consideration. The ideas of multiculturalism in Ukrainian education are represented into a number of legal documents: the Ukrainian Education Act, the National Doctrine of Education, the Preschool Education Act, the Secondary Education Act, the State Standards for Basic and Secondary Education, the Higher Education Act, the Concept of Humanitarian Ukrainian Education and others. Ukrainian researchers discuss the importance of multicultural education at different conferences, congresses, seminars. They write a number of works in which they prove the necessity of introducing the ideas of multiculturalism in the educational process of Ukraine.

Such ukrainian researchers as L. Golik, L. Goncharenko, T. Klymchenko, M. Krasovytskyi, B. Kuzmenko, G. Levchenko study the conditions of introduction of multicultural education in Ukraine, theoretical and methodological principles of forming of multicultural competence in young generation and pre-service teachers' special training capable to work in the ethnic region. Ukraine has its own understanding of multicultural education. It is explained as the education, which helps a person to be ready for active work in the contemporary social and cultural environment, to save his (her) identity, to respect and to understand ethnic and cultural diversity and is able to live in peace and harmony with people from different racial, ethnic, cultural and religious groups (Kuzmenko, Goncharenko, 2006).

V. Bolharina and I. Loschenova give their own opinion of multicultural education – this is education for which culture is the universal phenomenon, which helps to learn ethnic and national culture, to understand peoples' aspiration for peace, harmony, progress through the cultural development.

In Ukraine, multicultural education is provided by designing optional elective courses. Many scientists are developing and implementing the optional elective courses in the educational process. These courses are a variable part of the curriculum for the student's choice. Thus the content of multicultural education of pre-service teachers is formed. So, at present stage of the

development of multicultural education in Ukraine the variable part of the curriculum forms the content of teacher's multicultural competence.

## **Multicultural teacher competence: Australian approach**

Instead of the term “multicultural competence”, which is widely used in Ukrainian context, Australian scientists and institutions use the terms “cultural competence /competency”, “cross-cultural competence”, “bi-cultural competence”. All these terms variously used to focus the ability to “think, feel and act in ways that acknowledge, respect and build upon ethnic, socio-cultural and linguistic diversity” (MCEECDYA, Aboriginal and Torres Strait Islander Education Action Plan 2010–2014, p. 43). This also requires the ability to “see” issues and experiences from another person’s perspective and to know oneself in a cultural context, that is, to understand oneself as a cultural being. Cultural competence is part of a developmental process that is underpinned by relationships and self-reflectivity. It evolves over time. “Cultural competence” is a term that is used broadly across the education. The closely-related concepts are: cultural awareness, cultural sensitivity and cultural proficiency.

The requirements to the cultural competence of teacher in Australia are represented in The National Professional Standards for Teachers (the Standards). The work on them commenced under the auspices of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in 2009. The Australian Institute for Teaching and School Leadership (AITSL) assumed responsibility for validating and finalising the Standards in July 2010. The Standards support the Melbourne Declaration on Educational Goals for Young Australians which describes aspirations for all young Australians for the next decade. The National Professional Standards for Teachers were endorsed by MCEECDYA in December 2010. Education Ministers announced the release of the National Professional Standards for Teachers on 9 February 2011.

All Australian governments, universities, school sectors and individual schools have a responsibility to work together to sup-

port high-quality teaching and school leadership, including by enhancing pre-service teacher education.

The National Professional Standards for Teachers are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. Teacher standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

The National Professional Standards for Teachers are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher's developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Graduate Standards will underpin the accreditation of initial teacher education programs. Graduates from accredited programs qualify for registration in each state and territory. The Proficient Standards will be used to underpin processes for full registration as a teacher and to support the requirements of nationally consistent teacher registration. The Standards at the career stages of Highly Accomplished and Lead will inform voluntary certification. The National Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do.

The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. Within each Standard focus areas provide further illustration of teaching knowledge, practice and professional engagement (AITSL, 2011).

The items 1.3, 1.4 and 2.4 in the Standards are concerning the multicultural teacher competence. According to the item 1.3, the teachers should know their students well, including their diverse linguistic, cultural, religious and socioeconomic backgrounds. In the item 1.4 it is said that the teachers should know and constitute the appropriate strategies for teaching Aboriginal

and Torres Strait Islander students. In the item 2.4 it is indicated that the teacher should understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

**Table 1.** Organisation of the National Professional Standards for Teachers

<i>Domains of teaching</i>	<i>Standards</i>
Professional Knowledge	1. Know students and how they learn 2. Know the content and how to teach it
Professional Practice	3. Plan for and implement effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community

So according to the Standards, the pre-service teachers should:

1. Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds;

2. Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds;

3. Demonstrate broad knowledge and understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages;

4. Set learning goals that provide achievable challenges for students of varying abilities and characteristics (AITSL, 2011).

## Multicultural teacher competence: Ukrainian approach

Under the term of “multicultural competence” Ukrainian researchers mean “the individual’s capacity to live and work in a multicultural environment” (Kuzmenko, Goncharenko, 2006, p. 49). Teacher multicultural competence includes: 1) multicult-

tural literacy; 2) the ability to use knowledge in teaching activities; 3) professionally significant personal qualities (Kuzmenko, Goncharenko, 2006, p. 49).

Teacher's multicultural competence is formed through the content of curricula. Conducting the empirical researches Ukrainian scientists develop their own multicultural training courses that promote the formation of multicultural competence of pre-service teachers. In many higher educational establishments of Ukraine the optional elective courses have been introduced. Particularly, N. Yaksa has developed a model of pre-service teacher's training to the cross-cultural interaction in the educational process of the Crimean region. The researcher identifies the basic stages of teacher's professional training to the cross-cultural interaction in the educational process:

1. Mastering the basic pedagogical skills;
2. The acquisition of intercultural experience;
3. The acknowledgement of his (her) own position;
4. The acquisition of knowledge, abilities, skills, methods for cross-cultural interaction;
5. Self-perfection, self-development (Yaksa, 2008).

The other Ukrainian scientist O. Hryva offers the model of teacher's training in a multicultural region. According to this model, the compulsory subjects should include the additional themes such as: "The history of peoples living in the region", "Culture and religion of ethnic groups living in the region", "Protection of Minorities," "Art of the peoples living in the region", "The psychology of peoples living in the region", "Languages of peoples living in the region".

The technology of ethnic and cultural competence of pre-service teachers was developed by O. Hurenko (2007). According to her study, in the educational process of some Ukrainian universities located in Priazov region (Berdyansk State Pedagogical University, Mariupol Humanitarian University) the courses on ethnic culture of Ukrainian Northern Azov national minorities – Bulgarians, Greeks, Germans and others – were introduced. The researcher also published the textbook "The Ethnic Culture of Ukrainian Northern Azov minorities" which can be successfully used by teachers in Ukrainian educational institutions (Hurenko, 2007).

Many universities in Ukraine also provide teacher's language training for schools where educational process is in national minorities' languages (Romanian, Moldavian and others.). This



guarantees people of different nationalities to get quality education in their native languages. But today the issue of integrated multicultural education of pre-service teachers are not sufficiently developed. In our opinion the most thorough study of the multicultural teacher education in Ukraine is currently the book of L. Goncharenko, A. Zubko, V. Kuzmenko "The development of secondary school teachers' multicultural competence" (2007). In their research the authors underline the importance of forming of teacher's multicultural competence. They examines forms, methods, themes and structure of courses that promote teacher's multicultural competence and readiness to work in multicultural environment. Thus, the authors offer to include the following themes to the special courses: "Ethno-Social and ethno-cultural diversity of Ukraine", "The interaction of cultures", "Inter-ethnic, intercultural, interfaith relations," "Tolerance in Ukrainian society by means of the Humanities", "Ukraine in modern international relations", "Current issues of Euro-Atlantic integration", "Modern social problems of mankind" and others (Goncharenko, 2007).

In Kharkiv regional scientific and methodical Institute of Life-long Education it was developed a special course for teachers "Multicultural Education at Schools" (by Stavitsky). The purpose of this course is teachers' scientific and practical training to the implementation of multicultural education in secondary schools. Special course's objectives are:

- introducing the basic concepts, the main principles and the content of multicultural education,
- forming skills to design the educational process of multicultural education,
- improving skills of intercultural interaction etc.

Special course has 18 hours and includes the following topics: "The theoretical basis of multicultural and international experience", "Multicultural Ukraine", "Multicultural competence in the educational process", "Forms and methods of forming multicultural competencies", "Designing educational process on the principles of multiculturalism". But, in our opinion, even with the introduction of such courses for all pre-service teachers the multicultural training of subject teachers remains unclear. Although the appropriate training courses are developed, the subjects are taught in the languages of ethnic minorities, the books on multicultural teacher training are published, multicultural ideas are not the determinants in compiling the curricula and programs and in the content of education they appear only in small parts and do not form an integrated system.



## Conclusions

Analyzing the interpretations of teacher's multicultural education in Australian and Ukrainian scientific environments, we concluded that in most cases they are rather similar. The main purpose of multicultural education in Australia and Ukraine is the same: to acquire knowledge, attitudes, and skills needed to live in peace and harmony with people from different racial, ethnic, cultural and religious groups. In both countries the teacher is the key figure in educational process. In the concept of multicultural education the teacher is a coordinator, a facilitator, an assistant. This is a universal function of the teacher for all multicultural societies. It meets the main requirement for the role of teacher in multicultural society: the ability to cooperate efficiently with the representatives of different ethnic and cultural groups. Therefore the development of multicultural competence is an essential condition of teacher's efficient activity in a multicultural environment.

In Australia the formation of multicultural competence is accomplished through the development of qualifying requirements to the teacher profession in National Professional Standards. In Ukraine teacher's multicultural competence is formed through the content of curricula. In Australia the teacher multicultural competence is a measurable category due to the Teachers Professional Standards where the requirements to the cultural competence of a teacher are determined clearly. In Ukraine, on the contrary, the requirements to the teacher intercultural competence has not yet identified in any official document. This led to the absence of clear procedures of teacher multicultural competence measure. Although a lot of educators are developing their own multicultural education courses, the majority of which are not a compulsory part of the curricula. That is why in our country there is no an integral system of teacher multicultural education as well as standard requirements to it.

In the result of our studying we have found that the multicultural education of pre-service teachers is the national priority in both countries but the approaches to its implementation and standards development are different. We believe the study of progressive Australian experience will be quite valuable for the Ukrainian educational space.

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